

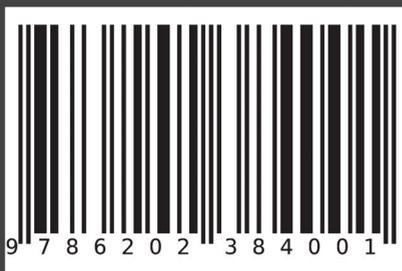
Teaching English to Young Learners

Children who are learning English as a second language need quality exposure to the language, explicit modelling, and language instruction, as well as adequate time to learn the new language. This necessitates the knowledge of early childhood professionals regarding the stages of acquisition, the manner in which children acquire a second language, and the recognition of the fact that children acquire at varying rates. Professionals who work with young children as well as parents of young children anticipate the developmental milestones that indicate a child is acquiring the skills expected of them at a certain age. The development of a child's language takes precedence over motor skills during the early years of their life.

This methodical handbook is designed to teach lessons according to the age of learners and new pedagogical technologies.

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Methodical handbook

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Palmarium Academic Publishing

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D.G. Abdullayeva, G.G. Abdullayeva

Teaching English to young learners



**“CHET TILI O’QITISHNING
INTEGRALLASHGAN KURSI”**

fani bo’yicha

o’quv-metodik qo’llanma

Mazkur o`quv-uslubiy qo`llanma oliy ta`limning 511400- Xorijiy til va adabiyoti (tillar bo`yicha), 5120112- Filologiya va tillarni o`qitish (ingliz tili) ta`lim yo`nalishi IV bosqich bakalavriat talabalari uchun mo`ljallangan bo`lib, “Chet tili o`qitishning integrallashgan kursi” fani ishchi dasturi asosida tayyorlangan.

Ushbu uslubiy qo`llanmada kichik yoshdagilarga ingliz tilini o`rgatish haqida batafsil ma`lumot berilgan bo`lib, ularning yoshiga doir xususiyatlar, bolalar psixologiyasining muhim jihatlari misollar yordamida tahlil qilingan. Shuningdek, ingliz tilini o`rgatish usullarini turli interfaol metodlar va chet tilida lug`at boyligini oshirishga oid bir qancha mashqlar rasmlar asosida berilgan bo`lib, ular xorijiy tilini o`rganish jarayonida katta ahamiyatga ega.

Mazkur metodik qo`llanmadan nafaqat bakalavriat ta`lim yo`nalishi talabalari, balki umumta`lim maktablari ingliz tili va boshlang`ich sinf o`qituvchilari, maktabgacha ta`lim muassasalari ingliz tili o`qituvchilari ham foydalanishlari mumkin.

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Introduction

Today it is difficult to find a person who does not realize the importance of knowing foreign languages in successful career. Considerable attention has been given to learning languages from very early ages.

The advantage of being able to communicate in English has its foundations and that is why the language has become a compulsory subject at most of the Uzbek primary schools. Children learn English from the age of about 7 to 11 and then continue in its studies at secondary schools. The way how children start their language studies differs depending on the particular type of school and its direction or specialization. It is, among other reasons, important to let children create a positive attitude towards English language learning, because the approach they form almost at beginning of their studies may strongly influence their whole-life attitude towards English.

This manual is designed to teach lessons according to the age of learners and new pedagogical technologies. The authors would like to express their gratitude in advance to the colleagues who commented on the structure and content of this manual.

Authors

CHAPTER ONE. A CHILD AS A LANGUAGE LEARNER

Professionals who work with young children as well as parents of young children anticipate the developmental milestones that indicate a child is acquiring the skills expected of them at a certain age. The development of a child's language takes precedence over motor skills during the first year of life.

The process of developing language-based communication is instinctive. Language is our most familiar method for communicating with each other, and youngsters start the cycle normally. Dr. Lise Eliot, a neurobiologist, writes: Language is instinctive due to the fact that it is largely ingrained in the brain. Our brain, along with a sophisticated vocal apparatus, evolved a complex neural circuit for rapidly perceiving, analyzing, composing, and producing language, just as we evolved neural circuits for eating and seeing (Eliot, 1999).

However, we are also aware that a child's environment's experiences are essential for language development. Our capacity for communication is the result of this interaction between nurture and nature; however, the structure of the brain is the foundation upon which language learning is built.

Neuroscientists tell us that a baby is born with millions of brain cells, which are all they will ever need. The brain is structured for language. Dendrites are appendages that branch out from each brain cell to connect it to other brain cells. Synapses are the locations where brain cells connect. The synapse between brain cells is where electrical signals travel between brain cells.

The brain "hard-wires" a certain pattern of neural connections when synapses are repeatedly stimulated. Signals can be sent quickly and accurately thanks to this permanent, effective pathway.

This process has been confirmed by recent technological advancements in brain imaging. We can now see the physical differences between a child's brain that has been properly stimulated and one that has not because of new technology. Connections that aren't sparked by the same experiences over and over weaken or disappear. It truly is a case of "use it or lose it."

We are aware that the experiences provided by the child's environment have a significant impact on the reorganization of the connections between brain cells after birth.

The child's cognitive, language, motor, and social-emotional development is greatly influenced by the parents. Parents have a long-lasting impact on their child's brain development by providing positive experiences for their child repeatedly.

Good habits, a healthy diet and regular exercises are crucial to the brain's development. Myelin, a fatty coating on brain cells, protects neural pathways and facilitates efficient signal transmission. Breast milk or properly prepared formula must provide infants with sufficient fat in their diets.

Additionally, children require a lot of sleep because proper brain development requires both deep sleep and rapid eye movement sleep. Laying out schedules for eating and resting are among very vital to help solid mental health in their youngster.

Periods of brain development that are crucial for the development of particular skills include language. The child's brain is actively forming connections for particular abilities at specific points in their development. Skills can still be learned after a window of opportunity has closed, but it will take more time and effort, despite the fact that critical periods are prime times for the development of particular neural synapses. It is during these basic periods that absence of feeling or pessimistic encounters can have the most effect.

During these times, parents can help their children develop their brains for language development by giving them opportunities to practice new skills. Language experiences without excessive stress or overstimulation are provided by day-to-day opportunities to engage in face-to-face interaction, hear language spoken, listen to the written word read aloud, and practice associating objects with words.

Early childhood provides one of the first opportunities for language acquisition. We are aware that infants are initially capable of distinguishing the sounds of all languages; however, by the time they reach the age of six months, they are no longer capable of recognizing sounds that are not heard in their native tongue. A distinct group of neurons in the auditory cortex of the brain responds to each sound that infants hear in their own language. Infants will have trouble distinguishing sounds they haven't heard often by six months of age.

Throughout life, there are opportunities for language development. While the window for adding new words never completely closes, the window for syntax or grammar is open during the preschool years and may close as early as five or six years of age.

Early language development has been documented by researchers as early as 10 weeks before birth. Through bone conduction, an infant learns the mother's voice and the sound pattern of the language she speaks before birth. After birth, a baby finds comfort in hearing his mother's voice, so a mother's lullaby can be very calming, especially if she sang to the baby while she was pregnant. A newborn is definitely able to communicate, even though he does not speak. He can investigate his dad's or alternately mother's face such that lets them know he needs to hear their voices. He can let them know when he is hungry, cold, needs his diaper changed, or has other needs that need to be met by crying.

The brain of an infant responds best to a style of speech known as "parentese," which adults use when speaking to babies naturally. Parentese uses shorter, more direct sentences, longer vowel sounds, more voice inflection, and a higher pitch than adult conversational speech. According to research, babies who hear their parents speak in parentese are more likely to associate words with the things they describe.

Parents provide the means for language acquisition. Information about brain development simply reinforces a lot of what experts in early childhood have been saying for years.

Interactions between parents and children greatly influence language development. For the baby to acquire the sounds of his native language, it is essential to read, sing, and talk to him frequently during the first year. During the first six months of a child's life, the brain begins to learn which mouth movements correspond to the sounds of speech. That is the explanation it is essential to have loads of eye to eye discussions with the child as the parent deciphers his general surroundings.

Measuring points in language development include cooing and then babbling. Babies enjoy imitating their parents. A parent not only teaches the child sound patterns but also encourages the child to take turns, which is necessary for conversation, by speaking with the child and imitating the child's sounds. By the time they were two years old, children whose parents spoke to them more frequently were able to comprehend a greater number of words and perform better on standardized tests than children whose parents did not.

When a child sees pictures in a book and simultaneously hears a parent name the pictures, the brain organizes connections for language in the second year of life. Reciting nursery rhymes, songs, and poems throughout the day can assist in language development at this age by parents and other primary caregivers.

Exercises, for example, utilizing a mirror to bring up and name facial highlights are likewise useful at this age. Before naps or bedtime, quiet, relaxed moments are ideal for reading and telling stories.

Between the ages of 24 and 35, the brain becomes more adept at creating mental representations of events, people, and things. The ability to use more words and shorter sentences is directly related to this.

There are a number of potential causes of language delays. Always consult with a professional when parents suspect such delays. In the early years, recurring ear infections delay expressive language. When a young child does not respond to sound, pulls their ears, it is always important to look for signs of an ear infection.

The child will benefit greatly from hearing two different languages spoken at home. If a child learns two languages from birth, he or she will continue to be able to understand the sounds of both languages and speak them with the same accent as a native.

It is beneficial for a child to consistently hear the same language from the parent who is its native speaker if the parents speak different languages. If, for instance, the mother speaks English fluently and the father speaks Spanish fluently, the child will be less confused if they hear each parent speak in their native tongue. The youngster might blend the dialects in their own discourse at first, yet will normally figure it out by around two and one-half years old. Then, at that point, the individual will isolate the words having a place with every language and know which language to use with which parent. The child is likely to be able to communicate fluently in both languages by the time he is seven years old, using vocabulary and grammar that are appropriate for his age.

Because she is familiar with the rules of communication, a child who enters a pre-school and is first exposed to a second language after the age of three will still be able to easily learn the language. The child will begin to comprehend the second language within three to seven months. She will be able to converse fluently after about two years. Because they still have the opportunity to learn a language, young children are more likely to learn a second language than adults. During the time the child is learning a second language, it is very important to help her build her self-confidence.

The child can learn new language words and phrases with the help of music. In addition, it is essential for parents to continue communicating with their children in her native tongue at home because doing so continues to establish the foundation for the second language by teaching the child the fundamental rules of communication. Moreover, if parents try to speak the child's second language less, the interaction between the parents and the child may suffer.

CHAPTER TWO. SUPPORTING CHILDREN'S LANGUAGE LEARNING

Children who are learning English as a second language need quality exposure to the language, explicit modelling, and language instruction, as well as adequate time to learn the new language. This necessitates the knowledge of early childhood professionals regarding the stages of acquisition, the manner in which children acquire a second language, and the recognition of the fact that children acquire at varying rates.

Language preferences of children from backgrounds other than English vary. It is essential not to make the erroneous assumption that children from homes where English is not the primary language will only speak their native tongue at home. Some parents who are bilingual may decide to speak English at home. However, if parents decide to do so, it is essential that they comprehend the advantages of speaking their native tongue at home and feel comfortable doing so.

It is widely acknowledged that connections between the home and early childhood settings or schools are crucial. The educational program's development and implementation necessitate parental involvement. The early childhood professional has a wealth of cultural, linguistic, and economic experience that the children and their parents bring to the program.

For children learning English as a second language to have positive outcomes in the early childhood setting, strong partnerships with parents are essential. Equity is at the heart of any partnership with parents. Early childhood professionals assume responsibility for ensuring fairness and developing dynamic relationships that foster a sense of belonging for all while supporting families from culturally and linguistically diverse backgrounds.

Early childhood professionals learn as much as they can from parents about important cultural and religious factors, food preferences, taboos, and other cultural information that is relevant to building a profile of the child, the family, and the community in early interactions with a family. This also includes finding out the child's home name and using the correct pronunciation of the child's and parents' names.

Early childhood professionals must have meaningful conversations with parents, and whenever possible, they should use qualified and accredited interpreters, not bilingual aides, assistants, or other parents, to convey information in the family's native tongue. Parents must be informed about their children's progress in learning English and their right to speak their native tongue at home. Interpreters should always be used to collect sensitive information. Before disclosing any information to a third party, it is essential to first obtain parental consent. When children move from child care to pre-school or from pre-school to school, transition reports are included in this.

The early childhood program can encourage parents to participate actively. More than just coming to prepare fruit or wash towels and smocks should be part of this. Respect, negotiation, a sense of belonging, compromise, communication, and realistic expectations are all components of true participation, which builds on partnerships with parents and communities. Some parents will be happy to participate in the educational program because they will be able to converse with their children in their native tongue and share information about music and culture. Other parents might not want to participate in this way because they lack time or are unfamiliar with the culture. Early childhood professionals need to be open to the level of participation that families want.

There are a variety of strategies and approaches that can be utilized when working with parents whose backgrounds are diverse in terms of language and culture.

There are two categories of second language acquisition: "sequential or successive acquisition" and "simultaneous acquisition." «Simultaneous acquisition occurs when children are exposed to multiple languages from an early age, such as when parents speak different languages or when a baby begins working in a children's service and is only exposed to English, but only speaks one language at home.

There are numerous reasons why it is essential to encourage the continued learning of one's native or mother tongue, such as the following:

- speaking the first language fluently strengthens family relationships;
- continuing to speak the first language affords the opportunity to continue cognitive development while learning English as a second language;
 - a strong first language fosters the development of a positive self-concept.

Early childhood professionals need to support young children's development of their first language in the following ways:

- support and respect the children's home languages;
- ensure that the children's cultural background is incorporated into the program;
- base their planning on current knowledge of language development;
 - create an environment that supports natural language learning and interaction;
 - closely observe children talking in a variety of situations to find out what they know and to access their language skills;
 - establish a supportive environment that affirms children's right to use languages other than English;
- comprehend and appreciate the children's home literacy environments;
- assist parents in understanding the value of a strong first or home language.

Children who are new to a school and do not have prior English language experience cannot draw on their existing knowledge and home language in the same way as children who have had English as their first language since birth. It may be difficult for children who are new to English to communicate with others or to be understood. Because they are unable to communicate in the language of the kindergarten or school, they may be forced to operate at a lower conceptual level at this point. When they are unable to communicate their requirements to other children and early childhood professionals, they may become confused or frustrated, and they may lose confidence if they believe that others do not value their culture or language.

The perspectives and concerns of the parents regarding the child's first time being away must be taken into consideration by early childhood professionals. It is essential for them to become familiar with the child's cultural and linguistic background and to inquire from the parents regarding information that can assist the child in settling in comfortably.

At the beginning the parents might be blissful to leave their youngster for a more limited period than typical, or remain and invest some energy with their youngster. They are able to communicate with their child in the language they are familiar with, which aids in bridging the gap between the familiar home and the unfamiliar environment. Reassurance for parents and children will come from a warm welcome and acceptance of the use of languages other than English or a minimal amount of English. Children between the ages of three and four will begin to use English after several months of exposure and will communicate their needs and ideas verbally and nonverbally. Recognizing that children will comprehend more than they speak is essential. Children who speak little English, according to some early childhood professionals and parents, might not be ready to start school. They are of the opinion that the children's English level will not be sufficient for them to adapt to the school environment.

Although it is advantageous for children to speak some English and be able to communicate their wants and needs, some children enroll in school without being exposed to the language, and schools offer support services for these new students.

The ability to communicate in English is a valuable asset that children who have previously attended a children's service can utilize in the school setting. However, there are numerous indicators of a child's readiness for school. Children, for instance, need to be able to relate to others in a social setting and demonstrate an awareness of the other children in their immediate environment.

A child is "socially" ready for school if they can talk to a peer or adult even if they only speak a few words of English. Self-assurance, positive social skills, and an interest in learning are additional skills. Children's social skills are developed during the pre-school years by early childhood professionals so that they can interact with others without much spoken English. It is essential to keep in mind that the ability to communicate is not measured by grammatical competence and that children's comprehension of English always exceeds their fluency.

Before starting school, some children from languages other than English may not have had the opportunity to attend a children's extra lessons. Similar to kindergarten-aged children, these children should receive support from early childhood professionals at school. They will behave in a manner that is comparable to that of younger children learning English as a second language, who range in age from three to five.

In the early years of school, children who are new to English need to feel like they belong in the school community. They have to find a place for themselves in the relationships they have with other people. Their chances of hearing and using English will be impacted by how well-liked and accepted they are by other members of the group.

Participation in English language development and learning is correlated with social relationships and classroom community membership (Toohey, 1996). Children learning English must also acquire the cultural values, norms, and beliefs that are relevant to Australian culture because language usage patterns vary across cultures.

They must learn not only a new language but also new ways of acting and interacting in a new culture, just like children in the years before school.

To be successful learners, preschoolers need to interact with others. They can't find a place for themselves and can't use the resources that are available if they aren't accepted by other children and staff. Through interactions with teachers and other students, as well as through practice with language for a variety of communicative purposes, children in schools are exposed to English, including English for social interaction, classroom activities, obtaining, processing, constructing, and providing information.

Children should hear language in context when learning English as a second language early on; that is, opportunities to handle objects and visual materials that support language. They need to connect new vocabulary to established ideas. Learners are given clues by visuals. As students progress through school, teachers' and other students' language becomes increasingly decontextualized, making it more challenging for students from languages other than English to learn.

All children should be encouraged to use their first or native language in a high-quality school program that fosters rich language interactions. Children who are learning English do better when they are in the classroom with their peers than when they are away from them. It is essential to keep in mind that learning English as a second language is comparable to learning other languages, and students should not be separated from the mainstream program that provides the most effective models of natural language (Clarke, 1992).

The development of oral English language through the dimensions of listening and speaking is the primary focus for young children in the years prior to school. Early reading and writing outcomes are also demonstrated by children learning English as a second language in early childhood settings.

Early childhood professionals must keep in mind that the children:

- are still in the early stages of cognitive development
- will experience early literacy development in their home language
- may be experiencing very different literacy experiences at home in their first language
- may be shy or withdrawn
 - may experience a silent period in the early stages of learning English
- may find the new school environment very different from their home environment and must learn a new culture in addition to a new language
- may have limited experience playing with children their age.

Children's comprehension improves and they are able to use more complex constructions when they become fluent in the second language. Through the use of modifications to speech, the use of key words, repetition and paraphrasing, and expansions of the learners' utterances, early childhood professionals play a major role in supporting both the learners' acquisition of comprehension and their production of English.

First graders start becoming more accustomed to playroom speech, which includes everyday language that is associated with the environment. Students may use commonly used phrases in a formulaic manner at this stage. Common phrases include "Sit down," "Come inside," "Good morning," "How are you?," and other formulaic phrases, such as "My name is...", "I can –," and "I've got..." are heard frequently and initially memorized.

Students can use these phrases as a social strategy. They give the impression that the students understand English and can assist

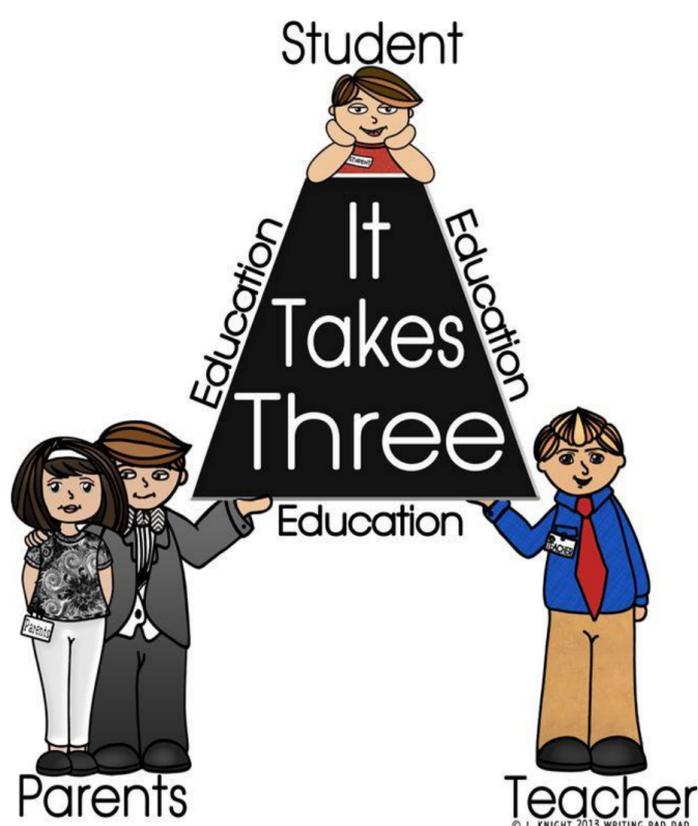
them in engaging in conversations with peers who have more experience. Stories, songs, routines, and playroom language that are frequently heard help children memorize chunks of language. At this point, students cannot alter the words or sentences they have memorized because they are dependent on them.

The ability of students to comprehend and speak English improves with increasing exposure to the language. They are now able to comprehend more than they can say. They understand and respond to greetings and phrases of courtesy, follow straightforward instructions, share personal information, and routines. They might still communicate at times through nonverbal language.

Learners enjoy reading and listening to stories, and they gain confidence by hearing language that is familiar and repetitive. Learners begin to demonstrate an understanding of the language used by early childhood professionals and peers as they progress with speaking English and are able to differentiate spoken English from other languages.

They are heavily reliant on adult and peer support at this point. They still require this support to participate actively in interactions and convey meaning.

This illustration clearly depicts the summary of this topic – a successful education includes students, their parents and school with no less credit.



CHAPTER THREE. TEACHING VOCABULARY TO YOUNG LEARNERS

Phrases and words make up language. A person's vocabulary is the set of words they know. In her native language, a speaker who is six years old and has a very well-developed vocabulary for someone her age might be familiar with the terms dynamic and abstract. Alternately, you could assert that a six-year-old with a very limited vocabulary does not know the terms rectangle or home. Vocabulary items related to the various concepts they are learning are learned by very young children. Children acquire numerical concepts and vocabulary when they learn numbers in their native tongue. Colours are yet another illustration of a vocabulary item that also serves as a symbol for conceptual knowledge.

Nouns are the only words that can be easily featured in course books for young learners because they are simple to illustrate and because many young learners lack literacy skills. It is essential to keep in mind that vocabulary encompasses more than just nouns, despite the significance of nouns. Verbs, adjectives, adverbs, and prepositions should be a part of your vocabulary curriculum as a teacher. You should also include various lexical fields like colours, the days of the week, and action verbs. Additionally, you should ensure that children include these words in their expressive and receptive vocabulary.

Through both formal and informal instruction, it is essential to assist young learners in expanding their vocabulary. Students' formal instruction should include direct instruction on word meanings and methods for deciphering word meanings. Informal instruction is non-rule oriented and often a “by the way” approach.

Words and phrases comprise language. A person's vocabulary is their collection of words. The words abstract and dynamic may be known by a six-year-old speaker who has a very mature vocabulary for someone of her age in her home tongue. Alternately, you could state that a six-year-old child has a very small vocabulary if they don't know the words rectangle and house. Young children pick up vocabulary words that are connected to the various concepts they are learning. Children gain numerical concepts and vocabulary words when they study numbers in their mother tongue. Another example of a vocabulary word that also represents conceptual understanding is colour.

The formation of vocabulary is a crucial part of language acquisition, and current research shows just how critical it is.

Increasing students' vocabulary through a variety of learning opportunities will help them improve their overall language proficiency. To put it another way, the "goal is for students to become word-savvy, to develop an understanding of how words work within the context of reading and writing, and to become excited about words as they learn to manipulate them in a playful way" is the phrase that best describes the goal. Brand,2004. p4) Teachers should help students learn vocabulary by teaching them useful words and ways to help them figure out what they mean on their own. Words that children are likely to use frequently are referred to as useful words. Words that children find interesting and interesting are also considered useful words. The terms "recipe" and "ingredient" might mean a lot to a young student who is interested in cooking. The terms "gear" and "lever" could have a lot of meaning and application for a young student who is interested in machines.

To understand the meaning of new words, students need to acquire vocabulary learning strategies. The methods should be useful not only in the classroom but also when students are faced with new and unfamiliar words on their own.

Children should also be able to learn new vocabulary words that they hear and see through the strategies.

Teaching the four skills of listening, speaking, reading, and writing should incorporate vocabulary. For instance, as part of a Total Physical Response listening activity, you might include vocabulary items. Students could be introduced to specific lexical terms during their reading lesson as part of another vocabulary activity. You could encourage students to use a Word Wall when writing various pieces of text to help them add words to their written vocabulary.

Children's vocabularies can be improved through a wide range of methods and activities. It's critical to include vocabulary words from the curriculum and give students opportunities to work with words they find meaningful.

Every subject entails a significant amount of vocabulary; In order for students to comprehend the lessons better, they always need to know some vocabulary. Sadly, many students find it difficult to remember the meanings of unfamiliar vocabulary words or are intimidated by the idea of memorizing definitions. Using these nine classroom vocabulary games, you can help students learn difficult vocabulary regardless of the subject matter.

1. Synonyms

Associating a vocabulary word with its synonyms is a great way to form lasting connections between the word and its definition. Here's an exercise you can try with your students:

- Break the class into 2 groups.
- Assign each group half of the vocabulary words.
- Have students use a dictionary, thesaurus, or the Internet to discover synonyms for each vocabulary word.
- Then, have the groups take turns reading the list of synonyms to the other group.

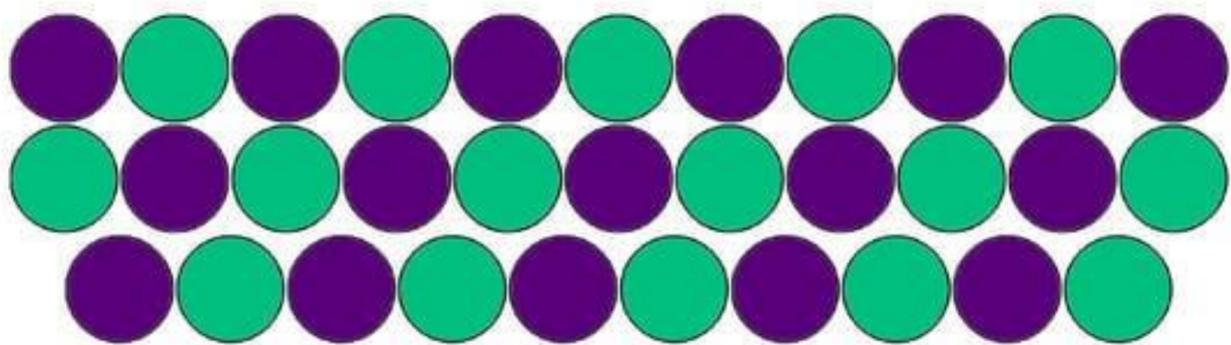
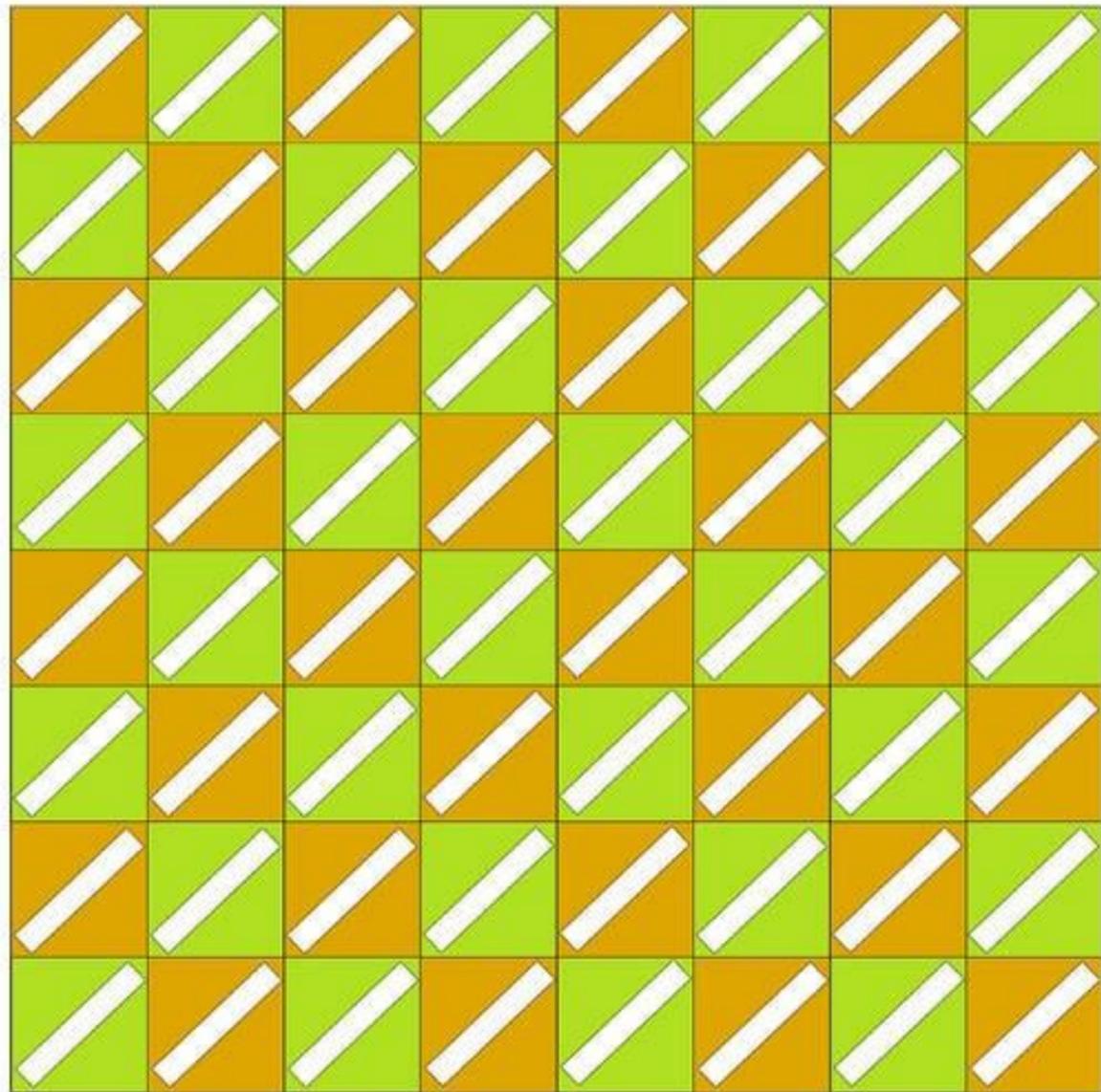
- See if the groups can figure out what the word is based on its synonyms.

2. Checkers

Recycle this familiar board game into a memorization exercise:

- Group students into pairs.
- Give each set of students a copy of this printable checkerboard:

Vocabulary Checkers



- Students should write a vocabulary word in white space available in each square.
- As students play through a game of checkers, ask them to provide the correct definition of the word in the square they want to move their piece to.

- Another option could also be having the student use the vocabulary word in a sentence.
- If the student correctly defines the word or uses it in context, they get to claim that square.

3. Vocabulary Bingo

A similar idea to the checkers game, you can have students create their own Bingo card, with a vocabulary word in each space:

- Once the cards are assembled, read the definition of each word.
- Students should be able to determine what word you defined and put a counter on that square.
- Have students say “Bingo” when they get 5 words in a row.
- As an extra incentive, provide a prize for winners. It could be a free homework pass, candy, or small toy!

4. Pictionary

A great way to get the whole class involved is by playing Pictionary:

- Split the class into 2 teams.
- Have one student from each team come to the board.
- Assign them one vocabulary word to draw.
- The students’ teams should try to guess what vocabulary word is being drawn, within a certain time limit—whichever team guesses correctly first gets a point.
- Repeat with different members of each team coming to board until all the vocabulary words have been drawn.

5. Charades

Charades is set up similarly to Pictionary. However, instead of drawing, students act out the vocabulary word. If you have timid students, consider assigning 2 people to act out the words at a time, or breaking the class into smaller groups.

6. Circle Rotations

To get everyone up and moving, try a circle rotation exercise:

- Split the class in half, and have them form two concentric circles in the room, facing each other.

- Hand out flashcards to each student with a vocabulary word on one side and its definition on the other.
- Students in the inner circle can test the students in the outside circle and vice versa.
- Have the students in the outside circle rotate one person to their left each time until everyone has seen each word.

7. Trashcan Basketball

Another physically engaging group activity is trashcan basketball:

- Divide the class into 2 or 4 teams.
- Have each team take turns answering a vocabulary question.
- If they can answer correctly, the team gets 1 point.
- Then, give that team a ball (a crumpled up piece of paper will do).
- If the team can make a basket into the trashcan, reward the team an extra point.
- Repeat until all vocabulary words have been tested.

8. Newspaper Search

For a quieter activity for individuals or smaller groups, try having students look for pictures or articles in newspapers or magazines that relate to each vocabulary word. Give your students a set amount of time to complete the assignment then have them present their findings in groups or to the class.

9. Flyswatter Game

- Write each vocabulary word on the board.
- Divide the class into 2 teams.
- Have one student from each team come to the board holding a flyswatter.
- Read the definition of a vocabulary word.
- Students should race to see who can locate the correct word on the board the fastest.
- When they find it, they should hit the word on the board with the flyswatter.
- Play until everyone in the class has had at least one turn

Most of these games don't require a lot of preparation to play, so you can play them whenever you have extra time that you need to fill or just need a fun activity

CHAPTER FOUR. TEACHING READING TO YOUNG LEARNERS

Few of us can recall precisely when we first learned to read. This is primarily due to the difficulty of remembering when we first learned to read as young children. The moment when we suddenly realized that print represented meaning is rare among us.

Reading is a set of skills that involve making sense of the written word and understanding what it means. We must be able to decipher the printed words and comprehend what we read in order to read. Reading is influenced by three factors for learners of a second language: the child's prior knowledge, their linguistic proficiency in the target language, and the methods they employ to tackle the text. For instance, a child must comprehend the meanings of various written symbols in order to learn how to decode letters.

Because they understand the fundamental idea that printed symbols can be used to represent spoken words, children who are able to read in their native language have an advantage over children who are unable to read in their native language. Additionally, children who are able to read in their native tongue may be aware that reading can be enjoyed as well as informative. Young learners will have an easier time transferring those skills into English if they acquire strong literacy skills in their native language.

Reading for enjoyment, meaning, and comprehension is referred to as reading comprehension. It is much more complicated than simply decoding specific words and requires higher-order thinking skills. An important part of reading is teaching children how to make sense of what they read and how to analyse and combine what they've read. Consider how enjoyable it is to read or listen to a great story. Readers of all ages enjoy reading stories. Literature should be taught to young students, regardless of whether they are native English speakers or not.

Children can improve their English reading skills through a variety of reading and pre-reading activities. The activities you choose should be tailored to the individual child's growth, native language literacy abilities, and English oral language proficiency. You will also need to think about the goals or objectives of the English language program at your school as a teacher. Also, keep in mind that reading activities should be carefully arranged in a way that builds on each other.

Beginning phonics instruction by introducing sounds and letters associated with particular nouns is one of the simplest methods. Children should be taught the letters and sounds of the alphabet in alphabetical order, according to some educators. However, other teachers, including myself, begin students with consonants that follow fairly consistent spelling patterns, such as: /m/, /s/, /t/, /l/, /n/, and /r/. When I teach phonics in the classroom, I first teach the first sounds and letters of words, which are typically nouns. For instance, if you teach students about the letter m, you should also teach them that m makes the sound /m/.

Young learners can learn the first sounds of words in a variety of ways. They can match the pictures to the letters by cutting out pictures of words that start with different letters. Pictures that begin with a specific phoneme or sound could also be sorted by them. They could, for instance, create a collage with images of objects that begin with the letter m, such as a man, moon, melon, monkey, and mask.

Children are ready to begin learning short vowel sounds once they are familiar with the initial sounds made by various consonants. When compared to the other short vowel sounds, starting with the short a sound /a/ is frequently simpler. It is possible to instruct children that the short vowel sound /a/ sounds like apple.

Young learners are ready to learn how to blend sounds when they are familiar with short vowel sounds as well as their initial and final consonant sounds.

By printing words on the board that follow a consonant-vowel-consonant (CVC) pattern at this point in your instruction, you can introduce children to the idea of blending sounds. The CVC pattern is used in the words "bat," "dog," and "run." Children will quickly have success decoding words when they use the CVC pattern, which is utilized because it is thought to be very predictable.

Additionally, draw a left-to-right arrow under the word. Show children how to blend the sounds into a word by moving their finger.

Ask students to name the sound made by each letter in the word after you point to each individual letter in the word. As you ask students to sound out the word, move a pointer below each letter from left to right. Ask a volunteer to come to the board and draw a picture of a bat once students are able to pronounce the word. This will make sure that the students can understand what they're reading.

The predictable story is one type of story that is common in English language programs. The language and phrases used in the predictable story are predictable. Pattern books, which are also known as predictable storybooks, have illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text. Children are exposed to the same words repeatedly because pattern books contain the same words and phrases.

According to some researchers, children who grow up in societies with a lot of print are more likely to learn at a young age that print has different purposes or functions. Children's development of literacy skills is encouraged and facilitated in print-rich environments. Print-rich environments in English-speaking classrooms feature English-language environmental print, which is common in nations where English is the primary language of communication. The prints that we see all around us are called environmental prints. It is the print on things like billboards, labels, and signs.

Even in nations where English is not the primary language of communication, businesses like gas stations, pizza parlors, hamburger restaurants, and pizza parlors frequently display English-language signs. These establishments frequently provide genuine environmental prints without charge.

As a teacher, you should try to make the classroom a print-rich environment. The learners should understand the meaning of the print. The environmental print should be as extensive as possible. Make sure to include things like these:

- ✓ bulletin boards with English-language labels such as Our Work
- ✓ labels such as *desk, door, window*
- ✓ word lists with vocabulary words that children are learning
- ✓ authentic literature, storybooks, and non-fiction titles in English
- ✓ posters with English language labels, such as travel posters
- ✓ English language packages, such as cereal box packages
- ✓ English language calendars

One good place for a print-rich display is on your classroom door. One advantage of using the classroom door is that all of the children pass through the door when they come and go to class. Also, children might have to wait at the door before or after each lesson. Plus, you can use the print on the door as mini-lessons. You can also tape things to the windows and then use a razor blade to remove any evidence that the windows were used as make-shift bulletin boards. You can help children apply phonics rules with these different sight words. For example, if you are pointing at the word door on the door, you can ask, “What letter does this start with? What sound does the letter d make?”

A child's ability to read is a significant developmental step. We are all aware of the significance of a love of reading for future learning. Anything can be learned by children who enjoy reading. Fun reading activities and traditional reading strategies can help keep your children's love of reading alive.

These enjoyable daily activities can help reluctant readers discover the joy of reading and improve their reading skills. We'll talk about reading activities by grade level for the classroom and at home, as well as some activities to help your students improve their reading comprehension after they've read on their own.

Although many children learn the fundamentals of reading at home, the majority improve their reading proficiency and become proficient readers in the classroom. While helping reluctant readers master the fundamentals, these activities keep young readers engaged and improving. Here are our favourite methods for keeping reading enjoyable.

1. Find the secret word

Great for: Kindergarten to 2nd grade

Make a scavenger hunt out of a reading lesson! Give a piece of text to each student or pair of students, and then speak the first secret word. Have them mark it with a specific colour or number once they find it, and then ask them to report back to you for word number two.

You can continue this word search for as long as you like; we suggest selecting between eight and ten words for students to find. It's a mix of scavenger hunt and competition! Pick a prize that each team will receive when they finish the activity. Or host a dance party in the classroom to congratulate everyone on reaching the end! It's a great way to keep your kids active and educated.

2. Read aloud as a class

Great for: All grades

Reading aloud is a great way to engage children of all ages. A great way to keep kids interested in a story is to read aloud to them in class. You can keep the story moving through the dramatic parts because you know the text the best. Then, distribute it to your students so that they can take turns.

To indicate the next reader, pass a ball or stuffed animal around. It is a variation of popcorn reading designed to alleviate reading anxiety and empowers children to pass it on after a brief reading session.

3. Partner reading

Great for: 1st to 3rd grade

Sometimes it's just too much to try to get everyone in the class to read at the same time. Pair your students up for partner reading to encourage more time spent reading.

Each child will have more time to practice their skills during partner reading. A struggling reader's confidence may also benefit more from receiving private feedback from one friend. Try pairing readers who are self-assured but patient with those who require additional assistance, and watch as they both learn to succeed.

4. Find the synonym

Great for: 2nd to 5th grade

Take our aforementioned scavenger hunt game and add a new twist once your readers feel more confident.

Give students the challenge of finding the word's synonym in the text rather than searching for the exact spoken words on your list. For older students, this is a great way to keep the game challenging.

5. Word searches

Great for: Kindergarten to 2nd grade

A word search is a challenging way to encourage early reading for younger students. Similar to our scavenger hunt-style games, you can do this by providing a list rather than saying the words out loud.

They can look for just one word at a time, and you will give the team the next word once the first one is found. or give them a comprehensive list from the start and let them work on it independently. To keep this game fun and interesting, add some colour matching—marking the word with the same colour as the one printed on the list.

6. Keyword bingo

Great for: 1st to 3rd grade

Do you want a more tranquil alternative to the secret word game? In a reading bingo game, have each child work on their own. Make a list of the words found in a text for your grade level.

Give them approximately 15 seconds to read each word aloud before moving on to the next. Either they can try to remember the words while looking for the others, or it's a race against the clock to find them. They can highlight the words once they find them. After the list is finished, give yourself another 20 seconds to complete any words that remain, then put the pencil down and count. The winner is whoever finds the most words.

7. Decoding games

Great for: Kindergarten to 2nd grade

Decoding games emphasize phonemic awareness and letter sounds. Saying a letter and having students locate an object that begins with that letter is a favourite game for pre-readers. Reiterate the sound that letter makes as they return the object.

The mechanics of reading, such as reading a word or sentence from left to right, can be the focus of other decoding games. Use finger puppets at this time to follow along with a finger as you sound out the words together.

8. Thumbs up, thumbs down

Great for: Kindergarten to 5th grade

Thumbs up, thumbs down (or the higher energy variation — stand up, sit down) is a great game to keep your students engaged.

Check reading comprehension when you ask students to give a thumbs up if a statement about a recently read story is true, or a thumbs down if it's false. Help them grasp grammar concepts by having them stand up when you say an adjective word or sit down if you say a noun. It's a fun way to keep their bodies and brains working.



Reading passages with activities

<https://whatistheurl.com>

Name : _____

Picnic with Family

I am Evan. My family went to a picnic last Sunday. My mom took snacks and water with us. We went to the famous lake in our city. We



enjoyed boating there. We played hide and seek.

1. Where did Evan and his family go for picnic?
a. park b. lake c. museum
2. Who took snacks and water for picnic?
a. father b. mom c. Evan
3. What game did they play?
a. football b. Hide and Seek c. Polo
4. Evan and his family enjoyed _____ there.
a. playing b. boating c. diving

<https://whatistheurl.com>

Please visit our site for worksheets and charts <https://whatistheurl.com/>

Name: _____

Class: _____

Part A: Read.



This is May. She's ten years old. She's tall and thin. She's got long brown hair. She's got brown eyes. She can sing and dance. She can't swim.

Every Monday, May reads Chinese books with her friends. Every Tuesday, she rides a bike to school. On Wednesdays, she plays music at school. On Thursdays, she sings English songs with her friends. Every Friday, she cooks eggs at home.

Part B: Write the day please.



Look, read and choose YES / NO



The children are in the park.

YES

NO

It is rainy.

YES

NO

I can see nine birds.

YES

NO

The blue bird is on the bike.

YES

NO

The bike is in front of the bench.

YES

NO

The red birds are between the flowers.

YES

NO

The girl is wearing a purple dress.

YES

NO

The boy is wearing red trousers.

YES

NO

Name: _____



Tom is a black cat. He lives in a house. He drinks milk and eats cat food. His master gives him fish sometimes. After each meal he licks himself to clean his fur. Tom is a little cat, and his master calls him kitten. Tom loves to play with a ball of yarn. He pretends to see a rat, and he runs to catch it. He meows when he is hungry and purrs when he feels happy. Tom is a happy cat and he purrs a lot.

1. Where is Tom? Circle the picture of Tom.



CHAPTER FIVE. TEACHING SPEAKING TO YOUNG LEARNERS

Younger children learning English as a foreign language do not develop English language skills more quickly than older students, contrary to popular belief. However, if they begin learning English as a foreign or second language at a young age, they have a clear advantage in pronunciation. However, there are some phonemes that children who speak English as well as children who do not speak English struggle with. When working on pronunciation, as an ESL or EFL teacher, you should keep this in mind. Until my kids are 10 or 11, I don't pay much attention to sounds that make them nervous, and even then, I try not to push. When a child is having trouble making different sounds, I also pay close attention to their mouths. Occasionally, the problem can be as simple as missing baby teeth that have not yet been replaced by adult teeth. Or, a child may be experiencing slight difficulty with various phonemes as a result of receiving dental braces or a dental retainer.

As previously stated, there are developmental factors that can cause young children who are learning English as a foreign language to have difficulty articulating particular phonemes like /th/ and /r/. The majority of children learn to articulate the various English phonemes as they grow and develop. In order to learn how to pronounce particular sounds, some native-speaking children even require articulation therapy. The sounds and ages at which children should be expected to master various English language sounds are shown in Figure 1.

Ages	Sounds Mastered
3 years	p,n,m,w,h, and all vowels
4 years	d,t,b,g,k,f
5 years	y, ŋ
6 years	l,j,sh,ch,wh
7 years	r,s,v
8 years	v,th, blends

When learning English as their native language, children tend to overgeneralize grammar rules. Inference and derivation of a rule or law is a crucial part of generalization, which is an essential part of human learning. The use of the past tense is a classic example of overgeneralization. For example, *I seed the movie. I drewed the apple.*

When a learner applies rules from his first language to a second or foreign language, this is known as overgeneralization. It takes a lot of effort to learn one's native language, whether it's English or another language. It is essential to keep in mind the development of children's native language skills when instructing them in a second or foreign language. Children should be supported in developing skills in their native language at home and in school because becoming proficient in any language requires attention to the process.

Speaking activities are a crucial component of any ESL or EFL classroom for young learners and are frequently regarded as the primary focus of instruction. When teaching speaking, it's especially important to choose activities that align with the program's goals. For instance, if you teach in a school that places an emphasis on the arts and music, you would include a lot of songs written by your students and others. The objectives of the program and the learners' developmental stages should inform the specific methods and tasks you select.

When thinking about how to teach languages, it's important to combine theoretical understanding of how people learn with the practical, implicit, and intuitive understanding that comes from real-world experience. This fundamental idea holds truer than ever when it comes to managing speaking tasks with young children. To maintain some degree of control in your classroom, it is absolutely necessary to have well-planned lessons for survival. Lessons that have been

carefully planned include activities that keep kids interested and on task. The significance of lessons that are appropriately paced and in which children are engaged to at least 90%.

The noise level alone can quickly rise and disturb other classes during a speaking activity. If the noise level appears to have reached an excessive level, teachers who do not employ communicative methods in their classrooms may be particularly harsh. Even though children can speak aloud in a matter of seconds, they should be given numerous opportunities to do so in class as part of a comprehensive English language curriculum.

There are a few ways to teach children to be quiet. Avoid trying to shout at children. Consider how harmful it is for a teacher to yell, "All right, everyone! You're too loud!" when she herself is raising the volume of the noise. Instead, creating a visual cue to prompt children to remain quiet and pay attention to the teacher's instructions is much more effective. The lights can be used as a signal if the room is dark when they are turned off. When the teacher raises one or both hands, it's another way to tell the kids to stop whatever they're doing, like talking, raise their hands, and wait for the next instruction.

It is possible for children to unintentionally fall back into their native tongue without even realizing it. This is especially true if they have taken an active and enthusiastic approach to the activity. They won't need to ask for more information if they are aware of exactly what they are supposed to do. To demonstrate exactly what to do, you can use the fishbowl method described on page 54 above. I also like to give one instruction, wait to see if everyone is doing their job, and then give another.

Since public speaking is a life skill, children must acquire communication skills early. From preschool to high school, games and activities for practicing public speaking make speaking and listening fun.

These public speaking activities, many of which I've done in my own classroom, will be a hit with kids. These entertaining speech activities are broken down by age, but many can be done at any age. Play these games to improve your speaking abilities.

1. Silly Pictures

You can do this in a classroom or at home. Find a funny image to show the child (think a cow in a kitchen or flying cars), then ask the child to use his observation skills to explain what's silly about the pictures.



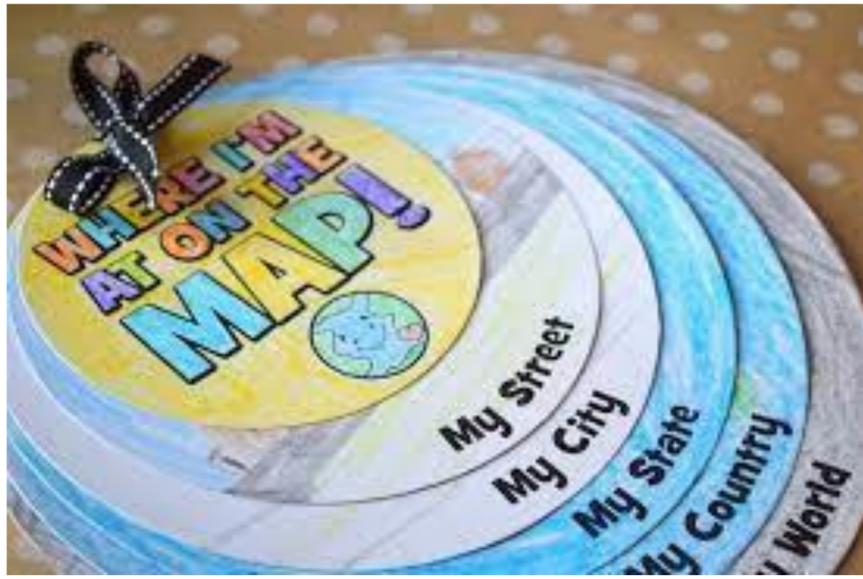
2. What Am I?

Ask the child to guess after you describe what you do with each item. You might say, "We use this to colour," and the child might respond with a pen, pencil, marker, crayon, or other object.



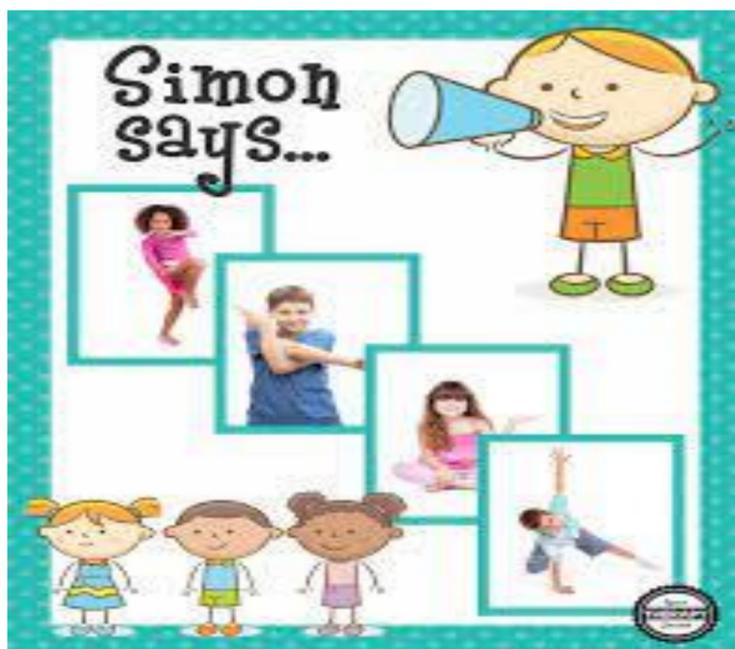
3. Map It Out

Draw or print a basic map. Have the child describe how to get to another location on the map after selecting a starting point on the map. Move your finger or pencil to help the child visualize his instructions as they are given.



4. Simon Says

"Simon Says," a common activity, aids in both listening and speaking. The children who complete the tasks need to pay attention, but you can also have one of them play Simon, allowing him to practice his leadership abilities.



5. This or That?

Give kids two controversial topics to choose from and ask them to pick one. The requirement for kids to provide an explanation is the key to this engaging game. Cats or dogs, hamburgers or hot dogs, mountains or the beach are examples.

THIS OR THAT™

6. Roll Call Responses

Students should respond to an idea, fill-in-the-blank, or topic each day during attendance. Take, for instance, your favourite film. I would _____, etc., if I had all the money in the world.

10. Rose, Thorn, and Bud

You can play this game after school or before dinner. Each child will describe her "rose," which denotes the best part of the day, her "thorn," which denotes the worst part of the day, and her "bud," which denotes the thing she is most excited about for the following day.



Teaching speaking is an essential component of learning a second language. Learners who are able to communicate effectively and clearly in a second language are more likely to succeed in school and in life overall. As a result, language teachers must pay close attention to teaching speaking. It is desirable to provide students with a rich environment in which meaningful communication takes place rather than forcing them to merely memorize information. With this goal in mind, a variety of speaking activities like the ones listed above can greatly assist students in developing life-skills-relevant fundamental interactive skills. Students participate more actively in the learning process as a result of these activities, which also make learning more fun and meaningful for them.

Speaking cards

MUSIC

What are your favorite songs?

Why do like them?

Who is your favorite singer?



HOBBIES

What are your hobbies?
Why do you like them?
When did you start them?



COUNTRIES

Where do you want to visit?
Why do you want to visit there?
Who do you want to go with?



WH-questions Speaking cards

What is your father's name?



How many sisters do you have?



How many brothers do you have?



What is your mother's name?



How old is your sister?



Where does your father work?



Where does your mother work?



How many cousins do you have?



Do you have any uncles?



Do you have any aunts?

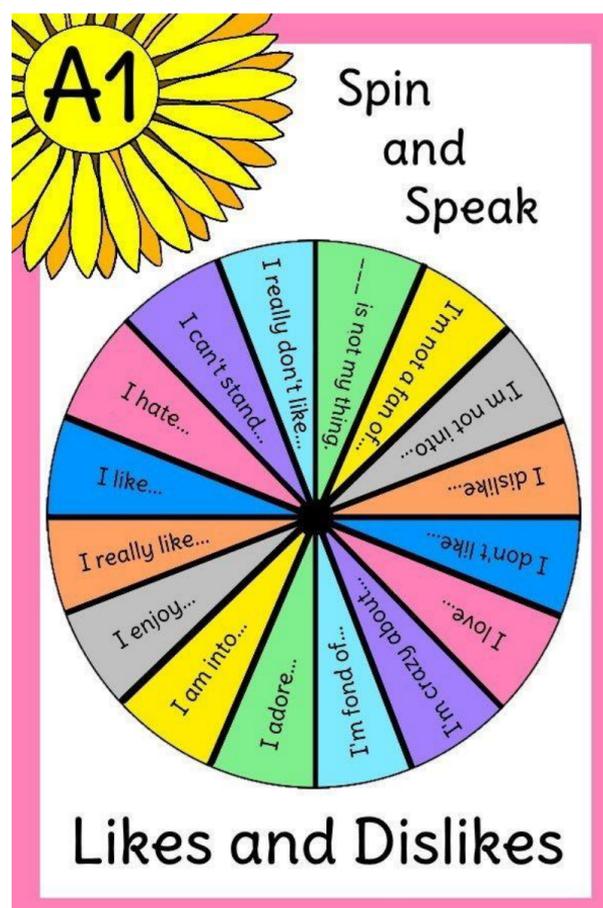


16 Question Strips

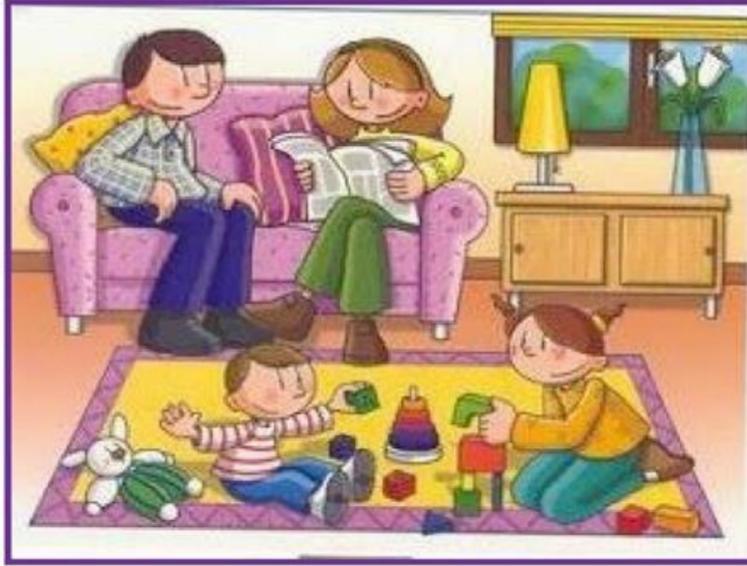
DAILY ACTIVITIES



- What time do you usually go to bed at night? Why?
- What time do you usually get up in the morning? Why?
- What do you often eat for breakfast? Why?
- What time do you usually arrive at school or work?
- What do you usually eat for lunch? Why?
- Where do you usually eat lunch?
- What time do you usually get home from school or work?
- About how many hours of TV do you watch TV every day?
- What is your favorite TV show?
- About how many hours are you on-line every day?
- What is your favorite website?
- Can you cook? How often do you cook? Can you cook well?
- Tell me about your best friend. How often do you see him/her?
- What time do you usually eat dinner?
- What hobbies do you have?
- What time do you usually go to bed at night?



Families at home



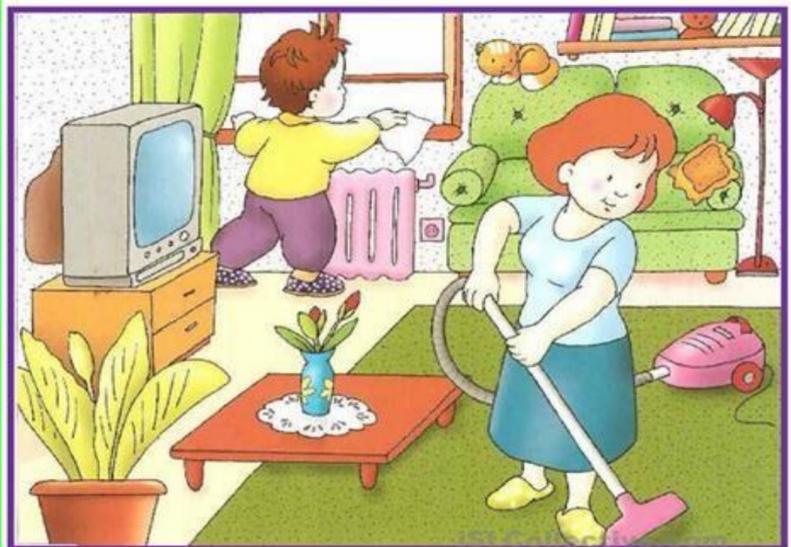
Put the verbs into the present continuous tense.

- 1) Mum _____ (read) the newspaper.
- 2) Dad _____ (look) at Mum.
- 3) The children _____ (play) with bricks.
- 4) Mum and dad _____ (sit) on the sofa.
- 5) The little boy _____ (sit) on the floor.
- 6) The little girl _____ (kneel) on the floor.
- 7) The boy _____ (hold) a green brick.
- 8) The girl _____ (put) a bridge brick into place.
- 9) Mum _____ (hoover)
- 10) The little boy _____ (dust) the window sill.
- 11) The cat _____ (sit) on the back of the sofa and it _____ (watch) Mum.

Read the statements and say if they are about Picture 1 or 2.

- a) ___ There is a vase of flowers on the coffee table.
- b) ___ The boy is holding a white duster.
- c) ___ The sofa is purple.
- d) ___ There is a lamp on the sideboard.
- e) ___ There is a toy rabbit on the floor.
- f) ___ There is a large plant beside the TV.
- g) ___ There is a bookshelf behind the sofa.
- h) ___ The children are playing in front of the adults.
- i) ___ Through the window, you can see trees.
- j) ___ The curtains are open.
- k) ___ The blind is up.
- l) ___ The little boy is wearing a striped top and jeans.

I am
He is + verb-ing
She is + verb-ing
It is + verb-ing
You are
We are
They are



CHAPTER SIX. TEACHING LISTENING TO YOUNG LEARNERS

Listening is not the same as hearing. The actual perception and processing of sound is referred to as hearing. Children must be able to hear in order for them to be able to listen in class. In some nations, up to 18 percent of children under the age of 19 are thought to have hearing loss. A child's ability to listen and fully participate in the English language classroom can be severely impacted by even the smallest hearing impairment.

Family members can scaffold and modify the linguistic input that a child receives while learning her native language. A father, for instance, might spit more slowly or loudly. It's possible that the father is unaware that he is making adjustments due to his hearing loss. This is much more difficult to accomplish, but it is not impossible, in a classroom.

The four language skills are frequently mentioned when discussing language learning: speaking, reading, writing, and listening. By distinguishing reading and writing as written skills from listening and speaking as oral skills, we can further differentiate the skills. We can also tell the skills apart from their direction. Reading and listening are examples of receptive skills because they focus on getting information from outside sources. Writing and speaking, on the other hand, are productive skills because they emphasize information production.

Some people believe that children's listening is passive because they do not need to make sounds. However, this is false. Students should and can participate actively in listening activities and tasks. Learners prefer to receive and process information through learning channels. The majority of students prefer one style over others.

You must be familiar with the three primary learning channels—auditory, tactile, and visual—if you teach young students. When material is presented in an auditory format, like listening to a story read aloud, auditory learners generally learn better. Visual learners frequently have easy recall of visual images or pictures. When tactile learners have physically manipulated or touched information, they are better able to remember language, content, and information. When they have actually made something with their hands, tactile learners benefit. Below you can see the types of input which can be provided for the different learning channels.

Learning channels	Examples of input
Auditory	Songs, chants, poems, stories read aloud, environmental sounds such as rain, cars, trucks, animals, vacuum cleaners, computer printers, people walking
Visual	Pictures such as drawings, sketches, photographs, posters, murals, diagrams
Tactile	Real life objects that children can touch as well as toys and puppets (It is important to make sure that the child can actually touch the objects and not merely look at them)

When a teacher tells a child a story and helps them improve their listening comprehension, she is also working on their readiness for reading. Many of the same techniques used to read and understand a story also apply to listening comprehension. An informal measure of a person's capacity to understand spoken language in the context of a story being told or read aloud is known as listening capacity. We need to improve children's listening comprehension and capacity as a foundation for reading.

Children can be helped to become more aware of auditory patterns in language in a variety of ways. As previously stated, providing children with a solid foundation in phonological awareness prepares them for beginning formal reading instruction. Chanting the words while clapping them in syllables is one strategy for teaching children how words are broken up into syllables and separate words. For instance, when you say the two-syllable word "happy," you would clap, and when you said "-py," you would clap again. Both auditory and tactile learners can benefit from this. You might want to show pictures of the words being clapped in order to make this easier for the visual learner. If you are clapping adjectives like "happy" or "angry," you might want to invite volunteers to act happy or angry while the other kids clap and chant the words.

There are a number of advantages to using the total psychological response (TPR) method. To begin, it makes use of the tactile, visual, and auditory learning channels. As the commands are given, the students watch and listen. The students get the chance to use all three channels later: They follow the orders, watch each other, and listen. Second, TPR assists in teaching children to listen attentively and follow directions, two essential skills for academic success. Thirdly, in accordance with concepts or ideas that are developmentally appropriate, children are permitted to listen and then have the choice of when they feel most at ease speaking. Fourth, young learners can easily adapt this approach in numerous ways.

TPR can be utilized in a variety of ways with young learners. Jump, stand, wave, and wiggle are just a few examples of simple one-word commands that can be used with children who are just starting to learn English.

Both finger plays and songs can be performed with TPR. Children recite little chants while moving their fingers and hands in finger-plays. The "Eensy Weensy Spider" finger play is one of the most well-known. Children act out the spider ascending the spout as they say the finger play.

The Eensy Weensy spider went up the water spout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

Then the Eensy Weensy spider went up the spout again.

Be sure to use hand signals and gestures that children will find meaningful when adding them to songs and finger-plays, and show them what they mean. For instance, if you want to teach children to row a boat, you should either draw a rowboat on the board or show them one. Children may enjoy coming up with their own hand signals, like "merrily" for rowing a boat.

Games can be a fun way to teach kids how to listen well and help them learn how to hear. Listening is essential for following directions and developing the capacity to retain classroom and workplace concepts. Additionally, listening is essential for forming and maintaining relationships that are satisfying and healthy.

Kids sometimes need to practice their listening skills. Repetitive activities that improve these skills and foster development of auditory and literacy skills are made lively by games. Games can even be used to exercise the brain and improve information retention. Children learn to recognize appropriate grammar and develop new vocabulary through listening activities.

Here are a few fun ways to teach kids to listen at home or in school.

Hot or Cold.

A crucial early listening skill for young children's social and academic development is following directions and deciphering clues.

Hot or Cold is a fun, easy way to practice those skills wherever you are.

Use verbal cues to help your child locate a small treat or toy when playing Hot or Cold. Make it clear that their ability to listen to you is essential if they are to find the treasure, but give clear instructions. Tell the child that the object is getting hotter as they get closer to it, and when the child is moving in the wrong direction, tell them that the object is getting colder.

Be sure to praise your child's progress more frequently for younger children to prevent frustration. Older children can wait longer for a "hot or cold," but if they make a significant change, like changing direction, you should make sure to say "hot or cold."

Mother May I

In order for children to achieve their goal of becoming "mother," Mother May I requires them to wait for their turn and then follow specific instructions.

While the other players line up at the opposite end of a space, the "mother" stands on one end. Each player asks if they can move (Mother, May I take three giant steps forward?) on their turn. It's a lot of fun to listen here. It also works well for taking turns being the leader and following directions.

Simon Says

As a way to emphasize the significance of staying focused and adhering to instructions, organize a traditional game of Simon Says. Try saying something like, "Simon says touch your toes, then say sit on the floor." Your child will lose if they follow the second direction without hearing Simon speak. This game demonstrates how listening well and following directions go hand in hand. Choose a picture with geometrical shapes for older children. Give the child a blank piece of paper, then ask them to draw what they hear as you describe the image.

Red Light, Green Light

The goal of this game is to stop when the light turns red and run as quickly as possible when the light turns green. The winner is the first person to reach the "light," and anyone caught moving while the light is red must start over.

To begin, the standard red light indicates stop and the green light indicates go. You can pretend to be a different animal for each colour (yellow = lion, green = bunny, purple = frog, etc.) and say words that rhyme with red or green to see if they can tell the difference. For example, yellow light means skipping, purple light means crab walking, and blue light means hopping. Light for teens! Very silly and entertaining.

Copycat

Young children can improve their language skills and develop their listening skills by grasping rhythmic patterns. Give it a try by clapping simple patterns and asking your child to do the same for you.

It can be beneficial for older children to increase their awareness of the ways in which listening influences a project's outcome. Ask one child to repeat a sentence to the person sitting next to them after you have spoken it to them. Keep doing this until the entire sentence has been heard. The last child should be asked to say the sentence aloud. Stress the significance of listening in everyday life while asking the group why the sentence was altered.

Guess Who

Children's development of perception and language is aided by playing games with a variety of sounds, which helps them identify and link sounds to objects.

Try recording or making animal sounds and ask your child to name the animal they hear. You can allow younger children to choose the animal from a group of pictures to assist them.

The connection between sounds and symbols will be reinforced through this listening and identification activity. Ask older children to write down five of the ideas they heard after you share ten key concepts with them. Listening is linked to memory and content retention when done three or four times.

Hide and Seek

Following directions is a beginning listening concept that is critical for young children. Try hiding a small toy or treat and use verbal cues to help your child find the item. Use simple directions but emphasize that finding the treasure hinges on their ability to listen to you. Older children can hone their listening skills by working together to decipher a verbal puzzle. For example, pick a famous person and tell the group they can ask 20 questions to figure out the name of the person. Impress upon the children that listening and connecting the information shared is the key to success.

Follow The Leader

As a way to emphasize the significance of staying focused and adhering to instructions, organize a traditional game of Simon Says. Try saying, "Simon tells you to touch your toes and then tell you to sit on the floor." Your child will lose if they follow the second direction without hearing Simon speak. This game demonstrates how listening well and following directions go hand in hand. Choose a picture with geometrical shapes for older children. Give the child a blank piece of paper, then ask them to draw what they hear as you describe the image. Compare the two images and discuss the role that following instructions played in their reproduction.

Guess Who

Children learn to recognize sounds and make connections between objects when they play games with a variety of sounds. The development of language and perception are aided by this.

Try recording or making animal sounds, and then ask your child to name the animal. Show them a picture if they can identify the animal to reinforce their learning. The connection between sounds and symbols will be reinforced through this listening and identification activity. A group of older children should be taught 10 important ideas and asked to write down five of them. Give a prize to the child who remembers the most after repeating this three or four times. Listening is linked to memory and content retention in this game.

Children are growing up at a rapid rate, especially in the early years of their lives. As a result, now is the ideal time to assist them in developing important life skills. Listening is one of the most essential of these skills, yet it is frequently overlooked. You can address the issue of your children not listening by engaging them in engaging games, as many parents do. They will be prepared for future challenges if they improve their listening skills now. Because they will have comprehended what was expected of them, they will acquire the ability to take instruction, appreciate the opinions of others, and succeed.

The Whisper Game

The best way to play this one is with a group of people. This could be a good game to play in a classroom or at a party because you will need at least six players for it to be most effective. The first step is for one person to whisper a sentence to the next person. After that, they have to whisper it to their neighbour, then to the next person, and so on, until the last person says the sentence aloud. To demonstrate to the other players what they actually said, the first person should write down their sentence. Alternating who comes up with the first sentence and who has to say it out loud last can be fun. You can also give the game a theme;

Musical Chairs

This is a great game to play at a party or in the classroom, and playing it with a lot of people makes it much more fun. After music starts, everyone sits down in a chair. They must dance or walk while one of the chairs is taken away. Then everyone has to sit in a chair when the music stops. Out is the person who keeps standing. Although it may appear to be a game of chance, children will develop their listening skills as they learn to immediately connect hearing the music stop with action.

Group Story

Children learn to be creative in a group and to listen to other people's ideas through this activity. They must base their contribution on the previous person's idea, even though no one is telling them what to do. A story is started by one person by saying one or two sentences, and then everyone takes turns continuing the story from the idea of the last person. The point is not to say anything at all; rather, the point is to build on the previous comments to tell a story that makes sense.

Traffic Lights

This game is based on real traffic lights, with red representing stop and green representing go. It's more fun to add more colours and give them different actions, like "walk like a crab" for yellow and "jump jacks" for blue. The plan is for you to signal the traffic lights as your kids race to the end. A green light will start them, and a red light will stop them. Calling out words that rhyme with the colours you're using, like "screen light" or "head light," is even more difficult. They ought to start over if they don't pay attention. This will teach them that paying attention to what is being said is crucial because failing to do so can result in negative outcomes.

It's a fun way to help children develop their auditory skills by teaching them how to listen effectively through games.

CHAPTER SEVEN. TEACHING WRITING TO YOUNG LEARNERS

Writing is frequently the last skill we focus on when learning a new language. Priority is given to speaking and listening, and as we learn grammar, for instance, reading can be incorporated into textbook exercises. Fears about making mistakes (which are more visible than errors made while speaking) or persistent myths about what constitutes writing (such as the belief that only academic essays constitute writing) may lead people to neglect writing.

Experiences with learning literacy in a first language may have contributed to these misconceptions. Writing may be overlooked in many settings because it is not assessed on state and standardized tests like other skills are. Students lose motivation to continue writing when they don't believe they are writing for a real audience. When writing becomes monotonous, we don't want to practice it.

This post is about how to make writing in a new language fun and interesting for young learners, but most of these activities would also be good for older learners. I refer to children under the age of 12 who are still enrolled in primary school as "young learners."

Young students often lack the prior knowledge of text structure and rhetoric that older students do because they are still developing their literacy skills in their first language. Younger students typically have a shorter attention span and are less aware of their own needs and goals for the future. They are also still guided by their family outside of school, making it less likely that they will be able to find language models and practice opportunities on their own. However, young learners are prepared and eager to acquire writing skills in a new language.

Four Principles for Teaching Young Learners to Write

1. Utilize children's playfulness and imagination:

Despite our expectations, children enjoy playing. They will both develop a positive attitude toward the language and learn to use it for communication if we design activities that allow them to learn it while also having fun.

2. Start writing from scratch: Before allowing learners to write, do not wait until they have mastered the language. Even students with low proficiency can be creative despite having a limited vocabulary and a limited understanding of grammar systems.

3. A little helps a lot: We don't have to cover a lot of ground in a single lesson. Children, on the other hand, learn by repetition. They even enjoy playing the same games and activities over and over again because they are familiar and they can improve their skills each time.

4. Prioritize progress over perfection: It is unrealistic to expect children to write flawlessly. Instead, we ought to place a premium on their capacity for development and improvement. Don't grade based on mistakes; instead, provide developmental feedback.

Low-proficiency young learners need practice forming letters and writing individual words when learning a new language, especially if the language uses a different writing system than their home language. They get that practice through these fun activities rather than just tracing letters with a pencil.

-Tasteful and tactile: Second-language writers can benefit from practicing the same letter-formation skills as first-language writers. These include finger painting with pudding, making letter shapes with licorice strips, and placing chocolate chips on a pattern. All of these activities not only allow students to practice writing, but they also give them something sweet to eat after they finish their

assignments.

-Spelling and kinaesthetic letter formation: You can also use ribbon or clay to form letters for students if you don't want to bring food into the classroom. They can play a game by writing words on the backs of their classmates with a chopstick or their fingers; The other student must guess the word that was written.

-Art and games: Hangman is a game that requires students to pay attention to the alphabet and spelling when they are able to write single words. Word art, which involves creating images using the letters that make up a word, can appeal to those who enjoy drawing (see examples of word art animals and typography art objects). They can also begin with acrostic poems, in which a word is written vertically and then a related word with each letter is chosen.

Incorporating multimodal elements allows lower proficiency writers to create meaningful texts that go beyond what they are able to say in words. With technology resources, learners can tell complex stories or illustrate their thoughts in more detail.

PowerPoint-based picture stories: Students choose a set of pictures to tell their story and write short sentences to add information to each slide. If you have access, you can also accomplish this in an eBook creator or digital storyboard app. The point is that rather than relying solely on their limited vocabulary and grammar resources in a second language, students can use their full imagination to tell their stories.

Create your very own manga: Students can use the structure and images provided by Make Beliefs Comics and other comic-creation websites to put together their own; They finish their stories by adding dialogue. Using the language, they have learned in class, even learners with

proficiency can engage in straightforward dialogues; When children are able to combine everyday conversations with pictures, they frequently combine them in humorous ways. A letter sent to a pen pal: Students compose a postcard about their trip to that location to an imaginary English-speaking friend by using highly detailed images from travel websites or magazines. If each child has their own copy of the image, they can begin by drawing themselves into the scene and writing about what they are doing there.

You can even play games to learn the grammar you need to write. Making the process enjoyable rather than laborious has the added benefit of making it something that students will actually look forward to because learning structures require practice and repetition.

Snarky phrases: You may be familiar with logic-defying sentences like "The elephant is in the sugar on the plate" if you have ever studied a language on Duolingo. These kinds of sentences can be made independently by children. Make vocabulary words into flashcards. Be sure to include both nouns and verbs, as well as any relevant adjectives and adverbs. As long as they keep the grammatical order of their sentences, students can use the cards to create the funniest sentences they can. You can either give students additional cards with articles, prepositions, and other function words or have them fill them out when they copy their sentences onto the board to show the class.

Delete and reapply: Project a text or a paragraph on the board for the class to see. Each student takes turns substituting a grammatically acceptable word for the original. They can choose to keep the logic the same or make it funny.

These are just a few of the ways I've found to make it fun and manageable for young learners to learn how to write in a new language. Many of these activities would also be popular with more mature students;

Cards & Letters

When you give your students homework, they may not always understand the bigger picture. However, writing letters and cards is actual writing with a purpose. You can use this strategy to encourage them to write and have fun while doing so whenever there is a holiday. For Father's Day, Valentine's Day, Christmas, and all other holidays, let them design and write cards. Your students will also learn the standard format for writing friendly letters with this practice.

Fill in the Story

It was a sunny day. The little tiger just woke up... He saw the _____, and he said _____.
 Together, they _____.
 Then, they _____. They had lots of fun. They agreed to _____.

You'd be surprised to see how creative your students can get with few simple sentences.

Drawing Words

How would you illustrate the Moon? Would you draw the word "precious" in any way? Think of various words. They can represent things, but you should also allow them to play with more abstract ideas like love or beauty.

Because it helps students comprehend the true meaning and significance of each word they use, this activity encourages writing.

Birthday Messages

Get the entire class to write a message for every birthday. You can purchase a large sheet of paper on which everyone can write. You can also make this into an art project to give the students a real reason to write.

The sentences can begin with "I wish you..." Allow everyone to convey their gratitude to the friend.

Cut out My Name

Teaching cursive writing in this way is excellent. Take a piece of paper and fold it in half lengthwise. The fold should be at the bottom, and each student should write their name in cursive on one half. Cut around the name's upper edge.

The paper will unfold into a symmetrical figure. The figure is different for each name. How does it appear? A bug! Allow them to paint or draw on the paper's clean side.

Chalkboard Writing

Clipboards, chalkboard paint, a paint brush, tape, and chinks are all you'll need for this activity. Make a nice frame for your board by taping the sides of the clipboards. The middle should then be painted with chalkboard paint. Apply a second coat after it has dried out. You can remove the tape once that dries, and the chalkboard will be ready.

You'll be the artist if you can get every student to tape their own boards. They can use the tiny boards to write answers to your questions when they are ready.

Write A Choose Your Own Adventure

Create a class story based on "Choose Your Own Adventure" together. Start a story and bring it to a halt at a dead end. Give students the opportunity to write the possible tangents of the story. Continue the story in the same manner once you have a few student-written options. Grouping your older students in small groups is a fun activity. When everyone is finished, tell the groups that they must have at least three branches and read each other's adventures.

Vocabulary Challenge

Choose an unfamiliar word for the students to learn. Find something unique. Define the term. Make sure they use it in a sentence. Then instruct them to compose a brief story based on that sentence. In the event that you transform this into a group movement, it will be more enjoyable.

CHAPTER EIGHT. ASSESSING YOUNG LEARNERS

Assessment occurs on a regular basis. The gathering of data for a specific purpose is called assessment. When you go to a book store and choose a book to read, you decide whether the book will educate you or entertain you. You probably have no idea that assessment is a part of the process because it is so automatic. When choosing which course to take or which university to apply to, for example, assessment is more deliberate.

Evaluation is different from assessment. Examining the distinctions between the two can be helpful. Evaluation is used to collect and interpret information for decisions about an education program's effectiveness, whereas assessment is used to collect information and make judgments about a learner's knowledge.

If an effective teacher taught a young learner's class, you would probably observe the teacher automatically assessing learners. You would observe that the instructor paid close attention to her students. She would frequently observe, unintentionally, which students found the material to be too easy or too difficult. She would alter her teaching as a result of her observations. She might ask a question in a different way or give a student more time to answer. When we think of assessment, we typically envision teachers using it to gauge a child's or group of children's progress. It is essential for you as a teacher to have precise instructional objectives so that you can determine whether or not they have been met. You won't be able to tell if your teaching goals and objectives have been met if you don't know them. The assessment should take into account specific program goals that are representative of the program's overall objectives.

When discussing assessment, two ideas are crucial. Validity and reliability are the two. If an assessment measures the skill it is meant to measure with a specific group of students, it is considered valid. You need to look at what the activity is and what it is supposed to measure when determining whether or not an assessment activity is valid.

Assessment activity	Skill assessed
Learners put all of the pictures that start with the /t/ sound together	Phonemic awareness
Learners match a written word with the picture	Reading/Vocabulary
Learners listen to a story and then answer comprehension questions	Listening comprehension

The validity of the assessment for the students who will be taking the test must also be considered when evaluating test validity. For instance, test items that are appropriate for young students living in big cities may not be appropriate for children living in rural areas. Another illustration of this would be the situation in which a test that is appropriate for young learners aged 12 and 13 may not be appropriate for children aged 7 or 8.

You should look at an assessment tool's reliability after determining its validity. If the results of an assessment tool are consistent over time, it is reliable. This indicates that for a test to be reliable, the results must be consistent when administered by various teachers and scored by various teachers. Even if the tests are given on different days, they should all be the same. For instance, we can say that a test is reliable if it is given on two distinct dates and the results are very similar. Naturally, the outcomes won't be the same for everyone because students are human and don't always behave in the same way on different days or at different times.

Language development is challenging for many children. These difficulties arise for some children because they haven't had as many opportunities to learn languages, for others because they have trouble hearing or seeing, and a significant number of children also have difficulties for no apparent physical or mental reason.

Why should children's language skills be tested?

Young learners' language abilities are frequently evaluated, either as part of the curriculum to track progress or through screening. Teachers and coordinators of Special Education Needs carry out a lot of these tests. Assessments are also used as pre- and post-intervention measures to evaluate the impact of oral language interventions in light of the current push to improve early language skills. Standardized scores should be interpreted with caution in these circumstances, even though repeated standardised testing can be a useful method for tracking progress over time.

According to Dockrell & Law (2007), regression to the mean can occur when a score is extreme on its first measurement but tends to be closer to the average on its second measurement. This "improvement" may be due to chance or measurement error rather than any significant improvement in performance. It is most likely to occur when samples are chosen to have extremely low scores and when measures are less reliable. In the evaluation of language interventions, where a control group that does not receive the intervention is required for comparison, regression to the mean is a particular concern.

The processes of identification and evaluation are distinct. The distinction between children whose language skills are below expectations and those who are currently performing in the average range is the goal of identification, which is to confirm the existence of a problem.

In contrast, assessment aims to characterize the child's difficulties in terms of their various language skills. In theory, language problems in children under the age of five can be identified through indirect or direct screening. When a parent or other professional notices a problem with a child's language development that they believe calls for additional investigation, this is called indirect screening. Direct screening, on the other hand, uses a screening tool on a population to find children whose language skills are below average. Methodological difficulties arise from direct language delay screening. The characteristics of the screening test, which is the standard for language problems, and who takes the test, such as a parent, professional, or educator, are crucial.

Sensitivity and specificity are fundamental concepts in screening. When a bench mark test is used, a test with high levels of sensitivity accurately identifies children as having language difficulties, whereas a test with high levels of specificity does not identify children who do not have language difficulties as cases. Regardless of the purpose of the screening, there will always be a trade-off between sensitivity and specificity that must be met by any measure. It has been argued that sensitivity should be held to a higher standard because inadequate sensitivity may have a more significant impact on the child and their academic progress in the future. Over-identification of children, on the other hand, can waste resources and cause unnecessary stress.

The first step in the language assessment process is to determine whether or not there is a problem. After the children have been identified, it is crucial to describe the nature and extent of their language skills differences.

To achieve this objective, a wide range of information-gathering activities are available.

Teachers require a thorough understanding of language learning, as previously stated. Lynne Cameron made the analogy of the growth of a plant to language learning in her book *Teaching languages to young children*. The notion that language acquisition is an ongoing organic process is implied by this concept. The nutrients that the plant gets from its environment help it grow; At various stages of development, various types of growth take place. As a result, the assessment asks how well the "plant" language is developing. At this point, it is essential to emphasize that language learning progress, not achievements, should be evaluated and graded later! In recognition of the fact that learners of a second language construct a linguistic system that draws from both the learner's mother tongue and the target language, Larry Selinker came up with the term "interlanguage." By reorganizing the entire system and adding and removing rules, the students alter their interlanguage, creating an interlanguage continuum. Acquisition can be seen in this transition. Because learning a language is a process rather than a one-way street, it should be evaluated and graded.

Learning should not be hindered or prevented by assessment. Instead, assessment ought to improve language acquisition: A positive assessment result can support further learning, motivate the student, and provide feedback.

The teacher can use the results of the assessments to plan the subsequent lessons and may also use them to evaluate and improve courses.

What children have been taught and how they have been instructed should be used to evaluate them. The activities for the assessment should be similar to those in the classroom (assessment of interaction as opposed to individual experience).

Formative and summative assessment

Formative assessment can provide immediate feedback on specific treatment methods and inform ongoing instruction. The teacher plans the next lesson or lessons based on the student's results to improve the student's performance in the future. The concept of formative assessment is related to diagnostic assessment, which aims to determine a child's capabilities and limitations; so that more chances to learn can be given to people.

A type of assessment called summative assessment is given at the end of a unit or a year. As a result, rather than focusing on the processes that lead to the accomplishments, this kind of assessment focuses on the learners' mid- or long-term achievements. (Assessment of ability)

Criterion-referenced and norm-referenced assessment

A comparison of various students, or, to be more specific, an examination of how a student's performance can be interpreted in relation to the accomplishments of other students, serves as the foundation for norm-referenced assessment.

In norm-referenced testing, a student's grade or mark is heavily influenced by the results of other test takers. Although this kind of evaluation might inspire some students to perform better than their peers, knowing how well you do in comparison to others does not provide an answer to the question of how you can improve yourself.

The child's performance is matched to an expected response in criterion-referenced assessment. Typically, a scale is used to place the student. Therefore, regardless of how other students fared, the primary question is whether or not the learner achieves a particular objective. A clear picture of the child's progress, a demonstration of success of knowledge are provided by this kind of assessment.

When designing and using assessments, fairness, or "equity," must be seriously considered. As part of the learning of a child's first language, assessment can have an impact on the child's attitude toward the language. If the assessment is not tailored to what they have been taught or is not fair-designed, they may lose interest and motivation. When conducting an assessment, six equity principles should be taken into account:

1. The children should have access to numerous opportunities to demonstrate their language proficiency.
2. Throughout the lessons, multiple assessment methods should be used.
3. The students should be familiar with the types of questions, tasks, and content of the assessment.
4. Before the assessment begins (silent period), the willingness to talk should be obvious if oral production is required.
5. Conversation with an adult ought to be conducted with confidence.
6. The evaluation of the children should not be influenced by behaviour, gender, or appearance. (Cameron, Lynne. (2001). *Teaching Languages to young Learners*. Cambridge. Cambridge University Press.)

Children's language trajectories vary significantly due to the complexity of the language system and its many subcomponents. As a result, it is difficult to create valid and reliable assessments, but they are crucial to understanding both typical and atypical development.

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