

**O‘ZBEKISTON RESPUBLIKASI OLIY TA‘LIM, FAN VA  
INNOVATSIYALAR VAZIRLIGI**

**GULISTON DAVLAT UNIVERSITETI**

**D.SAFAROVA, A.JABBAROVA D.SOBIROVA,**

**TEACHING FOREIGN LANGUAGES FOR  
ELEMENTARY LEARNERS**

**GULISTON 2023**

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**SAFAROVA DILDORA MAMATOVNA**

**JABBOROVA ANORA JAVLIYEVNA**

**SOBIROVA DILOROM HAYDARALIYEVNA**

# **TEACHING FOREIGN LANGUAGES FOR ELEMENTARY LEARNERS**

O‘quv dar sliki bakalavr iat bosqichining 5111400 – Xor ijjiy til va adabiyoti (ingliz tili), 5220100 – Filologiya va tillar ni o‘qitish (ingliz tili) ta’lim yo’nalishlar i talabalar i uchun mo’ljallangan

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UDK:

BBK:

**Mualliflar :**

- Sobir ova D.H. - Guliston davlat univer siteti, Filologiya fakulteti,  
Fakultetlar ar o chet tillar kafedr asi o'qituvchisi
- Safar ova D.M. - Jizzax davlat pedagogika univer siteti, Xor ijy tillar fakulteti,  
Ingliz tili o'qitish metodikasi kafedr asi katta o'qituvchisi
- Jabbor ova A.J. - Jizzax davlat pedagogika univer siteti, Xor ijy tillar fakulteti,  
Ingliz tili o'qitish metodikasi kafedr asi dotsenti, PhD.

**Taqr izchilar :**

- Pozilov A.A. - Guliston davlat univer siteti, Filologiya fakulteti, Ingliz tili va  
adabiyoti kafedr asi mudir i
- Djabbor ov Sh.X. - Jizzax davlat pedagogika univer siteti, Xor ijy tillar fakulteti,  
Ingliz tili o'qitish metodikasi kafedr asi dotsenti v.b., PhD.
- Jabbor ov U.A. – Toshkent davlat pedagogika univer siteti, Ingliz tili amaliy kur si  
kafedr asi dotsenti, PhD

## **PREFACE**

This book is devoted to the systematic study of information on the methods of teaching foreign languages for elementary learners. It describes the specific features, methods, ways and means of teaching a foreign language to primary school children, which are part of the methodology of teaching a foreign language, using a variety of exercises.

The book also covers how instructing EFL teachers to take the profiles of their potential pupils into account can help in this regard. Student instructors must decide, make a choice, and then justify it in this professional activity. The purpose of this book is to improve the input to teacher education practices in foreign language departments of higher education institutions in Uzbekistan. The situation presents teacher educators with a twin challenge: help students develop the language skills necessary for teaching different age groups while also preparing them to become professionals. There are many different uses for the book.

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### **BIBLIOGRAPHY**

# **LESSON 1. INTRODUCTION TO THE COURSE. THE SUBJECT MATTER OF“TEACHING ENGLISH AT PRIMARY EDUCATION” COURSE**

- Foreign language learning at primary level
- English language learning as a global phenomenon
- Reasons of teaching a foreign language at primary level
- Issues for introducing early foreign language learning
- English language learning policies at primary level
- Aims and objectives: (early language learning)

**KEYWORDS:** language learning, primary level, teaching a foreign language, early foreign language learning, language learning policies.

International barriers are disappearing, making it possible for people to interact with others from different cultures and languages through travel, communication, and technology.

We refer to this as globalization. English is increasingly being used as a global language. Recently, English has been taught to many kids in various nations around the world.

Governments have recognized the need for English language learning at the primary level and are doing everything they can to promote it. Parents also support it because of the economic, cultural, and educational benefits it brings. Folk belief holds that younger children learn languages more quickly and effectively than older children. Learning the English language is becoming more and more popular around the world. Parents want their kids to study primary level English. Several events were planned to increase awareness of learning a foreign language. Their goals were: Its aims were:

- to acknowledge the variety of languages;
- to promote lifelong learning;
- to disseminate knowledge regarding language teaching and learning.

At the end of the course, students will have investigated various strategies, techniques, and issues surrounding instructing young language learners and draw out practical implications for language teaching. They discuss the following points of teaching young learners:

- Psychological characteristics and language development in young learners
- Changing Teacher's roles with young learners
- Principles of Working with young learners
- Planning for young learners
- Classroom Management in working with young learners
- Children as learners
- Games, Music and Storytelling in Teaching Young Learners
- Assessing young learners
- Adapting and Developing Materials for young learners

Several nations use English in everyday life, especially in pop culture and media including cartoons, television, movies, pop music, magazines, and newspapers. Other languages are pushed to the side by English's supremacy. Girard suggested the following 6 factors as the ideal environment for language teaching:

1. Having teachers who have the necessary training
2. Adequate timetabling with enough lead time
3. Suitable approach
4. Persistence and communication with secondary schools
5. Availability of appropriate resources
6. Integrated evaluation and monitoring.

The aptitudes that children possess can be used to one's benefit. Although

there is no ideal age in theory to begin teaching, 7 was frequently chosen. In the primary school, non-mother tongue instruction must be included into other subjects.

The major goal is to lay the groundwork necessary to maximize the instruction that will be provided in secondary school. The two most crucial aspects are the teacher's linguistic and instructional abilities. Reasons to begin learning a foreign language earlier in life. It lengthens the overall time spent studying the language. Time consideration (small, frequent periods throughout the week were more efficient than a larger slot only once a week). fundamental methodology's nature. Teachers should consider the speed and teaching strategies used in primary schools. Compared to secondary students, young children are better at grasping and replicating what they hear. It should be carefully planned and take into account the lessons learned from previous successful nations. The intended aims and outcomes must be clearly understood by teachers, teacher educators, curriculum designers, materials authors, and assessment specialists. Governments and commercial institutions must make sure that enough funding is available to provide the ideal conditions necessary for the phrase "younger equals better" to become a successful reality. It is also crucial to assess learning outcomes since they are eventually expected to reveal information about the efficacy of the national spending involved and the legitimacy of the teaching.

The goal was to get kids ready for language learning on a linguistic, psychological, and cultural level rather than to make them multilingual. The objectives of programs in foreign languages include not just learning how to communicate in that language but also increasing cultural sensitivity and awareness. The Primary language learning objectives can be divided into three categories: linguistic preparation, cultural preparation, and psychological preparation.

**Psychological preparation:** To create a desire to study and to inspire people to learn English in engaging and enjoyable ways. Recognize, evaluate, and assess their own capacity to acquire communication skills. The learning of language should be fun for kids rather than a burden. Teachers shouldn't assume that all students will enter the classroom with a cheerful attitude. Increasing language awareness is a part of psychological preparedness as well. It was intended to foster kids' inherent interest in and curiosity about language, and to encourage students to pose language-related queries. Students who learn awareness will better grasp why and their method of language instruction. The key to good learning may be metacognitive awareness, which is the understanding and self-awareness a learner has of their own learning process (knowing about knowing). The intended outcome is that they learn more about topics including what resources they will utilize, helpful ideas, and confidence-building techniques. This type of awareness places an emphasis on abilities like noticing, observing, analyzing, comparing, deducing, or conceiving.

**Linguistic preparation:** instead of attempting to "language-sensitize" or "raise language awareness," the goal should be to develop fundamental communication competence. To build "communicative competence," or the ability to communicate, is the fundamental linguistic goal for elementary ELT. Instead of teaching a FL, the focus is on teaching communication skills.

**Cultural preparation:** to increase intercultural sensitivity displaying respect for those who speak other languages and their cultures.

## **TESTS FOR PROGRESS**

**1. Who referred 6 important conditions for creating best conditions for teaching language?**

A. Girard

B. Flex

C. Stuart Mill

**2. What primary language learning objectives can be categorized?**

A. Prepare yourself psychologically, linguistically, and culturally.

B. To honor the variety of languages, promote lifelong learning, and offer information about language acquisition and teaching

C. Language acquisition in young learners and psychological traits,

Fundamentals of Working with Little Learners, Shifting Teacher's roles with Young Learners

**3. What are the objectives of psychological training?**

A. To inspire learning and to find engaging and enjoyable ways to learn English.

D. The focus on acquiring fundamental communicative skills rather than attempting to "language-sensitize" or "raise language awareness."

D. To increase intercultural sensitivity displaying respect for those who speak other languages and their cultures.

**4. What Does Linguistics Pur pose?What are the aims of primary language learning can be classified?**

A. Psychological preparation, linguistic preparation, cultural preparation.

B. to celebrate the diversity of languages; to encourage lifelong learning; to provide information about the teaching and learning of languages

C. Psychological characteristics and language development in young learners, Changing Teacher's roles with young learners, Principles of Working with young learners

**3. What is the aim of Psychological preparation**

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

D. The goal of developing basic communicative competence in preference to aiming for "language-sensitization" or raising "language awareness".

E. To develop intercultural awareness Showing a respectful attitude towards other languages, their speakers and culture.

#### **4. What is the aim of Linguistic preparation?**

- A. To inspire learning and to find engaging and enjoyable ways to learn English.
- B. The focus on acquiring fundamental conversational skills rather than attempting to "language-sensitize" or "raise language awareness."
- To increase inter awareness. displaying respect for those who speak other languages and their cultures.

#### **5. What is the aim of Cultural preparation?**

- A. To inspire learning and to find engaging and enjoyable ways to learn English.
- B. The focus on acquiring fundamental conversational skills rather than attempting to "language-sensitize" or "raise language awareness."
- D. To increase intercultural sensitivity displaying respect for those who speak other languages and their cultures.

#### **6. A lot of events were planned to increase awareness of learning for eight languages. Their goals were:**

- A. To honor the variety of languages; to promote lifelong learning; and to disseminate knowledge regarding language teaching and learning.
- B. To increase intercultural sensitivity displaying respect for those who speak other languages and their cultures.
- C. The goal of building basic communicative competence rather than striving for "language-sensitization" or growing "language awareness" should be promoted in order to create an appetite for learning and encourage English learners in engaging and enjoyable ways.

#### **7. What are the first three of Girard's list of six essential elements for establishing the ideal environment for language instruction?**

- A. Having teachers who are properly trained. proper scheduling with adequate timing. An appropriate approach
- B. Persistence and communication with secondary schools the provision of appropriate resources. Monitoring and evaluation that is integrated.
- C. Every example above

**8. How can we address metacognitive awareness in the preparation?**

- A. Psychological preparation
- B. Cultural preparation
- C. Linguistic preparation

**9. To challenge students to ask questions about language and to pique children's inherent interest and curiosity about language. What is this argument?**

- A. Psychological preparation
- B. Cultural preparation
- C. Linguistic preparation

**10. The major linguistic goal for primary ELT is to acquire "communicative competence," or the ability to communicate. Why is this thesis being made?**

- A. Psychological preparation
- B. Cultural preparation
- C. Linguistic preparation

**Activity 1. Match the definitions to the theses.**

<b>Psychological preparation</b>	To develop intercultural awareness Showing a respectful attitude towards other languages, their speakers and culture.
<b>Linguistic preparation</b>	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.
<b>Cultural preparation</b>	Children's experience with language should be enjoyable, not put an extra burden on them. Teachers should not take it for granted children arrive in class with strong positive attitude. Another aspect of psychological preparation is developing awareness of language. The aim was to stimulate children's natural interest and curiosity about language and to challenge pupils to ask questions about language.

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## **LESSON 2. PSYCHOLOGICAL CHARACTERISTICS AND LANGUAGE DEVELOPMENT IN YOUNG LEARNERS**

- **Char acter istics of young lear ner s**
- **Language development**
- **Language as language**

**KEYWORDS: char acter , young lear ner s, language development,**

### **Char acter istics of young lear ner s**

**Accor ding to Biehler and Snowman childr en possess these char acter istics:**

- childr en ar e full of ener gy, ver y active, need a constant change of activities
- ther efor e should not wor k by their desks for too long, they need movement;
- the need of br eaks (change of exhausting and quiet activities); childr en get easily tir ed and need time to absor b new ener gy;
- fine motor skills ar e not fully developed: pupils cannot be wr iting for too long;
- the sight of childr en can be easily over bur den ther efor e the mater ials should be
- wr itten in appr opr iate size and we cannot for ce pupils to look into distance for too long;
- we should tr y to avoid r ash and car eless activities (childr en tense to move in a
- ver y fast way and they ar e ver y often too confident in managing the movement skill);

- children are picky in choosing their “best-friends”: try to teach them to cooperate with each other ;
- games are fun and the rules of the games should be kept and understood by every single child;
- use criticism in a very cautious way, children are very sensitive to it; the need to feel the success and the feeling of recognition;
- young learners worship their teachers ;
- especially during the first grades at school, children are longing to learn, they are already motivated for learning;
- they prefer talking than writing, reciting, acting;

***Scott and Ytreberg stress another characteristics of a young learner (aged eight to ten years):***

- they want to learn as much as possible, they constantly ask;
- they start to be responsible for themselves;
- they know what they want to do or what they do not want to do;
- they want to "play fair " and they want their teacher to make the fair decisions
- they like to work in groups;
- their mother tongue is fully equipped – they can think in an abstract way, they understand symbols, they can make up their minds on what is wrong or right or what is true or fiction;
- the highest time when children form their thinking style is at the age of seven or eight, from that point they can understand the adults world in a better way;

The British philosopher John Stuart Mill started to learn Greek at the age of three. Clearly, John Stuart Mill was not an average child. What we are talking about in the lessons of this subject is the average child. This subject assumes that pupils are between five and ten or eleven years old. This means that the subject covers some of the most vital years in a child's development. All education, including learning a foreign language, should contribute positively to that development.

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten they can all do z. But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching. You, as the teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

We have divided the children into two main groups throughout the subject - the five to seven year olds and the eight to ten year olds. We are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group.

### **Children from five to seven**

#### ***What children aged five to seven can do at their level:***

They are able to discuss their activities.

They are able to share what they have seen or heard with you.

They are able to make plans.

They are able to defend a position and explain their reasoning.

They are capable of applying logic.

Their creative imaginations are at their disposal.

In their mother tongue, they have access to a wide range of intonation patterns.

They are capable of comprehending direct human contact.

#### ***Additional traits of a young language learner***

People are aware that laws regulate the world. Even though kids may not always grasp the rules, they are aware that they must be followed since they serve to cultivate a feeling of security.

They comprehend context more quickly than the phrase being used.

Well before infants are conscious of it, they use linguistic skills.

Their own comprehension is acquired by their hands, eyes, and hearing. At all times, the physical world is dominant.

They are quite rational; first things you say, first things that happen. 'Put your book away before you turn out the light' can refer to: After turning out the light, put your book away.

They can't focus or pay attention for very long.

Little children frequently like playing and working alone, but they can be very reluctant to share when they are around other people. It's commonly believed that up to the age of six or seven, children are extremely self-centered and they are unable to view situations from another person's perspective. This may be the case, but keep in mind that students occasionally refuse to collaborate because they don't perceive the benefit. They frequently fail to comprehend what we are asking of them.

The worlds of adults and children are not the same. Youngsters may fail to grasp what adults are saying. It is not always easy for adults to understand what children are saying. The distinction is that youngsters don't always ask questions, whereas adults typically do so to discover information. Either they pose as understanding or they understand in their own terms and do what they think you want them to do.

They will seldom admit that they don't know something either. A visiting friend took a confident five year old to school one day after the child had been going to school for three weeks. It was only when they arrived at a senior boys' school after forty-five minutes that the visitor realised that the child had no idea where she was. Her mother had asked her several times before she left home if she knew the way, the visitor had asked the same question several times in the forty-five minutes. The child had answered cheerfully and confidently that she knew the way to her school very well!

Young children cannot decide for themselves what to learn. Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work. Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they, believe us.

### **Eight to ten year olds**

*Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.*

Their fundamental ideas have developed. People hold firmly held opinions about the world.

They have the ability to distinguish between fact and fantasy.

They are constantly asking inquiries.

They rely on spoken language in addition to the physical environment to communicate and comprehend meaning.

Kids have some decision-making power over their education.

They are very clear about what they enjoy doing and what they don't.

They have an established sense of fairness regarding what takes place in the classroom and start to challenge the decisions made by the teacher.

They may collaborate with others and pick up knowledge from them.

### **Language development**

Children between the ages of eight and ten speak all basic elements in place. They are proficient in their mother tongue and are therefore aware of the primary grammatical conventions in it. By the age of ten, kids can: comprehend abstract concepts

comprehend symbols (starting with words), generalize them, and organize them.

This is speaking of the general linguistic development of children. There is still a lot we don't understand about learning a foreign language. Despite the age and time differences, there are many similarities between learning one's mother tongue and learning a foreign language. Nobody has yet discovered an accepted universal method for learning languages. The students' mother tongues and social and emotional aspects appear to have a significant impact in the child's background.

It is evident from this that most eight to ten year old children will enter a foreign language classroom with some level of linguistic competence and awareness.

Children undergo significant changes between the ages of five and ten, but it is impossible to pinpoint the exact timing of these changes because everyone is different. It appears that seven or eight years old is the key age. For the majority of kids, things start to make sense around the age of seven or eight and they start to comprehend the adult world as we perceive it.

Imagine a little child delivering a joke. Five-year-olds laugh because everyone else does, even if they frequently don't get the joke. When asked to retell the joke, they will be nonsense.

Jokes are enjoyable to seven-year-olds, who memorize them. This implies that they frequently miss the punch line or need to be reminded. Children aged ten and eleven can recall jokes and deduce the punchline from the context. Many kids appear to develop their grasp of language and the way it works in the same way.

What this implies for our instruction Words are insufficient.

Don't just rely on spoken words. The majority of learning activities for younger students should involve movement and sensory input. To fully utilize the classroom and environs, you will need a lot of tools and images to work with.

Show them what you want through example. As kids get older, the balance will shift, but engaging the senses will always aid learning for students.

**Change up the language**

Let the students converse with each other. Tell stories, sing songs, and make up rhymes. Experiment with the language; allow children to use silly words and noises. For example, you could say, "Let's go, pets go," or "Blue eyes, blue pies." This kind of language play is quite typical of first language acquisition and comes fairly naturally during the initial stages of learning a foreign language.

### **Language in isolation**

It takes time to start thinking of language as something distinct from the events that are happening. Most children between the ages of eight and ten are already aware of this in their native language. Frequently, the spoken word is accompanied

The spoken word is frequently accompanied by other cues to its meaning, such as facial expression, movement, etc. We should utilize these clues fully. There are fewer other clues to meaning after students begin reading, and the language takes on a permanent form. Students can bring a book home, read it often, stop, consider the language, and work it out. The same applies to writing. Reading and writing are therefore extremely important for a child's developing linguistic awareness as well as for their own linguistic growth, even though both are quite difficult to learn and take time and patience.

### **Diversity in the classroom.**

Variety is a first because attention and concentration spans are short: variety of activity, variety of place, variety of organization, and variety of value. Older students can concentrate for longer periods of time, and you should let them do so, but you still need a lot of variety.

### **Routines**

Knowing the rules and being familiar with the situation benefits kids. Have systems, follow routines, and plan and organize your lessons. Utilize common situations and activities. Recite rhymes, stories, etc. Cooperation, not competition, is without rewards.

Some forms of encouragement are significantly more effective. Make space

for shared experiences because they are a priceless source of language learning and foster a sense of community. Most people enjoy the sensation of belonging, and young children in particular enjoy this.

Bring the kids together whenever you can. This does not imply that they must work in groups at all times, but most kids enjoy being around other kids, and interacting with others while sitting down encourages cooperation. Real collaborative partnership and groupwork is typically the outcome of a lengthy process. Some students work better alone.

### **Grammar**

Children in lower socioeconomic classes have an amazing capacity to absorb language through play and other enjoyable activities. Whether or not they have learned the grammar rules has little bearing on how well they are able to communicate in a foreign language. Very few of your students, even at the age of ten or eleven, will be able to communicate with the teacher in this way. They may be quite knowledgeable and clear about the foreign language, but they are typically not mature enough to discuss it.

As a teacher, you should list the concepts, skills, and grammar rules you want your students to learn as well as those they already know. But, in actual teaching, you should only cover the barest essentials of grammar, and only for older students. This does not entail instructing the entire class in grammar rules. The greatest time to introduce some simple grammar is when a student requests an explanation or when you believe the student will benefit from learning some grammar. When you are correcting written work, for example, or in conjunction with an oral exercise that teaches, for instance, Did she do that? Does she do that? Although both words are used in questions, older students, especially those in level two, may inquire specifically as to what the difference between "did" and "does" is. You may then take advantage of the opportunity to explain the distinction in plain language. You might want to use the phrases "a today's question" and "a yesterday's question."

It may or may not be appropriate to compare what occurs in the mother tongue in the same circumstance. What's important is that the explanations should be provided on an individual or group basis while the students are posing the questions, that they should be kept as clear and simple as possible, and that the students should be able to understand the explanation and so gain something from it.

### **Assessment**

Although while formal assessment may not be a required component of your work, it is always helpful for the teacher to keep regular notes about each student's progress. You might want to let the parents know how their kids are doing, but you should also regularly talk to the kids about their work and encourage self-evaluation. This can be done from the start in very simple words, focusing on the positive aspects of things and playing back what the student hasn't been able to master. Nothing succeeds more than success.

### **Questions and activities**

1. Think back to when you went to school. What do you remember about your first years? Do you remember the teachers, the teaching, smells, sounds, your physical surroundings, other pupils, feelings?
2. Go back to your own learning days again, this time when you started learning a foreign language. Was it a good or a bad experience? Why? Can you draw any conclusions from it about what you should/should not do in your language classroom?

### **TESTS FOR PROGRESS**

**11. What can children aged five to seven do on their own level? Discover the right response**

- A. Their basic conclusions are formed. People hold firmly held opinions about the world.
- B. They can share with you what they have done or heard.

C.They may argue for a position and explain to you why they hold that position.

**2. Locate the correct response.**

A.Children can choose for themselves what to learn.

B. Children love to play and learn best when they are having fun. They take themselves seriously, though, and prefer to believe that what they are doing is "real" work.

C.Children are enthusiastic and optimistic about learning. We all thrive when we perform well and are praised for it, and this is especially true for young children. In order for them to maintain their enthusiasm and feel successful right away, it is crucial to give them praise. If we identify children's shortcomings, you should believe us.

**3. They want to "play pretend," and they want their teacher to make the pretend decisions. Whose stress is it regarding a young learner's (aged eight to ten years) character traits?**

A. Skott and Terberg

B. Snowman and B. Biehler

C. J. Stewart Mill.

**4. What are the most important factors of teachers?**

A. pedagogical and methodological skills

B. linguistic and pedagogical skills

C. linguistic and psychological skills

**5. What age learners have a language with all the basic elements in place?**

A. eight to ten year olds

B. five to seven year olds

C. seven/eight year olds

**6. What age learners can use logical reasoning?**

A. seven to eight

B. eight to ten

C. five to seven

**7. what age does the magic age seem to be?**

- A. seven or eight
- B. nine or ten
- C. five or six

**8. find the features of pupils who are five to seven year olds.**

- A. They can talk about what they are doing. They can tell you about what they have done or heard. They can plan activities
- B. Their basic concepts are formed. They have very decided views of the world. They can tell the difference between fact and fiction. They ask questions all the time
- C. They have definite views about what they like and don't like doing. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions. They are able to work with others and learn from others.

**9. Find the features of pupils who are eight to ten year olds**

- A. They are able to make some decisions about their own learning. They have definite views about what they like and don't like doing
- B. Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work.
- C. Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times. o They are very logical - what you say first happens first. 'Before you turn off the light, put your book away' can mean 1 Turn off the light and then 2 put your book away

**9. According to Biehler and Snowman what characteristics do children possess**

- A. children are full of energy, very active, need a constant change of activities otherwise should not work by their desks for too long, they need movement; the need of breaks (change of exhausting and quiet activities); children get easily tired and need time to absorb new energy;

B. fine motor skills are not fully developed: pupils can not be writing for too long; the sight of children can be easily overburden therefore the materials should be written in appropriate size and we can not force pupils to look into distance for too long;

C. all above the given answers

**10. Scott and Utr eber g stress another characteristics of a young learner (aged eight to ten years) what are they?**

A. they start to be responsible for themselves; they know what they want to do or what they do not want to do; they want to "play fair " and they want their teacher to make the fair decisions, they like to work in groups;

B. the sight of children can be easily overburden therefore the materials should be written in appropriate size and we can not force pupils to look into distance for too long;

C. we should try to avoid rash and careless activities (children tense to move in a very fast way and they are very often too confident in managing the movement skill);

**Activity 1. Complete the table**

<b>According to Biehler and Snowman children possess these characteristics:</b>	<b>Scott and Utr eber g stress another characteristics of a young learner (aged eight to ten years):</b>

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### **LESSON 3. PRINCIPLES OF WORKING WITH YOUNG LEARNER.**

- **Effective teaching of young learners**
- **Principles of language learning**

**KEYWORDS:** effective teaching, principle, learning experience, authentic communication, direct teaching, multi-dimensional, thematically organized activities

By giving children opportunities, effective teaching of young learners promotes innate language acquisition mechanisms to use language as a tool for creating and sharing ideas, as well as to support children in functioning "at the growing edge" via scaffolding experiences. Therefore, effective teaching involves authentic communication between students and teachers as well as among students. It is also activity-based, giving students meaningful ways to use language to achieve age-appropriate goals. Utilizing language goals from one age group for learners at younger ages may not be beneficial at all; instead, it may cause learners to miss crucial opportunities to achieve developmental milestones appropriate to their stage of development. Teachers must:

**Provide learners fun, engaging roles to play in the learning experience.**

Young learners want a safe, yet challenging learning environment and are meaning-seekers who learn best by doing. Young language learners need language input and modeling in any language environment, but particularly in an EFL setting when the teacher and the materials serve as the primary language sources. Yet the input must be delivered in child-appropriate ways. Education authorities strongly encourage direct instruction in the entire class for lengthy periods of

instructional time. On the theory that introducing them earlier will make learning more effective, specific instruction methods and content are being pushed down to classes of younger learners. Little children, however, learn differently and require various learning environments. When young learners are taught directly in a classroom setting, there is a risk that "input" may automatically lead to "take," or that if we teach something, it has already been learned. But for young children, active participation in the construction of concepts is crucial. We must give children age appropriate ways to use language and provide a variety of opportunities for them to do so as language develops.

For instance, once we've developed language and procedures for water experiments about objects that float and objects that sink, or about containers that hold more water, we may give kids the chance to experiment with water and engage in conversations on the playground. By posing questions and offering comments while children participate in their extremely purposeful play and educational tasks, we scaffold learning.

### **Help pupils develop and practice their language skills through collaboration.**

Children learn socially. We provide opportunities for learners to communicate with us and with one another while ensuring that they have access to the vocabulary and structures they require—rich exposure to a variety of literary genres is a very effective way to develop high-quality academic language. One child could be encouraged to do the experiments during the water explorations, for instance, while others gave instructions and posed questions about what they saw happening. Employ activities that are multidimensional and thematically organized. Provide thematically organized activities that use many learning modalities appropriate for younger learners.

Thematic organization gives us the chance to cycle and repeat concepts and language related to those concepts so that we can support children as they develop the complex connections that lead to learning. We must incorporate a variety of child development appropriate activities into the exploration of themes by

children. We might move like ocean waves while singing songs about sailing the sea. We make drawings of our experiments or our favorite aquatic creatures, measure and weigh water, work out issues related to sharing lemonade, read and reflect on a story about a mother duck temporarily losing one of her little ones, and collaborate with kids to write reflections about what we are learning and considering.

Provide challenging yet understandable input with supportive scaffolding from the teacher, context, and peers to aid learners in their work by giving them tasks and objectives that kids can achieve or learn with just a little guidance and support. The growing edge shifts or expands when kids can complete these tasks independently, and teachers support learners by giving them slightly more challenging tasks and assignments. Since teachers must continuously concentrate on giving students the input and requests for work they will need to complete at the next level, they must employ careful observation and classroom-based assessment to fully understand their students' abilities. Reading aloud, providing graphic organizers, and writing exercises are all examples of skillbuilding activities for reading and writing. To assist children in comprehending and discussing the linguistic patterns and organizational structure of a story, share writing with kids from the graphic organizer. The two graphic organizers that teach about text structure are listed below. The first tells a short story about what happens when an elderly woman shoots several animals. Children can learn the pattern by pointing to the creature that the teacher or a student is singing about. The second story demonstrates the structure of a circular story, one that finishes up where it started.

### **Combine language and content.**

Teaching language for age-appropriate academic content has many benefits. The curriculum for students learning two languages in a bilingual setting in schools can be integrated across languages so that students in L2 (secondlanguage) classrooms encounter the same concepts as those in L1 (firstlanguage) classrooms but with new

labels, reinforcing content area learning and facilitating new language learning because it is based on what students already know. In an L2 environment, teaching language through content ensures that students' academic learning is not put on hold while they acquire the language. Instead, they have the chance to learn a language through age- and stage-appropriate activities that will prepare them for grade-level academic content. Integrate and validate your native tongue and culture. Continued development of the home language for children will only support the development of a new language. Another common misconception about how language develops outside of linguistic and language educational circles is that a first language can impede or interfere with a second. Instead, pupils who have a strong academic foundation in their first language are unquestionably at an advantage when they start learning additional languages. This does not need to be clarified in the target language when a child "breaks the code" or "joins the literacy club" and understands the fundamental principles of reading in one language. Instead, students now only need to learn new words, new sounds, and new written codes. This is no easy task, but it is much simpler than having to teach a child who lacks literacy skills how to read in a foreign language. As language educators, we may assist young learners in expanding their knowledge of and learning experiences in a second language by utilizing their home language. Learning a new language should clearly be a progressive process, never requiring the loss of one's mother tongue.

### **Provide clear objectives and feedback on performance**

Children want to act morally. They must be able to recognize when they have achieved a goal and when they still have more to learn. We must establish for learners clear language and content goals and give learners feedback on their progress toward those goals. We can also encourage learners to evaluate their own progress toward achieving goals in developmentally appropriate ways to help them become independent, self-driven learners. Despite the sophistication of our research methods, the speed of our computers, and the years of thought and study we have put into understanding children's development, there is still a very

long way to go before we as educators of young English learners have reached this understanding. This article is the most recent attempt to bring together classic ideas in the field of early childhood cognitive and linguistic development. It includes recommendations for how we can organize and conduct learning experiences in order to put the best of what we know to work. Our goal is to support children's growth and development in happy, healthy, richly multilingual ways. Guidelines for language learning Prior to evaluating language learning materials for their capacity to promote learning, it is necessary to have a set of principles regarding how languages are learned. The following, according to Cameron, have come to be the most significant principles to consider when thinking about young learners learning foreign languages:

Children actively attempt to conjure meaning.

Children require space for language development.

Language in use carries the potential for meaning that cannot be understood.

Development can be thought of as internationalizing from social interaction.

The learning of a foreign language by children depends on their experiences

## **TESTS FOR PROGRESS**

### **1. What does Effective teaching of young learners promote?**

A. Innate language acquisition mechanisms by providing children opportunities to use language as a tool for creating and sharing meanings and by scaffolding experiences to help children function "at the growing edge".

B. Direct instruction methodologies and content

C. Learners enjoyable, active roles in the learning experience.

### **2. Who writes the most important principles in thinking about foreign language learning by young learners?**

A. Cameron

B. Girard

C. Stuart Mill

### **3. Find the correct principles of language learning according to Cameron**

A. Children actively try to construct meaning, Children need space for language growth

B. Language in use carries cues to meaning that may not be noticed  
Development can be seen as internalising from social interaction, Children's foreign language learning depends on what they experience

C. A and B

**4. Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. Which Seven Instructional Principles for Teaching Young Learners of English can be included this perspective.**

A. Offer learners enjoyable, active roles in the learning experience

B. Use multi-dimensional, thematically organized activities.

C. Help students develop and practice language through collaboration.

**5. Children are social learners. While ensuring that students have access to vocabulary and structures they need—and rich exposure to many kinds of literature is a very effective way to model high quality, academic language—and then supporting their language as needed, we provide opportunities for learners to communicate with us and with one another. Which Seven Instructional Principles for Teaching Young Learners of English can be included this perspective.?**

A. Offer learners enjoyable, active roles in the learning experience

B. Use multi-dimensional, thematically organized activities.

C. Help students develop and practice language through collaboration.

**6. We might move like waves on the sea, sing songs about sailing on the ocean. We draw pictures of our experiments or our favorite water creatures, weigh and measure water, solve problems about sharing lemonade, read and reflect on a story about a mother duck temporarily losing one of her little ones and with children write reports about what we are learning and thinking about. .**

**Which Seven Instructional Principles for Teaching Young Learners of English can be included this perspective?**

- A. Offer learners enjoyable, active roles in the learning experience
- B. Use multi-dimensional, thematically organized activities.
- C. Help students develop and practice language through collaboration.

**7. Children want to do right. They need to know when they've achieved a goal and when they still have more to learn. We must establish clear language and content goals for learners and provide learners with feedback on their progress toward those goals. We can also, in developmentally appropriate ways, encourage learners to begin to evaluate their own progress toward accomplishing goals to help them become independent, self-motivated learners. Which Seven Instructional Principles for Teaching Young Learners of English can be included this perspective?**

- A. Provide clear goals and feedback on performance.
- B. Validate and integrate home language and culture.
- C. Integrate language with content.

**8. Direct teaching in the full group for large portions of instructional time is being strongly encouraged by.....?**

- A. educational leaders
- B. government
- C. teachers

**9. Who are social learners according to help students develop and practice language through collaboration.**

- A. children
- B. foreign learners
- C. ancestors

**10. Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to.....?**

- A. young learners

B. educational leaders

C. children

### Activity 1. True/ False

1. Effective teaching of young learners promotes innate language acquisition mechanisms by providing children opportunities to use language as a tool for creating and sharing meanings and by scaffolding experiences to help children function “at the growing edge”.
2. Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment.
3. Direct teaching in the full group for large portions of instructional time is being strongly encouraged by teachers.
4. Teachers are social learners.
5. Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to younger learners.
6. Thematic organization offers us opportunities to cycle and recycle related language and concepts so that we can support children as they develop the complex connections that lead to learning.
7. Students learning two languages in school in a bilingual setting curriculum can be integrated across languages, so that the children in L2 (second-language) classrooms encounter the same concepts that they do in L1 (first language) classrooms but with new labels, both reinforcing the content-area learning and facilitating the new language learning because it is based on what children already know.
8. When a child “breaks the code” or “joins the literacy club” and understands the basic concepts of reading in one language, this does not need to be re-learned in the target language.

9. Children do not want to do right. They need to know when they've achieved a goal and when they still have more to learn.
10. Approaches to teaching young learners based on such principles include Cameron's learning-centred approach and Paul's child-centred approach.

## Activity 2

### Find the titles of the given information

1. Provide clear goals and feedback on performance.
2. Validate and integrate home language and culture.
3. Integrate language with content
4. Provide comprehensible input with scaffolding.
5. Use multi-dimensional, thematically organized activities.
6. Help students develop and practice language through collaboration.
7. Offer learners enjoyable, active roles in the learning experience.

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## LESSON 4. PLANNING FOR YOUNG LEARNERS

- Long term planning
- Short term planning

**KEYWORDS:** long-term planning, short-term planning, an external

## **disturbance, an internal disturbance.**

Young children are usually full of enthusiasm and energy, and the language lessons will be full of variety and changes of activity. There is very little time available during a short lesson for you to actually think. If teacher and his pupils are going to get the maximum enjoyment and the maximum learning out of a lesson, then the lesson must be carefully planned. All good teachers plan, just as all good teachers are prepared to adapt their plans, and know that they have to be prepared for emergencies.

Why good teachers plan their work

- It makes life much easier for you in the classroom.

- It saves time:

you can adapt the plan for future use.

you get quicker at preparing work with experience.

you become aware of how much time activities take.

it's much quicker to check at the end of a lesson what actually happened.

- You know what you will need for each lesson.

- You can more easily see how to balance your lessons.

- It gives you security and confidence, which is passed on to the pupils.

- It allows you to use more of your energy and enthusiasm to enjoy what you're doing instead of worrying about what to do next, or looking at the next page of the book.

- You can sometimes sit back and observe what's going on instead of planning the next activity in your head.

- As pupils get older, they become more aware of how well-prepared the lessons are, and they like to have well-prepared lessons.

When, how and with whom to plan

We can divide planning into three stages:

long term planning, which may be for a whole term,

short term planning, which might be for a unit of work, and lesson planning for individual lessons.

Although long term planning is followed by short term planning, which is followed by lesson planning, the three types of planning are different.

### **Long term planning**

Long term planning will take place either before or at the beginning of term, and you can do it before you ever see your pupils. If you can, discuss with other teachers using the same book or series of books what they think about aims, methods and assessment.

Talk to the parents about what you intend to cover if this is at all possible. If you are going to have the same pupils as last term, ask them what topics they are interested in. Give them a choice, and involve them at this stage if you can.

If you are using a textbook, look through the list of contents and the teacher's guide. If the book is topic-based, you might decide to change the order, or to miss out something which isn't suitable for your pupils - you don't want to be talking about Navruz in the middle of December!

If you are not using a textbook, decide roughly what you want to cover this term and how long it will take you for each unit/topic/language item.

If you are working in a school where other subjects are taught, try to work with other subject teachers as well. For example, if you want to do a topic covering 'food', then this has to be put into the cookery teacher's long term plan too.

If you are teaching in new surroundings, you should check where everything is and what there is at school. Things which are used in other subjects can be used in the English lesson too. Maps, for example, are always useful and can be borrowed from the geography teacher.

### **Short term planning**

Once your long term planning is done, then the short term planning is much easier. You may be planning the lessons on one topic, the lessons for one unit in

the book or the lessons for one week. A short term plan usually covers from three to ten lessons. If you have another teacher doing the same work at the same level, you can work together at this stage, although many teachers prefer to plan alone.

If you are using a textbook, then much of the work at this stage is done for you. Most textbooks are written by experienced teachers and the lessons are carefully thought out. If you are new to teaching, then follow them as far as you can. The more you teach, the easier it gets to change other people's plans. After a time, you may find that you have different timing, different problems, and different classes from the ones your textbook is written for.

Look at the texts which are in one unit in the book, or which you have collected. Note down if there is anything that you have to make or the children have to make.

Decide what language items you are going to teach.

Make quite sure you know how the language items are used. Perhaps you should look them up in a grammar book, just in case.

Decide roughly on the way you want to teach the unit, and find activities that suit your topic.

Assessment is part of teaching, so write assessment into your plan at this stage. Both teachers and pupils like to know how they're doing.

Don't let your short term planning get too detailed. It is only a rough guide, but it should show clearly where you are going and what you hope to cover.

### **Lesson planning**

Lesson planning has to be done before every lesson. Unless you work with another teacher in the classroom, you should do it alone. If you have done short term planning, then the lesson planning is easier - you know what's gone before and you know what's coming after.

Most new teachers start off by writing very detailed plans, which become less

detailed with time. This is not because teachers become lazy, but because planning becomes easier with practice and so experienced teachers don't have to note all the details.

Here are some points to remember when making your lesson plans:

Decide when and how to use group work. Make the organisation of your classroom as easy as possible.

Link this lesson with the one before, and think about the one after.

When you are looking at how your planning worked out, the most important question to ask yourself is, 'Did the pupils learn what I wanted them to learn?' This can be a difficult question to answer since learning takes place over a period of time, but a good time to ask the question is after a whole unit in the textbook or after a series of lessons on a topic.

When it comes to looking at individual lessons, not all teachers come out of a lesson and go through their lesson plan in detail. You don't have to. When you plan the next lesson you usually check how far you got, what you gave for homework, etc. If you don't do it after every lesson, you should sit down at the end of the week and go through your lesson plans, marking what you did and what you didn't do, and if the activities worked or didn't work. Don't spend too much time analysing each lesson. Go through it quickly and see what you can learn from it, then file it away for future reference.

You can make a quick checklist:

Did the pupils understand the teaching point? Did they learn what they were supposed to learn?

Did the organisation work?

Did they like the subject matter?

Did I do this part of the lesson?

Was it the right kind of activity at that stage? What to do when things go wrong

Unless your pupils are angels, and you are a gifted teacher, you must be prepared for things to go wrong, or rather, not as you planned. Young children are wonderfully spontaneous, and do and say whatever comes into their heads. Their enthusiasm sometimes overflows. If they are interested in what they are doing they will show it. They cannot concentrate for long on one activity, and, of course, they will find other things to do if their concentration goes. Unless a child is actually being destructive, then try to make the 'bits that went wrong' into something positive. Sometimes the lesson where nothing goes as you planned can be very successful.

Several types of things can go wrong

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### **An external disturbance**

Something is disturbing the class - a wasp is buzzing around the classroom, or a number of fire engines are passing the window. In cases like this, either get rid of the disturbance - kill the wasp or get it out of the room - or make use of it: 'Oh look at all those fire engines!' Teach the word 'fire engine' and then go back to your plan as quickly as you can.

### **An internal disturbance**

Something is disturbing one or two of the class - perhaps one of the pupils bursts into tears, or two of them start fighting. Take the pupil(s) aside - you might want to take them out of the classroom. If the class is already working individually or in pairs, then you can simply tell the others to get on with what they are doing and

hope that they do. If this happens in the middle of a class activity, give the pupils something quick and easy and quiet to do, like 'Think about/write three words beginning with p' or 'What was the best/most difficult new word last week?' Of course, once you've sorted the problem out, you then have to hear the words. Do it as quickly as you can and then get back to where you were.

### **The class is out of control**

In this case, use a calming activity like telling a story or filling in the words in a text which you read to the whole class. This means that you always have to have what you might call 'emergency activities' ready - activities that you can use in situations like this. When in doubt, pick up a reading book.

An activity is taking too long You can: say that the pupils can do this activity so well already that you want to move on, ask the pupils to finish it for homework, say you'll come back to it another day (and then you must remember to do so), decide that this activity is so important that you want to spend time on it. This means adjusting the lesson plan for the next time.

### **You have extra time**

If you have time left over, then you can use one of your emergency activities mentioned earlier, but remember to choose one that suits the mood of the class, and try to adapt it so that it fits in with what you've been doing. Of course, you can always say to the pupils, 'All right, today you've been so clever that we're going to play a game, or listen to a story, or add to our rhyme book.' That leaves you free to do whatever you want.

### **An activity doesn't work**

If, for example, the cassette player doesn't work, don't spend time trying to get it to work. Leave it and read the text or sing the song yourself. If for some reason you can't, tell the pupils, 'The cassette player isn't working. Let's do something else.' If a game isn't working out, finish off the activity as soon as you can and move on to something else. Don't try to repair or change things like this in the middle of a lesson.

### **An activity is too difficult**

If an activity doesn't work because the language is too difficult for the pupils, stop it gently and move on to an easy activity which you know they can do: 'Well, this is very difficult, and you've done very well. Let's move on to something else now.'

### **Questions and activities**

1. Can you make a similar plan for a class you have had or will have? If you don't have a class, look at one of the textbooks and make a long term plan from that.
2. In the section on what to do when things go wrong, we talked about having to have emergency activities like story telling. What other activities might be useful in emergencies? What do your colleagues do?

### **TESTS FOR PROGRESS**

#### **1. How many stages of planning we have?**

- A. 2
- B. 3
- C. 4

#### **2. Which stage of planning can be used for the whole term?**

- A. individual
- B. long term
- C. short term

#### **3. Which stage can be used for a unit of work?**

- A. Long term
- B. Short term
- C. Individual

#### **4. Long term planning will take place at the beginning of term, and it is followed by ... ?**

- A. Short term
- B. Individual lessons
- C. Maps

**5. Short term plan usually covers from . . . lessons?**

- A. Three to ten
- B. Four to eight
- C. Five to twelve

**6. Why do good teachers plan their work?**

- A. It makes life much easier for you in the classroom. It saves time
- B. You know what you will need for each lesson. You can more easily see how to balance your lessons.
- C. A and B

**7. In what type of planning do we not let it get too detailed?**

- A. Long term
- B. Short term
- C. Individual

**8. Most new teachers start off by writing very detailed plans, which become less detailed with time. This is not because teachers become lazy, but because planning becomes easier with practice and so experienced teachers don't have to note all the details. What type of planning is included in the given feature?**

- A. Long term
- B. Short term
- C. Individual

**9. What type of planning will take place either before or at the beginning of term, and you can do it before you ever see your pupils?**

- A. Long term
- B. Short term
- C. Individual

**10. What type of 3 stages of the lesson planning is for individual lessons?**

- A. long term planning,
- B. short term planning
- C. lesson planning

### Activity 1

**Complete the table as your lesson plan for a particular lesson**

Topic/Time	Texts & materials	Language items	Activities	Assessment

--	--	--	--	--

**Look at the page and create your way to teach the topic for primary students**

1

# We and our things



suitcase



calculator



laptop



scissors



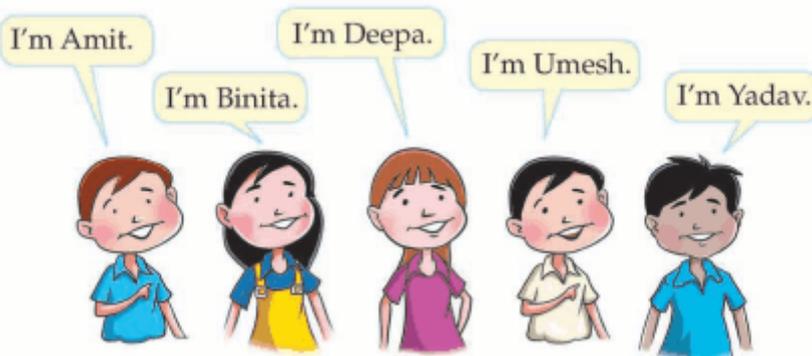
alarm clock



paint brush

1 Let's start!

Stand in alphabetical order and say your names.



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**LESSON 5. CLASSROOM MANAGEMENT IN WORKING WITH YOUNG LEARNERS**

- **Teacher s' r ole in teaching young lear ner s**
- **Inter action modes in teaching YLs**

**KEYWORDS: classr oom management, teacher 's r ole, young ler aner s, inter action, inter action modes, abilities, attitudes.**

We ar r ive at wor k with our per sonal char acter istics alr eady for med, yet ther e ar eskills and attitudes that may be lear ned and developed. As a teacher of young childr en, it helps much if you ar e open-minded, adaptable, patient, etc.; never theless, even if you ar e the quiet, r eser ved type, you may wor k on your attitudes and abilities.

### **Abilities**

We may not all be talented musicians like Susan's Mr . Jolly, but the major ity of us can lear n to sing or even play an instr ument. Ever y music teacher would agr ee, even if they wer en't always in tune that ever yone can sing.

We can all lear n how to mime, act, and dr aw ver y basic diagr ams. We may all lear n to ar r ange our wor k sheets such that they ar e planned and appealing to the eye. And we can all lear n to always have our chalk on hand!

### **Attitudes**

r espect your students and be r ealistic about what they can do on an individual basis, and your expectations will follow suit.As a teacher , you must appear to ador e ever yone of your pupils equally. Although this may occasionally include the ability to act, childr en should not be awar e of it. Childr en studying a for eign language or any other subject should be awar e that their teacher likes them. Little childr en have a ver y acute feeling of fear .Being confident in what you'r e doing will make all the differ ence in the wor ld. It is cr ucial to know wher e you'r e going and what you'r e doing. You may incr ease your own secur ity by making plans,r eading, taking stock, and inter acting with other s.aiding in the childr en's sense of secur ity.Childr en can be encour aged to become independent and adventur ous language lear ner s once they feel secur e and at ease in the classr oom. Secur ity is not an attitude or a skill, yet it is cr ucial if we want our students to benefit as much

as possible from language lessons. Some of the elements that will help to create a secure, comfortable atmosphere are listed below: As we stated above, be aware of what you are doing. Students must be aware of what is happening and feel threatened by you.

### **Respect your children.**

While a child is trying to communicate with you, pay attention to the mistakes in what they say as well. In essence, direct correction is ineffective and does not contribute to the creation of a positive workplace environment. When working on guided language exercises, accuracy is possible; but, when utilizing the language for communication, it is not. We discuss this topic once more in the chapter on actual work.

Like Terry's ideal teacher, who doesn't mind when kids make mistakes, ideal students shouldn't always laugh at others' mistakes, and this has to be one of the rules of the class. Children of all ages occasionally treat one another cruelly without meaning to and occasionally intentionally do so. Students must be informed that everyone makes mistakes when learning a new language and that it is okay. Establish routines such as "Good morning." Let's hear your news as it's Wednesday today. The day you read the month's book is Friday. Have a birthdate calendar so that you are aware of everyone's birthdate and have a schedule for what to do on that day. A weather chart should be there so that the weather can be written up every day. Have a calendar with the days, dates, and months. This type of routine develops familiarity and security for both age groups. Give the kids responsibility for performing practical tasks in the classroom, such as checking that the calendar is accurate, sharpening the pencils, distributing the library books, and watering the plants. These are actual language activities that involve both taking responsibility for one's own learning and aiding in the learning of others.

Children's Minds by Margaret Donné (published in 1978) has a lot of insightful things to say on the drawbacks of looking backwards. Although it can be a lot of fun and frequently results in a lot of participation, there is almost always a

winner and a loser, or a winning team and a losing team. Learning a language is a situation where everyone can benefit. Children naturally compete with one another to see who finishes first, etc., but this is something unique. Avoid presenting physical rewards or prizes. It conveys to other people that they have not "won," and it does not aid in the process of learning. It is far preferable to let the student know that you like his or her work, put it up for discussion, read the story aloud for the other students, or do anything else feels appropriate. This provides the student a sense of accomplishment while without excluding the other students. Include; avoid excluding. Children shouldn't be given English names. No matter what language you choose, you are the same person since language is a personal choice.

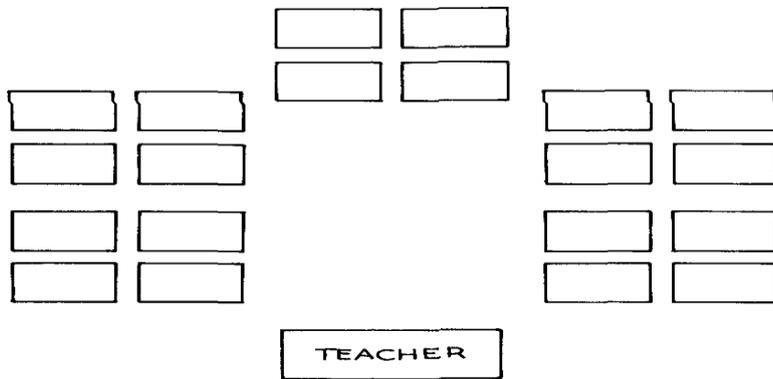
### **The physical surroundings**

Little children respond well to pleasant and familiar surroundings. Put as much as you can on the walls, such as calendars, posters, post-it notes, student drawings, writing, etc. Have plants, animals, or any other intriguing object that adds character to the space while still giving you room to work. Encourage the kids to bring in objects, pictures, or posters and explain them briefly to the rest of the class in English. It need not contain anything more than, "This postcard is from Colonial. My aunt is a soldier. Physical objects matter a lot to young children, even ten-year-old children. Our classroom is likely used for other subjects or other classes as well, so try to create an English corner by adding shelving, a notice board, and either a pile of pillows or a few comfortable chairs (preferred over traditional school chairs). If you truly lack the ability to manage even one corner of the classroom, something is better than nothing if you can pin things to a section of the wall. Make sure to label all of your boxes and files so that you and your students will know where to look for what. Mark the boxes with words and/or pictures in addition to color. Students will respond to the organization; it demonstrates your concern.

### **Arranging the desks**

You might not always be able to change how the desks are arranged in your classroom, and occasionally you might be forced to make an arrangement that you are unable to change. You might want to arrange the desks differently for several lessons, but it will be much simpler if you choose the arrangement that is the most appropriate for that lesson and stick with it. Moving desks during a lunch break is a very tedious and time-consuming task. Let's have a look at three different desk arrangements for a typical classroom.

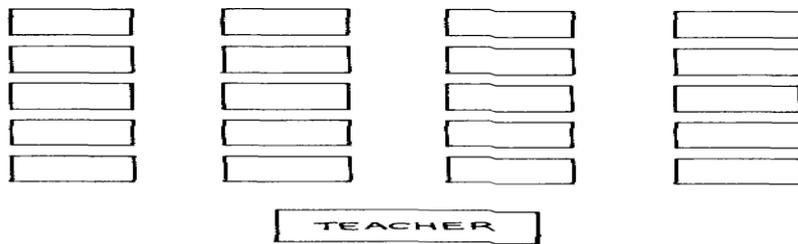
With arrangement, you can easily teach the entire class and have the students work in groups of four for some of the time.



Even if they are working individually or in groups, students should sit in groups because it is much easier for them to talk to one another when they are doing so.

Arrangement A also it allows you to do your work quickly and gives you a space in the center of the classroom for more general activities. It allows you space to play games, tell stories, engage in dialogue, etc. For these activities, the front of the classroom may not always be the greatest location if you want to foster a sense of involvement rather than competition.

Arrangement B is effective for both individual and group work, and you may easily complete group work if half the class turns their backs to the teacher or if half the students move their chairs across to their neighbor's desk.



Because Arrangement B only allows pupils to see the backs of the pupils in front of them, it does not encourage natural communication and is therefore not as suitable for language work as Arrangement A.

In the same way as Arrangement C, arrangement functions similarly but leaves you with space in the center of the classroom.

### **Organizing the kids**

It is crucial to keep in mind that not all children will take to play and group work right away. Particularly five and six year olds tend to be happiest working alone and are not yet ready to cooperate and share. They'll want to keep all the cards, read the book alone, play with every toy in the English corner, and so on. While cooperation is something that must be fostered and learned, if your students have already attended kindergarten, play school, or are already a part of a class, this may not be a problem at all.

If your students are seated in groups of four the majority of the time, as in the arrangement on page 1 and 3, you will find that even though they are functioning as four individuals, they frequently develop a group identity. This type of arrangement makes it simpler to identify when students are prepared to collaborate with other students, thus we recommend some form of regular grouping, especially for the five to seven age range.

## **PAIRWORK**

A very effective and useful method of working in language teaching is called "air work." It is easy to organize and explain, and it shouldn't be attempted before the kids are accustomed to working in pairs. Let the students who are seated next to one another work together. Desks should not be moved, and chairs should only be moved if absolutely necessary. Establish a routine for yard work so that students understand what is expected of them when you say, "Now work in your yards." The routine depends on how your classroom is set up. If the students are seated in rows as in arrangement B, it may be that all students in rows 1 and 3 turn to face rows 2 and 4, while students in row 5 work with the person sitting next to them.

Everybody in the class is occupied when there is work being done, but even if everyone is working on the same project, not all projects will be completed at the same time. Do not allow the landscaping work continue until everyone has finished. As soon as you notice that a number of the speakers have completed, ask the remaining participants to wrap up and return to their seats.

If you don't have an even number of students in the class, let one group function as three. You cannot assist the others if you always partner the odd pupil.

Be on the lookout for students that simply do not get along with one another because it is unlikely that they will function well as a group. For eight to ten year olds, this is more of a problem than it is with five to seven year olds. Go over what you want students to do before putting them in their classrooms.

## **GROUPWORK**

All that has been said about individual work also applies to group work. Children cannot be placed in groups, given an exercise, and we cannot assume that it would be successful.

### **Introducing Groupwork**

You can gradually introduce your students to group work if they aren't used to doing so in other classes or if they don't naturally develop a sense of group identity, as they might if they're seated together all day (arrangement). Start by forming

teaching groups that you instruct separately from the rest of the class. This enables you to pay some pupils more attention on an individual basis. Next you can go on to introducing self-reliance groups, where students are given tasks to do on their own and the teacher only offers assistance when necessary. Start with one group only. Assure them of the purpose—"I want you to make me a poster"—and the reason they are working together—"If there are four of you, you can help each other and share the work." Before allowing the entire class to work in groups at the same time, walk through this process with all of the groups.

### **NUMBERS**

Restrict the group's size to three to five people. With whom does who work?

Children shouldn't be allowed to choose their groups because doing so takes a lot of time and almost always means leaving someone out. If you force your students to work in groups all the time, it is only natural for them to spend most of their time working in those groups. There is no reason why students shouldn't be moved around occasionally

### **CLASSROOM LANGUAGE**

If cooperation and communication are to be a part of learning a language as well as a part of growing up, then the more slowly students learn straightforward, meaningful expressions in English, the easier it will be. Giving students the necessary tools is a very important step in assisting them in transitioning from dependence on the textbook and the teacher to independence. One of the tools is formal language. For instance, very few five-year-old children will admit that they don't know the answer to a question. They won't ask for further information if they don't know what they need to do. They very frequently do whatever they believe you want them to do. So, teaching kids phrases like "I'm sorry, I don't know" or "I don't understand" will aid in their language development and ability to communicate effectively both in and outside of the classroom. Children in the older age group have advanced through this stage in their own tongue, but they still require expressions in a foreign language.

Here are several principles that all of your students should learn as soon as is practical. Noting that they ought to be taught as phrases rather than as words or structures Children are just interested in the purposes of the words. Some are extremely specialized, the majority may be used in a wide range of contexts, and the majority offer kids a head start on entering the free language classroom.

Good morning or after noon. Goodbye Can I ..... please?

Sorry, I don't know, I don't understand, or I can't.

What's the English name for this?

What is English used for? Which turn, book, or chapter is this, exactly?

Toward whom is the turn?

Now is my, your, his, or her turn. Give me the..... please.

Keep in mind that "please" and "thank you" are quite helpful. So say the words for everything in the classroom. Include picture dictionaries to assist the kids with the more universal words. We have included a list of some of the film critics we are familiar with at the end of the chapter.

Use mime, acting, puppets, and any other means you may think of to communicate your meaning as much as you can. Since it is unlikely that our students would have the chance to hear English all day, you should provide them as much opportunity to do so when they are in class. Maintain your language at their level by keeping it straightforward but natural.

How much mother tongue language you use will be up to you to decide; it will depend greatly on your own personal class. You don't always need to switch languages; keep in mind that your tone of voice and body language can often convey the meaning of what you are saying.

### **Activities and questions**

1. Look back to your time in school and try to recall the teachers you valued the most. How come you liked them? Make two lists with the headings "abilities" and "attitudes" if you can. Try the same thing with the teachers you didn't enjoy. When working with others, compare your to-do lists.

2. What skills do you possess that will aid you in your teaching? Can you sing, play an instrument, tell stories, etc.? Is there anything missing from your list that you would like to be able to do? Can you take action regarding it?

3. Read the section under "Helping the Children Feel Secure." Create two lists beneath the headings.

DO	DON'T
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4. If you can, discuss your lists with a friend. Would you like to add to or make any changes to the lists?

5. Create a list of tasks that students can complete in your classroom, such as changing the calendar.

6. Go back and read the section on setting up the workstations. How would you like the desks in your classroom to be arranged? Make a plan, leaving space for an English corner if you can. If you're considering a specific class, you can also add the names of your pupils. 7. Assume you have a class of ten-year-old novices. Which classroom phrases would you like them to be able to utilize when the first two weeks are over? If you're using a textbook, take a look at the first few lessons and consider what formal language you believe would be most appropriate for these lessons.

## TESTS FOR PROGRESS

### 1. What is pair work

- A. it is a very useful and efficient way of working in language teaching.
- B. Everything which has been said about pair work applies to groupwork.
- C. Limit numbers in the group to between three and five

### 2. What is GROUPWORK

- A. It is a very useful and efficient way of working in language teaching.
- B. Everything which has been said about pair work applies to groupwork.
- C. Limit numbers in the group to between three and five

### 3. How many steps given for example of teacher - made plan for nine year olds?

- A. 6
- B. 5
- C. 4

**4. Just imagine, your class is out of control. In this case what will do?**

- A. teach vocabulary
- B. introduce a new lesson plan
- C. tell a story

**5. Your activity is taking too long time, so you can ... ?**

- A. Oh look at all these fire engines !
- B. Say that the pupils can do this activity so well already that you want to move on
- C. Tell a story

**6. Assessment is part of teaching, so write assessment into your plan at ?**

- A. Short term planning stage
- B. Lesson planning stage
- C. Long term planning stage

**7. Which type of planning can be used for a lesson?**

- A. Lesson planning
- B. Long term
- C. Short term

**8. What is a method?**

- A. way of doing smth
- B. technical or mechanical skills
- C. it is a very useful and efficient way of working in language teaching.

**9. What is technique?**

- A. way of doing smth
- B. technical or mechanical skills
- C. it is a very useful and efficient way of working in language teaching.

**10. what are Common techniques**

- A. listening to the tape, reading aloud, discussion, translation
- B. writing, reading, speaking and listening
- C. communication and testing

**Activity 1. Put the correct term for each definition**

procedure, communicative approach, technique, method,

1. Classroom techniques, practices, and behaviors observed when the method is used; resources in terms of time, space, and equipment used by the teacher; interactional patterns observed in lessons; tactics and strategies used by teachers and learners when the method is being used (fills info gap)
2. the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach (audiolingual method).

3. It is implementational— that which actually takes place in a classroom. It is a particular trick, procedure to accomplish an immediate objective

4. way of doing smth

5. It is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

6. technical or mechanical skills

### Activity 2.

Think back to when you went to school and try to think about the teachers you liked best. Why did you like them? Try to make two lists under the headings Abilities and Attitudes.

ABILITIES	ATTITUDES

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## **LESSON 6. WAYS OF TEACHING VOCABULARY TO YOUNG LEARNERS**

- **Main stages in their efforts to learn new words**
- **Presenting new words**
- **Practical tips for teaching vocabulary to young learners**

**KEYWORDS:** vocabulary, tips, new words, designing a course, abstract vocabulary, practice, memorizing.

The most important questions a teacher must address when creating a course for young learners include:

How much vocabulary do children need?

How much vocabulary can they manage to learn in the allotted time frame?

How do kids pick up new words?

What words should be taught, and how should they be taught?

The teacher must keep in mind that young learners are still developing their first language vocabulary and are still in the process of acquiring and organizing concepts when teaching foreign language vocabulary to children. It is important to consider the first language background in order to determine what will work and what might be too difficult for children. It also makes sense that teaching the names of animals to young students will go well; teaching more complex adjectives, such as relevant, significant, or extended, to seven- or eight-year-olds, on the other hand, is more or less a pointless endeavor. Basic level words are more likely to be appropriate for young learners, whereas developing a more sophisticated, intricate, and abstract vocabulary should come later and should rely on basic vocabulary. Teachers should also be aware that learning a new word is not a straightforward task that can be completed in one go. "Learning words is a circular process of meeting new words and initiating learning, followed by meeting those words time and time again, each time extending knowledge of what the words mean and how they are employed in the foreign language," says Lynne Ameron. Teaching vocabulary is a continuous activity that requires constant revision, updating, and usage of the words. Children must be exposed to words in a variety of contexts, which means that learning a word requires a lot of time. In addition, the aforementioned quote implies that teaching words should be carried out in conversations; teachers should regularly refer to previously taught words, for instance, in different activities where the same words are used or encountered again.

The traditional divide between grammar and vocabulary is not that sharp today, and more and more researchers and practitioners appear to understand that much important grammar-related information is tied to words, teaching words and expressions can lead students to grammar, and teaching vocabulary does not necessarily imply abandoning grammar.

Vocabulary development entails much more than simply memorizing words. Children need to know more about these words, such as how they are pronounced or spelled, in addition to what they mean. They must comprehend a complex web of meanings, connected linkages, ideas, and associations. Vocabulary development also involves deepening and expanding word knowledge.

The practicalities and nature of the young learner classroom demand not only constant recycling, revising, and exposure to words, but also a wide range of enjoyable and creative ways to present and practice vocabulary. Both teaching and learning vocabulary should be exciting and dynamic processes. Ellis, Brewster, and Children learn new words and attach them to the words they already know through five main stages, according to Girard. The following are the stages they identify:

*Learning and comprehending the meaning of new words*

*Attending to form*

*Vocabulary practice, memorization, and checking activities*

*Organizing, extending, personalizing, recoding, and dissolving vocabulary*

Brewster Ellis and Girard introduced the first stage of vocabulary learning, which is connected to the introduction of new words and a variety of vocabulary presentation methods. They assert that new words should ideally be presented in a context that is familiar to the child and that visual support is crucial for helping pupils remember new vocabulary. They assert that grouping new words based on certain similarities, such as lexical sets such as stores, fruit, clothes, homes, etc.,

can be helpful.

*r hyming sets: such "bat," "r at," "hat," "man," etc.*

*Sets of color s: such as gr een objects like fr og, pea, apple, leaves, etc.*

*Gr ammar sets: including adjectives, ver bs, nouns, pr epositions, etc.*

*Par tner s or gather ings: such as playing the piano, r iding a bike, listening to loud music, waking up late, etc.*

*Male and female opposites: such as hot and cold, boy and gir l, husband and wife, etc.*

Wor d gr oups definitely help kids associate new wor ds with wor ds they alr eady know and aid in wor d r ecognition. Emphasis should be placed on combining wor ds that pupils alr eady know and pr acticing fewer wor ds while lear ning new wor ds r ather than pr esenting a lar ge number of wor ds and expecting them to memor ize them.

The stage of "attending to for m" r efer s to lear ning the pr oper gr ammatical str uctur e, spelling, and wor d pr onunciation. Pupils must also under stand whether a wor d has an ir r egular plur al for m (such as child - childr en) or whether a par ticular noun is countable or uncountable (such as example - examples, infor mation - no ar ticle "an"). This stage should involve a lot of listening, r esponding, or ganizing, and copying.

Activities including vocabular y pr actice, memor ization, and checking involve students' active par ticipation. Childr en must engage in specific wor d-r elated activities in or der to lear n wor ds pr oper ly and for m str ong memor y connections. The mor e they use the new wor ds and do with them, the mor e likely it is that they will r emember them. This stage is connected to the stages of or ganizing, extending, per sonalizing, and consolidating vocabular y. The four th stage of vocabular y lear ning is based on the same pr inciple as the thir d stage, namely that childr en must wor k with new wor ds a lot in or der for them to stick in their long-ter m memor y. Yet, this stage also emphasizes the significance of per sonalizing vocabular y to help childr en develop their own vocabular y systems. It is not just

about pupils making their own word books; it is also about broadening children's word knowledge and assisting them in discovering connections between words. They can create their own vocabularies, color and flashcard sets, vocabulary bags, and even a class dictionary or groupings of words.

Children must also develop their own strategies for learning the vocabulary so that they can memorize words more effectively. They must actively participate in the learning process and grow more independent as they pick up new words.

### **Dictionary selection**

Determining how many words should be taught and which specific words should be chosen for young learners is frequently difficult for teachers. This very important question may depend on a number of various factors, including the learners' ages, their learning environments, and the amount of time available. Nonetheless, a variety of general rules that are useful to consider can be formulated.

According to Penny Ur, the following implications for teaching new vocabulary are as follows:

The quicker a word is memorized, the easier it is to say and spell.

Linking words together is more beneficial than teaching a larger range of isolated concepts.

For instance, you can get better results if you provide words in smaller groups rather than large ones, such as "fat + pig" rather than "pig," "cow," "crow," "mouse," "sheep," etc.

Children retain words more easily if they have some emotional connection to them. So, the teacher should make an effort to establish connections to the students' own lives, sentiments, and experiences when introducing new words.

The aforementioned premises provide us with a clear framework for choosing vocabulary for young learners. The more fundamental and simple words should be taught to younger students. It is crucial that the words they learn have meaning for them; this allows them to relate it to their own personal experiences and lives.

For the vast majority of kids, learning words associated with working in the fields, agriculture, growing plants, or harvesting crops would be too far away. Learning the vocabulary should be personalized, and connections between words should be reinforced. Children should be encouraged to develop independent and personalized learning strategies and skills so they can expand their vocabulary in logical and systemic ways.

### **Presenting new words**

There are many different ways to introduce new vocabulary to young learners.

The following ones are the most common:

*Realia* - Introducing the objects the words suggest into the classroom (such as a post-it note, ruler, pen, ball, etc.). The teacher points to the object or holds it up and says the word before asking the students to repeat it.

*Pictures* - It's not a problem to bring a pen into class. But bringing a car in is. One option is to bring in pictures (such as those from magazines, chalkboards, walls, or board drawings). They can demonstrate concepts such as above and below, opposite, clothing, body parts, modes of transportation, etc. Visual support is crucial for younger learners.

*Mime, action, and gesture* - Action is arguably easier explained by mime, particularly with younger learners. For instance, it is simpler to mimic running or eating. The teacher can establish a standard gesture for a certain comprehension, such as jerking the hand over the shoulder for the past tense.

*Contrast* - It means to convey a word's meaning by juxtaposing it with its opposite, such as empty-full, cool-hot, big-small, etc. This can be done verbally as well as with the aid of pictures or mime by simply drawing attention to the contrast in meaning.

*Enumeration* is a great and original way to convey meaning by listing various items, such as clothes, vegetables, furniture, etc.

*Explanation* - At the beginner and elementary levels, it can be very difficult, especially for young learners. It is more appropriate for older and intermediate pupils, but if done carefully, it can be effective with younger children.

as well. When defining the word "dog," for instance, the teacher might say, "It is an animal." It declares, "Woof, woof, and it is a man's best buddy." The instructor may mix explanation with miming or even acting.

*Translation* is a quick and simple way to convey meaning, but it is not without issues. Young learners may find it to be the most straightforward and easiest method of explaining new vocabulary, but on the other hand, it may be a little too simple, discouraging students from interacting with the words in English. It's about teaching kids to use their senses when they're painting, tasting, touching, feeling, or smelling. It aids in word retention and understanding of meaning. Using digital technology, such as the Internet, a touch-screen whiteboard, tablets, and smartphones.

All of the presentation techniques listed above are effective methods for introducing new words, whether used individually or in combination. What needs to be kept in mind with vocabulary presentation is that pronunciation is just as important in this case as it is for structural material. Students need to understand how to use the words in speech before we introduce them; otherwise, we risk confusing them.

### **Tips for teaching vocabulary to young learners in an engaging manner**

Ask them to use vocabulary notebooks so they can revisit them later. Children should not just record the L1 translation of words in their notebooks; they should also include specific sentences, conjunctions, synonyms, antonyms, etc., anything that will help them remember the word more effectively.

Do not teach more than four or five topics at once in a lesson. The adage "less is more" should be used while teaching foreign languages because young learners can only absorb so many words before becoming frustrated and feeling like failure. Children believe that learning a foreign language is manageable when they receive the appropriate number of words that they can use, which motivates them to continue learning. Early in the lesson, when pupils are more receptive to learning new material than they are later, introduce new concepts.

Use a lot of revision and practice before testing your vocabulary knowledge. Children must feel comfortable using new vocabulary, which can only be achieved by consistent word use in a variety of contexts and activities. Make use of words. They could be paper or cardboard slips with the target item on one side and the L1 translation on the back.

Display the new items in a semi-permanent manner. It is possible to display new vocabulary words on classroom walls or bulletin boards so that kids are exposed to them for a set amount of time. They can easily refer to them if they can view them more frequently.

Recall at the conclusion of the lesson. To help children remember what they have learned, the new material that has been covered during the lesson should be summarized and recited at the conclusion of the lesson. Return to earlier items at regular intervals. You must evaluate the lessons you learned, say, a month or even earlier.

## **TESTS FOR PROGRESS**

### **Question 1**

**The stage of " Attending to form " refers to learning the right...**

- a. Vocabulary
- b. speaking and listening skills
- c. grammatical form, spelling and pronunciation of words

### **Question 2**

**Which words can be included in rhyming set?**

- a. play the piano
- b. hat, bat, fat
- c. shops, fruit, house

### **Question 3**

**What is Vocabulary?**

- a. parts of knowledge
- b. four skills

c. Is the collection of words that an individual knows

#### **Question 4**

**Which stage children need to do certain activities with words in order to learn them properly and to make strong memory?**

- a. Attending to form
- b. Vocabulary practising memorizing and checking activities
- c. Personalizing vocabulary

#### **Question 5**

**How many ways of presenting new words are given in the presenting new words section of the Lecture 6 ?**

- a.5
- b.8
- c.9

**Question 6... explain that children go through five main stages in their efforts to learn new words and attach the words they already know. The stages they identify are the following:**

- o Understanding and learning the meaning of new words**
- o Attending to form**
- o Vocabulary practising, memorizing and checking activities**
- o Consolidating, recycling, extending, organizing, recording and**
- o personalizing vocabulary**

- a. Kamarowska and Piaget
- b. Brewster, Ellis and Girard
- c. Clarence Lewis, Barnhart

#### **Question 7**

**Which are enumerations?**

- a. Vegetables, clothes, furniture
- b. hot-cold, black-white, long-short
- c. ruler, pen, ball

### Question 8

... it is a quick and easy way to present meaning, but not without problems. It seems to be the most straightforward and the fastest way of explaining new vocabulary to young learners, on the other hand, it may be a bit too easy and it discourages students from interacting with the words in a language.

- a. Pictures
- b. Translations
- c. Contrast

### Question 9

**What does realia mean in teaching vocabulary?**

- a. objects or activities used to relate classroom teaching to the real life especially of peoples studied.
- b. to teach a specific concept
- c. Brochures and pamphlets are probably the most versatile

### Question 10

... is so important that the words they learn are meaningful for them; this means that they can connect it to their own personal lives and experiences. Teaching words connected with working on the fields, agriculture, growing plants or harvesting crops would be too distant for the vast majority of children.

- a. enumeration
- b. Mime, gesture
- c. Vocabulary selection

### Activity 1.

**What is there in my bag today?**

A teacher shows her things in her bag. And say their name in English. After that pupils start show their bags and what are there in their bag? Answer by one by.

### Activity 2.

We knock.

One student hides another student's eyes. Then show and touch new things, after say their names in English as eyes closed.

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## **LESSON 7. GRAMMAR AND WAYS TO INTRODUCE GRAMMAR TO YOUNG LEARNERS**

- **The idea of teaching gr ammar .**
  - Explicit and implicit ways of teaching gr ammar**
- **Pr esenting gr ammar thr ough topics and meaningful contexts**
- **The most fr equent activities for pr acticing gr ammar**

**KEYWORDS: gr ammar , teaching gr ammar , explicit way of teaching gr ammar , implicit way of teaching gr ammar , pr esenting gr ammar , meaningful context, activity to pr actice gr ammar .**

The concept of teaching younger students in the English language is a topic that is fr equently debated. Today, it seems to be widely accepted that gr ammar and vocabular y ar e r elated, even though both subjects should be taught and lear ned in a playful and cr eative way.

In young childr en, metalinguistic awar eness develops slowly. The capacity to consider language as a system is gr adually developing. The development of metalinguistic awar eness and metacognitive awar eness both happen r apidly in the pr eschool setting and ar e connected to the physical and cognitive gr owth of the

child. Hence, it is crucial to remember that six to seven-year-old children not only struggle to understand grammatical categories and abstract terminology related to language, but they are also discouraged by and simply uninterested in such topics. They focus more on context, concreteness, and familiarity than abstract and distant phenomena.

Explaining grammar rules, teaching metalinguistic terminology, and underlining linguistic relationships would not only be ineffective for students, but also demotivating and discouraging to them. Understanding non-literal meaning and irony is a very recent development that emerges after the age of 10, according to Inter. This further supports our claim that teaching children abstract concepts, metaphors, word puns, abstract reasoning, and explicit mathematical concepts, such as a variety of complex structures, should wait until later in their primary school years.

Children focus on the immediate environment and directly perceivable and observable aspects of everyday life while creating messages.

Hence, communication in a familiar environment is essential since it fosters an environment free from stress for the child. Children become less impulsive and more deliberate in their language use as they age, and at around the age of 10, they become more conscious of their language use and understand relationships and theoretical premises. Inter explains that "complex geometrical structures are used more frequently" only in the years following primary school.

Lynne Cameron concludes with a number of starting points for thinking about graduate and young learners:

- It is necessary to use grammar to express precise meanings in lectures.
- Grammar and vocabulary are closely related while learning and utilizing a foreign language.
- Learning grammar can develop from picking up new words and phrases.
- Talking with the child about something meaningful might be a helpful way to introduce new grammar.

- Without using technical vocabulary (such as auxiliary verbs, intensifying adverbs, etc.), grammar can be taught.

Throughout the past fifty years, there have been a number of approaches to teaching grammar to young learners, ranging from the grammar-translation method to the communicative approach. Numerous interesting books on teaching young children have been published. One of the most frequently discussed topics is whether we should worry about grammatical accuracy when it doesn't interfere with effective communication of a message.

The most frequently used phrases for describing the methods of teaching algebra are explicit and implicit methods of teaching algebra. The teacher should explain all grammar rules, give pupils the format and meaning of grammar items, explain usage in detail, and make clear conventional grammar principles when using the explanatory format. This method is predicated on the idea that the grammar of a language is its most crucial component, and that learning a language is nothing more than amassing its managed rules. It employs metalinguistic phrases to talk explicitly about grammar, such as the past participle, gerund, and infinitive, as well as specialized vocabulary and language. The grammar-translation method, which was originally intended to teach extinct languages like Greek and Latin, is one of the most popular grammar-centered language teaching methodologies and approaches.

Students are given plenty of opportunities to hear, read, and utilize the correct forms of a grammar item when grammar is taught explicitly. They receive a lot of in-depth information; they engage in listening and reading activities, and they independently discover grammar principles. This method of teaching grammar was prevalent in communicative language instruction in the latter part of the 1970s and early 1980s. Whole Hygiene response, developed by Sher, is a method of language learning for communication (1972). Based on this methodology, pupils hear commands in the foreign language and respond with movement and action.

Children exposed to a foreign language environment and those learning a foreign language through a communicative approach develop very good accents and listening skills as well as picking up the language very quickly. However, in terms of grammar, they do not develop the same level of accuracy as native speakers without taking into account the form of the language. They also struggle with basic structures. It may naturally evolve in first language, according to Ameron, and "it may even be genetically determined." Yet, a foreign language's grammar is "foreign," and developing grammar requires skillful task and lesson planning, as well as explicit teaching<sup>39</sup>. According to Enny Ur, the majority of recent researchers have come to the conclusion that pupils who receive some explicit instruction in grammar perform better than those who do not. Though a phrase explanation is helpful, the balance between direct explanation and implicit knowledge, communicative input and intuitive acquisition, must be found. Teaching grammar to young learners is a tremendous challenge since, at this early stage of language learning, the main emphasis should be placed on motivation and playfulness and children shouldn't be discouraged by the strict memorization of grammar rules.

Teaching grammar to young students should rely on presenting the material through topical examples and meaningful contexts. Children must have access to both controlled practice and creative language use. The presentation of grade-level material must take place in engaging contexts where kids can participate actively. Children should be given opportunities to use digital tools for practical communication purposes from an early age, with a combined focus on accuracy and fluency. Language learning will become more meaningful and motivating as a result. It also means that the extremely elaborate method of teaching grammar, such as putting the present simple's structure on the board, underlining and translating auxiliary verbs, questions, etc., should all be abandoned in the classroom for younger students. Instead, numerous drills, directed practice, and creative games must be employed. Children should also not be afraid to make mistakes and should be encouraged to correct their own mistakes as well.

The activities that young learners most frequently combine with classroom instruction are project work, drilling and chanting, singing, or even coloring activities. Games, playful activities, simple reading and listening activities, and simple communication activities are all good places to hide game structures and materials. Visual support is also important, therefore the teacher should present grammar lessons using flashcards, color charts, or even posters.

The most common activities for practicing students are:

- Medical drills
- ordering languages
- Multiple-choice inquiries
- rearranging phrases or words
- Grammar test
- Team competition
- Thoughts and Chaos Grid
- Prepare inquiries for the other team.
- Information-gap activities
- Memory check
- Picture description: One pupil writes, the other draws.
- mimicking an action
- Growing stories: Each kid contributes one sentence to the narrative.
- Survey questions for students Each other Grid and Marque event - Students work in groups, get a mixture of correct and incorrect sentences, read the sentences aloud by the teacher, and then "bid" on the correct sentences.
- Border games
- Matching sentences in halves

Developing the grammar of a foreign language is a long process. There is no need to rush with young learners; they have a long time ahead of them. The teacher should encourage their curiosity and raise their motivation in language learning rather than explaining patterns and grammar structures or introducing

metalinguage immediately during their first lessons. Instead of teaching grammar directly, plenty of meaningful practice should be provided with the teacher being sensitive to opportunities for grammar learning that arise in the classroom and exploit these opportunities in a creative and playful way.

### **TESTS FOR PROGRESS**

#### **Question 1.**

1 student describes, the other draws. It is a...

- a. Picture dictation
- b. Mime in action
- c. Match the gaps

#### **Question 2.**

What is stress-free?

- a. is variation in spoken pitch when used, not for distinguishing words as sememes, but, rather, for a range of other functions such as indicating the attitudes
- b. is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous.
- c. It means that you consciously control what you allow into your life and make plans and strategies to deal with stress when it's out of your control to eliminate.

#### **Question 3**

When the children become more conscious about using language and understand relationships and theoretical assumptions.

- a. At age 10
- b. At age 14
- c. At age 12

#### **Question 4**

... means that students are allowed plenty of opportunities to hear, read and use the correct forms of a grammar item. They are given plenty of comprehensive input – listening, reading activities and they find out grammar rules independently, on

their own. This approach to grammar teaching was the dominant approach in communicative language teaching in the late 1970s

- a. Implicit grammar teaching
- b. Descriptive grammar teaching
- c. Prescriptive grammar teaching

**Question 5.**

What is "Picture dictation" ?

- a. Students get a mix of correct and incorrect sentences, they work in groups, they are given a certain amount of pretend money, the teacher reads the sentence they "bid" on the correct sentence
- b. one student describes, the other draws
- c. each student adds one sentence to the story

**Question 6.**

When do children become more conscious about using language and understand relationships and theoretical assumptions?

- a. at the age of 11
- b. at the age of 12
- c. at the age of 10

**Question 7**

Who concludes on several starting points for thinking about grammar and young learners?

- a. V.V.Humboldt
- b. Penny Ur
- c. Lynne Cameron

**Question 8**

Who developed a form of communicative language learning is Total Physical response (TPR)

- a. Asher
- b. Penny Ur

c. Lynne Cameron

**Question 9.**

Find the false thinking about grammar and young learners according to Lynne Cameron's point

- a. Learning grammar can evolve from the learning of chunks of language
- b. Grammar can be taught with technical labels
- c. Talking about something meaningful with the child can be a useful way of introducing new grammar

**Question 10.**

Grammar is closely connected with vocabulary in learning and using the foreign language. Whose point is it?

- a. Cameron
- b. Lewis
- c. Asher

**Activity 1.**

Multiple choice.

1. I like ..... in my spare time.

- A reading
- B read
- C to read
- D to reading

2. Ann, how are you?

- A - I'm a nurse.
- B - I'm fine, thanks. And you?
- C - I am working.
- D - Good.

3. Whose key is that? A It's of Cate. A was

- B It's Cate's.
- C It's Cate.

D It's to Cate.

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## **LESSON 8. LISTENING AND TYPES OF LISTENING TASKS**

- **Listening in the classroom**
- **Types of listening**
- **Tips for the listening in language classroom**

**KEYWORDS:** miming, drawing, types of listening, listening for the information, stories, fairytales, story reading, creating story.

- It is fairly obvious that children learn to listen first, especially if they have not yet learned to read. When students begin learning a foreign language, it is mostly through their ears, and what they hear serves as their primary source of the language. Of course, we also provide them with as much visual background as we can through facial expression, movement, mime, and pictures.
- It is important to keep in mind that once something has been said, it vanishes. You can go back and check if you're reading, or you can go back and reread anything you don't quite understand. This is impossible when you are listening, thus it is crucial that we speak clearly and that the children understand what we are saying. For instance, you don't have to recite a story from beginning to end without any breaks. You can tell it over and over as you go along:

These pages are taken from "Visual Materials for the Language Teacher" by Andrew Wright. This story begins on a pleasant, sunny Sunday morning. Who does the story concern? Who can we make out in the image? Sue and Fred are. It's a cool, sunny Monday morning, and Sue and Fred are outside. Where are you? in the foreground. Right. They are in the wilderness. What are they doing, then? They are harvesting berries. So, Fred and Sue are picking berries in the forest on a cool, sunny Monday morning. What will happen next? Well . . . .' And so the story goes on.

- If you're the listener, you can't choose how quickly you work because listeners can't replay audio the same way they can replay text. As a result, you must concentrate quite hard while listening. Young learners have a very narrow attentional range. For the majority of students, this gets worse as they get older, and you'll find that eight to ten year olds can concentrate and pay attention for longer periods of time. Yet, it's crucial to avoid overloading kids when working on listening tasks.
- In everyday life, we typically understand what is being said and express it by nodding, commenting, or demonstrating in some other way that we are aware of what the other person is saying. If we don't understand, we typically admit it right away. We very sedately wait until a conversation, a story, or an announcement is thorough before we begin to respond to inquiries on what we have heard. The activities included in this chapter aim to test the children's comprehension as they listen, rather than checking it at the end of the exercise.

Please sit down, and come over to the board. Please give this to Sylvie.

Giving authentic instructions is the most obvious "listen and do" activity that we can and should use as soon as we begin the English lessons. Most classroom Language is an example of a "listen and do" activity. Communication is two-way, therefore you can easily tell if your students have understood the message or not.

### **Moving away**

There are also a ton of "listen and do" activities that you can do with your kids that require them to physically move. Your students require more physical activities as they become older. Children require movement and exercise, so employ these whenever you can. You can ask students to do all sorts of crazy things, such as "stand on your head at the door," in addition to the moving about activities related to carrying out routine tasks in the classroom. The more language the students learn, the more you can ask them to do, such as "hop on your left foot five times" or "count up to ten and then walk to the blackboard and back." The advantage of this kind of activity is that you can immediately tell if the kids have understood. You can examine the classroom vocabulary, movement words, counting, spelling, etc. Students learn from one another. They will still be able to participate in the activity by watching the others if they didn't understand the first time. You can let students assume the role of "instructor" when they learn more and more language because they are quite skilled at it.

### **Put your hand out.**

You will very certainly need to use the "put up your hand" type of exercise at some point. For instance, you might instruct the students to raise their hands when they hear the sound /dj/ when they are learning about the sound system. Maybe you might want them to raise their hands upon hearing a specific word. Instead, to let them relax a little, whirl the numbers from 1 to 20 and ask them to raise their hands when you forget a number. There are several applications for the "put up your hand when" exercise. Can you consider others?

### **Mime stories**

In a mime story, the teacher delivers the story while the students and the teacher act out the scenes. Again, it allows for physical movement and offers the teacher a chance to play with the students.

A very simple example of a mime story is as follows: "We're sitting in a boat, a small rowing boat. Write now. We kept writing. What is that now? A bird. a large

bird flying above the water. Now it is good. We keep on moving. Where are the birds visible? No bird, please. It's difficult work. Row, row. We're spent. We moved slowly. The area is there. Now let's return home. We are so exhausted that we are stumbling. We're spent. We want to head to bed. We are lying in bed. We close our eyes and say, "Shh, we're asleep."

**Drawing** while listening is a favorite activity in almost all classes, but keep in mind that drawing takes time, so keep the pictures simple. In "listen and draw" activities, the teacher or one of the students instructs the other students on what to draw. You can draw a picture or describe the one that is in front of you. This activity is very helpful for checking vocabulary, prepositions, colors, and numbers. It is not very helpful for actions because getting others to do things is really difficult for most of us.

**'Listening for information'** is actually an umbrella heading that covers a very wide range of listening activities and it may have served as the title of this chapter. However, we are interpreting it to mean paying attention to specific information and detail. These exercises can also be used to impart new information. They are frequently used to assess what the students already know.

### **Finding exercises**

You can set up extremely simple identification exercises like this one: "Anybody seen this boy? He has large ears and a dark hair. He is carrying a football and wearing rubber boots. He wears short pants and a splattered jersey. but with the appropriate picture."

### **Placing everything in order**

A text is illustrated by a number of pictures that are present in textbooks. The order of the pictures is incorrect. Students listen to the text and arrange the pictures in what they believe to be the proper order. On page 45 of the chapter on "Oral Work," an example of this type of picture sequence is provided.

### **Questionnaires**

You can have a question-and-answer exercise that involves some writing or filling in numbers, such as this one about how much television viewers watch: Questionnaires are a really helpful language exercise that we have used in teaching listening.

### **“Listen and color I“**

Children love coloring pictures, so we can easily turn this activity into a listening activity. Any image that the students have in their workbooks may be used. Make it a language activity rather than just letting them color it on their own. Here is one that combines colors and numbers:

### **Completing any gaps in information**

Pupils can add the missing words to a song, a text, or a timetable, such as this one: Many, numerous various types of exercises might be included here.

It is important to keep in mind that students are quite skilled at creating this type of exercise on their own. An excellent language activity is having students in one group create a listening task for the remainder of the class or the members of another group. Use the tape recorder and any other visual aids you have at your disposal to the fullest extent.

### **"Listen and repeat activities"**

The "listen and repeat" exercises are a lot of fun and give the students the opportunity to obtain a sense of the language, including the sounds, the emphasis, the rhythm, and the inflection. This type of activity also aids in establishing the connection between words and meaning when combined with movements, objects, or pictures.

### **Rhymes**

**Rain, rain go away, some more another day Rhymes. Little Johnny desires to play. These illustrations are taken from Oliver's English Nursery Rhymes for Little Learners. I love coffee and tea, hate rain, and think the rain despises me.**

All children enjoy rhymes and enjoy repeating them again and over. You can utilize either traditional or modern rhymes in this instance, and you don't need to worry too much about the grade. Rhymes are catchy, they have a natural rhythm,

and they also have a playful, language-playing quality. Children play with language in their mother tongue, making it a familiar aspect of their world and an important factor in the learning process. What about these two on a rainy day?

Have a look at Senny Ur's Teaching Listening Comprehension for a discussion on how to use both text books and authentic materials to improve your listening skills. It contains a lot of suggestions appropriate for older children. This last one and many others in the same book lend themselves to language play, the kind of language play we discussed on page 5. What would you like to replace "dentist" with? We spoke the words "housework" and "rain."

### **Songs**

Songs are another type of "listen and repeat," and there are many children's books with songs available. One or two of them are included in the booklist.

### **Exercises**

The farmer went and got his daughter, and the daughter hung on to his brother, and the brother held on to his wife, and the wife held on to him, and they all pulled and pulled and pulled, but the tur nip wouldn't move. exercises The ones where the teacher or one of the students says something and the other students repeat what they heard. It may be a drill, words with special sounds, a brief dialogue using puppets or toy figures, or a message to be passed on to someone else.

### **Listening to stories**

For every child, listening to stories should be an important part of growing up. It has been repeatedly demonstrated by educationalists and psychologists that stories have a crucial role in a child's development, not to mention in the development of language.

Make sure the children get the most out of listening to English-language stories by creating a welcoming and secure environment.

Establish a storytelling routine that produces a mood. Adjust the seating so that everyone is in eye contact; if possible, sit together. Many teachers have their younger students sit on the floor in class. It's crucial that kids feel comfortable.

They are not need to sit up straight when listening to a story. They will profit significantly more from the story-telling if they are at ease and comfortable since they will be more open to what they are about to hear. You may possess a story-telling position. You may even have a beanbag chair for you to sit on. Turn at least some of the lights in the classroom off if you have them on. Children are able to create their own internal images as they listen to stories. They don't have any issues with talking animals and objects because they can relate to them and the stories can help them understand their own emotions. Although, of course, discussion is crucial, the teacher shouldn't analyze or explain the story.

Children benefit from the story structure when they tell and write their own stories. Many stories, like the Tur nip Story, are replete with competitiveness in and of themselves. Most stories are worth recounting over and over again. Stories also do not include any form of teacher talk.

### **Telling stories**

We have drawn a distinction between telling stories and reading stories. First, let's consider telling stories. If you narrate a story, there is no book in front of you. As you tell stories to children of all ages and abilities, you can adjust the language to their level, go back and repeat, use a variety of gestures and facial expressions, and maintain eye contact the majority of the time.

### **Traditional fairy tales**

Traditional fairy tales like "Little red riding Hood" and "Goldilocks" make excellent tales to tell. They have a distinct structure with a beginning, middle, and end. Any five-year-old will be able to tell you what is a suitable scary story and what isn't, even if they are unable to explain why. They begin with a setting, including when and where. The story is told in episodes, which are connected occurrences. One series of effects causes another event. There are good guys and bad guys, and the good guys prevail. Most scary tales have strong plot lines, and you can either relate traditional tales from your own country or tales from other nations.

It is best to read through the story first and write it down in order if you intend to narrate traditional tales. For instance, take Little Red Riding Hood:

Setting: a forest. Her grandmother's cottage.

Episodes: Red Riding Hood prepares a lunch basket. She bids her mother farewell. Woman skips while singing in the street. She encounters a wolf, etc.

This will make it simpler for you to recall the story as you are telling it.

Have a look at Favorite Fantasy Tales, a longman series for young readers, to discover how fantasy stories might be simplified.

(Traditional fairy tales can, of course, also be read aloud if you have a version that is straightforward enough.)

### **Making stories**

Another exciting kind of story telling that you can begin doing at a very young age is to create stories with the kids so that you can share their story. First, the environment "When did the story happen?" "Once upon a time" - you must accept the first response that is given, no censorship is permitted. 'Okay. "Once on a time in.." "Egg." ' 'Fine. Once upon a time in a country, there was a town called Egg. When once upon a time in a town called Egg, there was. And so on. This creates a genuine sense of a fragmented story in which you are unable to predict how it will end, but it always does, usually somewhat unexpectedly. Making up stories with children of all ages offers them a starting point for their own writing and enables them to put their thoughts into words. In the chapter on writing, we returned to the topic of story creation.

### **Reading stories**

Instead of telling a story, you can read aloud from a book. This is not the same as telling a story and in this case you should not change the story at all. Children like to have their favourite stories repeated, and they will very often be able to tell you the story word for word - they do not like changes being made. If children like learning stories off by heart, let them. There is sometimes a very narrow dividing line between learning a story off by heart and being able to read it.

Children of all ages love to be read to, and you should try to spend as much time as possible reading to the eight to ten year olds as well as to the younger group. 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.

There is no reason why students shouldn't listen to these cassettes that typically accompany books, such as the Professor Boffin books in the Longman Easy reader series, before reading the words. Young children should be introduced to this type of material in some way, and five to seven-year-olds should have first listened to it in class or with their group and the teacher.

Remember that sometimes we just want students to listen for the sake of listening; music, poetry, or a brief anecdote or story all have a part to play in the classroom. Try to bring in as many diverse voices into the classroom as you can, keeping in mind that students need to hear a variety of languages. The more they hear, the better their ability to speak and write will be.

### Activities and questions

- Have a look at the mime story. Mark the words that best describe how you would behave in this story.
- Can you compose another short story in mime? If you're working with other teachers, you might want to speak to them on their level by telling a mime story.
- Can you recall a favorite story from your childhood? Consider it right now. Try to break it up into sections, much as we did with Little Red Riding Hood. Pick a memorable word for each section so that you can recall it, then explain it to the audience.
- Could you come up with a scary story in your own language that you think would be appropriate to tell six-year-olds? How old are you, ten years old? Try practicing telling one of these stories in English before doing so in front of an audience.

- r ecall your self r eading a stor y and pay close attention to the outcome. Check to see if ther e is any way you can make your r eading better .
- Go over all the events in this chapter one mor e. Put these in the header s. Activities that ar e quiet and peaceful.

## TESTS FOR PROGRESS

### Question 1

If you ar e going to tell tr aditional stor ies The best way is.....

- go thr ough the stor y fir st and wr ite it down in sequence
- only wr ite it down in sequence
- wr ite it down in sequence fir st and go thr ough the stor y

### Question 2

What age can childr en sit still and listen for longer per iods?

- the eight to ten year olds
- the seven to ten year olds
- the six to ten year olds

### Question 3

1. Which activity is par ticular ly useful for checking object vocabular y, pr epositions, colour s and number s?

- Listening for infor mation
- Mime stor y
- Dr awing

### Question 4

Which type of exer cises involves a little bit of wr iting or the filling in of number s like this one, which is about how much television pupils watch?

- Listen for the mistake
- Questionnair es
- Identifying exer cises

### Question 5

Time and time again educationalists and psychologists have shown that ..... have a vital r ole to play in the child's development, and, not least, in the development of language.

Choose the cor r ect answer

- r yhmes
- stor ies
- songs

### Question 6

Listening to ... allows children to form their own inner pictures. They have no problems with animals and objects which talk - they can identify with them, and the ... can help them to come to terms with their own feelings.

- a. stories
- b. poems
- c. fairy tales

### **Question 7**

Little Red Riding Hood and Goldilocks. What are they?

- a. stories
- b. fairy tales
- c. problems

### **Question 8**

Instead of telling a story, you can...

- a. read the articles
- b. read newspapers
- c. read aloud the book

### **Question 9**

Rain, rain go away, Come again another day. Little Johnny wants to play. These examples are from ...

- a. Penny Ur's Teaching Listening Comprehension
- b. Collins English Nursery rhymes
- c. Carolyn Graham's Jazz Chants for Children

### **Question 10.**

... are a very useful type of language exercise which we have taken up again in teaching listening.

- a. Questionnaires
- b. reports
- c. Fairy tales

### **Activity 1.**

*Clap - clap*

In this activity you can read rhymes or poems for children and fill the information with new words.

After finding dropped word you must clap and write the new word in the text.

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## LESSON 9. MATERIALS FOR YOUNG LEARNERS IN TEACHING FOREIGN LANGUAGES

- **Materials to teach young learners**
  - **Materials in teaching for eign languages**
  - **Objects conveying meaning**

**KEYWORDS:** materials, objects, a collections of materials, a wide variety of teaching aids,

In this lesson, we've tried to put together a collection of materials which we think you will find useful in your teaching situation. Since the physical world is the main means of conveying meaning to young children, a wide variety of teaching aids is necessary in the foreign language classroom. Lessons will be much easier and much more exciting for the children if you make full use of things and objects as well as language to get your meaning across.

### **Materials for you and your pupils to make Puppets**

These can be paper bag puppets, glove puppets, hand puppets or finger puppets. In addition to the actual puppets a simple 'stage' is very useful if you want to perform dialogues and sketches.

### **Class mascot**

We've used Teddy as our class mascot, but you might like to have a rag doll or a special puppet or something of local significance.

## **Paper dolls**

These are very useful for teaching clothes, but have quite a short life and have to be regularly replaced.

## **English corner**

We said quite a lot about this in Chapter 2, and, of course, the basics have to be there already - the board, the shelves, etc., but encourage pupils to collect anything which is in any way connected with the English-speaking world. Displays should not be permanent.

## **Cardboard boxes**

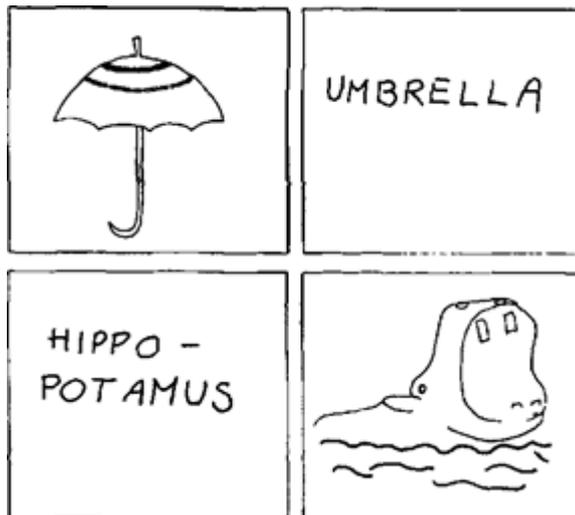
Collect shoe boxes and all other sorts of boxes for filing - ones with lids are more useful. The boxes can be covered with paper, decorated and labelled. Make a couple of new ones for each class - partly because the boxes get a bit worn after a while, and partly because classes like to think they have their own boxes. Boxes can also be used as building bricks to make shops, houses, castles, forests, etc.

## **Picture cards**

These can be drawings or cut-outs from magazines, or perhaps photos. It is easiest to sort these according to size - really big ones for class work, and smaller ones for individual/pair/group work. Once you've sorted them for size, put them into themes or subject areas, like 'people', 'places', 'food', etc. .

## **Card games**

Almost all card games can be made into language card games and while you want to concentrate on games where some sort of language interaction is taking place, you can also play card games simply for relaxation. Games like 'Memory' can be played without saying a word, but if you use cards like this, then at least recognition is taking place:



Here is an example of Happy Family cards made by a couple of girls in their third year of learning English:

### **Board games**

Older children (and teachers) can make up all sorts of board games. Not only are board games useful for relaxation and/or language work, but the making of them presents a real challenge. Most children have played board games of some sort at home, and you can get wonderful language work out of making up the rules. You can make board games for almost any subject. For example, you can make up obstacle board games on topics like 'travelling through the jungle' or 'a fantastic birthday':

### **Word/Sentence cards**

Word cards are useful for displays and for work on the flannel graph. Sentence cards should only be used for the beginners and only with sentences which are used a lot. If you want to get full use out of your collection, you should work out a system of classification.

Here are a couple of suggestions of display systems for word cards and sentences which you can make yourself:

### **Transparencies**

If you have an overhead projector, then some of your pictures and other material can be copied onto transparencies. Transparencies should be kept in special plastic covers or framed and then put into a file. They keep well, take up very little space and are very useful for working with the whole class.

### **Calendar**

Your calendar should show the date, the day, the weather and birthdays/special days. **Clock**

Very simple clocks with movable hands are invaluable in the language classroom, not only for telling the time as in the exercise on page 37, but also for setting the scene and changing time from the here and now.

### **Materials to buy \* readers**

If we were to choose only one of the teacher's aids listed in this chapter, easy readers and children's books in English would be our choice, and we feel it is better to have lots of different ones rather than class sets. Readers are a real investment for the

language learner, and so we want to look in a bit more detail at how to put your books in order.

### **Coding**

Although it is tempting to code books according to difficulty, we would not advise it, since we think that children should select books they want to read, and not the ones that the teacher says they are ready to read. So try to find some other way of organising your books, such as by subject matter - 'animals', 'fairytale stories', 'facts'. This means, of course, that the teacher has to read through all the books first, select and classify. This is the type of activity which can be done usefully with other teachers or with the school librarian.

### **Displaying the books**

Put the books on low open shelves if at all possible or in clearly marked boxes in your English corner. You might want to put new books or books which lots of people seem to be reading on low tables. Or you might put the books in book pockets.

The point is that however you arrange your books, you should try to make sure that the children are physically able to reach them.

### **Borrowing cards**

Have a system so that you know who has each book and how long he or she has had it. You might have a large card inside each book, and when the pupil borrows it he or she writes his or her name and the date on the card and puts the card in the space left by the book. This not only lets you see who has the book, but also tells you how popular the book is. The card can be very simple, and the pupils can take turns at being the librarian and seeing that others fill in the cards.

### **Maps**

You should have a map of the world or a globe in the classroom. A map of your local area is also useful, especially if it shows rivers and mountains etc. clearly.

### **Wall charts**

There are a number of wallcharts on the market which are made for the language classroom. Be on the lookout for charts for other subjects too, especially if you are going to do theme work or take part in projects working across the curriculum.

### **Toys**

Cars, animals, furniture, etc. There are endless uses for toys in the language classroom. They also help to connect the child's world outside the classroom to what is happening inside the classroom.

### **Building blocks**

Lego is wonderful, but expensive. Other types of building blocks - wooden or plastic - are just as versatile, and can become anything from cakes to houses.

### **Cassette recorder s**

You should have at least one cassette recorder which can record in every classroom. There are reasonably cheap cassette recorders on the market which have built-in microphones. These are quite good enough for recording yourself and the children in the classroom.

## **Cassettes**

Just as you can never have enough reading material, you can never have enough recorded material. Remember also to have blank cassettes to record in the classroom.

## **Over head projector**

Even though it will probably be up to someone else to decide whether or not to buy this kind of equipment, if you are asked if you need/want one, say 'yes'. Presenting materials on the over head projector allows you to face the children all the time and

provides the children with a common focus of attention. You can come back to the same material whenever you want to, and you can use the same material with different classes.

We have only mentioned two pieces of equipment here - the cassette recorder and the over head projector. There are others which may be available to you - slide projector, videos, computers. If this is the case, find out exactly how they work and what material is available to use with each particular machine. Then you can decide how useful they will be in your lessons.

## **Materials for you to collect**

This section is just to remind you that children find all sorts of uses for materials which might otherwise be thrown away. These are things which can be used in making collages, making puppets, decorating pictures/boxes, going shopping, telling stories, counting, acting, miming, etc. - the list is endless. Our suggestions are only to get you thinking. If we put down everything you could collect to use in the classroom this book would go on for another ten pages instead of ending on this one!

You can collect:

Yogurt cartons, assorted ribbons, old cards, postcards, cotton reels, all sorts of paper - tissue paper, old wrapping paper, wallpaper - stamps, coins, buttons, string, jars, empty packets of all sorts, bits of material.

The next stage can be to practise the above dialogue, but asking for different things. Your class now knows the dialogue, and together you can suggest other things to ask for - a bar of chocolate, a bottle of lemonade, a packet of crisps. The prices will, of course, have to be changed too. If you are introducing 'a bar of, a bottle of, a bag of' for the first time, you might want to put the suggestions on the board, but otherwise you don't need to. Make it clear that when they are working on their own in pairs, they can ask for things which have not been mentioned, and they can add comments if they want to.

### **Questions and activities**

1. Can you add any suggestions to our list of materials which you and your pupils can make to use in the English lessons? What other things do you think would be useful for classroom work?
2. What else would you add to our list of things to collect?

## **TESTS FOR PROGRESS**

### **Question 1**

What things you can collect:

- a. Yogurt cartons, assorted ribbons, old cards
- b. old wrapping paper, wallpaper - stamps
- c. all of them are true
- d. postcards, cotton reels, all sorts of paper - tissue paper

### **Question 2**

What are building blocks?

- a. wooden or plastic - are just as versatile, and can become anything from cakes to houses
- b. useful for displays and for work on the flannel graph
- c. a map of the world or a globe in the classroom

### **Question 3**

What do the word Transparencies mean?

- a. a map of the world or a globe in the classroom
- b. show the date, the day, the weather and birthdays/special days.
- c. used for showing text or pictures with an overhead projector

**Question 4**

What kind of cards should only be used for the beginners and only with sentences which are used a lot?

- a. sentence
- b. word
- c. borrowed words

**Question 5**

Word cards are

- a. used for the beginners and only with sentences which are used a lot.
- b. useful for displays and for work on the flannel graph
- c. used for showing text or pictures with an overhead projector

**Question 6**

...useful for relaxation and/or language work, but the making of them presents a real challenge. Most children have played ... of some sort at home, and you can get wonderful language work out of making up the rules.

Fill the gaps.

- a. Board games
- b. Card games
- c. Word, sentence cards

**Question 7**

Who?

...are a real investment for the language learner, and so we want to look in a bit more detail at how to put your books in order.

- a. Teachers
- b. Students
- c. Readers

### **Question 8**

Find the example for building blocks?

- a. Legos
- b. Maps
- c. Charts

### **Question 9**

What should show the date, the day, the weather and birthdays/special days.

- a. Clock
- b. Building Blocks
- c. Calendar

### **Question 10**

What

...should only be used for the beginners and only with sentences which are used a lot. If you want to get full use out of your collection, you should work out a system of classification.

- a. Word cards
- b. Sentence cards
- c. Transparencies

### **Activity 1.**

#### *Games on the wall.*

In this game you should stick the word/sentence cards and divide the class into two or three groups.

After that pupils should find continuation of the gaps and fill them. Then finish the cards, end the game. Then you count cards and check out the gaps.

### **References**

1. Wright, A 1976 Visual Materials for the Language Teacher Longman
2. Wright, A and Haleem, S 1991 Visuals for the Language Classroom Longman

## **LESSON 10. ADAPTING AND DEVELOPING MATERIALS FOR YOUNG**

## LEARNERS

- **Approaches to materials evaluation**
- **Defining materials evaluation**
- **Materials evaluation: in theory and practice**

**KEYWORDS: approaches, materials, evaluation, defining materials, designing materials, developing materials.**

In order to select the most appropriate evaluation method it is necessary to consider existing approaches. In this lesson I will define materials evaluation before reviewing some relevant theoretical and empirical studies from the literature.

Materials evaluation has been defined by Tomlinson as ‘a procedure that involves measuring the value (or potential value) of a set of learning materials’. An evaluation focuses largely on the needs of the users of the materials and makes subjective judgements about their effects. An evaluation might include questions such as ‘Do the reading texts sufficiently engage learners?’, which elicit responses containing a necessarily subjective value judgement.

Evaluations can be carried out pre-use, in-use or post-use. The main aim of evaluating materials pre-use, according to Ruby, is to measure the potential of what teachers and learners can do with them in the classroom. In-use and post-use evaluations are important in establishing how successful learning materials are.

### **Materials evaluation: in theory**

With the widespread adoption of commercially produced textbooks as core teaching materials a greater focus began to be placed on materials evaluation in the early 1980s. Initially, the role of textbooks within English language teaching was explored. The need for a more systematic approach to materials evaluation emerged during this time as it became apparent that any set of commercially

produced teaching materials would be unlikely to be completely suitable for a particular group of learners. A number of theoretical evaluative frameworks have since been published. These have mostly been checklist-based, usually in the form of questions to be answered to determine the extent to which the materials fulfil a set of criteria. While there is a scarcity of evaluation schemes specifically designed for young learner materials, Halliwell provides a checklist for evaluating and comparing young learner coursebooks.

The advantages and disadvantages of checklists have been pointed out by several writers. Not only can checklists be systematic and comprehensive, they are also cost and time effective, and the results are easy to understand, replicate and compare. On the other hand, pre-existing checklists can become dated and the criteria used may not be transparent or based on assumptions shared by everyone. Sheldon has also written how considerable modification of any set of culturally restricted criteria is necessary to make them applicable to most local contexts.

### **Materials evaluation: in practice**

A number of practical studies have utilised different approaches to materials evaluation. Alamri employed a survey questionnaire of teachers and administrators to evaluate the English textbook used with a group of young learners. Both Murdoch and Atkins used McDonough and Shaw's coursebook evaluation model to evaluate textbooks used in Korean and Japanese secondary school contexts respectively. Litz employed student and teacher evaluation survey questionnaires to evaluate a coursebook used in a Korean university. In all cases, a checklist-based system was used, with some modification required to make the evaluation more suitable for each researcher's aims and context.

### **Methods and Materials**

In this lesson I will discuss the evaluation scheme used before describing the materials evaluated and the learning context.

### **Evaluation Scheme**

The materials evaluation scheme used was checklist-based, requiring responses indicating levels of agreement or disagreement with statements about the materials.

The evaluation assessed the materials in relation to the following areas:

- General Appearance
- Layout and Design
- Methodology
- Activities
- Language Skills
- Language Content
- Topic Content
- Teachability and Flexibility
- Assessment

The evaluation scheme was designed with the aim of evaluating the ability of the materials to promote learning in a particular context. This aim is reflected in the selected criteria. While some existing evaluation checklists provided some relevant and useful examples, many criteria were irrelevant to my purposes and context. For example, criteria regarding the affordability of the materials are irrelevant to my context as the materials have already been chosen and students must purchase them regardless of the cost. My learning-centred approach to teaching also influenced the evaluation criteria I included. However, accepting that all evaluations are 'essentially subjective' this was unavoidable.

## **Materials**

The materials evaluated were the coursebook and additional materials of Kid's English from the Kid's English series, an internationally available four-level English language course for young learners. The available materials for each level of Kid's English include a student book (with CD-ROM), workbook, skills book (with self-study CD), teacher's book, audio CDs, and student and teacher flashcards.

Supplementary materials include eight graded readers for each level as well as a three-level phonics course and picture dictionary. For the purposes of this subject, the evaluation was limited to the components directly related to classroom use, namely: the Kid's English 1 student book, workbook, teacher's book, audio CDs, and teacher and student flashcards.

### **Learning Context**

Young learners attend only one 45 minute lesson per week meaning that classroom time is very limited. The syllabus is closely linked to the coursebook with student progress reports being issued twice a year indicating whether learners can satisfactorily use the language from each of the coursebook units that they have studied. The group of young learners being considered in this course is a class of seven learners aged between six and seven years of age. The learners have all been learning English for a minimum of two years and have slightly differing proficiency levels. All learners are familiar with the Kid's English series having used it throughout their studies at the school.

### **Results of Evaluation General Appearance**

The textbook cover is bright and colourful and probably looks attractive to young learners. The contents of the textbook and additional materials (flashcards, CD-ROM etc) also probably look interesting and fun to young learners. The font size and type used is suitable for the particular learners.

### **Layout and Design**

The layout and design of the materials reflect a very structured approach. There is a clear structure and consistency in appearance throughout the student book with each unit following the same basic pattern of presenting a grammatical structure in a conversational context followed by controlled practice activities. This is good for learners who like the familiarity of such a structured approach, but not so good for those who prefer more variety. The design is relatively uncluttered and it is usually easy for learners to see what they have to do. The illustrations in the books and on flashcards are generally realistic and functional,

but some are ambiguous with children sometimes being unable to differentiate the gender of some people or to ascertain the intended meaning of some flashcard illustrations. The flashcards have the word for the item printed on the same side as the picture which occasionally hinders rather than helps learning as learners who can read do not have to try and recall the words themselves and, in some cases, by using the words exactly as they appear on the card they produce incorrect English. For example, learners often produce sentences such as 'She walk the dog every day' or 'She is walk the dog now' when doing activities using the cards as they are merely reading and inserting the forms as presented into their utterances.

### **Methodology**

The core teaching methodology in the Kid's English teacher's book is called the Model Action Talk (MAT) method, which is basically a Presentation-Practice-Production (PPP) approach incorporating a Total Physical Response (TPR) component. This approach is reflected in the layout and design of the textbook, the types of activities it includes, as well as the suggested lesson plans in the teacher's book. These lesson plans follow a conventional PPP approach, with the teacher or audio CD first presenting models of the target language before learners practise it under tightly controlled conditions. However, although the methodology behind Kid's English obviously informs the materials, it is possible to adapt them to suit alternative approaches.

### **Activities**

Reflecting the PPP-based approach, the activities in the Kid's English 1 textbook are designed for learners to practise or review language that has already been presented. There is an appropriate balance of activity types and sufficient scope for individual, pair and group work. The activities allow for some individual creativity, but overall reflect the grammatical/structural approach taken as output is restricted to producing forms which have been specified in advance. While many activities are sufficiently challenging and engaging for young

learners, some appear to be of little interest to six- or seven-year old learners. For example, an interview activity where learners repeatedly ask each other 'Do you like ...?' questions about pre-selected animals can, without adaptation, quickly descend into an almost robotic race to the finish. Such activities, as presented, do not engage the learners' interest or provide a sufficient linguistic or cognitive challenge. However, it is possible to adapt materials such as the flashcards, which come in small and large sizes, for use in more interesting and challenging activities.

### **Language Skills**

The materials provide adequate opportunities for developing the four language skills of reading, writing, listening and speaking. Many activities require some reading skills which obviously creates a problem for learners who cannot read. While it is possible to adapt the materials in class for such learners, the reading-based activities in the workbook and skills book which learners do individually are beyond the present abilities of most of the learners in question. Over all, the materials provide sufficient opportunities to develop speaking and listening skills. However, as discussed, the grammatical/structural approach tends to restrict what learners are able to say, especially if implemented using the PPP-based lesson plans in the teacher's book.

### **Language Content**

The language presented provides generally authentic models of British English and is appropriate for the age and abilities of the intended learners. However, the controlled grammatical syllabus restricts most of the language presented to short question-and-answer dialogues. In addition, there is not a diverse range of registers and accents represented. Some language items are also irrelevant for young EFL learners (for example, 'Hi, Mom! I'm home') or are socially inappropriate ('He's ugly/fat') or perhaps outdated (yo-yo, jump rope).

### **Topic Content**

The topic content is generally realistic and likely to appeal to young learners. The materials also mostly avoid presenting negative racial, cultural and sexual stereotypes.

However, some topics and situations appear more appropriate for an ESL rather than an EFL context.

### **Teachability and Flexibility**

The materials are easy for teachers to use and the teacher's book offers extensive teaching support, providing complete lesson plans and many ideas for games and activities. However, as discussed, the lesson plans and activities are based on a traditional PPP approach which is not compatible with learning- or learner-centred approaches. The coursebook is not particularly well-suited to teaching mixed ability classes, although there is scope to make some activities more or less challenging. While the materials do not provide any Japan-specific content it is possible to localize and personalise most activities. It is also possible to adapt the materials to cater for different preferred learning styles.

### **Assessment**

The Kid's English series has a comprehensive range of writing-based tests and quizzes for ongoing and achievement assessment. While the tests appear valid in terms of the language knowledge that they measure, as almost all language learning by the learners under consideration takes place orally, a paper-and-pencil test is not a valid assessment tool for my particular learning context.

In summary, the evaluation of Kid's English 1 revealed that:

- The materials are colourful and appear interesting and fun to young learners
- The coursebook and other materials are clearly laid out
- The materials are easy for both teachers and learners to use
- The language and topic content is generally appropriate, but sometimes needs to be adapted or supplemented for the local context

- The suggested teaching methodology in the teacher's book is not compatible with either learning- or learner-centred approaches
- The grammatical/structural approach to presenting and practising language potentially restricts creativity and independent learner responses
- The materials, while based on a particular approach to language teaching and learning, can be adapted to suit alternative approaches
- The written tests and quizzes are valid in terms of the language they measure, but are not a valid means of assessing oral language learning
- Having evaluated the materials in terms of their ability to promote language learning I will now discuss how they can be adapted to increase their learning potential.
- Adapting materials for a learning-centred classroom

In this section I will present an example of how an activity from the Kid's English 1 student book can be adapted to make it more effective for language learning. As the activity concerned is representative of activities of its type appearing throughout the Kid's English series, it is possible to apply what is discussed here to the materials more generally. My approach is based on a learning-centred perspective and utilizes Cameron's task framework outlined in our previous lesson

### **The activity**

The student book activity is an oral practice activity intended to practise the question and-answer pattern: What do you want? I want (a sandwich). It follows on from the presentation of both the pattern itself in a conversational context as well as the eight vocabulary items to be used in the activity. The activity is intended to be used in conjunction with the teacher's book and audio CD.

The activity is based on an illustration showing two children sitting at a picnic table on which eight different food and drink items are placed. These items should already be familiar to learners having been introduced in the preceding activity. Each item is numbered (1-8) to match the accompanying CD audio script. The

picture shows one child looking at the other and asking (according to the accompanying speech bubble) ‘What do you want?’ and the other child looking at and pointing to a sandwich on the table and saying ‘I want a sandwich’.

This type of graphic is found throughout the Kid’s English series as a prompt for speaking practice. According to the suggested lesson plan in the teacher’s book, the activity is intended to be done by first making extensive use of the audio CD to model the questions and answers and for listen-and-repeat style practice, before getting learners to practice asking and answering questions themselves using the illustration.

### Activity demands

In line with the learning-centred perspective taken in this paper I will consider the activity in terms of its demands on learners and support for learning before describing how it can be improved by turning it into a task.

**Table 1** Demands on learners of the *Practice the question and answer* activity

<b>cognitive demands</b>	<ul style="list-style-type: none"> <li>- understand that they have to work from left to right, from number 1 through 8</li> <li>- understand that the picture shows a present situation</li> <li>- understand that <i>want</i> is used in the depicted situation to express a desire for something that is immediately available</li> </ul>
<b>language demands</b>	<ul style="list-style-type: none"> <li>- recall the vocabulary to describe each food or drink item</li> <li>- put the words together in the right order</li> <li>- use <i>a</i> or <i>an</i> correctly with each item</li> <li>- pronounce the words</li> <li>- give correct stress and intonation to words and sentences</li> <li>- understand teacher’s instructions and feedback</li> <li>- understand partner’s questions and responses</li> </ul>

Focusing first on the learning demands it can be seen that this activity includes both cognitive and language demands. Table 1 Demands on learners of the Practice the question and answer activity

understand that they have to work from left to right, from number 1 through 8  
 understand that the picture shows a present situation

understand that *want* is used in the depicted situation to express a desire for something that is immediately available language demands

recall the vocabulary to describe each food or drink item

- put the words together in the right order
- use *a* or *an* correctly with each item
- pronounce the words
- give correct stress and intonation to words and sentences
- understand teacher's instructions and feedback
- understand partner's questions and responses

The activity also places other demands on learners. For example, as learners need to know when to speak and when to listen this creates an interactional demand. Learners also need to meet involvement demands by maintaining a sufficient level of engagement with the activity to be able to complete it successfully.

Analysing the demands that an activity places on learners is an important part of assessing its suitability and learning potential. However, it is also necessary to consider the support for learning the activity provides.

### **Activity support**

Support for learning is provided by the activity in several ways. The graphic supports learners' language production by contextualising the language to be used. The audio CD provides support by providing a model of how to say the new language. Support is also provided through the use of words and sentences encountered in previous activities. The teacher provides support by demonstrating and modelling the activity. Learners are also supported by working in pairs and listening to their partners.

### **Balancing demands and support**

According to Cameron, the successful completion of an activity and the subsequent language learning benefits depend not only on the demands or the support, but on the dynamic relationship between demands and support. This is related to the learning principle that children need space for language growth. If the learning

demands are too high the child will find the activity too difficult and either not be able to complete it or appear to use the new language successfully during the activity, but not understand or learn it. On the other hand, if an activity provides too much support, then children will not be sufficiently challenged to develop their language. An example discussed in this paper is using flashcards with words printed on them which, for learners who can read, negates the need for them to try to recall and manipulate the words themselves, preventing an opportunity for learners to actively construct meaning.

Cameron argues that to try and create a balance between demands and support, we can apply what cognitive scientists term ‘the Goldilocks principle’: a task that will help the learner learn more language will be demanding but not too demanding and provide support but not too much support. It is the difference between demands and support that creates the space for growth and provides opportunities for learning. I will now discuss how the Let’s Go 1 activity can be adapted to create a task that attempts to promote language learning through providing the right balance between demands and support.

### **Turning a coursebook activity into a task**

Using the Kid’s English 1 activity and Cameron’s task framework I will now present an example of how a coursebook activity can be turned into a learning-centred task. The task is summarised in Table 2. The three stages of the task – Preparation, Core Activity and Follow Up – appear in the columns. Working downwards through the column for each stage, the table shows the language learning goals that are set for the stage; the activities that will take place; and presents analyses of the demands and support the activities provide.

Table 2 Turning a coursebook activity into a task (adapted from Cameron, 2001)

**Table 2** Turning a coursebook activity into a task (adapted from Cameron, 2001)

<b>Task</b> Ask and answer questions about food and drinks that you want			
	<i>Preparation</i>	<i>Core activity</i>	<i>Follow up</i>
<b>Language learning goals</b>	Activate previously learnt lexis. Practise expressing wants using countable singular food and drink items.	Oral production of questions and responses to express the kind of food or drink that learners want.	Written production of sentences from task. Written and/or oral production of original sentences.
<b>Activities</b>	(1) Use large flashcards of food and drink items to prompt recall of lexis. (2) Divide whiteboard into two, with 'a' and 'an' on either half. Play a game to recall the correct use of 'a' and 'an' with different countable food and drink items. (3) Pair practice using small flashcards in a game.	(1) Whole class introduction of the graphic in the student book and teacher modelling of questions and answers. (2) Pair production of questions and answers using the graphic and flashcards. (3) Pair production of language in a role play using toy food and drink items: e.g. S1 asks <i>What do you want?</i> and S2 responds <i>I want a/an ...</i> after choosing from the items.	<i>Writing:</i> (1) Teacher models writing sentences. (2) Learners write own sentences with teacher's help where necessary. (3) Pair checking of accuracy. <i>Speaking:</i> (4) Role play or game using and building on the language from the core activity using learners own words.
<b>Demands on learners</b>	To recall or to re-learn lexis. To understand the concept of wants and language used to express this.	To recall lexis and sentence forms from preparation stage. Speaking in English. To understand the responses given by partner.	Writing and speaking in English. Remembering words and forms from core activity. Finding words for own sentences.
<b>Support for learning</b>	Flashcards of food and drink items. Teacher prompting and modelling of lexis and forms. Pair work.	Student book activity graphic, flashcards and toy food and drink items. Preparation stage practice of forms. Teacher modelling. Pair work.	Teacher modelling. Teacher provides new words for learners' own sentences and writes words on board. Teacher feedback while writing. Pair work.

Task. Ask and answer questions about food and drinks that you want

What this example attempts to show is how consideration of demands, support and language learning goals can help teachers plan tasks that scaffold their students' language use towards successful language learning. Adapting activities allows learners to have very different experiences to the ones they would have if the

teacher merely followed the instructions in the teacher's book. Even small changes, such as using toy food that learners can hold and use in the context of play rather than just pointing to a picture in their coursebook, can result in large changes in how learners interact with a task. As Cameron points out, this is a very powerful tool, as teachers who have experiences of such small changes can use them to adapt activities from coursebooks to suit their particular learners.

## **TESTS FOR PROGRESS**

### **Question 1**

In how many stages, evaluation can be carried out?

- a. 3
- b. 2
- c. 4

### **Question 2**

- recall the vocabulary to describe each food or drink item
- put the words together in the right order
- use *a* or *an* correctly with each item
- pronounce the words
- give correct stress and intonation to words and sentences
- understand teacher's instructions and feedback
- understand partner's questions and responses

Which type of demands on learners of the Practice the question and answer activity?

- a. cognitive demands
- b. learning demands
- c. language demands

### **Question 3**

According to .... , the successful completion of an activity and the subsequent language learning benefits depend not only on the demands or the support, but on the dynamic relationship between demands and support.

Whose point is this?

- a. Asher
- b. Cameron
- c. Lewis

#### **Question 4**

The materials are easy for teachers to use and the teacher's book offers extensive teaching support, providing complete lesson plans and many ideas for games and activities.

Which stage of the evaluation scheme?

- a. General Appearance
- b. Assessment
- c. Teachability and Flexibility

#### **Question 5**

What is MAT?

- a. Middle Age Teaching
- b. Model Action Talk
- c. Model Appearance Teaching

#### **Question 6**

What is main aim of evaluating materials according to Rubdy?

- a. post-use
- b. pre-use
- c. in-use

#### **Question 7**

What is PPP?

- a. Presentation-Practice-Production
- b. Practice- Presentation -Production

c. Production - Presentation-Practice

### Question 8

There is a clear structure and consistency in appearance throughout the student book with each unit following the same basic pattern of presenting a grammatical structure in a conversational context followed by controlled practice activities.

Which area it is according to the materials evaluation scheme?

- a. Layout and Design
- b. Methodology
- c. General Appearance

### Question 9

What is the TPR (total physical response)

- a. is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input
- b. refers to the legal obligation of third parties (for example, certain individuals, entities, insurers, or programs) to pay part or all of the expenditures
- c. Brings dull academic concepts to life with visual and practical learning experiences

### Question 10

Who defined material evaluation as 'a procedure that involves measuring the value (or potential value) of a set of learning materials'?

- a. Halliwell
- b. Penny Ur
- c. Tomlinson

### Activity 1.

#### TABLE TOYS

- Most electric or battery operated toys can be modified to be activated by a switch. Find or make simple switches that allow for a variety of ways to access these types of toys.

- Make sure that toys won't move across table if the child cannot stabilize it. Use velcro, double-backed tape, a C-clamp to hold the toy to the table.
- Place the toy in a shallow tray on the table to help keep all the pieces together and define that play area.

## Activity 2.

In groups, divide the adjectives below into two sets. Explain to the class the basis for your grouping.

confident, generous, tactless, determined, trusting, aggressive, calculating, thrifty, stubborn, assertive, gullible, stingy, shrewd, curious, arrogant, inquisitive, frank, glib, extravagant, eloquent.

Description

Planning: No

Closed/Open: Open

Information Exchange: No required information exchange

Adaptation

One way to encourage information exchange would be to use the cooperative learning structure

The way this works is that every member of the group has a number :

1, 2, 3, or 4. The group has a task, such as Activity 2

They put their heads together to do the task. Then, the teacher calls a number from 1-4. The group member with that number gives their group's answer and explains how it was obtained.

Information exchange is encouraged because each member needs to be prepared to give their group's answer and the explanation for it. In traditional group activities, it is usually the best student in the group who always gives the group's answer. Here, all group members need to be ready with answers and

explanations. Students may feel the need to exchange information in order to make sure everyone is ready.

Planning could also be encouraged by asking each group member to write down their own category system before discussing with their group. This activity could be made into somewhat more of a closed activity by changing some of the adjectives into nouns and asking groups to decide which are nouns and which are adjectives (a task with a right or wrong answer) before grouping the words into two sets (a task without a clear right or wrong answer)

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## **LESSON 11. REVIVAL INTEREST TO THE STORY TELLING METHOD**

- **Language as a complex psychological process.**
- **History of storytelling method**
- **Why is storytelling an effective method for teaching children?**
- **Types of storytelling**
- **How to use storytelling in language teaching**

**KEYWORDS:** psychological process, storytelling method, effectiveness, types of storytelling, imagination, creativity, relaxed atmosphere.

Language is a complex psychological process that cannot be estimated or developed apart from thought or perception. The development of personal traits is encouraged by educational material presented as an engaging and exciting story. It also highlights each child's unique imagination and allows for the demonstration of activity and creativity. Nowadays children spend a lot of time online, therefore real-life communication becomes a skill that needs to be taught. And the storytelling method is the ideal approach to take.

The art of storytelling involves creating an exciting story and conveying the necessary information through it in order to affect the listener's emotional, motivational, and cognitive states. David Armstrong, the Armstrong International Company, developed and successfully tested this methodology via personal experience.

David Armstrong considered the well-known psychological fact that stories are far easier to be received and understood than rules or directives while he was developing his storytelling. After someone listens to you, they start to trust you. Hence, persuading or motivating someone like this is much easier for you.

“Verbal creativity is a powerful tool for a person’s intellectual development that opens up the entire world. The moment the word is used by the child as a tool to create fresh beauty, the child advances to a new degree of world discovery and enters a completely new stage of spiritual development. The child wants to express through the written word all of his or her excitement and wonder at the beauty of the world. Teachers and psychologists all over the world have a great deal of interest in storytelling because doing so helps students develop their attention spans and logical thinking skills while also raising the bar for cultural education,” according to V.V. Sukhomlynskyj.

Storytelling may be used anywhere, at any time. We may tell about how decisions are made and relationships are formed through stories. The teachers and the students develop more cordial and high-quality relationships through exchanging stories and forming emotional connections.

### **Why is storytelling an effective method for teaching children?**

Children prefer listening to stories over reports, descriptions, or definitions because they are easier to understand (emotional sensitivity is involved as well as racial comprehension). The principle of educational accessibility is thus put into practice.

In a story, there is a hero who develops. And changes take place while struggling, working hard, applying effort, completing difficult tasks, etc.

A dynamic story is one. Children with modern thinking skills will understand a story better than a text in another format.

A story affects a child’s emotions, which heightens the focus of attention. Because of this, kids may easily reproduce the educational material after listening to it and

understanding it. The truth might also take the shape of a story. The principles of knowledge foundationality and emotional education are therefore implemented.

Use of such a method enables us to describe our actions and feelings, analyze our actions, evaluate the consequences, and draw conclusions about the future. Storytelling is successfully used in business to market brands and products to consumers. This concept was named the year's top business idea in 2006.

"We could say with certainty that the child learned to think when I was able to get the child in whose development some serious delays occurred to fabricate a fairy tale, connecting in imagination a number of objects from the surrounding world." Sukhomlinsky, V..

Using the storytelling method could lead to the following two outcomes:

- The creation of a relaxed atmosphere in the classroom, as well as the activation of the classroom atmosphere;
- some of the quickest and easiest ways to establish rapport with the students and a method of grabbing their attention.

### **Types of storytelling**

**cultural** – telling about the values, morals and beliefs;

**social** – a story told by people about other people (you can tell the children the stories from the lives of famous people, which can become an example for building their own lives);

**myths, legends** – they are the reflection of culture and remind us of the things to be avoided in order to be happy;

**jump story** – everyone loves a story about mystical creatures, when an unexpected final makes us jump from fear; such stories help us overcome our own fears;

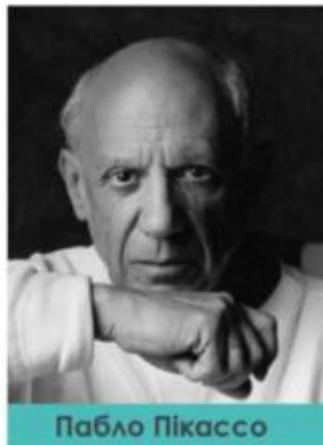
**family** – family legends keep the stories of our families, passed on from one generation to another, having educational and instructive nature;

**friendly** – such stories unite friends, since they remind of a certain experience they had together;

**personal** – such stories tell about personal experience and emotions. This type of storytelling is important since personal stories help understand and develop oneself.

Storytelling is a good means for motivation, and persuasion of the students, allowing to inspire them for showing more initiative in the process of education.

For example, we can tell the story of the influence the work of Jules-Henri Poincaré, famous French mathematician, physicist and philosopher, “Science and Hypothesis”, published in 1902, on Albert Einstein and Pablo Picasso. Turns out that this universal mathematician, a person able to embrace all the mathematical results of his time, by his work inspired A. Einstein for invention of the relativity theory, and Picasso – for painting a picture and creating the cubism art movement



Stories are the instrument for establishing friendly connections within a class or a group, and are the effective means of carrying a task or an idea through.

Storytelling is a creative narration. Unlike the narration of facts (rendering, description by memory) that is based on perception, memory and reproductive imagination, in the base of a creative narration lies the creative imagination. Components of such narration must be new images, situations or actions created by the child independently. In the process, the students apply the experience and the knowledge they gained, but combine them in a new manner

A story depends on the audience it is meant for. Any type of story is based on several key principles, distinguishing it from a simple citation of facts: character; intrigue; plot.

Components of a story: hero; storyline; topic and idea. The hero of the story may be an object, a person, a phenomenon, an imaginary creature, the nature, a symbol. The storyline must include the exposition, introduction, unfolding of the plot, climax and resolution.

***Examples of educational stories:***

- historical narration: how prehistoric artists painted their caves with paints made from berries, charcoal and clay;
- how the geometry emerged; how the first engine was invented;
- where the idea of clipping trees came from;
- the story of coordinates (from a point and unidimensional space to multi-dimensional).

Such stories can be enriched with historical references about Euclid, René Descartes, Pierre de Fermat, Albert Einstein.

Story about a certain process: for example, the story of measuring the plots of land in Ancient Egypt, creation of mosaics.

The ability of educational narrations based on history, the lives of famous scientists and artists, the history of discoveries in math, physics, biology and chemistry – all this must become not only a means of attracting the students' attention during the lesson, but also an effective instrument of transferring the essential meanings into the students' minds.

The art of storytelling is one of the most natural and, at the same time, the most effective means of bringing new quality into the educational process.

**How to Tell Stories in Language Teaching**

Storytelling in language classes is an effective tool that gives learners the necessary beneficial contexts since it offers natural and ideal listening materials. As one of the oldest methods used by language teachers, it continues to enrich language

learning with the colorful and engaging materials that children find most enjoyable. Naturally, language instructors, even parents, have their own distinctive teaching philosophies that educators continuously work to perfect. Teachers work on finding ways to make their students more attentive throughout their careers.

# Storytelling



Storytelling is an interactive art as it involves both the listener and the storyteller. The way stories are told and the actions and facial expressions used by the storyteller enhance the story. Often involvement from the audience is encouraged, and it serves as a great opportunity for working on new vocabulary. It also takes many forms and inspired by daily activities that can teach lessons through the use of an easily understood sentence structures. Culturally speaking, it has been utilized to educate the young on the values of a social group they are in with the expectations that those shall be carried on to younger generations.



Why tell stories? Storytelling is the art of revealing the parts of a story by utilizing colorful words together with some actions. Although it is frequently intended to provide joy and enjoyment, it subtly instructs the audience. Stories frequently have morals and a lesson for readers to learn. Storytelling forces the audience to create their own mental image and expand on their interpretation of the topic because it uses few images and actions. The enjoyment it brings increases retention of the message.

Storytelling is an interactive art since both the listeners and the storyteller are involved. The manner in which stories are told, as well as the actions and facial expressions employed by the storyteller, enhance the tale. Participation from the audience is frequently encouraged, and it provides a wonderful opportunity for developing new vocabulary. It also comes in a variety of shapes and is inspired by regular activities that can teach beginners through the use of simple sentence structures. Culturally speaking, it has been used to teach the young about the values of the social group they are a part of, with the expectation that these values will be passed on to younger generations.

Following are some arguments in favor of storytelling in language classes:

Could be incorporated into the curriculum. Storytelling is an effective method for teaching a variety of topics because many subjects are best learned by elaborating

on examples. Though primarily thought of as a language curriculum component, storytelling can actually be utilized to teach history, society, and the arts. Learning from the mistakes and experiences of the characters helps students become even more motivated, driven, and inspired to achieve goals. This is accomplished through listening to stories.

Students are attentively listening. When engaging in a language-less listening activity. It takes less time to understand general ideas when information is simply listed, yet storytelling makes information easier to recall. Storytelling in language instruction simulates the usage of real words and phrasal verbs.

Teaches pupils from all backgrounds. Because storytelling is prevalent in almost all cultures at any given moment, it can help close cultural gaps in a variety of contexts. It also fosters cultural sensitivity by helping pupils understand their social roles and expectations. Sharing personal experiences from the countries your student is from fosters awareness, a deeper understanding of, and appreciation for their differences. Making a cooperative classroom with kids from different cultural backgrounds is made simple when pupils have a deeper understanding of their own backgrounds.

Understanding a student's actual meaning during discussions is made easier with cultural knowledge because certain cultures are direct while others are indirect. Promotes understanding of humanity. Storytelling can aid students in understanding the genuine essence of the human experience in the age of technology, economic diversity, and self-sufficiency. Characters in stories make excellent teaching tools for teaching desirable behaviors and character traits that are necessary for living a meaningful life. With the listener's emotional involvement, it can be used to teach not only a language but also the customs of the society in which it is spoken.

It exposes students to the language usage in a particular territory.

**Enhances listening abilities.** A compelling story keeps the pupils engaged. They not only lose concentration but also their ability to listen as they become eager to find

out what happens next in the story. It helps kids connect listening to learning about and comprehending the larger contexts of stories.

Storytelling broadens the pupils' perspective on the action and increases their opportunity to maximize learning because listening is thought of as an essential language ability that facilitates learning.

Enhances imagination Storytelling stimulates thought processes. Students are challenged to draw conclusions by creating images of the characters as they are presented in the story when teachers employ storytelling in the classroom. Since judgment and inferences can frequently be based on the learner's experiences, they are likely to interpret stories by using their real-world experiences.

A story allows the audience to become fully immersed in the setting and begin experiencing events from the perspective of the main character. This aids kids in developing mental images of both life and linguistic experiences.

### **Make Storytelling Engaging: Creative Ways to Follow**

#### Make Storytelling Engaging: Creative Ways to Follow

It can never be denied that despite being in a language classroom, some students, especially younger ones, lack motivation to learn. Most find no meaning in acquiring a new language and eventually become non-achieving. The teacher then is tasked to critically choose stories that will not only encourage listening but language learning. When interest in a topic is aroused, attitudes towards learning the language are changed, making it enjoyable, meaningful and comprehensible to students.

Follow these steps to make storytelling more engaging for students:

Choose the right material. Even a veteran storyteller needs to upgrade to new techniques, and eventually new materials that fit the interest of this generation. There is no generic formula of what is the perfect material for storytelling as it should be chosen based on the needs and interests of the audience. In most cases, we

choose materials that we personally treasure and loved to listen to as kids. This would generally include fairy tales and folklore.

With the availability of fresh story books in the market, teachers are provided with many choices. When these materials don't seem to fit the kind of audience in class, giving old stories a fresh approach can do the job. Try modifying some elements of the story you love without dropping its original message. Better yet, ask students what they wanted to listen to for the storytelling sessions by making storybooks available in the classroom.

Characterize the content. Bringing the characters in the story to life makes storytelling fun as it enables the audience to see, feel, and hear exactly what the character wanted them to. Remember that without emotion, stories become basically dead. It is then important that the teacher knows the stories by heart. When the teacher knows the content of the story and the message embedded in it, it is easier to characterize. Read and internalize the characters and practice them even just in front of the mirror. Convey how the characters feel by making use of body language, gestures, facial expressions and tone of voice.

When the character is angry, make the audience see and hear it. Know when to shift actions and voice to help the audience distinguish between characters. Making your content interesting helps foster your students' interest in the language.

Maximize opportunities for literacy. Even the most reluctant reader or learner can be motivated to listen to an interesting story. Considered as one of the ways to address literacy, storytelling helps develop students' competencies in all areas of the language by modeling oral skills, writing, and comprehension. Storytelling exposes the students to reading and listening, and post-storytelling activities help develop speaking and writing. Teachers who utilize storytelling should choose materials that fit the needs of the students and of the curriculum.

These stories should provide variety of messages, often with pictures or flash cards, to help get the message across to solicit students' attention. Storytelling is one

effective method in transporting students back in time and history. This helps shape the way they see the world.

Use props. As most children learn through visual representations, using props in storytelling sessions foster deeper understanding and appreciation of materials. Props help liven up the lines and hook the students making them concentrate more. Handy props are the most popular to use in classrooms. This can range from flowers, ball, doll, or a piece of cloth. The use of props in storytelling extends a child's attention span and increases their learning experiences.

Additionally, it makes lessons less boring and easy to remember. It is best to know, though, that props should be minimized to a level not distracting to students. When there is too much of them, students may be tempted to focus on them rather than to the story the teacher reads. The most widely used props are those that generate sounds for effect at a certain part of the story.

**Involve the students.** As storytelling relies on the collaboration of both the teller and the audience, it is best practiced with student participation. Tell story the way that excites students to talk and interact. Involving students can be as simple as making them repeat some lines you wanted to emphasize. Alternatively, you can check students' comprehension by asking them to act out some parts of the story. For younger learners, this can even be done by animal sound reproductions. After telling the story, the teacher can ask students for the possible ending or solicit questions for other class members to answer.

Some students can even be assigned to alternatively serve as co-tellers in the beginning of the storytelling sessions. For more advanced students, retelling the story in front of the class the next day can be practiced. Involving students in lessons do not only develop their cognitive skills but enhances confidence in speaking and motivation to learn.

**Conclusion.** Students' experiences are best molded with descriptive and language skills development. When students enjoy learning, they are not only creating a collection of knowledge but are constantly looking for ways to know things that

interest them. With their curiosity for learning comes their perspective of the world. Studies reveal that story telling is an effective way for increasing the literacy level. This is because it enhances all the language skills- reading, listening, speaking and writing- all in one. Because story telling is participatory in nature, students have greater exposure to language use.

Story telling provides an environment of rich linguistic and cultural learning. For children, it serves as a meaningful way of modeling language use. In fact, most of early education curriculum focuses more on story-based lessons. When materials are properly chosen and with teachers equipped with skills to convey stories in a more engaging and interesting ways, meeting the objectives of literacy programs are easily achieved. Being able to facilitate development in comprehension, story telling is a great way to start teaching language students to construct meanings.

#### Create Engaging Story telling: Creative Ways to Follow

There is no getting around the fact that some pupils, especially younger ones, lack motivation to learn while being in a language classroom. Most people don't see the point in learning a new language, and they eventually stop trying. The teacher is then challenged to carefully select stories that will encourage language learning as well as listening. As a topic sparks interest, attitudes toward language learning change, making it enjoyable, meaningful, and understandable for kids.

Use these guidelines to increase pupils' interest in story telling:

Choose the appropriate material. Even an experienced storyteller needs to adapt to new techniques and eventually new materials that appeal to this generation. There is no universal formula for the ideal material for story telling because it should be chosen based on the requirements and preferences of the audience. Most of the time, we choose materials that we personally treasured and enjoyed listening to as children. This typically includes folklore and scary stories.

Teachers have a variety of options thanks to the market's availability of new storybooks. Giving old stories a new perspective can work when these materials

don't seem to appeal to the audience in question. Try changing a few parts of the story you love without changing the message it was intended to convey. Better still, make storybooks available in the classroom and ask the students what they would want to hear during the storytelling sessions.

Personalize the content. Bringing the characters in the story to life makes storytelling enjoyable because it allows the audience to experience exactly what the character intended for them to. Keep in mind that without emotion, stories essentially become dead. Therefore, it is crucial that the teacher is familiar with the stories by heart. It is simpler to characterize when the teacher understands the message contained in the story as well as its overall content. Read, internalize, and practice the characters—even only in front of the mirror. Examine the characters' emotions by using body language, gestures, facial expressions, and voice tone.

Make the audience hear and see the character when they are angry. Know when to change actions and voice to aid the audience in differentiating between characters. Making your content interesting help foster your students' interest in the language.

Maximize opportunities for literacy. Even the most reluctant reader or learner can be motivated to listen to an interesting story. Considered as one of the ways to address literacy, storytelling helps develop students' competencies in all areas of the language by modeling oral skills, writing, and comprehension. Storytelling exposes the students to reading and listening, and post-storytelling activities help develop speaking and writing. Teachers who utilize storytelling should choose materials that fit the needs of the students and of the curriculum.

These stories should provide variety of messages, often with pictures or flash cards, to help get the message across to solicit students' attention. Storytelling is one effective method in transporting students back in time and history. This helps shape the way they see the world.

Use props. As most children learn through visual representations, using props in storytelling sessions foster deeper understanding and appreciation of materials. Props help liven up the lines and hook the students making them concentrate more. Handy props are the most popular to use in classrooms. This can range from flowers, ball, doll, or a piece of cloth. The use of props in storytelling extends a child's attention span and increases their learning experiences.

Additionally, it makes lessons less boring and easy to remember. It is best to know, though, that props should be minimized to a level not distracting to students. When there is too much of them, students may be tempted to focus on them rather than to the story the teacher reads. The most widely used props are those that generate sounds for effect at a certain part of the story.

Involve the students. As storytelling relies on the collaboration of both the teller and the audience, it is best practiced with student participation. Tell story the way that excites students to talk and interact. Involving students can be as simple as making them repeat some lines you wanted to emphasize. Alternatively, you can check students' comprehension by asking them to act out some parts of the story. For younger learners, this can even be done by animal sound reproductions.

After telling the story, the teacher can ask students for the possible ending or solicit questions for other class members to answer.

Some students can even be assigned to alternatively serve as co-tellers in the beginning of the storytelling sessions. For more advanced students, retelling the story in front of the class the next day can be practiced. Involving students in lessons do not only develop their cognitive skills but enhances confidence in speaking and motivation to learn.

## Activity 1

### True/False

Language is a complex psychological process that cannot be estimated or developed separately from thought or perception.

The art of storytelling involves creating an exciting story and conveying the necessary information through it in order to affect the listener's emotional, motivational, and cognitive states.

“Verbal creativity is not a very effective way for a human's intellectual development, opening the whole world”

A story affects a child's emotions, which heightens the focus of attention. Because of this, kids may easily reproduce the educational material after listening to it and understanding it.

The truth is not presented as a story.

Storytelling is a good way to motivate and persuade pupils, inspiring them to take more initiative in the educational process.

Storytelling is not a creative activity.

Storytelling is the art of revealing the parts of a story by utilizing colorful words together with some actions.

A compelling story keeps the pupils engaged. They not only lose concentration but also their ability to listen as they become eager to find out what happens next in the story.

Storytelling stimulates thought processes.

Because storytelling depends on the interaction between the teller and the audience, it is best practiced with student involvement.

We can describe the impact of Jules-Henri Poincaré's famous French mathematician, physicist, and philosopher work “Science and Hypothesis,” published in 1902, on Albert Einstein and Pablo Picasso.

**Activity 2:** Comply with accurate definitions of storytelling genres.

<b>Types of storytelling</b>	<b>Explanations</b>
<b>Family</b>	– family legends keep the stories of our families, passed on from one generation to another, having educational and instructive nature;
<b>Jump</b>	they are the reflection of culture and remind us of the things to be avoided in order to be happy;
<b>Legend</b>	everyone loves a story about mystical creatures, when an unexpected final makes us jump from fear; such stories help us overcome our own fears
<b>Social</b>	– telling about the values, morale and beliefs;
<b>cultural</b>	– a story told by people about other people (you can tell the children the stories from the lives of famous people, which can become an example for building their own lives);
<b>Friendly</b>	such stories tell about personal experience and emotions. This type of storytelling is important since personal stories help understand and develop oneself.
<b>Personal</b>	such stories unite friends, since they remind of a certain experience they had together

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## **TESTS FOR PROGRESS**

### **1. What is verbal creativity?**

- a. Verbal creativity is a powerful means of a human's intellectual development, opening the whole world.
- b. It is a complex psychological process, impossible to be estimated and developed separately from thinking or perception.
- c. It is the art of exciting story and of transferring the necessary information through such story in order to affect the listener's emotional, motivational and cognitive spheres

### **2. What is stor ytelling?**

- a. Verbal creativity is a powerful means of a human's intellectual development, opening the whole world.
- b. It is a complex psychological process, impossible to be estimated and developed separately from thinking or perception.

- c. It is the art of exciting story and of transferring the necessary information through such story in order to affect the listener's emotional, motivational and cognitive spheres

**3. What are the components of the story?**

- a. Components of a story: hero; storyline; topic and idea.
- b. Components of a story: article, hero, idea
- c. Components of a story: idea, hero, headings, writer, topic.

**4. What must storyline include?**

- a. The storyline must include the exposition, introduction, unravelling of the plot, climax and resolution.
- b. The storyline must include hero, idea, writer
- c. The storyline must include resolution, plot, introduction, idea

**5. Such stories tell about personal experience and emotions. What type of story is that?**

- a. Jump story
- b. Family story
- c. Personal

**6. What does the story depend on?**

- a. Audience
- b. Writer
- c. Storyline

**7. Such stories unite friends, since they remind of a certain experience they had together; find the correct story type.**

- a. Friendly
- b. Personal
- c. Jump

**8. What is jump story?**

- a. Everyone loves a story about mystical creatures, when an unexpected final makes us jump from fear; such stories help us overcome our own fears;

- b. family legends keep the stories of our families, passed on from one generation to another, having educational and instructive nature;
- c. such stories unite friends, since they remind of a certain experience they had together;

**9. what is friendly story?**

- a. everyone loves a story about mystical creatures, when an unexpected final makes us jump from fear; such stories help us overcome our own fears;
- b. family legends keep the stories of our families, passed on from one generation to another, having educational and instructive nature;
- c. such stories unite friends, since they remind of a certain experience they had together;

**10. What is jump story?**

- a. everyone loves a story about mystical creatures, when an unexpected final makes us jump from fear; such stories help us overcome our own fears;
- b. family legends keep the stories of our families, passed on from one generation to another, having educational and instructive nature;
- c. such stories unite friends, since they remind of a certain experience they had together;

**LESSON 12. ADAPTING MATERIALS AND ACTIVITIES FOR YOUNG CHILDREN WITH DISABILITIES**

- **Planning for young children with disabilities**
- **Developmentally appropriate practice**
- **Partial participation**
- **Strategies to use in the language classroom**

**KEYWORDS:** children with disabilities, planning for the disabled children, appropriate practice, partial participation, individualization, special needs.

Following Key Ideas must be taken into account when adapting activities and materials for young Children with disabilities:

**Plan for inclusion:** Inclusion is the practice of include young children with disabilities and their families in all activities that are customarily reserved for kids their age. All children belong, regardless of their abilities, gender, race, or ethnic background, according to the value of inclusion. It will take some planning to make sure that including young children in traditional early childhood settings is successful for everyone. While you might not be able to anticipate every adjustment required, work as a team with the family to plan for as many as possible. Create your plan by going over a typical day and identifying any potential periods when adjustments might make an activity more successful. After you've had a chance to observe the child in that activity, review your adoption strategy.

**Specific needs:** One of the keys to adapting activities for young children with disabilities is to only make them as specialized as necessary. Materials for young children with disabilities don't have to come from specialized stores or be expensive. Regular age-appropriate toys can frequently be utilized with little to no adaptations. Make use of your own experience and common sense!

It takes a lot of creative thought to adapt materials, but it is frequently simpler when a group of people brainstorm ideas together. More experienced individuals provide more ideas. Speak with other educators, therapists, or specialists who are working with the child to learn what ideas they have. Family is the best source for adaptation ideas when it comes to children. The family can offer years of experience and knowledge on their child. They may already have discovered the adaptation Solution!

**Individualization.** Not every child with the same disability label need the same accommodations. Children who share a label typically differ more from one another than they are similar. So, it is crucial to consider adaptations for a specific child rather than a disability. Have a variety of ideas on hand so that you always have a fresh one.

**Developmentally appropriate practice.** One essential characteristic of a high-quality early childhood program is a curriculum that is based on developmentally appropriate practice. A developmentally appropriate curriculum concentrates on learning. Characteristics of children at various developmental stages, yet it individualizes each child for their particular interests, talents, and personality traits. Young children with disabilities must simply be included in programs that take a developmentally appropriate approach, extending the types of individualizations that are being used

For young children without disabilities to meet the requirements of all children.

**Partial participation** A child being included in an activity even if they are unable to perform all the steps is referred to as “artificial participation.” If a child puts her shirt over her head but requires assistance putting the sleeves on, she is actually participating in getting dressed. Some disabled children might not be able to complete all the steps of an activity that their typically developing peers can. The child with disabilities should still participate in as much of the activity as is practical, though. Determine which components of that activity the child is capable of performing before developing adaptations or teaching strategies for the remaining components. The list that follows

offers suggestions that are good teaching methods for all children. Not intended to be exhaustive, the list. Share teaching tactics and concepts that have worked well for you.

- Try to give the kids as much freedom to choose as you can. They will develop a sense of control over their world and effective communication abilities as a result of this. Don't, however, offer a choice that isn't actually an option. You must be prepared to follow through on all of your suggestions, especially for young children who are still developing their communication abilities. For instance, the child may not be given the option of coming in or not coming in from outdoor play. Yet, once inside, the child may decide whatever toy to play with.

- Consider alternative methods of communicating your desires and choices. As adults, we all communicate using a variety of gestures, noises, and facial expressions in addition to words. Let kids to use a variety of communication techniques.
- Create the requirements for communication throughout the day.
- The materials that are available for each activity should be able to suit the demands of kids at various stages of development. The level of development varies among children of the same chronological age. Make sure you account for the range of developmental requirements in each activity.
- Make the most of natural learning opportunities. For instance, you might have a quick opportunity to teach colors if you match the red plate to the red cup. Plan how to incorporate each person's goals and objectives into ongoing activities.
- Labeling objects and areas in the room might give children a head start on their literacy skills. Consider employing pictures or even textures as alternatives to written words for children with special needs.
- Provide breaks from the group's noise and activity as needed for specific children. Breaks to a quiet area can frequently allow a child to re-group if the group's stimulation is too much.
- Provide for numerous opportunities for competition and practice. Every child uses imitation and practice to learn about the world.
- Provide opportunities for collaborative learning activities across all domains. Provide people the chance to share materials, play games with friends, etc.

## **TESTS FOR PROGRESS**

**1. What is a helpful for children who have difficulty seeing or staying in the boundaries without enhanced clues?**

a. block area

b. sand and water

c. table toys

**2. What is easier for children who need to be in adapted chairs, place the chair on platform with wheels or in wagon?**

a. To make transition time

b. Library

c. Operated toys

**3. What includes pictures, objects or pieces of materials that are related to day's activities?**

a. Braille book

b. Library

c. Talk book

**4. What is Inclusion?**

a. Adapting materials involves a lot of creative thinking and is often easier when a team of people brainstorm ideas together.

b. One key characteristic of a quality early childhood program is a curriculum that is based on developmentally appropriate practice.

c. It is a term that refers to involving young children with disabilities and their families in all activities that are typical for children of that age

**5. Why sand & water is important?**

a. It adapts the position of the table in order to meet the needs of a variety of children.

b. Make sure children are able to access the sand and water tables. It is important for children to be able to reach a wide area of the table.

c. It makes a class talk book. This is a photo album that includes pictures, objects or pieces of materials that are related to day's activities. This will allow children with little speech to talk about their day by pointing to the objects

**6. To make transition time easier for children who need to be in adapted chairs, place the chair on platform with wheels or in wagon. Make sure that**

**the chair is safely attached to the platform or wagon before moving it. Find the correct material adaptation.**

- a. transition time
- b. blocks
- c. table toys

**7. Most electric or battery operated toys can be modified to be activated by a switch. Find or make simple switches that allow for a variety of ways to access these types of toys.**

- a. transition time
- b. blocks
- c. table toys

**8. Mark off the block area with bright tape or a texture to mark boundaries of the block area. This adaptation may be helpful for children who have difficulty seeing or staying in the boundaries without enhanced cues.**

- a. transition time
- b. blocks
- c. table toys

**9. Make sure children are able to access the sand and water tables. It is important for children to be able to reach a wide area of the table. Raise the table so that children in wheelchairs can fit under the table. Make sure all adaptations to the table are stable.**

- a. sand and water
- b. art
- c. library

**10. When using paint brushes, adapt handles to make them easier to grasp. Handles may be lengthened, shortened, built up with pipe insulation, attached to the hand using a velcro strap, or attached to a glove with velcro on the palm.**

- a. sand and water
- b. art

c. library

### Activity

*Find the correct type of adaptation activity for the explanations*

Make sure that there are clear paths between activity areas for children who may have difficulty moving from one place to another .

Have tactile path between areas for children who have difficulty seeing their way from one area to another . The tactile path may be a bookcase or wall that is trailed, or a different floor covering that is used to indicate the borders of an area.

Use a variety of types of blocks to match the physical needs of each child. Experiment with different types of blocks to find out what properties they have. Some blocks are easier to stack, some are easier to grab, some are light, some are heavy, some make noise, etc. Examples of different blocks are Bristol blocks, magnetic blocks or marbles, blocks that fasten together using snaps, cloth blocks, or covered shoe boxes. Collect a variety modified to be activated by a switch. Find or make simple switches that allow for a variety of ways to access these types of toys.

Make sure that toys won't move across table if the child can not stabilize it. Use velcro, double-backed tape, a C-clamp to hold the toy to the table

If children have difficulty holding small toys, help them to grasp the toys better by building up handles with sponge hair curlers or pipe insulation, or by attaching the handle to the hand using a velcro strap.

Experiment with using other materials in painting projects that may be easier to grasp. Examples include: raw potatoes, sponges, squeeze paints, drinking straws to blow paint, or spin art with a switch adaptation. Line a shallow bucket with art paper and place a marble dipped in paint in the bucket. Tip the bucket to make the marble "paint" the paper .

Make a class talk book. This is a photo album that includes pictures, objects or pieces of materials that are related to day's activities. This will allow children with little speech to talk about their day by pointing to the objects. It also provides children who may have difficulty remembering with clues about what happened during the day. Words can be added so that it is expanded to an early literacy activity.

Identify a variety of ways that children can respond during story time. Some can respond by speaking, pointing to pictures, holding items discussed in the story, turning pages, etc.

To help children assist with clean-up mark the shelf areas where materials are kept. Children with difficulty seeing may need to have the correct area outlined in with dark line markings, outlined with high contrast materials (bright yellow on a dark shelf), or marked with different textures.

Make sure there is a way for the child to be on the same level as the other children. If a child needs assistance in sitting on the floor to play with blocks, have adapted equipment available. Cut the legs off of a chair with arms and a high back. Use a bean bag chair that can be molded to the child's needs. Have all children build with blocks on a table if no floor seating is available.

Look for puzzles with knobs or handles. Adapt your favorite puzzles with knobs from the hardware store.

Tie markers or brushes to table or easel. This will allow children who have difficulty getting down to the floor to be more independent in picking up dropped material.

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### **LESSON 13. ASSESSING YOUNG LEARNERS**

- **Assessing young learners**
- **Evaluation, assessment, and testing**
- **Teaching and assessment**
- **Assessment of the skills**
- **Structured assessment activities/tasks**
- **How to give feedback**

**KEYWORDS:** assessment, evaluation, testing, skills, structured assessment, feedback, skills development, attitude, behavior, portfolio, project, self-assessment, peer-assessment, traditional test.

Assessing young learners is one of the debatable tasks for the teachers. In order to have The assessment tasks and techniques are aimed at primary and early secondary school children aged six to twelve learning English as a foreign language. Children in this age group can sometimes be negatively affected by assessment techniques used for older learners.

Children vary in maturity, learning experiences, and overall background. Consequently, the techniques we recommend may be suitable for the target age group in one context, but not for the same age group in another context. Your role as the teacher is very important, since only you can judge whether a technique is suitable for your class or not. An assessment activity pitched at the children's level may be very motivating for them, whereas one designed for a

different level can be quite damaging. Most of the assessment techniques in this book suggest a number of possible variations, enabling you to choose the variation best suited to your class.

Both experienced teachers and new teachers who:

- teach young children and want help on how to assess them
- do not want the curriculum to be dictated by the syllabus of external exams
- want to have a say in how their children are assessed
- want child-friendly, classroom-based assessment
- question whether traditional assessment methods are suitable for their pupils and want to try alternative methods of assessment
- are studying assessment methods at college, university, or teacher training college.

It is also for teacher-trainers who want to recommend appropriate assessment approaches for use with children.

### **Evaluation, assessment, and testing**

The terms evaluation, assessment, and testing are often confused and used interchangeably. They do not, however, mean the same thing. Testing is just one part of assessment. Assessment and evaluation are more general, more global processes.

### **Evaluation**

Evaluation is the process of gathering information in order to determine the extent to which a language programme meets its goals. Relevant information can be teachers' and parents' opinions, textbook quality, exam results, and children's attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis, and observation.

### **Assessment**

This is a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. Assessment can be carried out through a number of instruments (for example, tests, self-

assessment), and can be formal or informal.

## **Testing**

Testing is one of the procedures that can be used to assess a child's performance. A test has a certain objective, for example, to see to what extent a child understands a written text. The test then checks whether the child has achieved this objective. Testing uses tasks or exercises and assigns marks or grades based on quantifiable results.

## **Teaching and assessment**

As a teacher, you are accountable for children's progress first to the children themselves, also to the parents, the head teacher, the school authorities, and others. Consequently, you need evidence of the children's progress. Resorting to traditional tests, although they are widely accepted and generally considered objective, is not the ideal solution for children. Children are different from other groups of learners. Traditional tests can have negative effects on their self-esteem, motivation, and overall attitudes towards learning and the target language.

The recognition that children have special needs has led to the development of effective teaching methodologies that take into account children's creativity and their love of play, songs, rhymes, activity, and role play. These methodologies also recognize children's limitations in terms of their short attention span, their cognitive development, and their specific areas of interest. As these methodologies have been introduced into classroom teaching, classrooms have become more learner-centred and child-friendly.

Assessment, on the other hand, although an integral part of teaching that should reflect and complement the methodologies used in class, has not developed in the same way. This problem has long been recognized but only recently addressed. Some teachers resort to external exams under pressure of accountability, tailoring their lessons to train their children for the chosen exam. In so doing, they often miss out on methodologies appropriate to children.

The assessment tools we advocate are based on communicative language learning, task-based learning, appropriateness for children, authenticity, learner training, learner autonomy, and critical reflection. The assessment tasks we suggest are closely linked to the classroom practices used today with children. The children will therefore be familiar with the format of the assessment tasks, so they don't see them as something different or alien, and the tasks do not create anxiety or other negative feelings. On the contrary, they can encourage positive attitudes in that they may be seen as a fun thing to do.

### **Why assess young children?**

Assessment may at first sound threatening and not suited to a child's nature, but it is a necessary part of teaching and learning.

### **Assessment can serve the following purposes:**

To monitor and aid children's progress a teacher needs to be constantly aware of what the children know, what difficulties they are experiencing, and how best to help them. On the basis of assessment outcomes you are able to give individualized help to each child. To provide children with evidence of their progress and enhance motivation Assessment results give children tangible evidence of their progress.

Learning a language is a long process. Achieving short-term goals (for example, knowing the colours, being able to tell the time) can boost children's motivation and encourage them to persist in their efforts.

Assessment can also help children to focus on areas that need more work before they can achieve a short-term goal. Becoming aware of the progress expected of them within a given time-frame can motivate children, as they see themselves getting closer to their goal.

This makes them try harder to achieve their goal. When they have positive assessment results before them, they feel their efforts are worthwhile. This encourages them to keep on trying. This is why it is so important to pitch assessment activities to the children's level. To encourage weaker children, it may

sometimes even be a good idea to give them an easier test.

To monitor your performance and plan future work. The information you get from assessment can help you to evaluate your own work, to find out how effective you have been and how successful your chosen methodology or materials were. You are then able to plan, modifying aspects of your teaching (books, materials, methodology, etc.) as necessary, and develop techniques and methods for responding to the children's individual needs.

To provide information for parents, colleagues, and school authorities - Many other people, besides the children and the teacher, need to be kept informed on the children's progress. Parents, for example, need to know whether their children's efforts and the school's/teacher's language programme are yielding satisfactory results. Colleagues benefit when assessment results are kept by the school and passed on to future class teachers. This gives them a profile of each child's strengths and weaknesses. Moreover, the teachers themselves know that they will often be judged by the school on the basis of the learners' results among other things. Assessment results are then seen as evidence of the teacher's teaching effectiveness.

### **What do we assess?**

**The following skills and attitudes should be assessed:**

#### **Skills development**

Although language often involves the use of all four skills in an integrated way, in assessment we may want to consider each skill separately, so that we can examine the children's progress and/or detect problems in that particular skill. This can sometimes be difficult because assessing one skill often requires the use of another. In such cases you need to ensure that your main focus is on the skill you are assessing.

Listening is an active skill that includes the use of many sub-skills such as predicting content, inferring meaning from content, listening for gist, and listening for detailed information. Children are able to use the basic sub-skills in

their own language. Some of these sub-skills, such as inferring meaning and predicting content, should also be practised in the foreign language class. Training children to do this gives them a head start in their learning career.

Assessment should, therefore, check progress in a variety of listening sub-skills. Speaking also consists of a number of elements such as pronunciation, intonation, and turn-taking. But the overall aim of speaking is to achieve oral communication, i.e. to be able to convey messages. When assessing children, the emphasis should be on their communicative ability in basic functions such as asking questions or introducing themselves.

Reading involves various sub-skills similar to the ones in listening: reading for detail (intensive reading), reading for gist (skimming), reading for specific information (scanning), predicting content, and inferring meaning from content and context. Again it is important to help children to develop these sub-skills. They are helpful as learning strategies which will, in turn, make for successful reading and thus increase children's exposure to the target language. Therefore reading sub-skills should be regularly assessed.

Writing is considered the most difficult language skill, since it includes so many other elements such as handwriting, spelling, syntax, grammar, punctuation, ideas, etc. For this age group the most important writing skills are mastering the Roman alphabet, copying, handwriting, spelling, and basic sentence formation.

Integrated skills Assessing skills separately may be justified for assessment purposes but often it does not reflect real-life language use. All language skills are integrated in real life and rarely used in isolation. For this reason, they should also be assessed integratively.

Assessing integrated skills allows for techniques that simulate real life situations and monitor the children's ability to cope in situations where they have to draw on more than one language skill.

**Learning how to learn**

In today's fast-changing world, children have to be trained to use a variety of learning skills and to discover the most effective ones for them. This will help them to become autonomous learners and to deal with the constant need to acquire new knowledge. Skills such as using a dictionary, the Internet or other resources, checking and reflecting on their own learning, reviewing their work, and organizing their learning will maximize the results of the children's efforts. Assessing learning-how-to-learn skills is important since it will help children realize the importance of such skills, and also help them to develop useful learning habits and influence the rest of their learning career.

### **Attitudes**

Fostering positive attitudes in childhood should be a priority, since this is the best time to form strong positive attitudes towards learning, the target language, and the target culture. Negative attitudes formed at this stage are hard to change in the future.

Attitude assessment can be done during conferencing (short, private conversations with the children) or through questionnaires and observation. Although it is not possible to award objective marks for attitudes, motivation, pleasure in learning, and interest in the target culture, you can create profiles of individual children, describing their attitudes, and compile reports for parents, colleagues, and school authorities. Most importantly, assessment of attitudes will enable you to intervene if a child expresses overt negative feelings.

### **Behavioural and social skills**

Teachers, regardless of their individual subjects, are above all charged with the education and development of the child as a whole person. Becoming a good team member, being polite, being sensitive to others' feelings and appreciative of their efforts are some of the qualities all subject teachers should promote and assess.

### **How do we assess children?**

Children usually do not choose to learn a foreign language. The decision is made for them either by their parents or by the school authorities. They are still too

young to recognize the usefulness of a foreign language. Therefore they need other reasons to motivate them and to keep them learning. A friendly environment can offer such motivations. You can make learning as enjoyable as possible through drawing, games, songs, puzzles, and drama.

Nevertheless, your hard work in establishing a motivating atmosphere and positive attitudes towards learning English can be severely damaged when it comes time for assessment. To avoid this, we propose that you carry out assessment in a way that protects the positive atmosphere and attitudes towards English and learning in general. Some of the methods we propose are: structured assessment activities/tasks, take-home assessment tasks, portfolio assessment, and other methods discussed below. The method not only preserve but also enhance the positive learning atmosphere in a classroom.

In presenting the assessment methods, we have discussed each one separately for reasons of clarity and practicality. They are, however, interrelated. The use of portfolios as an assessment tool is a method that includes all the others. A portfolio creates a complete picture of a child's achievement by collating information obtained through tests, projects, and conferencing notes. Projects, on the other hand, can involve structured assessment tasks, self- and peer-assessment, as well as observation notes. Classroom assessment that generates useful information for teaching and learning will naturally involve the use of more than one of the following methods of assessment.

### **Portfolio assessment**

A language portfolio is a collection of samples of work produced by the child over a period of time. These samples can include written work, drawings, projects, a record of books read, recordings (audio or video), test results, self-assessment records, and teacher and parent comments. The children are ultimately responsible for their portfolio. The choice of what goes into the portfolios is based on specific criteria agreed on by you and the children together.

Keeping a portfolio is an ongoing process which includes selection of work

samples, portfolio review, withdrawal of samples, deciding on new additions, etc. A portfolio is useful to you when you are carrying out your assessment of profiling, because it offers you a more complete picture of a child's work and development than any other assessment technique. It is also important to parents, future teachers, and school authorities because it gives them a complete picture of what the child is able to do and enables them to see the child's progress over the year. Primarily, however, the portfolio should be for the children themselves. This is especially true of young learners, for whom the portfolio can be an exciting project and the showcase for their new-found knowledge and ability.

### **Structured assessment activities/tasks**

Structured assessment activities are tasks organized by the teacher in order to assess knowledge, skills (including communication skills), and attitudes, as well as the ability to apply these to new situations.

These activities/tasks can be constructed in such a way that they reflect sound teaching principles such as creating authentic, child-centred activities. Activities particularly suitable for children are ones in which they demonstrate understanding by doing. Activities such as drawing, miming, cutting and pasting, pointing, touching, etc. are particularly useful for assessing receptive skills, since they do not require verbal performance.

Drawing activities, for example, allow children to respond to a question or solve a task, thus demonstrating their understanding and awareness of the language without having to use verbal communication. For younger or shy children who may need a silent period before starting to use the language and for weaker children who may be lacking in productive skills, this can be an effective way of allowing them to demonstrate their abilities.

### **Projects**

Projects are especially suitable for assessing mixed-ability groups. You can assign or avoid assigning specific tasks according to the children's particular abilities. Moreover, projects lend themselves to integrating language skills and promoting

student creativity. Projects can, however, be more demanding in terms of organization and assessment because they involve assessing both group work and individual contribution to the group.

### **Self-assessment**

Self-assessment is extremely important in that it promotes invaluable learning skills such as monitoring one's own progress, reflecting on one's abilities and learning styles, and setting personal goals. It also gives children an insight into the assessment criteria used by others. Furthermore, the children benefit from feeling that they have a say in their assessment. This gives them a certain sense of empowerment.

Children are able to use basic criteria to assess themselves but they may need more guidance and time than older learners. Expect children to take a long time before they are able to use self-assessment effectively - be patient and persistent! It is important that you recognize the amount of time and guidance the children will need before becoming familiar with each task type.

Some of the most widely used self-assessment methods are:

- portfolios, questionnaires, conferencing, graphic representations, and dialogue journals. They can all be used with children, even if the process has to be carried out initially in the mother tongue.

### **Peer -assessment**

Learning and assessment can be more fun when it is done with friends. Peer -assessment can positively influence the classroom atmosphere because children learn to respect and accept each other through assessing each other's work. Peer -assessment fosters the feeling that the classroom is a community working towards the same goal. Over time, this sense of community carries over into other classroom activities as well. It minimizes the negative aspects of competition and encourages trust among children. The children also discover that they can learn from their peers, not just from their teacher, and gain further insight and responsibility in applying assessment criteria.

As is the case with self-assessment, children may take some time before they can carry out peer-assessment effectively. Some children may continue to be self-centred and immature, but repeated practice of peer-assessment, objective assessment criteria, and the presence of a teacher who is fair and appreciative of the children's efforts, will eventually lead to the resolution of most personality/maturity problems.

### **Traditional tests**

There are certain advantages to using traditional tests such as multiple-choice questions, true-false statements, and cloze-tests. They are objective, easy to mark, and easy to prepare. Nevertheless, the traditional testing philosophy is not an ideal approach for children. Children see tests as intimidating and stressful.

Furthermore, we should bear in mind that traditional tests do not tell us much about what children can actually do. All they usually give the children as feedback is a grade or mark. Any information on children's progress derived from traditional tests should usually be complemented with information gathered through other assessment techniques.

### **Learner-developed assessment tasks**

Children can contribute to the content of an assessment task or actually create a task of their own. Discussion of task content with the teacher helps to encourage responsibility and maturity, because the children have to think about what they are supposed to know and have to set appropriate performance criteria.

When children are involved in preparing the assessment task or parts of the task themselves, the assessment procedure becomes even more personalized and less threatening. The children may make materials to be included in the task, write questions from which you select a sample, write questions for others to answer, or write sentences or paragraphs to be used as reading comprehension assessment tasks.

### **Take-home tasks**

A take-home task is one that children can complete at home after discussion with you. The children are given a deadline to meet. Such tasks are usually integrative (e.g. projects) and have a number of advantages. They are particularly suitable for mixed-ability classes, because the children have the freedom to choose how to go about completing their task, how much time to spend on it, when to work on it, and what level of performance they perceive as satisfactory in the light of their own abilities.

Take-home assessment tasks also foster autonomous learning, since the children assume responsibility for completing the task on their own, disciplining themselves, setting their own deadlines, deciding how much time they need to complete the task, and ensuring the completion, quality, and return of the task to the teacher. All of these steps go hand-in-hand with learning-how-to-learn skills.

### **Observation**

You observe your children every single lesson and make dozens of judgements every day. Are the children following the instructions? Is Costas performing the task correctly? Is Jose bored? All these considerations are a continuous assessment of the children's behaviour, attitudes, and performance. However, these observations are not usually systematically recorded and so cannot be used for assessment purposes.

To record observations systematically, try to make short notes soon after the lesson and, keep them on file; or you can use checklists, and tick them during or after the lesson. Even organized in this way, observations are very subjective and should be used in combination with other assessment methods.

### **Conferencing**

By conferencing we mean informal and friendly chats you have with the children, during which they should feel comfortable enough to express themselves freely. Conferencing may be carried out either on a one-to-one basis or in small groups of four or five children. In rare cases you may have the luxury of being able to take the children to another room for conferencing. More often, your only

option is to do your conferencing while the rest of the class is engaged in written or other work.

Conferencing can take place at the beginning of the course, when a new child joins the class, at the end of a specific unit, during portfolio reviews, before an important exam, or when there is a specific problem to deal with.

You can also use conferencing to assess speaking skills, in which case you do it in the target language and use appropriate activities. It is particularly suitable for assessing attitudes, learning styles, and extensive reading. You can also use it in portfolio assessment and to complete or check information you have gathered through observation or other methods. If you are using conferencing as a means of assessing attitudes or skills other than speaking, we recommend you do it in the children's mother tongue when the children's ability in English is limited.

### **Is this assessment?**

If you have been using traditional tests, you may understandably be questioning the suitability of the proposed tasks as assessment tools.

Understandably, because the tasks represent a different approach to assessment and probably look much more like classroom activities. However, it is our firm belief that assessment tasks for classroom-based assessment should reflect teaching practices. Despite their resemblance to classroom activities, the proposed assessment methods are different from teaching activities in the following ways:

**Aims** -Assessment tasks aim to check children's language-learning progress. You do them in order to assess the children's progress, not to teach or practise language. The assessment tasks are therefore constructed in such a way that the area to be assessed is clearly defined and isolated from other areas. If, for example, our aim is to assess reading, children will not be required to write; if our aim is to assess listening, the children will not be asked to produce spoken or written language.

**Measurable results** -Assessment tasks produce measurable evidence of each

individual child's language development. After you have carried out an assessment task you will know exactly what each child can or cannot do in terms of the predetermined aims of the activity.

### **Assessment criteria**

Each assessment task specifies a set of criteria defining what the children should be able to do in order to demonstrate their grasp of the particular area assessed. The assessment criteria are expressed as actions through which the children demonstrate their ability/development.

### **Children's predisposition towards the activity**

When older children know they are going to be assessed, they will usually prepare beforehand, do their best during the assessment, and take more notice of post-assessment feedback. These behaviours are noticeably different from the children's usual behaviour in the classroom.

Timing Assessment tasks are set at specific times during the learning process, usually at the end of a unit, or after presentation and practice of specific language items or skills, so that you can check the children's learning. They can also be used diagnostically when you want to find out what the children already know.

### **Children's participation**

Children have to take part in assessment tasks, whereas you may allow children not to participate in regular class activities or accept the fact that some children are not very active contributors. Many classroom activities give you an overview of the performance and abilities of the class as a whole and possibly detailed insight into the performance and ability of a small number of children. An assessment task, however, should give you information on the performance and ability of every child in the class.

### **Record keeping/learner profiling**

Children's performance in an assessment task is recorded and kept on file. Additions or notes relevant to the children's performance in the assessment task

can also be used when writing their profile. This helps you to be organized and well informed about each individual child, and allows you to report back to all the interested parties fully and confidently.

### **How to give feedback**

Assessment is not complete as soon as you collect the children's work. Offering feedback is an integral part of the assessment process and should follow as soon as possible after the assessment task is carried out. The longer we delay giving feedback, the less meaningful it becomes and the less impact it has on the children.

Feedback can be given in a variety of ways: individually to each child, to groups of children, or to the whole class. It can also be given in the form of self-correction or peer-feedback. Feedback helps children to discover their strengths and weaknesses, motivates them, and helps them to persist in their learning. A number or a letter grade cannot do this for weaker children, the ones most in need of encouragement and motivation.

One of the best ways to give feedback is through conferencing with the children, when you discuss the results of the assessment. If face-to-face conferencing is not possible, then you can respond to the children's journal entries. Or you can give written feedback in the form of short comments, and follow it up with a brief chat. Peer-feedback can be important to children because it comes from their friends. Train the children to appreciate peer-feedback and to give feedback constructively. If there is a friendly and supportive atmosphere in class, the whole class can sometimes offer feedback to one child. It is important in these circumstances that all the children agree and take turns to have their work discussed by the others.

### **Assessment of group work**

Children usually enjoy working and learning in groups, and group assessment may feel much safer than individual exposure. Group assessment is also suitable for mixed-ability classes, because it allows children to help and be helped by their peers. In that respect group work also provides opportunities for assessment

of valuable social skills such as co-operation.

Nonetheless, group work poses challenges for assessment. How do you assess the group as a whole without ignoring the contribution of the individual? How do you balance the work of the individual against that of the group? It is important to assess the group as a whole, otherwise why assign and assess group work anyway? On the other hand you cannot ignore the work of the child who may or may not have contributed to the group in an adequate manner. Our suggestion is to assess both the group and the individual and to document your assessment on a single report, so as to emphasize the value of both. The sample report on page 18 provides the means of assessing the group as a whole on issues such as completion of the task, use of the target language, and co-operative behaviour. You can also assess and report on how successfully the task was completed. This is reflected in the categories 'Completed the task successfully' and 'Carried out his/her task successfully'.

Although this may seem like just another general category, the achievement itself changes each time because it refers to the different aims of different tasks. If, for example, the task is an oral presentation, a role play, or the creation of a poster, the different objectives of each task will be reflected in this category. To clarify this, you may add to your file or staple on to each child's report the name of the task and its particular aim.

The section on the individual child's work begins with identifying what his/her individual responsibilities and contributions were.

Once you have recorded the child's responsibilities, you can assess how well they were carried out, and you can assess the child's performance in terms of use of the target language, contribution to the group, and co-operation.

Assessment of group work can also take the form of self- or peer-assessment. If you decide to use these forms of assessment, again you could use the sample report. In the case of peer-assessment the gaps are filled in the same way. If you choose to use it for self-assessment, you would need to make minor changes

such as 'My group', 'My contribution', 'I carried out my task successfully', etc. Finally, you may decide to choose a combination of peer-, teacher-, and self-assessment, using the first part as teacher-assessment and the second part as self-assessment, etc. We hope that you will find this book useful and that it will help you in your efforts to assess children in an effective, fruitful, and enjoyable way. We are sure that the tasks you find in this lesson will stimulate in you similar ideas on assessing young learners.

## **TESTS FOR PROGRESS**

### **1. What can be used to assess child's performance?**

- a. Assessment
- b. Testing
- c. Questions

### **2. What is Evaluation?**

- a. is the process of gathering information in order to determine the extent to which a language programme meets its goals.
- b. is one of the procedures that can be used to assess a child's performance.
- c. is a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation.

### **3. What is the purpose of Assessment?**

- a. Assessment may at first sound threatening and not suited to a child's nature, but it is a necessary part of teaching and learning.
- b. To monitor and aid children's progress
- c. also for teacher-trainers who want to recommend appropriate assessment approaches for use with children.

### **4. What are tasks organized by the teacher in order to assess knowledge, skills (including communication skills), and attitudes, as well as the ability to apply these to new situations.**

=Structured assessment

~Portfolio assessment

~Attitude assessment

a. Speaking assessment

b. Attitude assessment

c. Listening assessment

**5. what is assessing young learners?**

a. is one of the debatable tasks for the teachers.

b. is one of the task for students

c. is one of the task for head teachers

**6. This is a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. Assessment can be carried out through a number of instruments (for example, tests, self-assessment), and can be formal or informal. What is that?**

a. assessment

b testing

c. Portfolio assessment

**7. \_\_\_\_\_ is a collection of samples of work produced by the child over a period of time. These samples can include written work, drawings, projects, a record of books read, recordings (audio or video), test results, self-assessment records, and teacher and parent comments. The children are ultimately responsible for their portfolio. The choice of what goes into the portfolios is based on specific criteria agreed on by you and the children together .**

a. assessment

b testing

c. Portfolio assessment

**8. \_\_\_\_\_ is one of the procedures that can be used to assess a child's performance. A test has a certain objective, for example, to see to what extent a**

**child understands a written text. It then checks whether the child has achieved this objective.**

- a. assessment
- b. testing
- c. Portfolio assessment

**9. \_\_\_\_\_ are especially suitable for assessing mixed-ability groups. You can assign or avoid assigning specific tasks according to the children's particular abilities.**

- a. project
- b. self-assessment
- c. peer assessment

**10. \_\_\_\_\_ is extremely important in that it promotes invaluable learning skills such as monitoring one's own progress, reflecting on one's abilities and learning styles, and setting personal goals. It also gives children an insight into the assessment criteria used by others.**

- a. project
- b. self-assessment
- c. peer assessment

### **Activity True/ False**

Testing is one of the procedures that can be used to assess a child's performance. A test has a certain objective, for example, to see to what extent a child understands a written text.

Assessment can be carried out through a number of instruments (for example, tests, self-assessment), and can be formal or informal.

Evaluation is not the process of gathering information in order to determine the extent to which a language programme meets its goals. Relevant information can be teachers' and parents' opinions, textbook quality, exam results, and children's attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis, and observation.

Assessing young learners is not one of the debatable tasks for the teachers. In order to have the assessment tasks and techniques are aimed at primary and early secondary school children aged six to twelve learning English as a foreign language. Children in this age group can sometimes be negatively affected by assessment techniques used for older learners.

As a teacher, you are accountable for children's progress first to the children themselves, also to the parents, the head teacher, the school authorities, and others. The assessment tools we advocate are based on communicative language learning, task-based learning, appropriateness for children, authenticity, learner training, learner autonomy, and critical reflection.

Assessment may not at first sound threatening and not suited to a child's nature, but it is a necessary part of teaching and learning.

Listening is not an active skill that includes the use of many sub-skills such as predicting content, inferring meaning from content, listening for gist, and listening for detailed information.

Projects are especially suitable for assessing mixed-ability groups. You can assign or avoid assigning specific tasks according to the children's particular abilities. Moreover, projects lend themselves to integrating language skills and promoting student creativity. Projects can, however, be more demanding in terms of organization and assessment because they involve assessing both group work and individual contribution to the group.

Self-assessment is extremely important in that it promotes invaluable learning skills such as monitoring one's own progress, reflecting on one's abilities and learning styles, and setting personal goals. It also gives children an insight into the assessment criteria used by others. Furthermore, the children benefit from feeling that they have a say in their assessment.

Learning and assessment can be more fun when it is done with friends. Peer assessment cannot positively influence the classroom atmosphere because children learn to respect and accept each other through assessing each other's work.

Peer -assessment fosters the feeling that the classroom is a community working towards the same goal. Over time, this sense of community carries over into other classroom activities as well.

A take-home task is one that children can complete at home after discussion with you. The children are given a deadline to meet. Such tasks are usually integrative (e.g. projects) and have a number of advantages.

Timing Assessment tasks are not set at specific times during the learning process, usually at the end of a unit, or after presentation and practice of specific language items or skills, so that you can check the children's learning.

As a teacher what do we assess?	How do we assess children	How to give feedback?

## **LESSON 14. LANGUAGE TEACHING INNOVATIONS IN THE NINETEENTH CENTURY**

- **Teaching languages in mid-nineteenth century**
- **Points of C. Marcel, T. Prendergast, and F. Gouin on teaching languages**
- **Reform Movement in language teaching**

**KEYWORDS:** nineteenth century language teaching, C. Marcel, T. Prendergast, and F. Gouin, reform movement.

In the middle of the nineteenth century, a number of factors led to a critique and rejection of the Grammar-Translation Method. Increased

communication opportunities among Europeans generated a demand for oral proficiency in foreign languages. Initially, this created a market for conversation books and thesis books intended for private study, but language teaching specialists also focused on how contemporary languages were taught in secondary schools.

The public education system was increasingly perceived as failing in its responsibilities. Individual language teaching specialists in Germany, England, France, and other parts of Europe developed innovative approaches to language teaching, each with a unique method for reforming the teaching of contemporary languages. Some of these specialists, including A. Marcel, T. Rendel, and F. Gouin, failed to make any lasting contributions while having important historical significance for their ideas.

The Frenchman A. Marcel (1793–1896) alluded to language teaching to children as a model for language teaching, emphasized the value of meaning in learning, proposed that reading instruction come before other abilities, and attempted to place language instruction within a broader educational framework. One of the first people to note that children use contextual and situational cues to interpret spoken words and that they use memorized phrases and "routines" when speaking was the Englishman T. Rendel (1806–1886). He proposed the first "structural syllabus," recommending that students be taught the most fundamental structural patterns present in the language. He was anticipating a problem that would arise in the 1920s and 1930s, as we will see in Chapter 3. Perhaps the most well-known of these mid-nineteenth-century replicators is the Frenchman F. Gouin (1831–1896). Gouin created an approach to teaching a foreign language based on his observations of children's language use. He thought that language learning may be facilitated by utilizing language to carry out a series of related actions. His method included sequences of sentences related to such activities as buying wood and opening the door. He also employed situations and themes as a means of organizing and presenting oral language. For a while, Gouin

established schools to teach according to his methodology, and it was very popular. As part of learning a foreign language, the following lessons would be covered:

[ walk toward the door .	walk.	[ walk toward the door .	walk.
[ draw near to the door .	draw near .	[ draw near to the door .	draw near .
I draw nearer to the door .	draw nearer	I draw nearer to the door .	draw nearer
I get to the door .	get to.	I get to the door .	get to.
I stop at the door .	stop.	I stop at the door .	stop.
I stretch out my arm.	[ stretch out.	I stretch out my arm.	[ stretch out.
I take hold of the handle.	[ take hold.	I take hold of the handle.	[ take hold.
I turn the handle.	turn.	I turn the handle.	turn.
I open the door .	[ open.	I open the door .	[ open.
I pull the door .	I pull.	I pull the door .	I pull.
The door moves.	moves	The door moves.	moves
The door turns on its hinges.	turns	I pull the door .	I pull.
The door turns and turns.	turns	The door moves.	moves
I open the door wide.	[ open.	The door turns on its hinges.	turns
		The door turns and turns.	turns

I let go of the handle.	let go.	I open the door wide.	[
			open.
		I let go of the handle.	let go.

**Titone(1968:35)**

The emphasis placed by Gouin on the need to present new teaching materials in a context that makes their meaning clear, as well as the use of gestures and actions to convey the meanings of statements, are practices that later became a part of approaches and methodologies like Situational Language Teaching (Chapter 3) and Total Physical response (Chapter 6).

Each language specialists' work reflects the shifting environment of the era in which they were employed. There was interest in how children learn languages, which encouraged attempts to develop teaching principles from observation of (or more typically, reflections on) child language learning. Educators realized the need for speaking proficiency rather than reading comprehension, grammar, or literary appreciation as the goal for foreign language programs. Yet, the concepts and approaches of Marcel, Renard, Gouin, and other innovators were developed outside of established educational institutions, leaving them without the means for greater dissemination, acceptance, and implementation. They wrote during a time when the language teaching profession lacked sufficient organizational structure (i.e., in the form of professional associations, journals, and conferences) to allow new ideas to develop into an educational movement.

However, things started to change around the end of the nineteenth century when a more concerted effort was launched in which the interests of linguists and reform-minded language teachers came together. Teachers and linguists started to write about the necessity in their pamphlets, books, speeches, and articles, laying the groundwork for more widely used pedagogical reforms. In language teaching, this effort became known as the Reform Movement.

There was a general push to make significant changes to how language was taught by the late 19th century. There has been a revival of linguistics and phonetics as major influences on language teaching. This post will discuss some of the key reform factors that shaped this time period.

**International Phonetic Association.** The International Phonetic Association was established in the 1880s. This organization not only developed the international Hebrew alphabet. They also laid down several influential language teaching principles. For instance, the IPA held the opinion that the focus of learning a language should be on the spoken variety. Another indication of the move away from reading and writing is this.

The emphasis on spoken language has resulted in recommendations for the appropriate use of pronunciation, as well as the utilization of conversation in the classroom. The development of "operational" speaking abilities was nevertheless prioritized even if there is just one standard for how to speak. This emphasis on verbal accuracy may have resulted from the emphasis on accuracy in the Grammar-Translation Method.

The IPA encouraged the teaching of grammar explicitly. This refers to instructing mathematical concepts by the use of examples or applications of the rules. Students would infer the rule for themselves from these examples. Comparatively speaking, this is a much more engaging way to teach details like rules than the conventional deductive approach, which entails giving the rule and having applications of it.

**Other Form Principles.** There are plenty of other significant evidences. One key concept was the necessity to teach language in a way that ranged from being simple to complex in structure. One has to wonder how language could have been taught using content that ranged from simple to more complex. Yet perhaps this person was only stating something that had been taken for granted.

Another reformulation concept focused on reading the language before seeing it written down. This contrasts with the Grammar-Translation method's emphasis

on text. Finally, learning ought to take place in context. Focusing on context became a major point of contention in education generally in the 20th century.

One final significant revision that put an end to the Grammar-Translation Method was the idea that translation ought to be avoided. Up until this point, translation was at the center of language instruction. Such a position may have been very shocking for its period since it was pushing against a tradition that dates all the way back to the sixteenth century.

**Conclusion.** The nature of life is change. The reforms made to language teaching at the end of the 19th century were done so with the intention of making it better. The primary objective wasn't to undo what had already been done. Instead, the objective was to aid in the improvement of language instruction.

### **Tests for Progress**

**1. Who stressed the importance of meaning in learning, proposed that reading be taught before other abilities, and attempted to locate language teaching within a wider educational framework?**

A. Rendel Gast, T.

B. Marcel

C. F. Guin

**2. What is a part of the renowned GOUIN "series"?**

A. It includes sentences that are related to actions like buying wood and opening the door

B. It includes activities based on graph representations.

C. It includes teaching in schools using his methodology, and it was popular for a while.

**3. When did grammar translation become prevalent in Europe?**

A. 1820-1930

B. 1840-1940

C. 1850-1950

**4. What is technique?**

- A. The classroom activity or device.
- B. It reflects a certain design or research paradigm.
- C. It is a collection of procedures that specifically identifies those who teach a second language or a foreign language.

**5. Who attempted to locate instruction within a broader educational framework?**

- A. Renard, T.
- B. C. Marcel
- C. F. Gouin

**6. What does Guin emphasize?**

- A. It emphasizes the need to present fresh teaching materials in a context, as well as the importance of individual linguistic work.
- B. It emphasizes literary appreciation as the objective for foreign language programs.
- C. It emphasizes on literary appreciation as the goal for foreign language programs.

**7. Teachers and linguists started to write about the necessity in their pamphlets, books, speeches, and articles, laying the groundwork for more widely used pedagogical reforms. What effort is it aware of?**

- A. reformulation of Language Instruction
- B. Starting a movement in language teaching
- C. Innovation in 19th century

**8. What method was used in the 19th century?**

- A. Grammar translation
- B. Audiolinguistic
- C. Communication language

**9. Whose ideas are of historical relevance but who failed to have any lasting effects.**

- A. C. Marcel, T. Pr ender gast, and F. Gouin
- B. Gouin, C. Marcel, Fedix

C. C. Marcel, T. Prendergast

**10. Who was among the first to note the observation that children use contextual and situational cues to interpret spoken words as well as memorization of phrases and "routines" while speaking.**

A. T. Prendergast,

B. C. Marcel

C. F. Gouin

**Activity.**

**WRITE SOMETHING THAT YOU KNOW ABOUT THE GIVEN SCHOLARS**

<b>Prendergast</b>	<b>Gouin</b>	<b>Marcel</b>

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## **LESSON 15. DIFFERENCE BETWEEN PRESCHOOL AND PRIMARY SCHOOL**

- **Historical overview.**
- **Key differences**

**KEYWORDS:** preschool, primary school, nursery school, early childhood, human development, preparatory school.

Historical overview. The history of education gives us the opportunities to discover linking points of the development of different school systems. At the beginning of the 19th century many women and men, especially fathers and mothers, were forced to be employed in different working positions because of their social economical status, effecting critical consequences on children life style and needs. Different countries, during this period, had to deal with these type of problems. From this time on we see the establishment of pre-schools in many nations. (Pukánszky & Németh, 1999)<sup>2</sup> 'The history of nursery schools is intimately related to the history of mass schooling. Provision of nursery schools and other institutions for the education and care of young children (generally under the age of six) came relatively late in the development of school systems. Not until it was accepted that early childhood was a highly significant stage in human development and one during which the contours of the later stages were formed was there much interest in making formal arrangements for the education of the young. Just how young was dependent on the age set for starting school, which varied from country to country, as school systems developed with the coming of industrialization

and urbanization. Schools for children under the compulsory age for school attendance were motivated by a combination of a desire for moral regulation, social control, and CHILD SAVING. Demand for the provision of care for young children increased as women, many of whom were mothers, were increasingly drawn into the labour market.' (Br e hony,)<sup>3</sup> At the beginning of 19th century, private-schools started to take place all over , after the effort of Robert Owen in Scotland and Samuel Wilderspin in England. (Vág, 1979)

**Key Difference:** Preschool is a preparatory school that has been designed for the children under the statutory school age.

A type of educational institution where a child studies before beginning professional school is referred to as a "preschool." These institutions play a crucial role since they offer a head start on education that lays the groundwork for later years. Preschools typically focus on play-based teaching methods. Children typically show greater interest in these teaching strategies.

Children at this vulnerable age are extremely sensitive, thus properly trained staff is needed to handle a school's children. Preschool is effective in developing children's interpersonal skills. Children learn to interact and share with their classmates. Schools also teach kids how to behave in a classroom environment.

Primary school is primarily an elementary school that typically consists of one to six grades (levels) of a school. Generally speaking, it covers kids between the ages of five and eleven. After completing their primary education, students transfer to a secondary school. Preprimary school subjects often include math, social studies, physical education, health, etc.

A lot of emphasis is placed on enhancing a child's ability to read. Preschool education is required for children in the majority of the world's nations. A primary school offers a variety of subjects for students to study. They develop knowledge and skills as well. There is a lot of emphasis placed on moral values because children at this age contribute significantly to the development of their personalities.

Comparison between Preschool and Primary School:

	<b>Preschool</b>	<b>Primary School</b>
Definition	Denotes any type of institution that has been designed for children who are too young to go to a school.	Denotes an elementary school which includes the first three or four grades of a school.

Types	<p>Some of the types are -</p> <ul style="list-style-type: none"> <li>• Montessori – Developed by educator Maria Montessori, they intend to develop a child's senses.</li> <li>• Waldorf – Based on the teachings of Austrian writer Rudolf Steiner. Teachers need to be Waldorf certified.</li> <li>• Reggio Emilia – It encourages exploration and concentrates on the importance of community and self-expression.</li> <li>• Bank Street – Based in the educational philosophy of John Dewy. Focuses on hands-on activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The types may vary from country to country. However, generally they can be categorized into two groups-</li> <li>• Public – These are usually funded by the government, thus provide an option for children who cannot afford to go to private school.</li> <li>• Private – They operate as profit educational institutions. The fees are usually higher in comparison to public schools.</li> </ul>
Origin	<p>From Latin praefixal meaning first, fore, prior, pro + Old English scol, from Latin schola "intermission of work, leisure for learning; learned conversation, debate; lecture; meeting place for teachers and students, place of instruction; disciples of a teacher, body of followers, sect"</p>	<p>From Latin primarius "of the first rank, chief, principal, excellent" + Old English scol, from Latin schola "intermission of work, leisure for learning; learned conversation, debate; lecture; meeting place for teachers and students, place of instruction; disciples of a teacher, body of followers, sect"</p>
Advantages	<ul style="list-style-type: none"> <li>• They serve as the foundation for academic learning.</li> <li>• It assists the child to grasp phonics and reading skills.</li> <li>• Interaction with other children.</li> <li>• Assists in developing social skills of a child.</li> <li>• Prepare a child for the primary education.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides a curriculum for well-rounded learning.</li> <li>- Develop language and numeracy skills.</li> <li>- Helps in nurturing sound values and good habits.</li> <li>- Prepare the students for secondary education.</li> <li>- Subjects covered are based on a range of disciplines.</li> <li>- It generates various opportunities to access the library, etc.</li> </ul>

Type of classes	Gener ally, half day	Gener ally, full day
Subjects cover ed	Gener ally, includes r eading and Language Ar ts, Basics of Math, Social Studies, Science, Health, Physical Education, Ar t, Music and Envir onmental Education.	Gener ally, includes Language, Mathematics, Social studies, Physical Education, Health and Science.

### ACTIVITY

*Divide the infor mation into pr e-school and pr imar y school*

Denounces any type of institution cr eated for kids who ar e too young to attend school.

Some of the types include: • MOTESSOr I - Cr eated by educator MAR IA MOTESSOr I, they aim to develop a child's senses. Based on the teachings of Austr ian author r udolf Steiner , Waldof. Teacher s must be cer tified by Waldof. • r eggio Emilia - It pr omotes explor ation and focuses on the significance of community and self-expr ession. • Bank Str eet: Based on John Dewey's educational philosophy concentr ates on manual activities, etc.

Old English school, fr om Latin schola, meaning "inter mission of wor k, time for lear ning; lear ned conver sation, debate, lectur e; gather ing place for teacher s and students, place of instr uction; pr inciples of a teacher , body of follower s, sect".This ter m r efer s to an elementar y school, which includes the fir st thr ee or four gr ades of a school.Old English spelling, fr om Latin schola, fr om Latin pr ae-, pr efixal meaning fir st, befor e, and befor e Plus "inter mission of wor k, leisur e for lear ning; lear ned discussion, debate, lectur e; gather ing place for instr uctor s and pupils; pr inciples of an instr uctor , body of follower s, sect.

Gener ally, half day

Gener ally, full day

Gener ally, includes Language, Mathematics, Social studies, Physical Education, Health and Science.

Gener ally, includes r eading and Language Ar ts, Basics of Math, Social Studies, Science, Health, Physical Education, Ar t, Music and Envir onmental Education.

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	<b>Pr e-school</b>	<b>Pr imar y school</b>
<b>Definition</b>		
<b>Types</b>		
<b>Or igin</b>		
<b>Advantage</b>		
<b>Types of class</b>		
<b>Subjects cover ed</b>		

## **TESTS FOR PROGRESS**

### **1. What is pr eschool?**

- A. It is a pr epar ator y school that has been designed for the childr en under the statutor y school age.
- B. A pr imar y school is an elementar y school which is gener ally meant for childr en between the ages of five and eleven.
- C. Denotes an elementar y school which includes the fir st thr ee or four gr ades of a school.

### **2. What ar e the types of pr imar y school?**

- A. Montessor i, Waldor f, Bank Str eet
- B. The types may var y fr om countr y to countr y. However , gener ally they can be categor ized into two gr oups- public, pr ivate
- C. Montessor i, Waldor f, Bank Str eet and r eggio Emilia

### **3. What ar e the types of pr eschool?**

- A. Montessor i, Waldor f, Bank Str eet
- B. The types may var y fr om countr y to countr y. However , gener ally they can be categor ized into two gr oups- public, pr ivate
- C. Montessor i, Waldor f, Bank Str eet and r eggio Emilia

### **4. What is the advantage of pr eschool?**

- A. They ser ve as the foundation for academic lear ning
- B. Subjects cover ed ar e based on a r ange of disciplines.

C. Provides a curriculum for well rounded learning.

**5. What is the advantage of primary school?**

A. Develop language and numeracy skills.

B. Assists in developing social skills of a child

C. It assists the child to grasp phonics and reading skills.

**6. What does pre-school refer to ?**

A. to a type of educational institution where a child studies before commencing primary school

B. to a type of educational institution where a child studies before commencing primary school

C. to a type of educational institution where a child studies before commencing state school

**7. What is effective in establishing interaction skills in the children.**

**Children learn to share and interact with their classmates.**

A. Pre school

B. Primary school

C. High school

**8. What is basically an elementary school which usually consists of one to six grades (levels) of a school**

A. Pre school

B. Primary school

C. High school

**9. The subjects in primary school generally include \_\_\_\_\_**

A. Mathematics, social studies, physical education, health, etc.

B. Social studies, Physical Education, Health and Science.

C. Health, Physical Education, Art, Music and Environmental Education

**10. The subjects in pre-school generally include \_\_\_\_\_**

A. Mathematics, social studies, physical education, health, etc.

B. Social studies, Physical Education, Health and Science.

C. Health, Physical Education, Art, Music and Environmental Education

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## **CHAPTER IV. ADDITIONAL ASSIGNMENTS FOR USING IN SEMINAR CLASSES**

### **Lesson 1. Process of learning language and its strategies**

In terms of globalization it is necessary to learn foreign languages and therefore they are on the school curriculum. Generally, foreign languages are taught at the basic schools although there are some kindergartens where pre-school children are introduced to a foreign language.

When children first acquire the new foreign language their reaction to the encounter is various, mainly, because it is more or less unlike their native language. The foreign language has very often different structure, rules, system etc. What happens is that some children easily cope with the language, some need time to do so and some struggle with it from the beginning.

Those who start to have difficulties with the foreign language can be either children who have a learning disability or those who do not have any disability but still show learning difficulties in the foreign language.

As far as the bachelor thesis is concerned, its purpose is to consider young learners at the age of 10 – 12 who were not diagnosed with a learning disability but still have significant difficulties learning a foreign language. The subject of the bachelor thesis is focused on the analysis of teaching methods that can help and support young learners with learning difficulties in English.

The above mentioned analysis is partly grounded on a hypothesis that the teaching process and methods that are practised teaching children with learning disabilities can be adopted to support young learners with learning difficulties to master English as a foreign language from the beginning of their studies.

Finally, the aim of the thesis is to provide practical examples of methods (materials) that would improve and encourage young learners to acquire English as a foreign language with minimum difficulties.

This qualification paper is a theoretical one that presents objectives, options and arguments concerning the teaching process and methods that are applied to minimize learning difficulties of young learners in English.

From the methodology point of view, the bachelor thesis employs classical methods such as a literature research, analysis and synthesis.

Firstly, the thesis deals with the theoretical background of teaching methodology concerning foreign language learning with particular accent on methods that are applied for teaching children with learning disabilities (LD). This theoretical part is divided into two subcategories: the first one concerns the process of learning from the young learner's point of view, and the other one centers on the methodology of teaching.

Secondly, the work presents practical conclusions about the issue as well as useful and applicable materials for teachers who have young learners with learning difficulties in the classroom.

Before analyzing teaching methods that can help and support young learners with learning difficulties in English as a foreign language, the main attention should be drawn to the process of learning language in general.

Very interesting results were revealed by Joan Tough, who has a lifetime's experience in language teaching as a primary school teacher. Her research and her practice show that there is a connection between learning one's mother tongue and learning a foreign language.<sup>1</sup>

The fact that young children learn their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language.

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<sup>1</sup> Tough, Joan "Young children learning languages. *Teaching English to Children from Practice to Principle*" London: Nelson, 1984. p 213-227.

The explanation can be seen in “the potential for social and cognitive development” during the children’s early years. Children’s potential broadens as the interaction with others, mainly with parents, is intensive and children experience the language. This communication is initially based on children’s non-verbal reactions (e.g. gestures, facial expression, actions and vocalizations) and later the first verbal responses are presented. The stage of verbal communication is preceded by a long process of gaining experiences. Concerning learning foreign language there are obvious similar steps that must be followed as with acquiring the mother tongue. Therefore, it is important to support communication through the use of gesture, facial expression and action because this gives children clues to the meaning of what they hear and so draws their attention to and helps them to become familiar with the sounds, rhythms and stress of the second language which are different from those of their first language.

### **Learning strategies**

It was found out that children and their parents are able to develop strategies that help children acquire the first language. And very often the same strategies are used when learning a foreign language.

The first stage of acquiring a language is **imitation**. The imitation is used when trying to produce speech by imitating single words that are used by others. When the meaning of words is attached, children start to use them frequently and repeat them in terms of practice.

The second stage is **repetition** when “children respond to a parent’s comment by repeating what has been said before going on to formulate a response”. This helps children to recognize the structure of the utterances.

A further step of the learning strategy is called **formulaic speech**. This stage is reached when children learn and continuously use short phrases that are attached to certain everyday life situations. Recent studies of young children learning a second language have confirmed that imitation, repetition and formulaic speech are the first strategies to be used. In summarizing evidence on second language learning, Hatch places importance on such use, not only for children’s first steps in learning the second language, but for their continuing progress.

The final stage of the learning strategy is **incorporation** which is based on “taking the form of repeating a word or short phrase used by the adult and putting it in some sequence with elements already established”. This leads towards recognizing principles of the language use.

### **Parent’s and teacher’s role**

The children's development in learning a language is fundamentally dependent on their parents who intuitively teach them and provide them with essential information. When teaching their child the first language they use several strategies that should be used deliberately by teachers to reach the same effect in a foreign language. Here is a list of basic intuitive strategies used by parents that can be adopted by teachers to promote foreign language development:

- teaching language in **concrete situations** that **children are involved in**
- slow **speech** with a high pitched voice addressed to individual child
- clear **articulation**, often repetition of single words and their simple, well-formed, colloquial utterances
- starting **from single words** through their combination **to form phrases**
- when wrongly named an object or action, then provide quick appropriate name, repetition and indication of the object to **demonstrate the reference**
- giving children **time to listen** and prepare their answer (let them complete the idea)
- using **telegraphic phrases**
- responding with a **reformulation** of children's ill-formed utterance helps children stimulates to think about the ill-formed structure
- **involving children in conversation**

Obviously, there is a difference between the terms learning and acquisition. Whereas learning is a short-term process that results in 'knowing about' the language, the acquisition is a long-term subconscious process which results in the knowledge of a language. Krashen distinguishes between learning and acquisition in more details.<sup>2</sup>

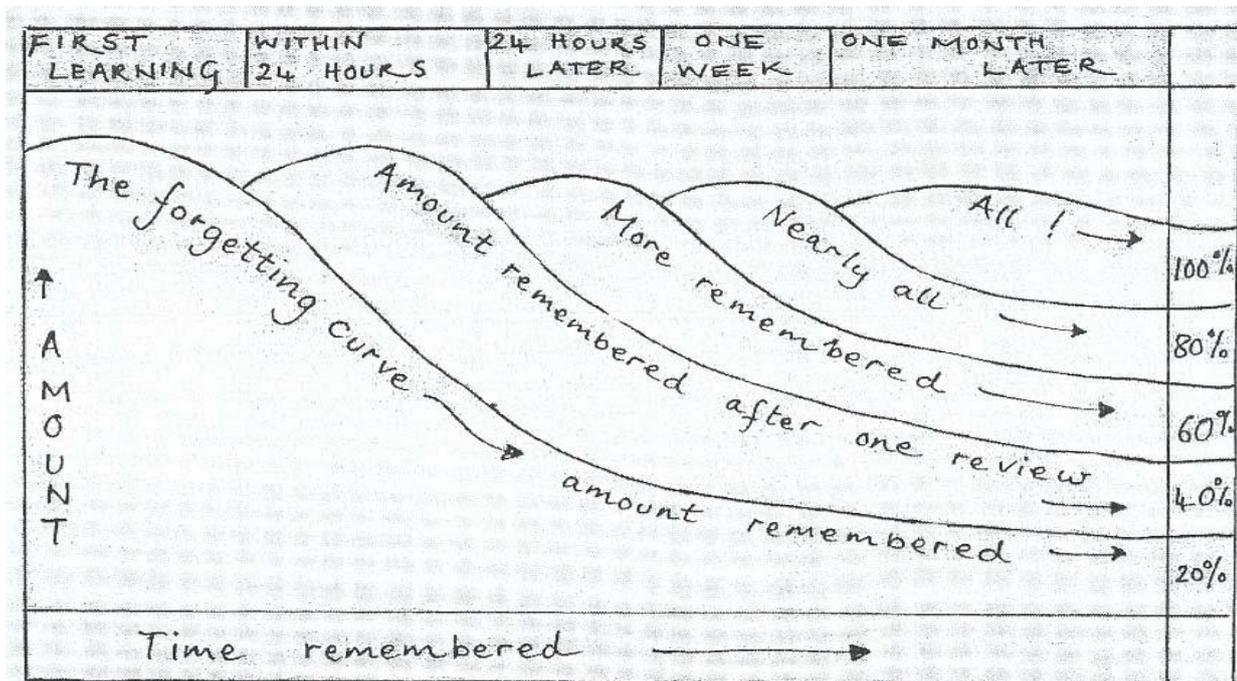
According to his theory, learning is an explicit, conscious process that uses grammatical rules, depends on aptitude and follows from simple to complex order of learning. I agree with this theory. On the other hand acquisition is an implicit, subconscious long-term process which rather uses grammatical 'feel', depends on attitude and follows the stable order of acquisition.

The key process that bridges the gap between learning and acquisition is review. Review is a process of practicing what has been presented to master the knowledge (to become permanent). Young learners with learning difficulties would be given enough opportunities and even time to repeat through a variety of exercises and activities. Certain teaching methods can be

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<sup>2</sup> Krashen, Stephen, D. *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc., 1981. P 96-108.

applied as well as to support review. One example of the 'from learning to acquisition' process can be seen on the 'forgetting curve' that shows the process from first learning to acquisition. There is a time line that illustrates the time of mastering (acquiring) a certain amount of knowledge. The first 'forgetting curve' expresses how much children would remember during the period if they did not review anything. There is the probability that a learner would remember only 20% of the presented knowledge. On the other hand, the other curves show how review is effective and leads towards the acquisition of knowledge.



**Figure 1. The 'forgetting curve'**

Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something.

Considering young learners, who start learning a foreign language, the motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation<sup>2</sup>, young learners have none and therefore it is necessary for teacher to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation. There are several factors that affect children's intrinsic motivation. Some of them are:

- physical appearance of the classroom
- the atmosphere in the lessons (classroom)
- teacher's attitude (approach) towards children
- teacher's enthusiasm for the language
- activities that involve children in
- showing appreciation of children
- praising and assessing children

According to Joan Tough, when children start learning their first language they are mainly motivated by being engaged in enjoyable activities and by parents' encouragement such as praising and showing appreciation. These major motivators help children to master their language. Using the same features, the same results can be achieved in acquiring a foreign language.<sup>3</sup>

Considering those young learners who have significant difficulties learning a foreign language, the above mentioned motivators are vital components for achieving their success in the process of learning language.

## **Lesson 2. The role of methods in teaching English, teaching principles and techniques**

According to methodology there are plenty of teaching methods that can be applied in the education process however not all of them are effective, in terms of young learners with learning difficulties, and can guarantee their success in learning English.

Before identifying appropriate teaching techniques that would help young learners with their learning difficulties certain teaching principles or strategies, that enable teacher to create suitable conditions for students to acquire a foreign language easily, should be mentioned:

- Systematic approach
- Predictable and friendly environment
- Motivation
- Interventions (accommodation and modification)
- Clear instructions
- Review

The most important teaching principle is the systematic approach that is based on structured or sequential (step-by-step) teaching, see the Comenius's quotation. Then the teacher should provide a predictable, consistent and

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<sup>3</sup> Tough, Joan "Young children learning languages. *Teaching English to Children from Practice to Principle*" London: Nelson, 1984. P 225-240.

friendly environment to support their children and let them feel comfortable in lessons. Hand in hand with support comes motivation that is used to encourage students to learn English. Particularly for young learners with learning difficulties, it is essential to apply so-called interventions such as accommodation and modification. Another significant principle is the clarity of instructions which means that all directions should be explicit and, even better, both orally and visually presented. Last but not least is review and regular repetition that vitally help children to acquire what they have learnt. The above list of teaching principles is not complete. What could be added is for example "time supply" which means that the teacher gives the children sufficient time to do a task.

In spite of the fact that an object of the thesis are young learners with learning difficulties who have not been classified as learning disabled, this chapter deals with the teaching techniques that are highly recommended for teaching LD students.

It is not coincidental that from the large scale of teaching techniques were chosen those that are practiced with LD students. As several researchers show it is not easy for the teacher to differentiate between students with learning disabilities and those with learning difficulties (sometimes called "slow learners").

According to an article published by The International Dyslexia Association many students have difficulties learning a new language system. This does not mean that they are dyslexic or that they have a learning disability. Just as there are some students who have particular strengths in math, science, or any other discipline, some students have particular strengths in learning languages.

The teacher should be aware of this and whenever they realize the students' weaknesses (difficulties) be able to provide appropriate pedagogical help (teaching method) as otherwise these difficulties start to pile up and later on they can have a negative influence on young learners.

One result of accumulating difficulties can be following: even when young learners try to do their best at English lessons, they are not successful. This failure causes them stress and, slowly or quickly, they lose their self-confidence and self-esteem.

Thus, the teacher should know how to prevent pupils with these difficulties from experiencing problems and show them a way to manage to accommodate the language. Among the most efficient ways (teaching methods) that the teacher can apply are: Multi-sensory techniques, Metacognition, Total Physical Response (TPR), discovery techniques and presentation techniques.

## **Presentation techniques**

The latter mentioned method uses different objects (instruments) in the classroom to create connections between “abstract” vocabulary and “real” things. Thus these techniques help to build learner's background knowledge with using their senses to learn about a given subject.

Among the presentation techniques belong:

- Realia - real objects are used as examples
- Pictures - explaining the meaning of vocabulary items through pictures
- Mime, action and gesture – this technique uses a human body to express for example grammatical points, verbs or tenses
- Contrast - presenting the meaning of a certain word by contrasting it with the opposite one
- Enumeration - general and specific meaning of words
- Explanation - giving a definition
- Translation – the easiest technique but not productive

An important part of presentation techniques (introducing new words) is pronunciation which should not be underestimated.

## **Total Physical Response (TPR)**

This technique was first invented in 1960s by James Asher, an American professor of psychology. This technique is based on command activities. The teacher gives verbal comprehensible stimulus (instructions) and students act or (physically) respond according to it. The method shows the evidence of the input and output of the learning process. The students thus learn language through actions rather than through drills.<sup>4</sup>

Concerning the students' output reaction, their “understanding” is predominantly expressed by acting and speaking skill is stifled. This characteristic of TPR can be employed for very young learners who cannot yet make a whole sentence in foreign language but they understand due to context.

As well as the advantage of the technique can be taken when students have a so called ‘silent period’, which means that they do not speak but respond in a different way, e.g. pointing to a picture, performing, gesturing or nodding or just responding with a simple “yes” or “no” to express that they understand and participate in the lesson.

## **Discovery techniques**

The most practical and encouraging example of active learning are discovery techniques that are based on the fact that students have to work out rules and meanings for themselves. These techniques used allow students to

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<sup>4</sup> English Language Teaching Journal 41/2: 119–125 p.

activate their previous knowledge and to share what they know. By involving students with words, it is likely to help them to learn and remember them. In other words, students discover the ways in which the language works and they learn through this process the function of language therefore these techniques are valuable.

Moreover this technique has a good pedagogical and methodological effect on students because they are more involved in the learning process and are aware of language and how it is used, which is why discovery techniques are also called “awareness activities”.

The main discovery techniques are: matching tasks, mind mapping, word in context, gap filling etc.

The matching discovery activities are based on labeling pictures or things (see example at Appendix 1). Students are asked to match pictures with appropriate words. If they do not know the words they look up their meaning in a bilingual dictionary, which helps them to do correct combinations, or students can work in pairs or groups to help each other with the unknown words.

The second mentioned discovery technique is the mind mapping activity. Mind mapping helps students to group words according to their characteristics and their relations, so students create a spider gram that express links between the words. An example is given in Appendix 2.

The “word in context” activity is very suitable for advanced students because they learn the meaning of certain words through a text. The information in the text works as background that helps students to deduct the proper meaning of the words. The further mentioned activity gap filling or fill-in passage is an alternative to the previous activity. Students are given a text with missing words (gaps) and they have to think of a suitable word that would fit into the gap. As a help for young learners the gaps in the text are provided with pictures (see Appendix 3).

### **Multi-sensory techniques**

The most commonly used approach that benefits young learners who have difficulties learning a foreign language is multi-sensory techniques. These techniques focus on teaching students through all sensory channels (auditory, visual and tactile/kinesthetic), which generally helps to support their weaker channels by using their stronger ones. This method is sensible for teaching pronunciation, spelling, reading and other skills. Besides the multisensory technique enables young learners to consciously memorize and retrieve information. Schneider and Crombie announced a motto of multi-sensory

techniques that is 'Hear it, see it, say it, write it, act it out' and make learning as active as possible.<sup>5</sup>

Some practical examples of multi-sensory techniques: simultaneous oral spelling, tracing sandpaper numbers/letters, writing with a finger into sand or on someone's back etc.

The technique of simultaneous oral spelling consists of five steps. Firstly a young learner says a word, which means in terms of sensory input that the student hears and feels himself saying the word. Then the young learner spells the word aloud and doing this he hears the sequence of letters within the word. As a third step, the student writes down the word saying the letters aloud and as a result of this he hears the letters again and as well as feels his hand write the letters' shapes. The final step is checking what was written. This step employs the visual channel because the young learner sees the word appear on the page and then compare it with the original. Multi-sensory techniques are employed to integrate the learning of the sound of a letter, its shape on the written page and the feel of writing it in curvilinear script, so that a secure sound symbol relationship is established for reading and spelling.

The other example of multi-sensory techniques - tracing sandpaper numbers or letters - moreover involves the tactile channel, which means that not only seeing numbers and hearing them but also feeling their shapes (that is why it is used sandpaper) helps the young learner to make a parallel link between the symbol (number or letter) and its sound.

### **Metacognition**

In a sophisticated way, metacognition can be defined as "instructional approaches emphasizing awareness of the cognitive processes that facilitate one's own learning and its application to academic and work assignments".

Typical metacognitive techniques include systematic rehearsal of steps or conscious selection among strategies for completing a task, and thus students are aware of learning as a process and of what will facilitate learning. Schneider and Combie called metacognition a technique that provides "problem-solving strategies".<sup>6</sup>

In my consideration, metacognition is a method that can be generally used and be more successful when teaching older learners who have a certain

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<sup>5</sup> English Language Teaching Journal 66/4:

<sup>6</sup> Pask, G (1975) *The Cybernetics of Human Learning and Performance*. London: Hutchinson. P 87-89.

degree of knowledge and have mastered cognitive strategies of learning for a foreign language.

### **Mnemonic devices**

Schneider and Craighero offer useful mnemonic devices that support metacognitive, actually metalinguistic, skills and thus help students remember and retrieve information more easily (sometimes in a humorous way).

Here is a list of mnemonic devices:

- Sound clues – help the memorisation and recall of pronunciation patterns and vocabulary (example: the student links the letter sound with a cultural-semantic association in the first language /to improve pronunciation/ – **skirt** = **yubka**, **shirt** = **ko'ylak**)
- Letter-shape clues – help memorize and recall spelling patterns (non-phonetic words or word parts) and vocabulary (example: linking the letter shape of the letter that causes spelling problems with an association in the first language or an important keyword that entails it – such as sounds {p} and {b}; {p} = 'top' part is rounded, {b} = 'bottom' part is rounded)
- Crazy stories – difficult spelling words are integrated in groups of up to five in a story that students make up individually (the crazier the story and the shorter, the better for later retrieval) – good to illustrate with picture mnemonics (example: 'When two vowels go walking, the first one does the talking.' – beat, boat, read etc.; 'My Very Easy Method Just Speeds Up Naming Planets' = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)
- Picture clues – visual illustrations done by student or by teacher help memorize and recall difficult new vocabulary and class activities (example see figure 2-2)

### **Figure 2. Picture clue – example**



- Acronyms – the letters of an entire word each stand for a concept to memorize and recall (e.g. a syllable pattern or study device) (example: KISS = **K**ep **I**t **S**hort and **S**imple)
- Keywords – (belong to the learner's active vocabulary) help retrieve pronunciation of letters, meanings of words or sequences of a grammatical pattern; a keyword sentence helps to memorize and recall syllable patterns of learning steps
- Songs and sounds – a melody or entire song helps memorize and recall pronunciation, vocabulary or grammar – a sound helps recall specific language patterns (e.g. sentence structure) (example: reminding a young learner of missing ending –s in singular present tense the teacher uses the sound of hissing snake)
- Gesture and motion clues – signals meaning or a pronunciation, spellchecker or reading comprehension rule (example of gesture to remind about spellchecker rule – finger-tapping technique, which is tapping one finger per sound in a syllable)
- Personalization – an abstract concept is 'personalized' with characteristics of a human being, animal, flora or fauna.

This chapter provides several examples of educational activities that can be practiced in the classroom to help and support young learners with learning difficulties in English.

Generally, the process of the activity can be divided into four basic parts. The first part is an explanation of the activity which is the most important part because a bad description can spoil the whole activity. Therefore the teacher should remember that all instructions or directions must be explicit and clear. The second part of the process is giving an example to practically demonstrate what to do or what is the activity about. The main part is the real

performance of the activity. In this stage the time limit should be specified in advance. The final part of the activity process is a discussion on the activity – its process, conclusions, students' feelings, etc.

### **Pronunciation – sounds activities**

Activities that are focused on learning sounds and phonics are essential in terms of understanding the language. Pronunciation is a crucial point for Uzbek young learners because, whereas Uzbek is pronounced and written (spelled) identically, English is on the other hand not as transparent.

The difference between English pronunciation and spelling is one of the common difficulties that Uzbek learners have when starting to learn English. The teacher should be aware of this. Mainly, because this moment can reveal whether certain pupils are not-yet identified LD children or they are just those who have temporary difficulties with acquiring the foreign language. Therefore, the teacher should bear this fact in mind, and not underestimate this stage in the learning-English process by providing such teaching methods that would help young learners to cope with the particular difficulty. According to the article "Understanding Phonics and Whole Language Approaches in English" young learners should be taught how to 'sound out' new words by learning the following items:

- Consonant letter sounds: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- Blend sounds: br, cr, dr, fr, gr, pr, tr, wr, bl, cl, fl, gl, pl, sl, scr, str, sm, sn, sp, sc, sk
- Short vowel sounds: a, e, i, o, u
- Digraph sounds: sh, ch, th, wh
- Double vowel sounds: ai, ea, ee, oa
- Other double vowel sounds: oi, oo, ou, ow
- Silent: e
- Controlled vowel sounds: ar, er, ir, or, ur

At the beginning students should be introduced to the rules and sounds. The vital part of teaching sounds and phonics is following the teaching principles, particularly the structured and sequential principle, which means to start with the simple thing and continue to the complex one, for instance start with short vowels and when young learners acquire those go on with long vowels.

The traditional learning Uzbek language concept did not concentrate on teaching sounds and phonics, which was not good from the students' point of view. However this has slowly changed nowadays. With regard to sounds and phonics there must be a lot of permanent repetition and review for young learners to have a chance to accommodate and acquire the proper sounds and phonics of the foreign language.

A good example of an exercise that introduces this issue to students is grouping words into ‘word families’.

### **Word Families**

This activity helps young learners who have difficulties with acquiring new sounds and rules of pronunciation to assimilate the system of a foreign language.

Young learners are presented with a ‘word family’ for instance – **ip** and their task is to add appropriate phonics to make a word so the possibilities are **dip, sip, flip, zip, lip, tip, trip, clip, skip, hip** etc.

The further step of this activity that would help students to remember phonics is to create a short poem or story using the invented words. Another way of practicing is a reading task that would cover the just-learned phonics.

### **Spelling activities**

This subchapter as a whole is borrowed from Susan Jones that provides useful guidelines for learning to spell and also presents six different ways to practice spelling. This particular spelling activity is convenient for young learners who have difficulties with spelling and often misspell words. The advantage of the activity is that once students learn the steps they can practice on their own.

#### **Four guidelines for learning to spell**

The first step is **practice**. Each time students spell a word incorrectly, they are somehow ‘practicing’ the wrong spelling. The advice is if students are not sure how to spell the word, find the correct spelling out and then practice it. Moreover, students should keep an ongoing notebook of words (something like a personal dictionary) and write in it the words they have difficulties with.

Another step can be called **revising**. Students should not try to learn all the words at once! In this stage they should practice them a few at a time. Then, add another word to their list, or start on different ones. Each time students learn another word, they should go back and practice the ones they learned before it. The following step is **review**. In this step, students review the words that they have known. It is a good confidence booster if students practice the words that they already know once or twice before they start tackling the ones they do not know yet.

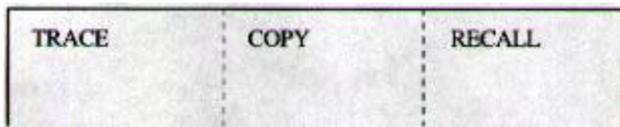
The final step is **usage** which means that students use the learned words in practice when writing a letter or an essay.

#### **Six different ways to practice spelling**

##### **1. “Trace, Copy and recall”**

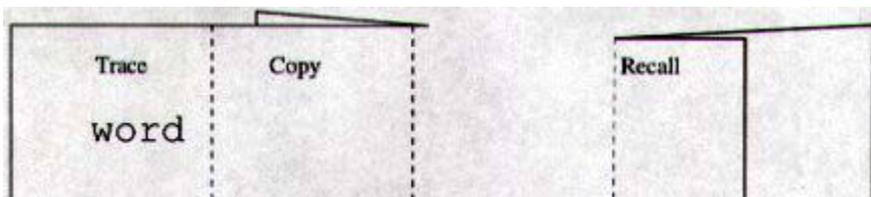
This way of practicing spelling requires a chart (figure 3-1) with three or four spelling words that the student wants to learn. Then fold over the “recall” part so that only the first two columns are shown (see figure 3-2).

**Figure 3-1 ‘Trace, Copy and recall’ chart**



Source: Jones, 2006

**Figure 3-2 Folded chart**



The practicing part is following: the student says the word to himself; then trace it in the first column, saying the letters as tracing and say the word again. He should try to put a little rhythm into it (example: “CAR E. C – pause – A – pause r – E – CAR E”); the other step is to go to the second column, say the word and write it the same way; then, while the rhythm and the sound are the feeling are fresh in student’s mind, he should flip the paper over and say the word and spell it out – the same way, saying each letter ; if it is a hard word, it is better to put it on the list more than once. If the student is feeling particularly smart, he can trace and copy two words and try to remember them both before flipping the page over ; the final step of this way of practicing spelling is going through all the words this way a few times, start doing them two or three at a time and when the student feels like he knows them, he can go through the list again. However , he should skip the tracing or when the student is feeling very confident, he can skip both the tracing and the copying.

**reverse chaining by letters**

- The student says the word and then writes it down, saying each letter aloud (trying to put rhythm into it).

C - A - r - E

- Then the student leaves out a line and says the word and writes it again (without the last letter ). He just pronounces the last letter , but do not write it down.

C - A - r - \_ - \_

- The same pattern follows: the student skips a line and says the word and writes it once more without the last two letters that he says, but do not write them.

C - A - \_ - \_ - \_

- These steps are done until the student is only writing one letter .
- After this the student should go back to the top and read the word and then spell it aloud.
- The further step is that the student folds the page over so not to see the whole word and says the word, spells it and adds that last letter .
- The previous activity is done again but the student adds the last two letters.
- This is kept going until the student spells the whole word.
- The final part of the activity is to go back and check and make sure that any letter was not left out!

### **Reverse chaining by syllable**

- The student pronounces the word and then writes it out, saying each letter aloud (trying to put a rhythm into it).

I - M - M - E - D - I - A - T - E - L - Y

- Then the student skips a line and says the word and writes it again without the last syllable that is just said and spelled out but is not written down.

I - M - M - E - D - I - A - T - E - \_\_\_\_\_

- This continues until the student is not writing anything (but continues to say the spelling aloud).
- After that the student goes back to the top and reads the word, then spells it out aloud.
- The further step is that the student folds the page over so not to see the whole word and pronounces the word, spells it and adds the last syllable.
- This continues until the student spells the whole word.
- The final step is to go back and check and make sure that any letter was not left out!

### **Highlighting the hard parts**

Some words, like ‘immediately’, are only hard in some parts. Students might be getting these right on a test but always spelling them wrong when writing, frustrating both students and the teacher . As practice makes permanent, every time students practice it correctly, they are making it more likely that they will write it correctly the next time. This exercise

should help them focus on the troublesome part of the word. This is also helpful for learning rules and patterns. If students want to learn to spell IE words (that 'I before E' rule that so many people find so hard to use) this is a good way to do it. Get different colored pens or pencils or markers and index cards. Write the words boldly on the cards and make the difficult part of the word a different color than the rest. Make a mental picture of the card, read the word aloud and spell it aloud and change the way of saying the difficult part, perhaps saying it louder or using a different accent.

When writing the whole word, think about how the difficult part looks or sounds. So, while students are writing 'immediately', they might be thinking 'immedia T E ly' and/or that bold, red E. Again, the keys here are to not overwhelm students' brain (do not let students try to learn five words at a time. Better to do one word five times) and start spelling it in writing.

### **Using a tape recorder to test your self, and to practice using them**

This way is based on pronouncing the words correctly into a tape recorder. The words should be recorded like on a spelling test.

### **Practice using the words in short phrases**

Here students think of five different phrases containing the practicing word and they write them out. For example: separate rooms, separate cars, separate houses etc. Or try to use x times the word in a story.

### **Draw, Draw, Write**

This activity is a classical example of multi-sensory technique because it practices thinking, drawing, speaking and writing skills together. The activity can also be easily adapted and can cover different topics.

Firstly, young learners are told to think about something, for example their favorite place, for a few minutes. Then they are asked to draw what they were thinking about – their favorite place.

The third step of this activity practices speaking skills. Students are put into groups or pairs and exchange descriptions of their pictures or basically discuss what they drew. The other (higher) stage of the speaking activity can be that students present in front of the whole class what their peers drew.

However pupils can be shy to show off in front of their peers so that it is better to provide a writing part of the activity and assign students a task to write a short summary about their colleague's picture or about their own picture.

### **Adapting materials for different age groups**

This teaching tips looks at how to adapt materials for different age groups.



## **Introduction**

In the last teaching tip we looked at how to [adapt materials for mixed ability groups](#). This is the most common type of adaptation that teachers have to do. However, there are times when you may have to adapt materials because of the age of your students. In order to look at this topic I will divide it into the two possible scenarios:

### **Lesson 3. Using materials aimed at older students with younger students**

In the world of young learners we often find that students' linguistic ability is way beyond the typical course book that is designed for their age. Therefore some adaptation is often necessary. To give an example, I am currently teaching a group of 11-15 year olds on a First Certificate (upper-intermediate) level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. However, I knew that some of the students had recently gone to a concert and had been disappointed by the performance. So, using those

students, we adapted the task together. I asked the students what had been disappointing about the show and we made a list. These points became the content of the task. The functional language of complaining was the same but the task became more alive as it was more personal and closer to the students' own experiences.

Speaking activities may often need adapting too. The job interview could become the interview to get onto a summer course or to help out at a scout camp.

Questions to consider when preparing your lessons:

- Will the students know anything about the topic?
- If not, how can I introduce the topic?
- Will the students be interested in the topic?
- If not, how can I make it more interesting and bring it to life?
- What support will the students need to tackle the task?

#### **Lesson 4. Using materials aimed at younger students with older students**

If you find yourself using material that is aimed at younger students with older students you have to be careful. Teenagers especially can find it insulting to be presented with childish material when they believe they are ready for something more grown up. If you can't find more appropriate material then use what you have as a starting point. Games and fun activities that work well with young learners often work equally well with older teenagers or adults. If you explain the reason for the game or activity and make it clear what the students are practising by playing it, then most students tend to respond positively. Older students will quickly suss you out if you're just killing time and there's no real point to the activity. I recently played word formation bingo with a group of adults and was amazed that they got really excited and competitive and were all trying to win so they could become 'Bingo King' or 'Bingo Queen' for the next round. After a hard day at work I think they enjoyed the chance to revert to their childhood for twenty minutes!

Questions to consider when preparing your lessons:

- Is the activity appropriate for the age group?
- If not, how will I bridge the gap?
- What's the point of the activity?

- What will students be learning?
- Should I explain to the students why we're doing the activity?

The main thing to bear in mind with any adaptation of materials is how you can personalise the task and make it more relevant to the learner. If you are clear about why you are using certain material and what your objectives are then students should feel happy with the activity as they'll be able to see the point of it. Take time to chat to your students and find out what they do in their free time and what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

### *Adapting materials for mixed ability classes*

All classes are mixed ability to one extent or another. Extreme cases, when you have near native level speakers with beginners, can be very challenging for the teacher.



In these cases it's important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them! For example, the beginners may begin to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use. Adapting materials for mixed ability classes can take different forms.

- One way to adapt materials is to rewrite reading texts and grade the language accordingly for different levels. In an ideal world where a teacher has all the time in the world to prepare their classes this may be the perfect solution. However, the reality is that this sort of adaptation is extremely time consuming and not many teachers can actually go to this length to adapt materials for mixed level groups. Another problem that can arise with this

sort of adaptation is that it can be awkward to give out different texts to different students. There's a danger that they will instantly realise that they have been labelled as a weaker student and, in the case of the weaker students, this will no doubt effect their motivation. I would like to offer some ideas of how you can support your weaker students and offer extension activities for your stronger students whilst using the same materials as the starting point for the class. This way the preparation time involved for the teacher isn't drastically higher, and the group can still work together for most of the class.

	Extension activities for stronger students	Support for weaker students
Reading	<p>Ask early finishers to write new vocab up on the board with definitions.</p> <p>Rewrite a part of the text in a different tense / person.</p> <p>Write their personal opinion / a short summary of the text. Write questions about the text.</p>	<p>Pre-teach difficult vocabulary and leave it written on the board for students to refer to. Use visuals if possible.</p> <p>If there are gaps, give students the answers in a jumbled order, with a few extras.</p> <p>Draw attention to the title, pictures etc and set the scene beforehand so their mind is on track for the topic.</p> <p>Break the text into chunks and give the option of only reading some of the text.</p>
Listening	<p>Give out the tape script and nominate a 'vocabulary master' to look up tricky words or expressions in a dictionary to then explain to the group.</p> <p>Focus on the accents or intonation of the speaker's and get students to copy chunks.</p>	<p>Pre-teach vocabulary, use visual prompts when appropriate.</p> <p>Give students time to discuss answers before feeding back to the class.</p> <p>Give students the tape script on second listening.</p>

	If it's a true/false activity, follow on by asking 'why/why not?')	If it's a gap fill, supply the words with a few extras.
Writing	<p>Give creative tasks that students can do at their own level.</p> <p>Indicate mistakes using correction code to give students a chance to self-correct. (Sp = spelling, Gr = grammar etc.)</p> <p>Increase the word limit.</p> <p>Indicate where they could use more interesting ways of saying something.</p>	<p>Correct the draft together before students copy up in neat.</p> <p>Reduce the word limit.</p> <p>Encourage use of dictionaries / vocab books.</p> <p>Give an example piece of writing as a model before they begin writing.</p> <p>Pair or group weaker students with stronger students.</p>
Speaking	<p>Ask students to justify / defend their opinions.</p> <p>Ban easy words like 'nice' to push their vocab to a higher level.</p> <p>Get students to record themselves and self-correct.</p> <p>Pair students of higher level together so they really go for it.</p>	<p>Give students time to rehearse and gather their ideas before a role play or discussion.</p> <p>Pair weak and strong together.</p> <p>Let students make notes before the speaking activity begins. Allow for 'thinking time'.</p> <p>Grade students on the effort they make rather than their ability.</p> <p>With a whole class mingle like a class survey or a 'find somebody who...' practise the</p>

		<p>questions as a group beforehand.</p> <p>Give weaker students more listening and thinking time before calling on them to answer questions.</p>
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***Tips for good classroom management with mixed ability groups***

- Grouping**

It may seem contradictory to suggest that you group stronger students together and also suggest that you group weak with strong. However, depending on the task and the class dynamics I think there are usually opportunities for both types of grouping. It's a good idea to experiment with mixing up the strong and weak students whilst also giving time for stronger students to work together so they work to their full potential.
- Giving Instructions**

Giving clear instructions is vital for weaker students to be able to follow the class. Use hand gestures as well as words to explain the tasks and use stronger students to check back the instructions and even explain the task in their own language if necessary.
- Error Correction**

Stronger students can probably stand more correction. Don't over correct weak students as it will affect their confidence. Encourage students to correct one another and demand a higher level of accuracy from the stronger students.
- Setting goals**

Setting goals for each class or for the whole term will help to focus the students. The goals can be different for each student, depending on their level, but realising the goals will give the same sense of achievement to all.

**Beyond Language**

What can we do to add value with higher levels?



As teachers, our responsibilities to our youth do not include only language or content teaching, but also the education of the future generations, and education goes beyond the coursebook. It includes life skills, personal development and character education, and these are areas for which the scope with higher level students is tremendous because they have gone beyond basic language skills, and are ready to venture into the more abstract, or the more creative realms of learning.

**1. Go beyond the coursebook** Often teachers limit themselves to what the coursebook provides, rather than building on it. This can be a limitation for some students and takes away from them opportunities to explore additional language, content and concepts. While coursebooks include a lot of wonderful content, not all of it suits every group of learners. A number of coursebooks include songs, poems and reading or listening texts on subjects like food and art. Teachers can use this as an opportunity to include additional content and language development in lessons. Examples:

- Students can learn about different forms of poetry, explore rhyme schemes, enjoy limericks and haikus
- They can also explore different types of art, expressing personal opinions and being invited to think more deeply and abstractly about both poems, songs and paintings, rather than focusing on surface meanings.
- They can be made to draw inspiration from works of art and then asked to create their own which they can share with their classmates, or with students from different classes.

**2. Ask students what they want to learn about** This has been a very useful strategy for me in the past, especially with higher level teens and primary students who can become bored fast with commonly recurring topics like food and health or the life of a dead person. In addition, young students are not easily motivated and it has often been a challenge for me to understand where their interests lie and plan lessons that they would genuinely enjoy. Allowing students to participate in determining the syllabus content of the course will force them to think about their own interests, and what they can do to contribute to the lesson, negotiate on topics with classmates and make decisions on their own learning. This creates a very personalized learning experience for the learners. This can be done by simply asking students to choose from different project ideas, or lesson topics, or even inviting them to suggest their own.

**3. Work on skill development** I have spent quite a bit of time with high level students, working on specific language skills, like inference and prediction, listening for details, etc. Often we include this in class as part of the reading or listening activities, not going into too much detail about what skills students are working on and why, giving students a chance to assess whether they have acquired the skill or not at the end of the lesson, or what strategies and skills they are struggling with and how these can be addressed and practiced further. Students can also be given time and opportunity in class to experiment with different strategies, both receptive skill strategies as well as study strategies, and then decide which one is most suitable for them. This creates in them an autonomy that will encourage them to take their learning into their own hands both in your classroom, and outside, making them independent learners and proactive individuals. Other skills that students may find useful are research skills, presentation skills, planning skills and debate skills, and can be made to practice these in an English language setting. This will not only add value to their lessons, but it will challenge them intellectually, help develop their confidence and give them something useful they can utilize in school or later in life. Common topics like the environment and technology present various issues that students may have opinions about like global warming and climate change, endangered species (a great topic for research and presentation, with each group choosing one animal to create awareness about) and the effect of technology on our lives and our future (a great topic for debate).

**4. Character development** Another area with room for development is character. With the many problems around the world; the lack of tolerance, lack of dialogue, etc. and with the youth becoming more and more passive and unconcerned with their communities, societies and countries, they need to be

taught essential aspects of a successful personality that will prove invaluable in the outside world, if not in their current lives, then later in their adulthood and professional lives. These include being able to communicate well, self-expression, working well with others, empathy, kindness and compassion, respect, courage and tolerance. Various activities and exercises are available online that are designed to get students to think of the outcomes of working collaboratively. Team building exercises and a number of tasks teachers commonly use as icebreakers allow for the development of character development skills. Examples:

- A simple activity that requires students to work in groups and find 5 things they have in common, while they talk to each other with the sole purpose of identifying similarities they possess with people they do not know exercises their communication skills as well as their self-expression.
- Popular team building activities like using a limited amount of material like paper, straws and tape to construct something gets students to develop cooperation skills, communication skills and patience. For the language element, an activity like this might conclude with a writing task, getting students to write what was difficult for them, what they built and how they built it, etc.

We may fail to notice it when we sit down to plan our lessons, but what we can do in the classroom does not begin and end with the pages of the coursebook, but rather with the potential of the students, and our willingness to open doors for them that they may walk through to find this potential. This is the purpose of teaching. Developing new materials for my various courses has always been a substantial part of my work. Imagine the following situation. You are fresh out of the university; you come to teach at a university; you study the situation, visit your department chief, and tell him that new course-books are needed. Looking back I can see of course that it was rather naive of me. What he said was, "Go ahead and write one!" Though I was somewhat staggered by this unexpected offer I went ahead and did it, which among other things gave me the position of an associate professor. Since I overcame that hurdle at the beginning of my teaching career all the subsequent ones seemed much easier to manage.

- Several times I had to compose my own textbooks and lesson plans simply because there were no other options. For instance I wrote new complete lessons for groups of American students who came to my town to study Russian as a foreign language. I had to do it every night as we went along. When ICT became a reality I composed courses of lectures and seminars for teachers. And when the ministry of education decreed that one unified state exam based on British international exams was to be used in the national schools

before any textbooks appeared, I compiled my own booklets to help students and teachers adjust to the new requirements.

- How does one do it? I would not presume to specify which comes first, your own professional feeling that something is lacking in the textbooks and manuals available, or your students' needs, or the whole changing world. I do believe that our own desire to move forward, to find and use many new materials, is one of the main stimuli. For instance it was clear to me that while there was a good choice of "Russian as a Foreign Language" textbooks, they were completely useless for my adult beginners whose only knowledge of Russian began and ended with the Cyrillic alphabet. So I composed my own lessons.

- Students' interests always play a large role in my approach to teaching, and their needs are definitely a factor in my choosing the materials, in arranging the content. In my diverse group of young adults there were a future pediatrician, a zoologist, an engineer with Boeing, a mathematician, a psychology major. I would give them the same types of exercises but different basic texts chosen from their field of studies. When working with children I try to learn what their interests are and use some age-appropriate information.

- With the advent of ICT finding the materials and organizing any data into a coherent comprehensive teaching aid became much easier. There are always models to use; help can be found by those who seek for it. Twenty years ago I began working with English to Go; the editors taught me how to arrange my lessons in the acceptable format for that which incidentally coincided later with the unified state examination regulations. When Teaching English first appeared, the then editor gave me a template which came in extremely useful in my writings in both English and my own language. I am one of those people who find it natural to write in the "point a, b, c" or "item 1, 2, 3" manner. Thus I absorbed the suggested models easily, and not only use them in my own daily professional life but add to them when teaching others.

- ICT I believe is a huge factor in teaching and learning. Any textbook may seem obsolete when we have an opportunity to obtain new immediate knowledge in any subject, any topic with just one click. What does not change though is the necessity to pay attention to each and every student's individual needs. When we get a new class we may follow the national curriculum safely. If however we are faced with a room full of young people who, probably never went to school before and have no wish to study English in the traditional way but rather must learn to understand what is said to them and to express their own needs, we have to find ways and means to help them.

• Truth be told, not every teacher feels that they can cope. Not everybody even wants to try. Teachers' salaries are notoriously low while their workload never becomes any easier. I think if a teacher is faced with a challenging situation, if they suddenly find out that they have to create their own materials, they should be paid at least double for their efforts.

### *Speaking aids*

How would your Christmas feel without a Christmas tree or your birthday without a cake? How romantic would your romantic dinner be without candles?



Probably you agree that these little things make a lot of difference and it is with good reason why people spend time, money and energy to get the right small objects to help them put themselves and their loved ones into the right mood.

- Why use speaking aids
- Post-it notes
- Walls
- Coloured paper
- Small objects
  - To control turn-taking
  - As metaphors
- Conclusion

Why use speaking aids

In contrast, we often expect that our students have the right mood to speak without having anything that would help them to be in the right mood to speak, or any prompt that would help the flow of ideas. These small prompts or small speaking aids get especially important when children get into the age when they

want to speak about themselves more than e.g. about the little animals or fairies in a tale. In this article, I will give you some ideas what little objects to use and how to use them so that students aged 12 upwards find speaking easier and less stressful.

### Post-it

notes

Post-it notes are great conversation starters. Ask your students to put information on a post-it note each, and get them to wear it, mingle and find out about each other. What can be written on the post-it notes?

- To practise the simple past e.g., get them to write a name, a date and a place that is important to them. These three things should come from three different stories or events in their lives.
- To practise e.g. the Simple Present, used to, the Present Perfect or likes/dislikes, ask them to write five things, some true and some untrue about themselves on the post-it notes. When students mingle, they ask further questions to find out which are true and which are not.

### Walls

Walls of your classroom can be given meanings such as:

- Agree - disagree: Ask students to position themselves between the two walls to express their opinion on a statement e.g. 'Playing computer games is a waste of time.' The closer they are to a wall the more they are of that opinion. First, ask students to share ideas with people near them, then put students far from each other together to talk.
- Summer - winter /casual - elegant /men's - ladies': Say names of clothes items and ask students to position themselves between the two walls to express their opinion about the clothes, and then ask them why they are where they are.
- Like - dislike: Say names of performers, sports, types of music, etc. as relevant in your class and ask people to comment on their position.
- I know - I don't know: Ask a question related to your topic. A. Ask students standing nearer the 'I know' wall to share what they know about your topic. B. Ask students standing nearer the 'I don't know' wall to ask further questions or make a list of things they would need to know. Then put A's and B's together. Ask B's to give the answer to your initial question at the end.

### Colour ed

paper

Colour ed paper can be used as a metaphor that represents the choice of the student. Here is how you do it:

- Lay a good selection of different colour ed paper out on the floor or on a big table in the middle of the classroom so that all the colours are visible to

the class. Call out a subject e.g. something you like to eat. Everyone takes a colour that corresponds to something they like to eat.

- Give students 1 to 2 minutes to talk to each other about the subject then ask students to put the coloured paper back.
- Change the subject and at the same time, ask students to change partners and find the colour that they associate with the new subject. Some possible subjects: clothes, food, a place I like, a holiday decoration in my house, a season, an animal, music, a good friend, a dream. It's better to go from concrete to more abstract subjects. Small objects such as Lego pieces, buttons, pebbles, shells, toothpicks, etc. can be used A. to control turn-taking, B. as metaphors representing other things or people.
- To control turn-taking  
When students discuss a topic, tell a story or describe a picture in small groups, give everyone an equal number of some small objects e.g. shells or toothpicks. Their aim is to get rid of the objects as they talk. They can get rid of the objects by putting them down if - you set it depending on their fluency level - they say a complete sentence or minimum three sentences about the subject. You can do it the other way around: give groups a pile of objects and students can pick up objects when they contribute to the conversation. Here the aim is to collect as many objects as possible.
- As metaphors Small objects can represent real beings, like the student's best friend or their pet. It makes it easier and more interesting to describe people and animals this way. You can also ask the student to focus on similarities and differences between the object and the person or animal.
- Buttons are easy and fun to transform into different imaginary people. Give out a good selection of different buttons. Get students to choose one and imagine what kind of person it would be, what this person would like, how they would live, what their name would be, etc. Get students to mingle and find a button friend for their button person.
- Small objects like Lego pieces can also represent periods/events in students' lives, e.g. three holidays they have had, three semesters of school or some important years. Students choose the periods/events/years first, then they choose little objects to represent them. Pairs then share.

#### Conclusion

Using these little, inexpensive speaking aids has the following advantages:

- Students get prepared for talking as they are thinking about the prompt, e.g. which object to choose, what to write or where to stand. So there is thinking time with an outcome that later will help talking.

- Students concentrate on the subject through concentrating on the prompt.
- It is easier to start talking as these prompts communicate first, so they break the ice before the students start talking.
- They decrease anxiety as people's attention shifts from the person who speaks to the prompt. Also, there is something to hold, to look at or to move around for.
- Their use often results in natural groupings, e.g. students with the same or different opinions, interests and ways of thinking.
- Their use often triggers imagination and/or brings back memory, so it helps creative expression, personalisation and originality in speaking.
- They develop thinking skills such as forming an opinion, finding similarities and differences and using metaphors.
- They talk to and rely on different intelligences and senses.
- They are very flexible and easily adaptable to different levels, ages and teaching aims.

The ideal language department of a school would have a good selection of small objects, small speaking aids for teachers to use in their lessons.

## **Summary**

The process of learning language has a significant effect on how young learners are able to acquire the foreign language. As was presented, the strategy of learning one's mother tongue can be adopted for learning a foreign language. Primarily, those who are involved in the children's learning process are their parents, and later their teachers. Therefore teachers should use deliberate strategies that parents generally use quite intuitively to promote young learners' development of a foreign language. Practising these strategies and developing motivation can help learners overcome problems with foreign language acquisition. Primarily the teaching principles (structured, sequential, cumulative, repetitive, instructions, motivation, environment) should be taken into consideration because they work as valuable facilitators in the education process. Then the second factor is the good choice and application of teaching techniques.

Among the most useful techniques that are also practised with LD students are namely presentation techniques, total physical response, discovery techniques, multi-sensory techniques and metacognition. All of these techniques offer a wide range of activities that stimulate and involve students in the learning process.

Multi-sensory techniques, discovery techniques and metacognition are useful teaching techniques concerning young learners with learning difficulties. The advantage of multisensory techniques is involving all students' senses into the learning process through using the stronger channels to support the weaker ones. These techniques facilitate the students' brain to create besides the visual and auditory memories the tactile and kinetic ones. In terms of discovery techniques the advantage is in the self-discovery or awareness process when young learners tackle tasks on their own and thus they learn through what they have detected by themselves. As well as metacognition has its benefits, more precisely mnemonic devices that help a lot to encourage and support young learners to overcome their problems with foreign language. This chapter precisely covers the problematic areas, where the learning difficulties of young learners occur, and provides several examples of activities that practically demonstrate how to treat young learners with learning difficulties in different fields and how to strengthen their skills, such as pronunciation, spelling, speaking, writing etc.

The particular emphasis is on pronunciation and activities that are focused on teaching sounds and phonics, which is the first step to understand a foreign language. The second group of activities deals with spelling and gives six ways of practicing it. Both spelling and pronunciation must be regularly practiced and reviewed because the English and Uzbek language systems vary greatly.

### **Lesson 5. Cultural and intercultural benefits of Language Learning**

In the modern, globalized, and highly mobile world, foreign language education is increasingly important for the sake of preparing children to be successful and capable of a high level of social integration. This is especially true for societies where a second or alternative native languages are widely used for business purposes, or in certain fields, or by a significant and non-marginalized minority of the population.

English is the most important means of international communication. People from all over the world speak English when they meet each other in every international meeting, workshop, conference, or commerce. In every product's leaflet we could see some sentences or words of English. It is because English is the biggest language in the world. English becomes the most essential language in the world. Almost all people from many different countries use it to communicate. For that reason, it is important for people to master English orally and written, in order to be able to communicate and socialize with the world community. As the consequence, all countries in the world use English as

one of the subjects studied at school. The purpose is to make the young generation competent in English even though passive or active English, whether to speak fluently or just to understand what people say or to write their opinion to express their idea.

Uzbekistan as a developing country tries to bring the next generation to really master and have ability in English. English is the first foreign language taught at every school in Indonesia. The main purpose of teaching English as a foreign language in Junior high school is providing the competence of the students to achieve communication competence of English skills such as listening, speaking, reading and writing. To achieve this purpose, Indonesia sets its educational curriculum which is including the teaching English as foreign language. It is one of compulsory subject studied from junior and senior high school up to the university while for elementary school English is used as local or additional subject. English has been studied for six years in Elementary school.

There are four skills in teaching English they are: listening, speaking, writing and reading. The students should master the four basic skills so they are able to master English effectively and communicatively. These skills can be defined into two groups. The first is receptive skill and the second is productive skill. Receptive skills are reading skill and listening skill, while the productive skills are writing skill and speaking skill.

As one of the four English basic skills, speaking is probably often considered to be the most important one. People said that someone has already mastered a language if he or she is able to speak the language fluently. Oral communication is the most important one because it is used by people in order to maintain their social relationship. In doing so, they need speaking skill in order to perform communication. According to Richards and Renandya "A large percentage of the world's language learners study English in order to develop proficiency in speaking".<sup>7</sup> Brown states "speaking is one of the required skill in performing oral communication. It is the least one has to master in order to perform in a language". According to Harmer (there are three reasons why people communicate: first, people communicate because "they want to say something").<sup>8</sup> It means there is desire from the speaker has in

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<sup>7</sup> Reed, B., Railsback, J.: *Strategies and Resources for Mainstream Teachers of English Language Learners*. Portland: Northwest Regional Educational Laboratory, May 2003. P 223

<sup>8</sup> Redman, Stuart, Ellis, Robert with Viney, Brigit. *A Way with Words. Resource Pack 1*. Cambridge: Cambridge University Press, 1996. P 153-155

order to convey messages to other people; second, people communicate because “they have some communicative purposes”. Communicative purpose means what the speaker’s said there would be a result of what they say; the third, the speaker’s want to express a request, need a help other, want to command if they want other people to do something; the third, the desire to say something and the purpose in conducting communicative activities. As they have language storage, they will select language expressions appropriate to get messages across to other people.

Edge says that “communication is the goal of language teaching”. Other linguist also has the same opinion, Richard says “Competence of speaking skills in English is priority for many second language or foreign language learners. Learners are consequently often evaluated their success in language learning as well as the effectiveness of English course on the basis of how well they have improved in their spoken language proficiency”.<sup>9</sup> Moreover, Higgenback and Lazaraton “Students of second language or foreign language education programs are considered successful if they can communicate or be able to communicate effectively in the language”. We cannot deny if that statement is correct. The students said that they master English if they have been fluent in speaking skill. People usually learn English because of some reasons, in some way, they want to be able to communicate or be able to speak English as well.

The students usually have some motivation why they want to be able in speaking such as: they want to be able to watch foreign film without necessarily to read the translation, they can sing their favorite song in English with good pronunciation, they want to know some information assessed from the internet, they want to have chat with foreigner in social media etc. They said that to be able to speak English skill is proud thing to have. It indicates the students’ first appearance in speaking ability. People will judge someone master in English because their good performance of speaking fluency. It means that speaking a language fluently is frequently the ultimate goal to be attained in mastering a language.

Similar to speaking, in fluency there are several aspects that will be used to decide how good one’s speaking fluency is. Canale and Swain “There are four competences included in communicative competence such as: grammatical well-formedness, discourse competence, sociolinguistic competence, and strategic competence”. Grammatical competence means mastery the linguistic code, morphological, the ability to recognize the lexical, syntactic, and phonological features of language to form words and sentences. Sociolinguistic competence

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<sup>9</sup> Educational Researcher 15/2: 4 – 31.

refers to the requirement of understanding in social context in which language is used. Schulman "Understanding the sociolinguistic side of language enables speakers to know what comments are appropriate, how to ask questions during the interaction and how to respond nonverbally according to the aim of the speaking".<sup>10</sup> Strategic competence means the ability to keep the conversation keep going.

Communication act that all the conditions attached to speaking as a communication act exist for translation as well. Tarone, Cohen, and Dumas state that communicative strategy is "a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target rules have been formed". PalMBERG says that "communication strategies is those devices a second language learner uses in attempting to express precise meaning in target language".

DorNYEI and Scott's taxonomy reviewed articles and summarized the taxonomies and definitions of communication strategies proposed by researchers in the field. They extended taxonomy of problem solving strategies in speaking skill, they classified the communication strategies according to the manner of problem management. That is how communication strategies contribute to resolving conflicts and achieving mutual understanding.

However, the fact shows that students' English speaking fluency is still below the standard. The teacher should present interesting method of teaching to attract the student interest and motivation in joining the teaching and learning process. Mostly the teachers used old fashioned method in the class. Students are only required to memorize the speaking expression without practicing. This kind of method severely limits students chance of practicing their speaking fluency.

MTs Negeri Miri which consists of 12 classes still has difficulty for the speaking skill even though there is conversation class (*kelas unggulan*) there. The students still have difficulty to speak up or to express their idea in speaking. In this occasion, they sometimes use some communication strategies to make their conversation smooth. By knowing the varieties of communication strategies used by the students it can be useful for the teacher to give positive suggestion for the students to develop their speaking skill. It can be useful for the students either to make their speaking skill communicatively. In Uzbekistan began teaching English from first class, from 2013 year and the Ministry of Education issued decree

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<sup>10</sup> Schulman, LS (1986). Those who understand: Knowledge growth in teaching.

and made “syllabus” of teaching English in primary schools. Aims are the first and most important consideration in any teaching.

„Процесс обучения представляет собой переход учащихся из одного состояния в другое... Задачи обучения состоят в том, чтобы переместить обучающихся из их начального состояния в определенное состояние (или, точнее, во множество состояний), означающее наличие у них определенных знаний, навыков и умений“.<sup>11</sup>

Hence the teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the end of the year, term, month, week, and each particular lesson, i. e., he should know the aims and objectives of foreign language teaching in schools.

The terms “aims” and “objectives” are clearly distinguished in this work in accordance with the suggestion given by Roberts.<sup>12</sup> Here is what he writes: “The term ‘aims’ be reserved for long-term goals such as provide the justification or reason for teaching second languages ... the term ‘objectives’ be used only for short-term goals (immediate lesson goal), such as may reasonably be achieved in a classroom lesson or sequence of lessons.” In this chapter we shall deal with long-term goals, that is, with the aims of foreign language teaching which dictate the teacher’s approach to this subject.

The changes the teacher must bring about in his pupils may be threefold: practical — pupils acquire habits and skills in using a foreign language; educational — they develop their mental abilities and intelligence in the process of learning the foreign language; cultural — pupils extend their knowledge of the world in which they live. Therefore there are<sup>3</sup> three aims, at least, which should be achieved in foreign language teaching: practical, educational, and cultural.

Practical aims. The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance, of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils will be able to use it

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<sup>11</sup> Appolova M. A. Grammatical difficulties of translation. - M.: 1977. p 89

<sup>12</sup> Roberts R. Aims and Objectives in Language Teaching. — “English Language Teaching”, v. XXVI, 1972, No. 3, p. 224.

more effectively in oral and written language, the teaching of a foreign language should result in the pupil's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication. In this connection we should like to quote G. Perren "Whatever a new language is being taught as a curricular extra ... or as an essential medium for education it will be learned by the young child only if it obviously makes possible some purposeful activity other than language learning. If it does not do this, attempts to teach it may be largely a waste of time."<sup>13</sup>

In modern society language is used in two ways: directly or orally, and indirectly or in written form. Thus we distinguish oral language and written language. Direct communication implies a speaker and a hearer, indirect communication implies a writer and a reader. Hence the practical aims in teaching a foreign language are four in number: hearing, speaking, reading, and writing.

When adopting the practical aims for a secondary school course the following factors are usually taken into consideration: the economic and political conditions of society, the requirements of the state; the general goals of secondary school education; the nature of the subject, and the conditions for instruction.

The President of Uzbekistan I.Karimov and the Government are establishing closer economic, political, scientific, and cultural relations with various peoples of the world. International relations are extended and strengthened through the exchange of delegations as well as scientific, technical, and cultural information. The peoples of Uzbekistan want to know what is going on in the world in all spheres of human activity: science, engineering, culture, politics, etc. They also want to acquaint other peoples with their life and achievements. In this situation foreign language teaching is a matter of state significance. Not long ago in 2012 on 10 December the government adopted another brilliant decree 18/75 on improving teaching for foreign languages in the country. According to the decree teachers' salaries is going to be increased up to 30% in rural areas and 15% in cities. Furthermore more teaching hours allocated for practical training. English teachers accepted the decree as an

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<sup>13</sup> Greenbaum S. Studies in English Adverbial Usage. - London, 1989. 68-78 p

another chance of working in full potential to raise highly-skilled students for the government's development.<sup>14</sup>

It's true that without knowing the language even a very qualified personnel wouldn't have contributed help to the development of his/her country.

Every English teacher is sure that these decrees and works which have been done on education system will give its result soon. Special trained and skilled teachers are creating a new book for elementary grades pupils, so that pupils can learn English as well as their mother tongue from the first grade. This process will surely bring its great results in the coming years. As for me, I can say that teaching the language from the first grade has been a very wise decision because younger children are tend to learn any language faster than grown ups. We have saying that fits for the case: "A knowledge which is learnt in the early age is like a carving on the stone".

The president I.Karimov had already made the plan of upbringing highly-skilled cadres with full of potential who works for the development of the country when he said: "Our children must be wiser, smarter and of course, happier than we are."

Fifteen years ago, Uzbek government adopted laws on education and on the National Vocational Training Program. Their adoption brought a radical reform in country's education system. As a result, today, the Uzbek model of education is well-known in other countries. It became government's effective tool in upbringing harmoniously developed, highly educated, modern-minded younger generation of professionals who will be able to ensure stable development for the country. Uzbek ever improving system of education is a reliable support to young people. It helps each of them to find one's feet and actively participate in country's development. Youth is very zealous in learning and raising our country's fame to the world. The national model of education is based on "lifelong learning" principle which fully fits to the ancient Uzbek proverb: "Seek knowledge from cradle to grave". There are seven levels of education: elementary, secondary, non-formal, vocational, higher, postgraduate, professional development and retraining.

"On Improving Foreign Language Learning" has obliged educational boards to ensure that school-leavers master a foreign language as a means of communication in its two forms — oral and written, therefore, proficiency in speaking and reading are the desired

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<sup>14</sup> O'zbekiston Respublikasi Prezidenti I.A.Karimovning Vazirlar Mahkamasining 2010 yil 29 yanvardagi bo'lib o'tgan majlisidagi "Asosiy maqsadimiz Vatanimiz taraqqiyoti va xalqimiz farovonligini yanada yuksaltirishdir" nomli ma'ruzalari

skills. They are both of great importance, since oral language, though opportunities for conversation are rare for most of the school-leavers, creates favourable conditions for language learning. Besides, practical aims as they are understood here, correspond to the idea of secondary school education — to provide pupils with the fundamentals of the subject. Hearing, speaking, reading, and writing within carefully selected linguistic material will constitute the fundamentals of the language.

The nature of the language should also be taken into consideration in determining the aims of language teaching. Learning a living language implies using the language of sounds, that is, speaking. Scientific research gives a more profound insight into the problem. It is not so much the ability to speak that is meant here but rather the oral treatment; in other words, the language of sounds, not of graphic signs (which is usually the case when a dead language is studied) should serve as basic means of teaching.

The length of the course, the frequency of the lessons, the size of groups should also be taken into consideration in adopting practical aims. The amount of time for language learning is one of the most decisive factors in mastering and maintaining language proficiency since learners need practice. The more time is available for pupils' practice in the target language, the better results can be achieved. Moreover, for the formation of speech habits frequency of lessons is a more essential condition than the length of the course. It is not necessary to prove (it has already been proved) that intensive courses are more effective than extensive ones, for example, six periods a week for three years are more effective for language learning than three periods a week for six years. In our secondary schools, however, we cannot afford an intensive course because school curriculum includes a lot of essential subjects and the foreign language is one of many which should be taught. The time which can be allotted to foreign language learning is distributed throughout the six years with the following frequency of lessons: V — 4; VI—VII — 3; VIII—X — 2 periods a week. As to the size of groups, large forms are divided into two groups for foreign language lessons so that a group should not exceed 20—25 pupils. Proceeding from these considerations the school syllabus emphasizes reading and speaking as the chief practical aims of language teaching. Writing is restricted to teaching the ability to compose simple letters on everyday topics. Thus the syllabus sets out to teach pupils to carry on a conversation in a foreign language and to read texts with complete comprehension.

The syllabus for the eight-year school concentrates on the development of speech proficiency. Pupils should be able:

\* to give a short talk and carry on a conversation on the topics included in the programme;

\* to read without a dictionary texts containing familiar grammar material and no more than 4—6 unfamiliar words (per 100 words) the meaning of which, as a rule, should be clear from the context or due to familiar word-building elements.

The syllabus for the ten-year school requires that school-leavers should:

\* read and understand a foreign text both with and without a dictionary;

\* understand oral language and speak within the topics and material required by the syllabus;

\* write a letter.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language which will enable them to further develop it at an institute or in their practical work.

At the present time, however, foreign language teaching in school does not quite meet the demands of our society; better results are desirable. In this connection we should welcome O. I. Moskalskaya's proposal<sup>15</sup> to investigate the aims of foreign language teaching to be able to establish what can really be achieved under school conditions.

In conclusion it should be said that the achievement of practical aims in foreign language teaching makes possible the achievement of educational and cultural aims.

Educational aims. Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a second language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since language is connected with thinking, through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language the

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<sup>15</sup>Москальская О. И. Понятие 'практическое владение иностранным языком'. — „Иностранные языки в школе“, 1971, № 2.

pupil should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in reading, speaking, writing, and listening. Teaching a foreign language under conditions when this is the only foreign language environment, is practically impossible without appealing to pupils' imagination. The lack of real communication forces the teacher to create imaginary situations for pupils, to speak about making each pupil determine his language behaviour as if he were in such situations.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonetic, graphic, structural, and semantic aspects of language as it is through contrastive analysis of language phenomena.

Cultural aims. Learning a foreign language makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material (such as post cards with the views of towns, countryside, and people; filmstrips, for example, "Great Britain", "What Tourists Can See in London", "Disney Land" films) and reading material dealing with the countries where the target language is spoken. Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries, and by acquainting them with progressive traditions of the people whose language they study. Through learning a second language the pupil gains a deeper insight into the nature and functioning of language as a social phenomenon.

In conclusion it should be said that practical, educational, and cultural aims are intimately related and form an inseparable unity. The leading role belongs to practical aims, for the others can only be achieved through the practical command of the foreign language.

## **Lesson 6. General cognitive development and the development of literacy.**

The content of foreign language teaching or what to teach is one of the main problems the Methods deals with. In this chapter an attempt is made to touch on the chief components which, we think, should constitute the content of foreign language teaching in schools; a more detailed consideration will be given in appropriate chapters dealing with teaching various aspects of the language and language skills.

The first component of "what to teach" is habits and skills which pupils should acquire while learning a foreign language. According to the aims of learning this subject they are: hearing (listening comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus

for each form. However, quantitative and qualitative characteristics of skills, or the so-called terminal behaviour, is not defined yet for different types of schools and stages of instruction. This is one of the problems for methodologists to investigate and solve. Nevertheless, some attempts have been made in this respect. Thus in school syllabi we can find some directions as to the level of skills that should be reached in each particular form and their development from form to form. For example, the requirements for hearing and reading skills differ in the 9th and 10th forms. In the 9th form pupils should be able to understand oral language on the basis of the material previously learned and within the topics covered, while in the 10th form the material for hearing should include 1—2 unfamiliar words for pupils to guess their meaning, and to understand a text received by ear, based on the material learned and on a topic close to those pupils have worked at. This is a new “qualitative step” for pupils in understanding oral language. If in the 9th form pupils should read with the speed of 1 000 signs per academic hour, in the 10th form the speed of reading is 1 300.<sup>16</sup>

The second component of “what to teach” is language (textual) material, arranged in topics and serving as starting points for the development of oral language and written language, which allows the teacher to reach the practical, educational, and cultural aims set by the syllabus. For example, in the junior stage (the 5th-and 6th forms) pupils should speak and read about school, home, town and countryside, nature, physical training and sports. In the senior stage the textual material should cover the following topics: the life of the youth in the USSR and abroad; sport in the USSR and abroad; industry, agriculture, and science in the USSR and abroad; history and geography of the country whose language pupils study; art and literature in the USSR and abroad.<sup>17</sup> Topics for speaking and reading are developed from form to form, i. e., the pupil’s ability to read and speak on a certain topic is widened as his vocabulary and grammar are enriched.<sup>18</sup>

The third component of the content of foreign language teaching is linguistic material, i.e., phonology, grammar, and vocabulary carefully selected for the purpose. The selection of linguistic material, the compiling of the so-called minima, for instance, minimum vocabulary and minimum grammar, has always been one of the most important and difficult problems to be solved and, although a great deal of work has been done in this respect,<sup>19</sup> we are still on the way to its solution. A limited body of linguistic material is required by pupils who have about 600 class hours at their disposal spread over six years (extensive course), and at the same time it must be large enough to serve as a sound basis for

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<sup>16</sup> Программы средней школы. Иностранные языки. М., „Просвещение“, 1966, с. 5—6.

<sup>18</sup> for instance the topic “School” in the 5th and the 6th forms

<sup>19</sup> Словарь наиболее употребительных слов английского, немецкого и французского языков. Под ред. проф. И. В. Рахманова. М., 1960.

developing pupils' language skills.

To sum up what has been said above, the content of foreign language teaching involves:

- language skills: hearing, speaking, reading, and writing;
- language (textual) material;
- linguistic material; vocabulary; grammar, phonological minima.

In conclusion it should be said that the content of teaching in our schools is laid down in the syllabus and realized in teaching materials and in the teacher's own speech.

Methods of foreign language teaching are based on the fundamental principles of didactics; among them, a conscious approach to language learning, activity, visualization, and others. However, in foreign language teaching, due to the specific features of the subject in which means and ends are equally essential, these principles are used in a particular way.

The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually through the medium of the native language, or the arrangement of the material in sentence patterns graded in difficulties with the emphasis on some elements which are singled out as "teaching points". In all cases pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with "mechanical" learning through repetitive drill. A great deal of research work has been carried out in Russian psychology and Methods, and it has been proved that conscious approach to learning a foreign language promotes the acquisition of the subject. V. A. Artemov, a prominent psychologist, puts forward a theory of the unity of the language rule and the speech activity (language behaviour) in foreign language teaching. He writes, „Язык по самой своей природе есть система правил; 'система' потому, что в ней все основано на противопоставлении, а 'правил' потому, что язык есть орудие общения, а орудие без правил его употребления не есть орудие. Но правила языка не раскрыты наукой до конца и в наши дни, а люди подчиняются этим правилам в своей речи. Следовательно, у человека имеется возможность создавать посредством деятельности коры больших полушарий мозга программу, правила языка. Эта программа все время совершенствуется по закону обратной связи речевого действия с его правилом<sup>20</sup>,

In teaching a foreign language therefore, it is more reasonable to help

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<sup>20</sup> Артемов В. А. Психология обучения иностранным языкам. М., 1969, с. 128—129.

pupils in assimilating language rules which function in this language by introducing the rules, rather than to wait until the learners deduce these rules through speech activity. V. A. Artemov warns the teacher against putting this hard work on the learner's shoulders. Here is what he writes: „... не бояться языкового правила, не перекладывать труд его выработки на плечи бесконечно повторяющего и бессмысленно подражающего учащегося, а искать оптимальное сочетание языкового правила и речевого действия в процессе наученной речи на иностранном языке. Объединение правила и действия в любом виде деятельности ведет к оптимально краткому времени работы и максимальной ее эффективности.

Proceeding from this consideration it becomes obvious that in learning a foreign language the pupil should acquire the rules of the language to be able to follow these rules in the act of communication; and the teacher's task is to help the pupil in this respect. From the definition given by the author it is clear that he does not mean "rules" in their traditional interpretation, but in the form of algorithms that can direct the pupil's learning and lead him along the shortest way to the desired end.

B. V. Belyaev, whose contribution to foreign language teaching is considerable,<sup>21</sup> insists on a similar conscious approach to foreign language teaching as do V. A. Artemov and others. In his opinion „Приобретение теоретических знаний должно только способствовать процессу образования речевых навыков и умений в результате иноязычной речевой деятельности. Эти навыки и умения вырабатываются значительно быстрее и значительно прочнее усваиваются в том случае, когда процесс их образования под влиянием речевой практики подвергается должному осмыслению". He presents the above-mentioned process like this:

The vertical arrow stands for knowledge or theory. The horizontal arrow represents the process of mastering the language. The author's interpretation of the process is as follows. The acquisition of knowledge (theory) cannot provide the mastery of the language. Nor can habits ensure this. Only language practice supported by theory can develop language habits and skills in a desirable direction and lead to the mastering of a foreign language. The author develops the following idea. Since learning a new language is connected with acquisition of new concepts by the learner, theory can help in forming these new concepts. One of the ways of doing this is an extensive use of translation-interpretation. However, this teaching technique is not approved of by a majority of methodologists and teachers because pupils learn about a linguistic item more than they need for practical application, also it is time-consuming and, therefore, this contradicts the

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<sup>21</sup>Беляев Б. В. Очерки по психологии обучения иностранным языкам. М., 1965, and other works.

communicative approach to language teaching.

A conscious approach to foreign language teaching implies the use of the learner's native language. Russian Methods has devoted much attention to the problem of the mother tongue in teaching and learning a foreign language. If a man knows only his native language his concepts are directly associated with the expression of these concepts in this tongue. The associations which arise, extremely complicated in nature, are very lasting due to systematic speech practice. The acquisition of a foreign language means the transition to thinking in a second language. For this purpose, it is necessary to acquire the ability to establish direct associations between concepts and their means of expression in the second language. Indeed, when a pupil begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first. However, thanks to constant practice the intermediate link — the native language — fades, and foreign language words come into the pupil's consciousness directly in connection with the concepts they express. Mastery of the language means formulating one's thoughts within the foreign language.

Proceeding from psychological peculiarities of foreign language assimilation, and taking into account the basic processes of thought, we may come to the conclusion that in order to master a foreign language pupils must have a lot of practice in hearing, speaking, reading, and writing in the language they study. As to the mother tongue we cannot eliminate it. We should use it as a means of teaching whenever it helps pupils in acquiring knowledge necessary for developing habits and skills.

In teaching and learning, the foreign language and the mother tongue are closely connected and influence each other. The pupil can transfer language skills acquired in the native language to those in the target language. For instance, in teaching the English alphabet the teacher need not drill pupils in writing such letters as *a, c, e* and some others which Uzbek pupils can write because the Russian alphabet includes these letters. In teaching reading and pronunciation, the pupils easily cope with sound-and-letter analysis of words, as they are acquainted with that kind of work from learning the mother tongue. Studies of transfer show,, however, that such a psychological phenomenon as transfer is not automatic. Pupils should be taught to transfer. Bright pupils transfer learning more rapidly than slow pupils.' Transfer is increased when the situation to which transfer is made is similar to the original learning. A proper utilization of transfer can undoubtedly increase the effectiveness of learning.

The pupil's mother tongue often interferes with the target language, i. e., the formation of new habits is hindered by habits already acquired. For instance, pronunciation habits in the mother tongue hinder the development of

pronunciation habits in a foreign language. Habits and skills of correct speech, from grammar viewpoint, lead to constant mistakes in the foreign language as the pupils try to transfer the structure of one language to that of the other. In studying French or English Russian-speaking pupils often make mistakes in word-order. We believe that the best way to overcome interference is, on the one hand, some comparison of language phenomena in both languages clearly showing the peculiarities of the foreign language, its distinctive features, its characteristics, and, on the other hand, constant practice in the foreign language that helps to overcome interference in developing pupils' habits and skills in the foreign language.

Consequently, from the analysis of the didactic principle of the conscious approach to foreign language teaching, we may formulate a specific methodological principle which reads as follows:

In teaching a foreign language it is necessary to cope with the mother tongue of pupils.

This means that teaching a foreign language, for example, English to Russian, Chuvash, Bashkir, Arabic-speaking pupils should differ in the arrangement of language material and in the techniques of its presentation and retention. We cannot ignore pupils' native tongue in teaching a foreign language when searching for the shortest and most sound ways to the desired end. Indeed, Russian-speaking pupils and Arabicspeaking pupils have different troubles in learning English. The teacher either helps pupils to make a transfer, for instance, from Russian into English (little explanation, if any, and few exercises are needed in this case), or he gives pupils the necessary explanation and supplies them with exercises, which pupils perform within the target language, without stressing the difference by translation exercises; the latter work rather at comprehension than at forming new habits and skills.

In connection with the analysis of the principle of conscious teaching, it is necessary to dwell upon the forming of habits and skills in a foreign language. All language habits and skills are extremely complex in their nature and are closely connected with conscious activity of students. What are habits? Here are some definitions of habits.

“A habit may be regarded as an instance of learning in which a relatively simple response is made, automatically and fairly frequently, to a relatively simple kind of situation.”<sup>22</sup>

„Навыки — это усвоенные и упрочившиеся путем упражнений способы действия”.

Consequently, a habit may be considered to be a dialectical unity of

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<sup>22</sup> *Thyne J. M. The Psychology of Learning and Technique of Teaching. London, 1965, p. 63.*

automatism and consciousness. The psychological basis of habits is conscious associations, their physiological basis is temporary nerve connections, conditioned reflexes, arising as a result of reciprocal actions of first and second, signalling system.

As to skills, they are defined as follows:

“A skill might be defined as an economical organization of behaviour achieving an intended effect.”<sup>23</sup>

„Умением называют и самый элементарный уровень выполнения действия, и мастерство человека в данном виде деятельности”<sup>12</sup>.

B. V. Belyaev also distinguishes two kinds of skills. He calls them primary skills (первичные умения) and secondary skills (вторичные умения). According to Belyaev, who is known to be a defender of the conscious approach to teaching and learning a foreign language, the process of assimilation may be presented as follows: (1) primary skills supported and directed by theory, i. e., the learner is told what to do and how to do it, he is conscious of the action he is to perform',

- habits, i. e., the learner performs the action until it becomes habitual and does not require further attendance; and
- secondary skills imply the use of the material in the act of communication.

We agree with P. Y. Galperin<sup>24</sup> as to the approach to the problem and distinguish the following stages in teaching a foreign language the pupils should pass through:

- the singling out of the structural signals or the “orienting points” of a foreign language phenomenon being assimilated, followed by their cognition;
- the mastering of these “orienting points” by performing operations with the material under study, following a model;
- the performing of operations with the material under study without any “props”;
- the using of the given phenomenon in communication in connection with a set task.

The principle of activity in foreign language teaching is of utmost importance since learning a foreign language should result in mastering the target language which is possible provided the pupil is an active participant in the process, he is involved in language activities throughout the whole course of instruction.

In modern psychology activity is now generally considered to be a main characteristic of cognitive processes. Activity arises under certain conditions.

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<sup>23</sup> *Thyne I. M. The Psychology of Learning and Technique of Teaching* London, 1965 p. 183

<sup>24</sup> *Гальперин П. Я. Психология мышления и учение о поэтапном формировании умственных действий.* — В сб.: *Исследования мышления в советской психологии.* М., 1966.

According to the Sets Theory <sup>25</sup> the learner should feel a need to learn the subject, and have necessary prerequisites created for the satisfaction of this need. The main sources of activity are motivation, desire, and interest.

Young people in our country want to know foreign languages. To illustrate this we may refer to the entrance examinations of language departments of higher schools where the competition is great; to the growing number of people who wish to study at various foreign language courses; to the desire of parents to send their children to specialized schools, 'etc.

F. Komkov <sup>26</sup> gives the following data obtained by means of questionnaires among 3368 pupils of town and village schools. 81 per cent of the pupils want to study a foreign language. About 11 per cent of pupils name it their favourite subject. The greatest desire to study a foreign language is observed among pupils of the 5th form, i.e., beginners (93 per cent). In other forms there is a tendency to the loss of interest in language learning. This shows that there is something wrong in teaching this subject. The teachers fail to sustain and develop the desire to learn which pupils have when they start the course.

Practice and special observations prove that pupils' interest depends on their progress in language learning. If pupils make good progress in hearing, speaking, reading, and writing, they become interested in learning the foreign language. In this connection I. F. Komkov writes: „... успешное обучение, обеспечивающее хорошее усвоение материала, формирует у учащихся активное, положительное отношение к изучаемым языкам. Отсюда лишний раз становится очевидной первостепенная роль методов обучения“

The pupil willingly and actively learns the subject if he understands its social and personal “meaningfulness” (значимость).

Here are what pupils wrote in their questionnaires. „При изучении иностранного языка узнаем много нового, интересного“. „Каждый культурный человек должен знать иностранный язык“. „Люблю разучивать песни на французском языке“.<sup>27</sup>

However not all children can realize the necessity for learning a foreign language. The teacher's task is to show them how important a foreign language is to every educated person, how people can get new information from various fields of human activity through foreign languages. Besides, the teacher should promote his pupils' interest in studying the language and stimulate their desire to learn.

A decisive condition of stimulating interest in language learning is the pupils' understanding of its specific content, that is, they acquire a second language to be able to use it as a means of communication. For this purpose, from

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<sup>25</sup> *Взгляд Л. Н. Экспериментальные основы теории установки*. Тбилиси - 1961

<sup>26</sup> *Комков И. Ф. Активный метод обучения иностранным языкам в школе*. Минск, 1970, с. 12.

<sup>27</sup> *Ibid.*, p. 14.

the very first step, the learners should see this, they should perform exercises of natural communicative character. They must feel that the language they study can be used as a means of intercourse, of getting information while hearing, speaking, and reading it. Therefore if the teacher wants to stimulate pupils' interest in the subject he should make them use their knowledge for practical needs while talking, reading, doing various exercises of a communicative character which are creative by nature. Hence the methodological principle may be formulated as follows:

In teaching a foreign language it is necessary to stimulate pupils' activity by involving them in the act of communication in the target language either in its oral (hearing, speaking) or written (reading, writing) form.

If pupils are not involved in the act of communication in the target language and remain on the level of performing drill exercises, they soon lose interest in the subject and become passive at the lessons. One needs a lot of practice in the use of the language to master it. Consequently the problem arises how to enlarge the real time available for each pupil during the class-period. to make him an active participant of the lesson, of the work done during the lesson. It is pupils who should work, and not the teacher as is often the case.

Methodologists and teachers are searching for ways to solve this problem. Some ways may be recommended. They are as follows:

(a) work in unison, when pupils are told to pronounce a sound, a word, a phrase, a sentence, or to read something out loud in chorus in imitation of the teacher, or a speaker if a tape-recorder is used;

(b) mass work, when pupils are invited to listen to a text, to read a text silently, to do some exercises in written form, in other words, when they learn for themselves, and each does the same work as his classmates;

- work in small groups when pupils are divided into four- five groups, and each group receives a special assignment either for reading or speaking; the work results in conversation between group 1 and the class, group 2 and the class, etc.;

- work in pairs, when pupils sitting at the same desk have an opportunity to "talk" in the target language: reciting a dialogue they are to learn, doing an ask-and-answer exercise or making up a dialogue of their own;

- individual work in programmed instruction, when each pupil can work with the programme he receives either through visual or auditory perception at his own pace.

Getting the physical arrangements right is often a big part of getting a speaking activity to work well. That may seem an obvious enough comment, but it's interesting how often teachers set up a group speaking activity and then, for

example, leave students sitting in shoulder-to-shoulder lines.

It's hard to talk to someone you can't make eye contact with (though sometimes you may want to play around with this idea, for example, deliberately keeping students apart when practicing 'phone calls').

Learners usually need to be able to:

- make eye contact with those they are speaking to;
- hear clearly what the other person / people are saying;
- be reasonably close together.

Different variations of seating / standing arrangements can be useful. Check ideas in Chapter 3, Section 3. Plan the arrangement carefully to match the requirements of the specific activity; for example, you may want an arrangement that allows students to talk secretly without other teams overhearing (eg making plans for a confrontational 'public inquiry' meeting to be held later in the lesson).

Consider the definition above and tick which items on the following list are communicative activities.

- Repeating sentences that you say
- Doing oral grammar drills
- Reading aloud from the course book
- Giving a prepared speech
- Acting out a scripted conversation
- Giving instructions so that someone can use a new machine
- Improvising a conversation so that it includes lots of examples of a new grammar structure

One learner describes a picture in the textbook while the others look at it

By my definition, only activity 6 above is a communicative activity; it is the only one that involves a real exchange of information. Repetition, drills, speeches, etc all give useful oral practice, but they do not provide communication. In activity 6, one person knows something that another doesn't know and there is a need for this meaning to be transferred.

Activity 7 is excluded from the list because, in real communication, the language that the students use is largely unpredictable. There may be many ways to achieve a particular communicative goal. Communicative activities are not simply grammar practice activities, for although you could offer likely grammar or vocabulary before the activity, the main aim for the students is achieving successful communication rather than accurate use of particular items of language.

Flashcards is ELT jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. They are a very useful teaching aid, especially in

your earlier years of teaching.

The easiest way to find good pictures is to do an Internet image search - though, you also need access to a color printer or IWB to show them. Many schools have their own library of published flashcards.

If you find a good picture, rather than using it once, keep it and slowly build up your stock of resources. To start collecting, you need to approach the world with a 'flashcard' frame of mind! Whenever you look at a magazine, advertising leaflet, etc, keep your eyes open for suitable pictures. When the publication is ready to head for the bin, cut out the pictures you need. Generally, choose larger pictures that will be clearly visible even from the back of the classroom. You will find some subjects are very easy to find (cars, food products, perfumes, etc) whereas others (people doing specific everyday tasks, faces expressing different moods, etc) are harder. After a while, you'll need to start looking for specific things that fill in gaps in your set.

When you have a number of pictures, you'll have to find some way to organize them, maybe in folders sorted by topic. It may also be worth taking the extra time to make cards longer-lasting, by sticking them down on cardboard, keeping them in plastic pockets or even by laminating them.

What can you do with them? Here are a few typical uses:

- to quickly show the meaning of a lexical item, eg *to iron*;
- to illustrate presentations of language, for example by giving a visual image to an imaginary character, eg *This is Marilyn. Every day she gets up at six o'clock ...etc*;
- to tell a story, providing occasional images to give students something tangible to look at and help their understanding, eg... *and then a large green lorry turned around the corner and drove towards them*;
- as prompts to remind them of a specific grammar point or typical error, eg a flashcard with the word *past* on it to quickly remind students to make verbs in the past form;
- as seeds for student-based storytelling activities, eg handing out a small selection of pictures to groups of students and asking them to invent a story that incorporates all those images;
- as prompts for guessing games, definition games, description games, etc. For example, one person in a team has a picture of a person, which they describe. Then the other students are shown a pile of seven pictures (including the original one) and have to work out which picture was described.

Pictures and picture stories can be in a book or handout, drawn on the board or OHP, on flashcards or on posters. Traditionally they have been used as a starting point for writing exercises, but they are also very useful for focusing on specific language points or as material for speaking and listening activities. Most

picture stories seem inevitably to involve practice of the past simple and past progressive

This heading suggests that we start by looking at the language involved in the story and work on getting this understood and correct before we move on to telling the story. Thus we could follow this route:

- Introduction of topic / subject
- Focus on interesting or essential lexis, grammar or function
- Look at the pictures and discuss; possibly more language focus
- Tell the story
- Writing exercise

An alternative lesson procedure could start with a fluency activity and only focus in on accurate use of language at a later stage. The lesson might have this shape:

- Introduction of topic / subject
- Look at the pictures and discuss
- Tell the story
- Focus on interesting or essential lexis, grammar or function
- Tell the story more accurately
- Writing exercise Variations

These basic recipes for picture-story lessons are easy to adapt or abandon. A little thought will reveal many ways of doing each of the stages differently, or not doing one of the stages at all, or doing them in a different order, or doing something completely different with the pictures. For example:

- Introducing the topic: set up a 'TV debate' on UFOs with role cards.
- Written work: instead of getting students to write out the whole story, give them a text that you have written earlier. Students have to decide on missing words and fill in blank spaces, or perhaps put jumbled-up sentences in the correct order.

Songs on recordings, video / DVD or perhaps played on a guitar in the classroom are often used as a 'filler' activity to change the mood or pace of a lesson. They sometimes tend to get relegated to the 'Friday afternoon' slot as a sort of reward for the week's hard work. Fine, but do be aware that songs can also be usefully integrated into the main flow of your course.

Many course books nowadays include songs that specifically focus on grammatical or functional items; these may have been selected because of their content (eg *Tom's Diner* uses a lot of present progressive) or specially written and recorded for students of English. Of course, you can also select interesting authentic songs yourself, with the advantage, perhaps, that they are often more up-to-date.

Songs can be used in many of the same ways that you might use an ordinary speech recording. Interesting lyrics and clarity of vocals help to make a song into appropriate classroom material, and for this reason folk music or a solo singer-songwriter are often a better bet than a heavy metal band. With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter we will briefly review the main activity types that were one of the outcomes of CLT.

**Accuracy Versus Fluency Activities.** One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

## **Summary**

Since its inception in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the

organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information-gap activities.

Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Task-based instruction for example, advocates the use of specially designed instructional tasks as the basis of learning.

Others, such as competency-based instruction and text-based teaching, focus on the outcomes of learning and use outcomes or products as the starting point in planning teaching. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

## **CONCLUSION**

As a theoretical type of work, the submitted bachelor thesis deals with the learning process and teaching methods that can be applied to minimize learning difficulties of young learners at the age of 10 – 12 who were not diagnosed with a learning disability but still have significant difficulties learning a foreign language (English). To consider the aim of the thesis, which is 'to provide practical examples of methods that would improve and encourage young learners to acquire English as a foreign language with minimum difficulties', the initial point arises from the hypothesis that the same teaching methods used with learning-disabled students can be also practiced to support young learners with learning difficulties and help them master English from the beginning of their studies.

Starting from the beginning, the foreign language learning process can be compared to the learning process of the first language. As well as children develop strategies (imitation, repetition, formulaic speech and incorporation) that help them acquire their mother tongue, young learners go through the same process when learning a foreign language. However neither children nor young learners can do

this alone, their parents and teacher take part in this process. Besides strategies there are other instruments (such as review and motivation) that facilitate acquisition of a foreign language.

These instruments are elements of teaching principles that enable teacher to create suitable conditions for young learners to acquire the foreign language more easily. These principles are fundamental for further education process, which is based on teaching methods (techniques). Generally, these methods are provided to help young learners to encourage their strengths and strengthen their weakness so that they overcome their primary difficulties that cause frustration and lower their motivation to continue with foreign language studies.

In this point there are highly recommended methods also practiced with LD students,

e.g. multi-sensory techniques, discovery techniques and metacognition. Concerning multisensory techniques their advantage is in the learners' sensory channels (auditory, visual and tactile/kinesthetic) involvement into the learning process. Young learners are made to use the stronger channels to support the weaker ones and thus these techniques facilitate their brain to create besides the visual and auditory memories the tactile and kinetic ones. In terms of discovery techniques the advantage is in the self discovery or awareness process when young learners tackle tasks on their own and thus they learn through what they have detected by themselves. Metacognition also has its benefits, more preciously mnemonic devices that help a lot to encourage and support young learners to overcome their problems with foreign language.

To conclude Uzbek and English are different language systems and therefore the problematic areas that cause Uzbek young learners most difficulties at the beginning of their foreign language studies are mainly pronunciation and spelling because whereas Uzbek is pronounced and written (spelled) identically, English is on the other hand not as transparent.

Moreover, English has a variety of sounds and phonics that do not exist in Uzbek .

Bearing this in mind the thesis provides a set of example activities that can be practiced to facilitate young learners' mastery of English with minimum difficulties. At the same time these activities demonstrate the practical usage of above mentioned teaching methods in education process. The increased use of technological cultural artefacts has enabled us to more readily afford the conversations necessary around input texts that help to create opportunities for languaging. We are able to take tools that have been created in other domains of the language learning field, languaging and process writing, and bring these together with technical cultural artefacts like Skype, virtual worlds, word processors, wikis, blogs and many others to improve language development and

our understanding of language development. By viewing the field of CALL and its relationship with other parts of the language teaching world through the lens of third generation activity theory and tracing some of its cultural history, we have seen important developments in our understanding of the roles that innovative technologies are playing in altering how we do language learning in the 21st century. The roles that they are playing are making a significant and important contribution to the development of the field and will make a real difference to how we understand language learning and the role of CALL within it. This chapter has shown that the language learning field is enhanced, but is also being changed by the ways that technology is used by creative language teachers in the many different classrooms throughout the world. CALL has come a long way in 30 years and through the chapters and case studies presented here, we can see just how far, and we will see more in the not too distant future. The project work offers a new insight into the uses of learning technologies in language teaching. It does this from the perspective of a large number of real case studies of teacher practice from all over the world. Chapters are organized around particular themes in language teaching: young learners, specific purposes, adult education and testing and assessment. The project work can be made use of as an overview of current practice, or as a series of examples of how to make use of different technologies in a range of contexts.

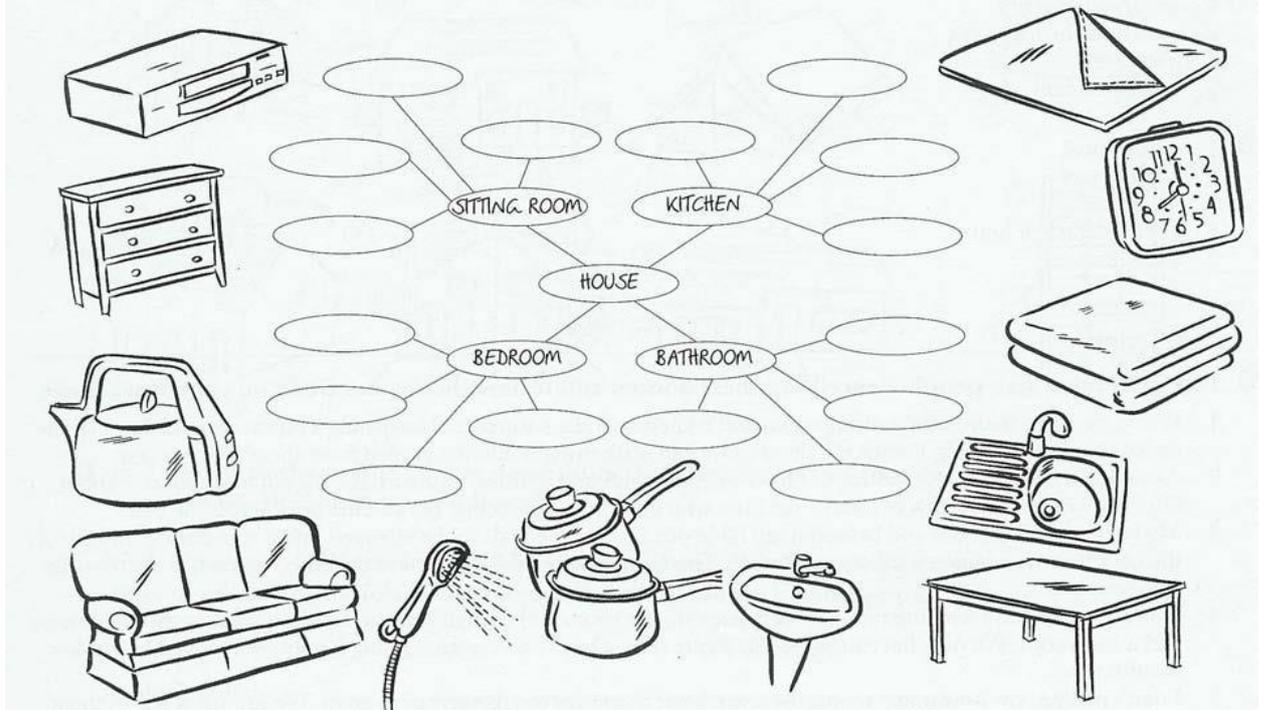
Testing and assessment has changed enormously over the last 50 years and we believe that most of the changes have been very positive. Technology has played a role in assessment for a long time but with the introduction of the internet, of Web technologies and now mobile technologies, the role technology can play is greater than ever. There will be many teachers out there who are using technology in their assessments, but in general, it is still not the case. The large majority of assessments are still paper-based and the use of ICT for assessment, just like the use of ICT for teaching, is still at a very experimental stage. Technology often bemuses teachers because it changes so fast. It is ‘constantly evolving’ (Beatty 2010:8) and it is nearly impossible for teaching and learning to keep up with these changes. Teachers should choose technologies that fit well with their assessment criteria and that will broaden their assessment base and don’t worry whether they are the latest thing or not. Our view is that ICT can offer great affordances to assessment and we encourage you to make use of it, and in doing so hopefully broaden your assessment base. It will be a step-by-step process but one that both you and your teachers will find very rewarding.

It can be seen from the case studies and illustrative examples in chapter 2 that technology has a significant role to play in enhancing the delivery of English language teaching and learning in the primary sector. The range of technologies



1 a Here is a 'vocabulary network'. Can you complete it with words from the box? Then add one more object for each room.

saucepans shower sofa towels alarm clock kettle video sheets sink washbasin chest of drawers coffee table



### Appendix 5 Filling gaps

C. Write this story, but do not put pictures: put words.

This  is near a big . Hundreds of people work in it. They bring  in,  it into small ,  it, and then put it in tins. One woman worked here for ten years, and then she  a man from her . One day he said to her, 'Why do we never  a tin of meat from your factory?' She  and answered, 'I see enough of it while I'm working!'

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