

TEACHING ENGLISH TO YOUNG LEARNERS

Teaching-Learning through Games, Songs & Stories

(Paul, 2003)

- Games, songs, & stories help children reach their full potential as learners.
- Games, songs & stories provide a nonthreatening environment for coping with new learning.
- When playing, singing, & learning are **integrated** into a total learning experience, the combination is very powerful.



Teaching using Story Telling

Purposes :

- To expose children to more language.
- To revise language/vocabulary.
- To present new language.
- To practice listening, speaking, reading, writing
- To extend/enrich children's language



Teaching-Learning through Songs

- Songs add a whole dimension to children's classes & make it easier for the children to remember words & pattern & natural chunks of language.
- Songs can add feeling & rhythm to language practice that might otherwise be flat, help children remember things more easily, & draw children more deeply into a lesson.
- Songs should have catchy melody/adapting popular songs.
- Saying rhymes & singing song can practice pronunciation, stress, and intonation.



Popular Children Songs

- ABC Song
- One and one
- Days
- Months
- Fruits
- Twinkle Twinkle Little Star
- ...and many more



ASSESSING YOUNG LEARNERS

WHAT IS ASSESSMENT?

- It is a general term which includes all methods used to gather information about children`s knowledge, ability, understanding, atitudes and motivation (Ioannou-Georgiou,& Pavlou, 2003).
- It refers to collecting information & making judgments on a learner`s knowledge (Brindley in Linse, 2005).



WHY ASSESS YOUNG CHILDREN

- To monitor and aid children's progress
- To enhance motivation
- To monitor the performance and plan future work
- To provide information for parents, colleagues and school authorities



WHAT DO WE ASSESS?

- Skill developments : listening, speaking, reading, writing, integrated skills
- Attitudes
- Behavioural and social skills



Background to Assess YL

- Reasonable Expectation
- Wait Time
- Transitioning into English
- Instructions to learners
 1. Are the instruction broken down into short sentence?
 2. Are the instruction written at/below the children's reading level?
 3. Is it clear what the children do first, and next?
 4. Is all of the needed information included?
 5. Is the language used appropriate for the children age and language level?



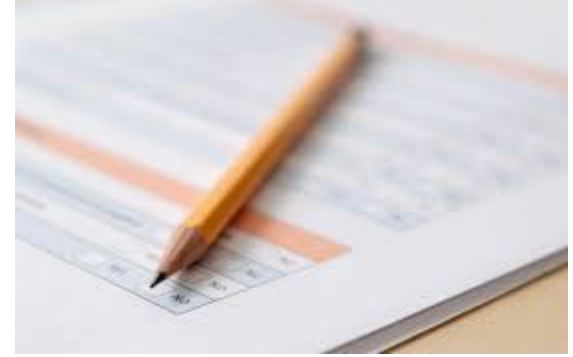
Which one is better?

1

Look at the list of vocabulary items and circle the corresponding letter of the item which does not belong. Note than one word is dissimilar

2

Look at the list of words. One word does not belong. Circle the letter of the word that does not belong



Assessment:

Formal	Informal
Summative	Formative
Product	Process
Traditional	Alternative

Assessing Young Language Learners

The use of traditional methods is problematic because:

Traditional “paper & pencil test” (like filling in gaps in sentences, answering multiple choice questions /translating vocabulary lists) often do not work because such *isolated exercises* **do not show what children know & can do with confidence** (The *negative washback effect of test*). It would **discourage children & cause them to lose their motivation** to learn English.



TRADITIONAL ASSESSMENTS

- One-shot standardized exams
- Timed, multiple-choice format
- Decontextualized test items
- Scores suffice for feedback
- Norm-referenced scores
- Focus on the 'right' answer
- Non-interactive performance



ALTERNATIVE ASSESSMENT

- Continuous long-term assessment
- Untimed, free-response format
- Contextualized communicative tasks
- Formative, interactive feedback
- Criterion-referenced scores
- Open-ended, creative answers
- Interactive performance
- Fosters intrinsic motivation



Examples:

- Portfolio assessment
- Structured assessment
- activities/tasks
- Projects
- Self-assessment
- Peer-assessment
- Learner-developed assessment tasks
- Take-home tasks
- Observation
- Conferencing



Assessment techniques which are appropriate to measure the children progress:

1



2



3



4



Assessment activities in Listening

(Brewster, Ellis, Grard, 2003):

- Listen & discriminate between sound
- Listen & point to things/follow instruction
- Listen & select the appropriate pictures
- Listen to a description & draw/color a picture
- Listen to a description & label a picture
- Listen & match 2 pictures/a word & a picture
- Listen & sequence pictures, words/sentences.
- Listen to a description/story & tick items on a simple chart
- Listen & complete gaps in words/sentences.
- Listen & select the correct response (multiple choice)



Assessment activities in Speaking

(Brewster, Ellis, Grard, 2003):

- Listen & repeat words that rhyme/have the same/opposite meanings.
- Listen & repeat only things which are true.
- Sing a song, say a rhyme/poem memory.
- Do pair work tasks.
- Speak from picture prompts.
- Finish off a sentence.
- Pass on a telephone message.
- Play a guessing game.
- Listen to a story, sequence pictures & retell the story.



Assessment activities in Reading

(Brewster, Ellis, Grard, 2003):

- Do simple reading games at word level, like Odd One Out.
- Read a rhyme, poem/part of a dialog aloud.
- Read vocabulary items & group them into families.
- Read a description & label a drawing/diagram.
- Read a description & color/draw a picture.
- Read letters & rearrange them to produce words sentences.
- Read & answer multiple choice, true/false, or comprehension questions.



Assessment activities in Writing

(Brewster, Ellis, Grard, 2003):

- Rearrange & copy: letters to spell a word.
- Read a description & write labels/captions for pictures.
- Complete a crossword.
- Fill in gaps in sentences to test grammar/vocabulary.
- Write speech bubbles for characters from a story/dialogue.
- Transfer simple notes on a chart into sentences.
- Answer simple questions in written form.
- Correct mistake in a sentence/text.
- Write sentences from picture prompts.



HOW TO GIVE FEEDBACK

- Feedback can be given in a variety of ways : individually to each child, to groups of children, or the whole class. It can also be given in the form of self correction or peer feedback.
- One of the best way to give feedback is through conferencing with the children when you discuss the result of the assessment.



Motivating Expressions

- That's good
- You're right
- Good work
- Great
- That's it
- Excellent
- Good remembering
- Keep on trying
- Keep up the good work
- That kinds of work makes me happy



Teacher's instruction

Teacher's Instructions in Organizing the Classroom (Classroom Language)

Pre-activity

- Greetings:
 - Good morning, students / Good afternoon, everybody.
- Register:
 - Who is absent today? / Who isn't here today? / What's the matter with ... today? / Why were you absent last ...?

Whilst-activity

- a. Waiting to start:
 - I'm waiting for you to be quiet / We won't start until everyone is quiet / Stop talking & be quiet.
- b. Time to begin:
 - Let's begin our lesson now / Is everybody ready to start? / Open your book at page...
- c. Late:
 - Where have you been? / Did you oversleep?
- d. Checking Ss' understanding :
 - Is there any questions? / Do you understand? / Do you get it? / Are you with me?

Teacher's Instructions in Organizing the Classroom (Classroom Language)

Post-activity

- a. Time to stop:
 - It's almost time to stop / We'll have to stop here / That's all for today.
- b. Next time:
 - We'll do the rest of this chapter next time / We'll continue this chapter next...
- c. Homework:
 - Do exercise ... on page ... for your homework.
- d. Goodbye:
 - Goodbye, students. See you on... / See you again next ... / Have a good holiday.

