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MAKTABGACHA VA BOSHLANG’ICH TA’LIMDA INGLIZ TILINI O’QITISH METODIKASI

O`QUV QO`LLANMA

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SO'Z BOSHI

Hozirgi kunda fan va texnika sohasida xalqaro hamkorlikning o'sishi va rivojlanishi, fan va texnika rivojlanishidagi baynalminallik xususiyatlari oliy o'quv yurtlari talabalaridan chet tilini amaliy bilishni, qolaversa intellektual salohiyatni rivojlantirish uchun, chet tilidagi adabiyotlarni erkin o'qish hamda undan zarur axborotni ola bilishni talab qiladi.

Ushbu tayyorlangan o`quv-qo`llanma oliy o`quv yurti maktabgacha boshlang'ich ta'limda xorijiy til (ingliz tili) yo`nalishdagi talabalar uchun moslab tuzilgan bo'lib uning maqsadi an'anaviy va zamonaviy o'qitish metodlari , AKT dan samarali foydalanish usullari , o'quvchilar bilan ishlash metodikasi haqida ma'lumot berish, shuningdek o'tilgan mavzular asosida malaka va ko'nikmalarini rivojlantirishdan iboratdir.

Ushbu tayyorlangan o`quv-qo`llanma talabalarning metodika hamda pedagogika va psixologiyaga oid egallangan bilimlarini va materiallarni o'rta maktab o'quv dasturi doirasida umumta'lim maktablarida amaliyotda tadbiq etishni nazarda tutadi.

O`quv-qo`llanmaning asosiy maqsadi talabani ixtisoslikka doir adabiyot bilan ishlashga o'rgatish va shu orqali chet ellarda nashr etiladigan ilmiy jurnallarni o'qishga o'rgatish uchun zamin yaratishdir.Ushbu tayyorlangan o`quv-qo`llanma 50 soatga mo`ljallangan.

Mualliflar tomonidan tayyorlangan o`quv qo`llanma mashg`ulotlar matnida qamrab olingan materiallar lisoniy fakultetlarda ta'lim olayotgan talabalar uchun tegishli bo'lgan adabiyotlarni o'qish va tushunish malakalarini rivojlantirish ishini yengillashtiradi deb umid qiladi hamda o`quv qo'llanmaning tuzilishi, mazmuni haqida o'z mulohazalarini bildirgan o'rtoqlarga oldindan minnatdorchiligini izhor qiladi.

Mualliflar

Lesson 1(2 hours)

Introduction to the subject "Methodology of teaching young learners"

Methodology is a branch of didactics which relates linguistic theory to pedagogical principles & techniques.

It covers three main points:

1. **aims of TEFL;**
2. **content of TEFL;**
3. **methods, principles and techniques of TEFL.**

But these 3 components don't constitute the whole teaching/learning process.

The activities of learners and teachers, their interaction and the role of instructional materials are the outstanding constituents.

***The task of methodology* is**

***to integrate the relationships* among them and**

***to draft requirements* for each of them.**

While most of us are familiar with the language teaching methods used in secondary education, there is a huge variety of language learning methods available and some of them are better suited to certain learners than others.

To help, we've put together a list and a brief description of, different language learning methods that might work for teaching.

The Direct Method

In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation.

Grammar-Translation

In this method, learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education.

Audio-Lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form.

The Structural Approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary. This method of learning is common in language learning apps.

Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension and the importance of kinesthetic learning.

Communicative Language Teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity, location. Much like The Structural Approach, this method is commonly used in language learning apps.

Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim here is to highlight the importance of learning the language by making it vital to task completion.

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

Activity # 1. Warm-up: Getting acquainted with the subject

Objective: to give students a chance to know more about the new subject and to improve their interactive skill

►Procedure:

→ Divide the group into 3 subgroups.

→ Distribute each group a blank paper on which they have to write any information about the subject

→ Tell them that in the middle of the paper they write the word **"METHODOLOGY OF TEACHING YOUNG LEARNERS",** and in each four corners any word that gives information about it.

→ After they have finished writing, tell each group to choose one speaker who will come to the blackboard and show their papers to the audience.

Activity # 2. Brainstorming

Objective: to let students brainstorm their expectations about the course

►Procedure:
Write the following question “What do you expect from this course?” on the board
→ Group students are divided into three or four groups and tell to answer the question and elicit answers on a piece of paper.
→ Tell students when they are ready to choose one student to present whole group ideas to the others. Students listen and match their expectations.

Activity # 3. Objectives, indicative content and approaches of the course

Objective: to introduce students to the course syllabus and assessment specifications;

Materials: blackboard, handouts 1-2 4

Activity # 4. Think-Pair-Share

Objective: to give students a chance to discuss the article about young learners and to improve their interactive skill
Time: 20 min
Materials: blackboard, handouts # 1-2
►Procedure:
→ Ask students to read about teaching young children, about their age and psychological profile, then think about the difference between very young learners and young learners.
→ Ask students to compare their answers with their pairs
→ Ask them when they are ready to choose one student to present whole ideas to the others. Students listen and match their expectations.

Basic Categories of Methodology

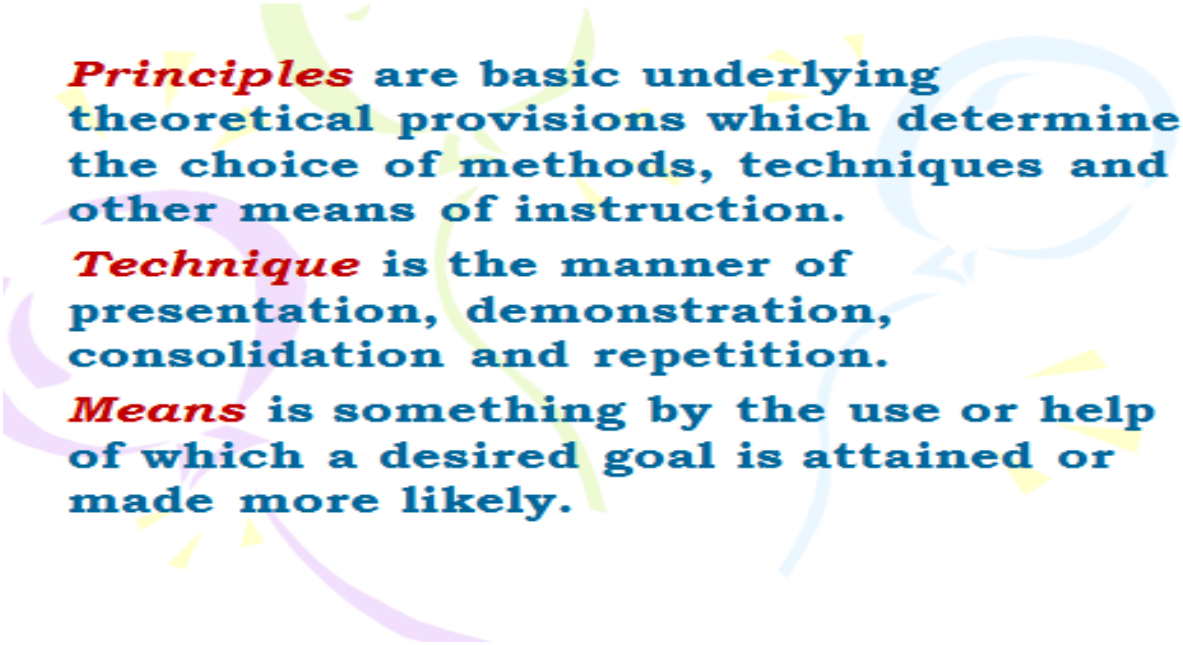
- Methods
- Principles
- Techniques
- Aims and means of instruction

Method is a technological operation, structural and functional component of the teacher's and learner's activity, realized in techniques and principles of instruction.

A method is a model of instruction based on definite theoretical provisions, principle, techniques and aims of instruction.

A method is also a specific set of teaching techniques and materials generally backed by stated principles.

A method determines what and how much is taught *(selection)*, the order in which it is taught *(gradation)*, and how the meaning & form are conveyed *(presentation)*.



A number of principles can inform the following approaches to teaching young learners.

Build teaching around activities and physical movement.

Link language learning to physical activities by having children use and hear English for making things, drawing pictures, completing puzzles, labelling pictures, matching words and pictures, playing games, acting out movements in response to instructions and other activities that involve hands, eyes and ears. Teachers often make use of TPR activities (activities based on linking language with actions, drawing on the method known as total physical response). Many listening activities for young children use this principle, such as activities in which children listen and respond to commands (e.g. 'sit down', 'turn around', 'touch your nose'), listen and choose a picture, listen and draw a picture or listen and number a sequence of actions in a picture. Similarly, speaking activities with young learners may involve use of songs, dialogues, chants and fixed expressions that students can practise in different situations.

Build lessons around linked activities.

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

Quiet / noisy activities.

Different skills: listening, talking, reading / writing.

Individual work / pair work / group work / whole-class activities.

Teacher–pupil / pupil–pupil activities.

Build lessons around tasks.

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

*They have coherence and unity for learners (from topic, activity and/or outcome).

*They have meaning and purpose for learners.

*They have clear language-learning goals.

*They involve the learner actively.

Provide scaffolding.

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

Involve students in creating resources that support their learning.

Learners can draw pictures of the characters they hear in a story or create puppets to help retell a story. They can colour pictures of items and characters from stories. They can find pictures in magazines, related to a theme or topic in a lesson, and bring them to class. In some primary classes mentioned earlier, they did not use a textbook. The children created their own coursebook, as the course developed, using the resources that formed the basis of the course.

Build lessons around themes.

Lessons can be built around topics or themes, such as animals, friends, food or family, for very young learners; and for older learners, themes can be drawn from subjects in their other classes and the community, such as transport, country life, travel and famous people. Theme-based lessons provide continuity across activities and enable English learning to be connected to the children's lives.

Choose content children are familiar with.

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

Use activities that involve collaboration.

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

Create a supportive learning community in the classroom.

A class of young learners needs to become a community of learners – that is, a group of learners with shared goals, needs and concerns. Thinking of a class as a community means seeing it as a place where each child in the class cooperates and collaborates to achieve the class's common goals. This leads to more productive learning. Children who interact and collaborate with other learners develop a more positive attitude towards learning and a greater sense of self-confidence than those in other learning arrangements.

Use enjoyable activities that children can accomplish without frustration.

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

Provide rich language support.

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

Give clear goals and feedback.

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

Use English for classroom management.

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

Use the mother tongue when needed.

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

Bring speakers of English to class.

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

Lesson 3 (2 hours)

The theoretical basis of the methodology of teaching young learners

There are 6 main principles of teaching young learners:

PRINCIPLE 1: Know your learners.

● Best Practice 1: Teachers collect information about their students.

● Best Practice 2: Teachers plan lessons to collect and use information about students.

PRINCIPLE 2: Create conditions for language learning.

● Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.

● Best Practice 2: Teachers demonstrate that they have high expectations of all students.

● Best Practice 3: Teachers plan lessons that motivate students.

PRINCIPLE 3: Design high-quality lessons for language development.

● Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.

● Best Practice 2: Teachers use oral and written English that students can understand.

● Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

PRINCIPLE 4: Adapt lesson delivery as needed.

● Best Practice 1: Teachers check student understanding often.

● Best Practice 2: Teachers adapt their teaching when it is necessary.

PRINCIPLE 5: Monitor and assess student language development.

● Best Practice 1: Teachers take notes of student errors.

● Best Practice 2: Teachers give prompts and specific feedback to students in a positive and effective way.

● Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.

PRINCIPLE 6: Engage and collaborate within a community of practice.

● Best Practice 1: Teachers regularly do self-reflection.

● Best Practice 2: Teachers regularly participate in professional development

The 6 Principles®

Jigsaw Reading – MODELING

Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Pre-primary (Pre-K–K)

2–5 years old

Physical

● I like to move. I don't like to sit for a long time.
● I am starting to run, climb, jump, and throw.
● I am starting to draw, color, build with blocks, and cut with scissors.

Cognitive

● I see the world from my point of view.
● I am developing language and ideas.
● I show pre-logical or semi-logical thinking.
● I use my imagination. I don't always separate fantasy from real life.
● I do one task at a time. I cannot do two or more tasks at the same time.

Social-emotional

● I am very curious. I use my imagination a lot.
● I like to wear different clothes and pretend to be a different person.
● I understand things through my emotions.
● I understand the world as good or bad, right or wrong, etc.
● I understand the ideas of right and wrong.
● I want to make adults feel happy.

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Jigsaw Reading 1

Directions

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2. Read, discuss, and clarify meaning for the physical, cognitive, and social emotional characteristics of your assigned group for 15 minutes.

3. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Lower Primary (Grades 1–3)
6–8/9 years old

Physical

● I use one side of my body more than the other side.
● I prefer to use either my right hand or left hand most of the time.
● I am improving my ability to run, climb, jump, throw, and dance.
● I love to play physical games like "Tag" and "Catch."
● My handwriting is improving.
● I enjoy art and music activities.

Cognitive

● I can concentrate for a longer time, but I can still get restless and lose interest.
● I can solve specific problems, such as counting and sorting activities.
● I understand new concepts better through activities that let me touch and feel.
● I can recognize other people's views, but I can't always understand why they feel that way.
● I am starting to understand cause and effect and consequences.

Social-emotional

● I am developing a sense of identity. I am starting to understand who I am.
● I enjoy being with people, including people from different backgrounds.
● I identify more with children of the same gender.
● I need rules to control my behavior and to provide structure and a feeling of safety.
● I am starting to play more games and sports and less fantasy play.

The 6 Principles®
Jigsaw Reading 2
Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Upper Primary (Grades 4–6)
9–11 years old

Physical

● My small and large muscles are getting stronger because I do a lot of physical activities.
● I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
● I am starting to play team sports.
● My small muscles are developing more, and my handwriting is improving.

Cognitive

● I can concentrate for a longer time on school assignments and tasks.

● I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
● I can understand other people's opinions.
● I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

Social-emotional

● I am beginning to understand my position in relation to the world.
● I like to be with people. I want to spend more time with my friends than my family.
● I am more independent and can make decisions by myself.
● My relationships with people are more confusing.

The 6 Principles®
Jigsaw Reading 3
Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Young Teenagers (Grades 7–9)
12–14 years old

Physical

● My body and skin are changing a lot (girls develop two years before boys).
● I worry about my appearance, and I think a lot about how other people look.

Cognitive

● I understand that questions have many answers.
● I can work independently.
● I make good plans and better decisions.
● I can manage group work without much help from teachers.
● I understand the results of my actions.

Social-emotional

● I think about myself the most.
● I am very emotional.
● I want to belong to the popular group of students.
● My classmates and popular trends influence me.
● I need my classmates to accept me. I am less affectionate to adults. I may seem rude.
● Part of me wants to be independent, and the other part still needs to be dependent.

The 6 Principles®
Jigsaw Reading 4
Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.

2. Read, discuss, and clarify meaning for the physical, cognitive, and social emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Young Teenagers (Grades 10+)
14–17 years old

Physical
● My body stops growing.
Cognitive
● I understand that questions have many answers.
● I can work independently.
● I make good plans and better decisions.
● I can manage group work without much help from teachers.
● I understand the results of my actions.
Social-emotional
● I focus more on individual friendships and less on groups.
● I like to spend time with mixed groups of girls and boys.
● I understand my role in society more.
I am starting to think about my future (career, beliefs, philosophy, social causes). I think more about the world beyond myself.

Lesson 4 (2 hours)

Traditional and modern interactive methods of teaching foreign languages to young learners

Abstract
Education lies in the foundations of the nation. Providing knowledge to generations, consolidating their future, inspiring them to incarnate benevolence and esteem splendor, valor and good principles has been one of the oldest professions of mankind, the noblest and the most difficult tasks. It is very significant that Albania and its schools have been subject of this paper. The 25-year period of the country's transition and the opening of the Albanian society to the Western World Modernization brought profound changes to the Albanian education institutions, in terms of the curricula, management and the teaching processes. The greatest part of teachers in Albania was educated during the communist period, where pedant and traditional teaching prevailed, mainly deriving from the Russian Academics. Traditional methods consider teachers as the center of the teaching process; as well as managers and the main and referential source of the scientific information. Novelties in the teaching-learning methods applied by Western Schools focus on student centered teaching; they create a variety of situations in which students evolve critical thinking. These methods have been acquired by teachers but, in the conclusions of our paper we noticed that, occasionally, they applied traditional teaching methods (especially in the scientific subjects). There is still space and worth for discussion regarding traditional teaching methods versus the modern ones. Various scholars have considered traditional teaching as the method developing theoretical thinking, whereas modern teaching develops practical skills, pragmatist and able to be oriented to the frenetic development of the world. Teachers, especially those teaching subjects like mathematics, physics and chemistry,

consider traditional teaching to be more serious since students achieve better results in these subjects when outdated teaching methods have been applied. This paper and its conclusions can be considered interesting since confrontation of ideas regarding teaching methods remains a challenge for all teachers.

Keywords: modern teaching, traditional teaching, teachers, methods, school

Introduction

This writing aims to deal with traditional and modern teaching methods and is based on our twenty and odd years of experience in education. In the course of our relatively long experience and our attempts to do the best in teaching, we have often been faced with two alternatives in terms of selecting teaching methodologies; using the traditional or modern methods of teaching. Teaching is art, perhaps one of the most difficult processes since, providing cognition which remains in the students' consciousness and serves (as a useful means during the whole course of their life, is a real challenge. During these years of transition, when the Albanian education system has been leaping forward to approaching European education, we have been enjoying the progress results; however, we cannot say that every single phase of the progress was as successful as the others. Education is a progressive process, going hand in hand with human development in general as well as with its cultural, technological and social progress; education should be as much coherent and updated as possible, it should be based on effective curricula and be conveyed by people with deep scientific, pedagogical, methodological and ethical knowledge.

Means available to present-day teachers to realize effective teaching processes are endless. This freedom in choosing teaching methods, releases a great number of ideas to be used in our classrooms. The time of our students is priceless so it is very important for teachers to compare, analyze and evaluate methods they are using to motivate students and realize a qualitative teaching. In our research we were focused in teaching methods that have been widely used recently. In the theoretical study of these methods we are presenting our observations and experience as well as that of some colleagues of ours, related to the work with students. However, by reading this work or any other studies over teaching methods, nobody can say which method is the most successful or the least successful; Regarding this issue (Kenneth T. Henson claims*; "Methods* are *better for some purpose*, (*but there* is *no method* simply the *best* for *everything".*

We agree with the opinion many teachers hold that, the main factor to be considered in selecting teaching methods are the students with their needs and characters since methods working properly for some students seem to be ineffective for the others; this is crucial especially when we intend to involve them all. In this writing we have been trying to present a variety of methods as well as the ways to make them as effective as possible.

Teaching is both art and science

Thirty years ago, the psychologist Silberman stated the following; "To be sure – *teaching like* the *practice* of *medicine* – is *very* much an *art* as far as it requires the use of one's talent and creativity; just like medicine, it is, or, should be science. This is why it involves a repertoire of techniques, procedures and wants to be described, conveyed and improved. Teachers, just like doctors, become great only when they manage to add their creativity and inspiration to this basic repertoire".

In his work, Flinders states;

"The art teaching entails various compound aspects of traditional teaching". It is; (

Communication

Perception

Collaboration

Objectivity in evaluation

Procedures similar to those used by scientists in their scientific work have been used in teaching, too. In many classes, the teachers' performance has been analyzed in four steps as in the following; (

Problem identification,

Setting objectives

Formulating a series of logical steps useful to reach the aims.

Data collection.

Therefore, teachers decide what kind of students' conduct to measure and later on they use the most suitable method to measure it.

The importance of method selection

It is not sufficient that teachers know only the end result to be achieved; they should also know the ways to reach their aims, that is, what teaching methods to use. Therefore, which is the best method? In the last decades of the past century, the Albanian school and the teaching processes have been noticed for the use of the traditional methods used. This kind of teaching features into conveying facts, rules and application of exercises to help knowledge acquisition. However, nowadays teaching processes require conveying concepts, models and abstractions, using strategies that aim to emphasize problem solution. Both types of methods should be combined in the teaching process by using various strategies to make students capable of resolving problems as well as of thinking critically and working together.

The reason is simple; the technologically developed societies require people who are able not only to memorize facts, which is done quite well by computers, but who can understand the information they need easily, are able to apply it effectively and make use of it all their lives. That is why it is necessary for teachers, firstly, to be capable of knowing and comparing models and to build their teaching and learning processes themselves, basing on basic knowledge and wants related to them.

Traditional teaching methods

Three are the main widely-used in the Albanian traditional education, as in the following;

Lectures and direct guiding;

In traditional teaching - a method that has been used by many teachers during their long experience in education, the basic scientific information was conveyed by means of direct lecturing and guidelines provided by teachers. This method, having the teacher as the centre of teaching during classes, emphasizes teaching processes are led by teachers. Students expect to listen to lectures and learn by them.

Tests and exams are the best tools to measure students' performance and the main indicator for knowledge acquisition. Students belong to and sit in the same class and they are provided two kinds of separated tests, A and B. Most of the tests have been taken from the fundamental sources suchlike school textbooks relevant to the taught topics.

Listening and observation

Teachers discuss with their students about the subject, expecting them to learn everything through lecturing during classes.

For thousands of years traditional teaching has been in the centre of activities in schools and has given shape to the minds of (erudite people and artists as well as to the ordinary men and women… In a younger age, people were supposed to sit in formal education involving the teacher and a group of students gathered in a certain classroom. By using the traditional methods of teaching in formal education, students learn what they

need to be successful in their lives. Traditional teaching methods have long been judged as positive and has been tested to be successful; however it has some disadvantages, too, especially regarding the present-day scale of development, when technology has greatly improved teaching effectiveness, making teaching –learning processes more attractive and enjoyable by enhancing interactive relations among students as well as by means of the scientific and educative information schools provide.

Modern teaching methods

Nowadays, the outstanding achievements in all fields of sciences, in technique and technology as well as in other fields of human development, are constantly inflicting more and more profound changes in the organization of the teaching processes, in order to make it perfect as well as to ensure easier ways for students to acquire knowledge, skills and wants. Such changes are aiming to prepare younger generations to be capable of facing 21st century challenges as well as to be skilled and competitive to the labour market. In order to make use of the contemporary teaching methods to all levels of education, changes began to take place into the organization of classes, the application of new teaching techniques and interactive methods, etc. However, great changes took place in the forms of organizing the teaching activities. Effective teaching in a certain classroom depends, firstly, on the teachers' skills to maintain and raise the interest of the students in what is being taught. Engagement of communities to bring changes in education is considerable; millions of Euros have been spent to train and qualify teachers in order to further develop their capacities as well as to integrate them in the global currents of education. The fact that, in all societies of the world, education is a challenge requiring approaching and reproaching in order to find the most adequate ways for the education of younger generations who will have the fates of the countries of the globe as a whole in the future, cannot be disputed.

Teachers are maintaining the course to progress being even supported by the curricular changes the Albanian state has foreseen. These changes require adequate application of the New Curricula as well as permanent professional development for teachers in order to contribute into increasing quality in the field of education.

Respectively, they entail changes into the roles of teachers and students by means of participation of the communities into the life of the school as well as the interaction of many other education factors.

Students' creativity is to be detected and made use of by creative teachers who should enhance such values even by getting out of books and traditional methods, by further developing the students' creative imagination and making them understand that there are too many options to resolve a problem, so students should consider them deeply and make use of all the potential choices.

Use of new technologies in teaching increases its quality

Technological development in the world is progressing with the speed of light compared to the developments in education which are progressing very slowly. The main commitment of education and its compound elements is to get rid of the ignorance and to disperse the light of knowledge. The interest and the involvement of both the society and the individuals should be in a higher level than they actually are. Education in Kosovo is not following the steps of global developments which are giving the world a new meaning. Initiatives to bring changes and create righteous perceptions about them would never dare to stop. Five hundred years before the new era, the Greek philosopher Heraclitus said to his students; "Everything changes but the law of change". We live in a world which changes constantly. Fullan, one of the most outstanding representatives of the theory and

practice of change writes; “This is a world in which change is a journey of unknown destination, where problems are our friends, where seeking assistance is a sign of strength, where simultaneous top down bottom up initiative merge where collegiality and individualism exist in productive tension…”

The giant span of internet would not be possible devoid of advanced technology. It is equivalent with the powerful growth of information which would not be made possible without an advanced technology, too. Information occupies unimaginable spaces and keeps growing every single minute. Without advanced technology even the availability of the slightest piece of information, be it the simplest one, would have been impossible.

Comparing direct teaching with indirect teaching

A genuine teaching method derived from the aims of the subject to be taught. One of its main qualities is the coherence it creates between the subject objectives and teaching activities. However, present-day development require teaching to be focused more on providing concepts, models, and abstractions, using strategies which concentrate more into problem investigation and (solution. Both types of learning should be combined in teaching processes with various strategies to make students capable of resolving problems, to think critically and work together. The reason is simple; the technologically developed societies require people who are able not only to memorize facts, which is done quite well by computers, but who can understand the information they need easily, are able to apply it effectively and make use of it all their lives. That is why it is necessary for teachers, firstly, to be capable of knowing and comparing models and to build their teaching and learning processes themselves, basing on basic knowledge and wants related to them. Learning results are classified in two big categories;

1. Facts, rules and applying actions. Direct teaching
2. Concepts, models and abstractions. Indirect teaching

In most cases, the first category implies a low level and simple conducts in the fields of knowledge as well as the emotional and psycho-motor ones. These include levels of knowing, understanding and applying the respective field cognition, levels of awareness, reactions and evaluation of the emotional fields, levels of imitation, manipulation and the accurateness of the psychomotor fields.

The second category displays higher and more complicated levels of conducts in the respective fields of knowledge. They include objectives in the levels of analysis, synthesis and the evaluation of the respective cognitive field; levels of organization and featuring in the emotional fields as well as levels of articulation and naturalization in the psychomotor fields.

In direct teaching the objective is fast acquisition of facts, rules and forming respective wants to them. The content of the subject is divided in small steps which are assimilated easily by means of explanation, examples and practical exercises, etc. Practice, both the led and the independent one, still under the full supervision of the teacher, helps students to actively be involved in the learning processes and to a highest degree.

The objective in indirect teaching is to involve students both in investigation and deliberation, which helps to forming and developing concepts in the form of models and abstractions. Teachers constantly use questions to lead students to discover and generalize as well as to be capable of evaluating their responses. In cases it is noticed that concepts are still unconsolidated, discussions in groups are used; this replaces the teacher’s leading role and allows students to express themselves in various ways so consolidating concepts.

Therefore, in many cases, both models can be combined in the same lesson, since a small number of facts, rules or applying actions should be firstly assimilated before

commencing with the acquisition of a concept, model or abstraction. In these terms, none of the models can be used to exclude the other; especially when the structure of critical thinking is made in compliance to the following condition;

Realization of efficient strategies, (forms, methods, techniques), makes possible for the application of many alternatives in the learning processes so helping students to develop managing and organizing and communication skills; it enhances diversity in students' learning and creativity. Realization of efficient strategies gives sense to the managing role (manager) of the teachers in the learning process and creates sound bases for the life-long learning. The term 'quality' in education is closely linked with contemporary models or various methods and techniques teachers use in the teaching processes while being committed to achieve educational objectives.

Teaching and effective learning require the use of appropriate pedagogic and methodological methods. Time has changed for traditional teaching "using a piece of chalk". Though we can't deny the attributes and advantages of this method in particular situations, but we should emphasize the great importance it has for every teacher, encouraging being a participant. While Kolbi sets the pupil in the center of learning, by evaluating his participation in the learning process as very important in creating his experience in learning. Silcock and Brundert established pupil centered teaching as an approach where the teacher is a facilitator and guidance of the learning process towards teaching where the teacher has control of everything in order to achieve the lesson aims. One of the most common class activities which in fact is the fundament of all learning and educational activities is the communication among teachers and pupils. It is fulfilled in many ways throughout the whole of the lesson time and it directly or indirectly implies all the pupils. It aims to improve the teaching quality. The techniques of asking questions which are included in the interactive teaching context are the recommended modules. Teachers should be open to the pupils' involvement in all stages of the lesson process. The teacher leads and organizes, whereas the pupil is involved everywhere. The teacher should intertwine learning with topics and projects which assure a massive pupils' participation. Pupils should be given the chance to get involved in working with pedagogical means of school texts. This task concentrates them in thinking and studying and the teacher makes them active to improve the scientific level in their subject. Also, the teachers should consider stimulating the feeling of self – confidence to the pupils, which is something to be appreciated.

Working methodology

The scientific question which arises for this work is: Do modern methods have priority compared to the traditional ones for an effective teaching? There have been a lot of studies for this topic, by specialists of the Albanian and foreign education. Literature is mainly based on studies conducted by Albanian experts or institutions, in publicity articles, or national reports and documents, or those by the international organizations in support of education. We think that by means of this work, we will contribute, though a little, in the existing literature because we will treat this topic not only by a theoretical point of view, but even by what really happens in our schools.

The hypothesis that we pose in this work is: The new teaching methods aren't still widely used because of the thought that authoritarian teacher- centered teaching is appreciated not just because of the past teaching models which are rooted in our sub conscience, but even because of the lack of material bases in our schools. Teachers sometimes hesitate to use new methods, though all educational instances offer continuous trainings about the contemporary methodology.

When we analyze a particular issue or phenomena, our aim is to establish the causative relation between them. This relation is expressed through variables. In Education, especially in teaching and the phenomena being studied, we distinguish a whole of variables, so a conditioned variable corresponds to a number of unconditioned variables.

In this work we distinguish these variables: Conditioned variables: Traditional and modern teaching method. Unconditioned variable: The selection of methodology by the teacher.

The population of this study are the teachers and the pupils of elementary school (Third, fourth, fifth classes) in Elbasan. The selected sample was chosen by chance (teachers from different schools in town) where we include public and non public schools.

While making this study, we have collected data from six schools in Elbasan. The schools which were involved in the study and the data for the observation were carried out in the same schools: “Europa” school. “Sule Harri ”school, “ Qamil Guranjaku ”school, “ Seit Pepa ”school, “ Arianiti school and “Imelda Lambertini” school.

By means of this instrument, we identified the methods, the techniques of the means that the teachers use in the six observed schools, to stimulate pleasure, desire, will and above all, motivation to successfully accomplish tasks in achieving the satisfactory and awaited results. There was a variety of means which teachers used (not in all cases), where learning games had little part

Data Analyses

By calculating the frequency of each question involved in the questionnaire, it comes out that about 48 % of the teachers use the motivating teaching method. The authoritarian method is used by 30 % and liberal and democratic methods are less used. To stimulate pupils ‘active learning, about 60 % of the surveyed respond that they use pupil – centered teaching. Teacher – centered teaching is used in about 30 %. Interactive methods and the methods where the pupil feels leader are the most liked ones. Actually, to stimulate autonomy and self decision, 40 % of the teachers offer the pupils total freedom in choosing and acting, 35% offer the pupils limited freedom and about 20 % of the teachers decide themselves what choices the pupils should make.

By elaborating the data, it results that traditional teaching methods are widely used in the second phase of the lesson, by about 60 % of teachers. In the graphics below we notice that sometimes the methods are chosen based on the class level.

0%
10%
20%
30%
40%
50%
Always
It depends on the topic
Often

Do you choose methods depending on the class and pupils’ level?

Most of the teachers think that using modern methods makes all pupils participate in the lesson. The other part thinks that these methods give pupils stable knowledge over time.

0%
10%
20%
30%
40%

50%
60%
70%
To reinforce it.
To obtain more stable knowledge in time
To make all the pupils participate

Do you think using modern contemporary methods in your work is worth it?

Nearly 40 % of the teachers say that new techniques in the class make the pupil more active and practical. While 30 % think that these techniques stimulate imagination, the other part think that these techniques distract pupils. 50 % of the teachers plan the lesson with the new techniques because they consider them more effective and varied. The other part uses a mixture of these techniques and the traditional ones.

Conclusions and recommendations

The reason for choosing this topic is three dimensional. Education is a very important topic which affects all citizens, and even more a nation and a country, because it establishes and strongly affects the development and progress of a society, country or nation. This becomes even more important actually when Albania is committed in the process of integrating into Europe and it aspires to join the EU club, and a well – educated and civilized society is more suitable for a European society. The third reason is professional interest, because we are teachers and the education issues and reforms in this sector affect our everyday work and professional interests.

While observing the lessons, the main focus was the use of methods and strategies to motivate pupils in class. Though our teachers try to implement new contemporary methods, they frequently use traditional methods in different phases of the lesson.

While observing we noticed that the pupils like the methods which stimulate collaboration spirit. They are more creative and free. Another element was noticed while observing in classes where the teacher used traditional methods and the pupils were more concentrated in the lesson and they completed in time all the assignments.

The model of old teachers which is set in our minds like the model teacher sometimes guides the teacher towards using traditional techniques.

Even in really effective classes regarding teaching and learning, the teachers use a very limited number of new techniques.

Along the questionnaires (we noticed that teachers usually prefer motivating pupil – centered teaching with interactive methods, but a major part of the surveyed (prefer (authoritarian teaching where the teacher guides and controls the class, mainly frontal discussion, ask – answer methods.

We noticed that in public “pilot” schools and the private ones where the class level was higher, the interactive methods were more easily applicable. In those classes where the level was lower, teachers felt insecure in selecting contemporary methods and preferred traditional teaching methods though in their lesson plan they had selected modern methods.

So we noticed some inconsistency between what the teacher had written in the lesson plan and what the teacher applied in the class.

Contemporary methods stimulate even a “sleepy” pupil and raise whole class participation in the learning process.

Another conclusion of this study was the tendency of teachers to have absolute control over the class because using contemporary methods created a certain enthusiasm and in this regard, sometimes teachers thought the time is too short to successfully complete all stages.

As teaching is an evolving process, it should walk alongside with social, cultural, political and technological development of society. At the end of this study we recommend what follows:

The teacher should gain more academic freedom, dissociating themselves from the past models because today's pupil is not yesterday's one. It has more opportunities to get information, knows technology well as has more freedom in behaving and thinking.

We think the teacher can use traditional and modern methods to make the lesson process more effective.

We also think that the teacher should dissociate himself /herself from authoritarian methods because this harms pupils' creativity, the teacher is seen with fear and not in the role he/she should have, the role of the inspirer.

Teachers should frequently be trained about contemporary methodology and these trainings should be attended with absolute seriousness to update their knowledge in the branch of didactics.

Exchanging experiences about selected methodologies, the most successful ones as well as the less successful ones, will enable teachers to compare and contrast ideas with colleagues and explore fearlessly the variety of modern methods. To require more specialized assistance from education experts and to require the improvement of those factors which obstacle their work for example: scarce material bases, a not on the proper standard text etc.

Lesson 5 (2 hours)

Interactive methods of teaching English

The rapid development of modern society compels a student to learn and understand the material quickly, especially a foreign language. Nowadays, mastering at least one foreign language is becoming integral requirement for the professional competence of a specialist. Therefore, it is necessary to pay attention to the efficiency and quality of the process of learning foreign languages. The most effective methods of learning languages are interactive methods.

The aim of the article is to define the main role of interactive methods of teaching English.

To achieve the given aim, the following tasks were specified: to describe the main interactive methods and to give some examples of using these techniques.

The term "interactive" means that people work together and have an influence on each other. This situation implies a dialogue or a conversation. Therefore, these methods are aimed at the interaction between students and the teacher as well as among students only. It requires an active role of students in the learning process [1, p. 159].

The purpose of the interactive learning is to create some special conditions leading to the involvement of all the students into the learning process in which the participants can understand and realize everything that happens, influence each other and make their own contribution having established the friendly and mutually supportive relationship [2, p. 7].

The most popular methods are **role plays, brainstorming, case-study method, presentations and discussions.** They develop communicative skills, logical thinking and different types of intellectual activity such as analysis, synthesis, comparison, and generalization [3, p. 30]. These student-centred methods are highly appropriate,

particularly for involving students more actively in acquiring knowledge, skills and strategies [4, p. 9].

It is commonly known that **role plays** make the learning process at the university more educational and proficient, improve interdisciplinary relationships, connect the theory with real needs of the professional field, and develop skills that are necessary for the future specialists. The key element is the role playing that gives opportunity to form skills that are difficult to acquire under ordinary learning conditions [5, p. 451].

There are two ways a **role play** can go: *scripted* and *non-scripted*. With a scripted role play, the teacher might use an example in a text book. This is a good idea for a warm up exercise, by getting everyone to split up into pairs and allowing them to speak to their partner, taking on different roles. Non-scripted ones are such role plays when students are given some roles and must use whatever knowledge they have in order to speak with partners. There are a couple **of ideas for a general English class.** This can be adapted to suit a situation.

- *Telephone Conversation*

Speaking on the phone is different to a face-to-face conversation because one relies solely on the language to communicate. Get the students who are practicing to sit back to back in order to work properly. There is a whole range of ideas which one can use to act this out. Examples include: phoning to make a complaint, speaking to a friend or inquiring about a job position.

- *Going to the Shop*

It is effective for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as "I would like…" "How much are…" "Good morning…" and so forth.

Another interesting interactive method that allows to form significant qualities and to develop thinking is **brainstorming**. Brainstorming represents joint search of the ideas necessary for the solution of any problem. The main advantages of this method (under the condition of its correct application) are that students seem to be "liberated" – the language barrier disappears, there is no fear to say something wrong, the restraint goes away, etc. The method of brainstorming develops creative and associative thinking, initiative, the ability to produce a maximum of ideas in a tight time, the ability to express personal opinion [6].

There are some ideas of brainstorming activities:

- *Multi-purpose Items*

First, the teacher gives the class any object. Next, give the students a couple of minutes to think of all of the different uses for that item. In about five or six minutes, the teacher asks students to share what they have come up with.

For example, you can use forks to eat food, comb your hair, open cans, mix ingredients, and clean pans. Not so bad for a simple fork. Using the "Multi-purpose Items" encourages creativity and it’s fun to hear what the students come up with.

- *Talking Time bomb*

First, the teacher comes up with a topic or idea. Next, the teacher starts the music, and students have to think of as many words as they can for that topic.

Someone starts with a ball. When he /she comes up with a word, he /she passes the ball to another student. This process continues but students can't repeat something that has already been said.

When the music stops, whoever is holding the ball loses. And the punishment can be anything. For example, they must speak for one minute about a topic the teacher gives them.

An equally interesting interactive method that the teacher can use is the **case-study method**. It is a learning technique in which the student is faced a particular problem, the case. The case study facilitates the exploration of a real issue within a defined context, using a variety of data sources.

Performing case study gives students the following benefits, it:

1) allows students to learn by doing. Case study permits students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved;

2) improves the students ability to ask the right questions in a given problem situation;

3) exposes students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices;

4) strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations they breathe life into conceptual discussions;

5) reflects the reality of managerial decision-making in the real world. Here students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues;

6) helps to understand and deal with different viewpoints and perspectives of the other members in their team. Unquestionably, this serves to improve students communication and interpersonal skills;

7) provides an integrated view of management. Managerial decision-making involves integration of theories and concepts learnt in different functional areas such as marketing and finance. The case method exposes students to this reality of management [7, p. 85].

Topic areas that teachers of general English courses may consider include the following:

- planning a weekend in a specific town, reconciling the various interests of group members;
- choosing a restaurant suitable for people with different dietary requirements;
- planning a vacation on a budget for a group or family at a specific destination;
- advising somebody how to reduce plastic waste in daily life;
- advising somebody how to lead a healthier lifestyle;
- planning an intercultural party;
- evaluating a brochure;
- evaluating apartment rental offers.

Conclusions: So, after representing the given methods, we can conclude that interactive teaching methods contribute to optimizing the learning process in studying English. They intend to put mechanisms for motivation in place and increase the efficiency of teaching English language communication. The advantages of using interactive methods in the process of students learning include the maximum approximation to the real

conditions of professional activity, the broad autonomy of students, decision making in conditions of creative competition and the development of skills for spontaneous speech, promoting the development of organizational skills of students, overcoming the barrier between the study of language and its practical application.

Lesson 6 (2 hours)

Teaching phonetics to young learners

Most TEFL teachers are not sure where to start when teaching phonetics and pronunciation. The first thing to remember is that most of your students will love learning phonetics. It is as if you are have given them the secret password to the complexities of the English spoken language!

Over the next few blogs, we are going to cover the following:

Getting started with phonetics

Establishing your goals as a phonetics teacher

How to introduce phonetics to lower levels

How to introduce phonetics to higher levels

The erotic sound of rhotic (American and Canadian English) .

Activities for lower levels

Activities for higher levels

Schwa

Voice and voiceless sounds

Past ‘ed’

S or Z

Stage 1 – get to know the squiggles

You need to know your phonetic symbols if you are going to teach them. The phonetics symbols represent what we say and not what we write:

Example:

Written spelling: Eight Ate

Phonetic spelling: eɪːt eɪːt

You can see from the two examples that the written spelling is vastly different but the phonetic spelling is the same because we pronounce both words the same. Most dictionaries have the phonetics spellings of each word.

Try writing out words to start off with and looking them up in the dictionary. You will get the hang of it really quickly. It is impossible to teach phonetics without a strong command of the phonetic chart.

Things to remember:

There are no capital letters in phonetics (they are symbols)

Listen to the word in the context of a sentence. Our brain tries to trick us with what we see which is often not what we say. We don’t say AmericA, we say uhmerikuh (phonetic spelling: əmerɪkə).

Double letters in English don’t change the sound ie little (we don’t say the ‘t’ sound twice).

American/Canadians you have more ‘rness’ when you speak (think managER, gERman etc). American English is a rhotic language meaning you have more ‘r’. This is a whole new ball game and we will deal with this in a different post.

You teach as you speak. There is no point in suddenly developing an accent like Prince William if you are from Liverpool. Your students will need to be able to understand all accents and ALL accents are valid forms of English. Tell any pedant to bugger off!

Spanish people lʌv phonetics as their language is phonetic. It is gives them the key to decoding the erratic nature of our non-phonetic language. All the examples below can be made sense of using phonetics.

Debt
Flour/flower
Through
Hop/hope etc

Lesson 7 (2 hours)

Effective ways of teaching pronunciation

5 Techniques For Teaching English Pronunciation
By Laura Johnson

I recall watching a film, as a child, about Alexander Graham Bell instructing his deaf students to feel the vibrations their throat made when they pronounced a specific sound. In this way, they could intuitively know whether they had produced the appropriate sound by stressing the correct syllables and understanding how the vocal cords produce sounds. Learning correct English pronunciation is imperative for ESL students as mispronunciation can impede fluency and, in some cases, alter the meanings of words. Learning the proper way to pronounce words can help your students become more relaxed when speaking English and sound less awkward or uncertain of word choice. I have encountered several students who, afraid of mispronouncing the best choice for a word, will choose another word that either alters or confuses the meaning of their conversation. Not to despair, however, as there are numerous teaching methods to help your ESL students improve their pronunciation of English words. For those teaching Chinese students online, you need to familiarize yourself with the most common pronunciation problems exhibited among Chinese ESL learners.1 The next step will involve utilizing a variety of methods to help students improve pronunciation, such as minimal pairs, syllable stress, voiced and voiceless consonants, phonics, etc. Let us examine five techniques that are especially useful for teaching English pronunciation to online learners.

One of ALO7's students demonstrating her English fluency during a competition. ALO7 students practice learn English in person in their after school program and then practice their skills with our online tutors in order to gain confidence and perfect their pronunciation and grammar skills.

1: Teaching English pronunciation with phonics exercises:

Perhaps the most obvious and conventional method for teaching English pronunciation is through phonics. Phonics focuses on learning the individual sound of a letter or set of letters, vowels, and consonants when learning to read. One website has developed a useful diagram for understanding the process of phonics in learning pronunciation: "letters form sounds, sounds form words, words form sentences, sentences form stories, stories form meaning, meaning forms reading."2 A new frontier for learning to pronounce words is through "visual phonics," which teaches English pronunciation with animated texts, videos, and songs. Visual phonics physically animates sounds and words to help ESL learners internalize what they see and hear, distinguishing between different

sounds, words, and meanings. According to one source, “visual phonics shows various reading skills, such as isolating sounds and syllables, segmentation, rhyming, and substitution, to help children visualize relationships between letters and sounds, sounds and words, and words and syllables.”3 Visual phonics lends a fun and creative atmosphere for learning English pronunciation.

For older students, however, focusing on the pronunciation of keywords (content vs. function words) in a sentence is of greater importance because distinguishing between the two is critical for understanding the meaning of a sentence. Teach your older students to stress content words (nouns, verbs, adjectives, and adverbs) in a sentence as function words (auxiliary verbs, prepositions, articles, conjunctions, and pronouns) are not stressed. According to one source, “knowing the difference between content and function words can help you in understanding, and, most importantly, in pronunciation skills.”4 There are various pronunciation exercises you can do with your students that distinguish between content vs. function words in a sentence. For my older students, I usually have them read a sentence or ask them to make their own sentence stressing the appropriate words.

For example, I had one group of students practice saying this sentence: She’s going to fly to England next week. I then encourage my students to act out the sentence by pretending to fly, or I ask them where they want to fly.

Teaching phonics to younger students should include pronunciation games (such as clapping the hands when a student hears a specific sound or acting out a word or letter sound), videos, and songs (perhaps singing a word or drawing out the sound of a letter) that incorporate animations, graphics, and total physical response to sounds. Fluent U has an extensive list of ESL pronunciation games that involve movement, repetition, interaction, and creativity.5 Another useful phonics game is having the students create their own words from individual letters or groups of letters. For example, I use the annotate feature of Zoom to write the sentence Mary sat on the fat rat. I may even draw a picture or have a ready illustration to show the students. Then I may take the word “rat” and ask the students what other words rhyme with rat or end or begin with “at” such as bat or cat. For the younger students, I may take a single letter, such as “r” from rat, and ask them what other words begin with, end with or contain the letter “r” such as rope, rain, or rabbit. Another curriculum, Jolly Phonics, draws heavily on TPR by using actions (with the hands) that are associated with the 42 letter sounds. These actions help younger students remember how to produce the appropriate sound and then associate specific words with sounds.6 There are numerous pronunciation exercises and teaching methods for phonics, but I have outlined the simpler techniques.

2: Use the different mouth positions to master English pronunciation:

Voicing should be an active process in your student’s learning to pronounce words correctly. It is important for non-native speakers to master the different vowel phonemes in English as they may not be present in your student’s primary language. One teacher notes, “1.) Show them what they need to do with their mouth to make the sound, 2.) Create/give drills for them to build muscle memory, and 3.) Give feedback throughout the process.”7 For your older students, it may be helpful to show illustrations or to demonstrate with your mouth where to properly place the tongue and lips to create a specific sound. One source suggests, “have students use a mirror to see their mouth, lips, and tongue while they imitate you.”8 You need to ensure that your students know the difference between voiced and voiceless consonants. The voiced sounds (which include vowels and diphthongs) should produce a vibration in the throat whereas the voiceless sounds will not. You should encourage them to touch their throats to ensure that vibration occurs only with

the voiced sounds. A potential game to help master this skill is to have students compare voiced and voiceless consonants such as ‘z’ and’s’ by repeating both and then creating sentences or words with the letters. You can even encourage them to act out the sentence, or you can provide illustrations or props modeling the sentence or sounds: ex. I went to the zoo and saw a zebra and a snake. You may find it helpful to teach the phonemic chart to your older students or those students who can understand it.9 One website advises, “instead of spelling new vocabulary out on the white board, try using phonetic symbols (ex. seat would be written /si:t/) to represent the sounds (rather than the alphabet to represent the spelling).”10 Aspiration is another pronunciation technique which involves a puff of air occurring with such sounds as /p/, /t/, /k/, and /ch/ (which are most commonly aspirated at the beginning of a word). Encourage your students to hold a tissue in front of their mouth to see it move when the puff of air is produced from a word containing an aspirated sound.11 Tongue twisters or alliterations are excellent for mimicking and memorizing the pronunciation of aspirated sounds: ex. Petey the peacock baked a pepper pie, or Two tigers are taking the train.

An excellent book that includes engaging and colorful alliterations and tongue twisters is Animalia by Graeme Base, a book I was positively fascinated with during my childhood. Tongue twisters help non-native speakers distinguish between similar sounds such as “pen” and “pin” or “pan” and help them understand how to use the muscles in their mouth to create specific sounds and pronunciations.

3: Teaching methods for intonation, syllable stress, and vowel length:

I have already touched on which words to stress in the discussion of content vs. function words (ex. Leon has lived in Spain for six months). Intonation indicates the way in which our voices rise or fall when speaking certain phrases or sentences to evoke a certain emotion or meaning. For example, when you ask the question “Did you eat breakfast this morning?” your voice should rise when you ask a yes or no question or when you are showing disbelief (He didn’t go to school today? Really?)12 Your voice should fall with regular statements or questions that expect more than a one-word answer.

Syllable stress requires special attention. Specific activities and pronunciation exercises should be developed for mastering syllable stress. You should begin by teaching your students how to count the number of syllables in a word by clapping them out or singing along as each syllable is counted out. Another method is placing your hand under your chin, repeating the word, and taking note of how many times your chin touches your hand. This indicates the number of syllables in a word. There is a website called “How Many Syllables” that allows you to type in a word and see how many syllables there are if you struggle with counting syllables yourself.13 For your younger students, if you want to incorporate TPR, you can have your students act out the syllables with hand actions, call on them to hold up the correct amount of syllables on their fingers or ask them to represent the number of syllables with toys, pencils, stickers or other objects. You can teach vowel length with the same methods such as clapping hands to count out the length of a vowel or singing out the full length of a vowel. Teaching your students vowel songs are an excellent tool for learning to pronounce a vowel with the correct length.14 You can even try creating your own vowel songs and syllable songs using pictures, videos, props, and dance movements that the students can associate with the sound. The important thing to remember is to teach with creativity, engagement, and repetition so that your students exercise their mouth muscles and memorize the sounds.

4: Teach students to pronounce words by cross-referencing minimal pairs:

Minimal pairs are useful for distinguishing between the sounds of two similar words that have different spellings. One source notes, “words such as ‘bit/bat’ that differ by only one sound…can be used to illustrate voicing (‘curl/girl’) or commonly confused sounds (‘play/pray’).”15 Once again, tongue twisters or alliterations are excellent and fun activities for distinguishing between similar sounds. For your Chinese students, it will be most helpful to find tongue twisters with the minimal pairs “w” and “v” or “l” and “r” such as “Red lorry, yellow lorry” and “wild vines make fine vintage wines.” Another complicated activity would be to try and have your students sing a tongue twister or try and repeat the tongue twister together without falling out of sync. There are numerous websites with a comprehensive list of minimal pairs.16

5: Use pronunciation exercises and teaching methods that address connected speech:

I will make this topic quite brief. Connected speech refers to how words run together in conversational English that often confuses non-native speakers. For example: ‘wanna’ instead of ‘want to’ or ‘gonna’ instead of ‘going to.’ For a non-native speaker, this can sound quite confusing because there are no pauses, and the words run together, which confuses the meaning. If you are able to do so, you should teach your students how to hear and recognize connected speech.

For example, linking is a common form of connected speech where the end of one word melds into another such as “cats or dogs” which becomes “Catserdogs?”17 Other forms of connection speech include intrusion, elision, assimilation, and geminates.18 Being able to recognize the way connected speech sounds and being able to reproduce connected speech will help your students speak more fluently and feel more confident about their English speaking skills. Hold up flash cards with the different forms of connected speech and have students form sentences, answer questions, or talk using connected speech.

Final thoughts for ESL teachers

English is a challenging language with many rules. Sometimes it is easy to get lost in all the rules governing pronunciation. The most important thing to remember is to ensure that your students feel confident in their English skills and to teach pronunciation using fun, creative, and engaging material and activities. I struggle with pronunciation myself, especially counting syllables and keeping track of stressed and unstressed words. There are endless resources; thankfully, that can help you improve your student’s ability to pronounce different words and create sounds. Other techniques to reinforce pronunciation are drilling games, listen and repeat, isolating sounds, and word games. You will be surprised at how much your own pronunciation of words and sounds and understanding their meaning will improve as you teach your students using these five methods.

Lesson 8 (2 hours)

Teaching vocabulary to young learners

How many words do you know in your native language? 20,000? 30,000? More? According to The Economist (https://www.economist.com/blogs/johnson/2013/05/vocabulary-size), most adults score between 20,000 and 35,000 words on the website TestYourVocab.com, and children as young as four already know 5,000 words – quite impressive. The non-native children taking the same test scored, on average, about 4,500 words – a figure that they can increase

by immersing themselves in the language. So what type of words should we expect non-native young learners of English to know?

What constitutes a 'word'?

The Global Scale of English (https://www.english.com/gse) (GSE) Vocabulary is a graded lexical inventory of general English thatlearners should be able to understand at different levels of proficiency. The entries in the GSE Vocabulary are word meanings, not lemmas (e.g. for the base word "foot", the singular form "foot" and its inflected plural form "feet" are two separate entries) or word families. There are more than 37,000 word meanings, corresponding to about 20,000 lemmas, 80,000 collocations and 7,000 phrases.

A four-step process was used to create the GSE Vocabulary inventory:

1. Three corpora were analysed to identify the most frequency words used by young L1 learners speakers.

2. The words were annotated according to the topic and subtopic they related to.

3. The words were rated by teachers for communicative usefulness.

4. The word meanings were aligned with the GSE and CEFR.

Teachers were asked to rate words by meaning using this scale:

1. Essential
2. Important
3. Useful
4. Nice to have
5. Extra

What does it mean to 'know' a word?

Studies have shown that vocabulary and grammar are intertwined, so knowing a word involves knowing how it collocates or what 'chunks' it can occur in. Young learners learn effectively when language is presented in chunks, so this approach is common in course materials. To 'know' a word involves the following facets of a word:

1) Its cognate or semantic referent, i.e. its meaning.

2) The letters that make up the word, i.e. spelling and the visual 'look' of the word.

3) The sounds that make up the word, i.e. its pronunciation.

For example, for the word "nurse", learners need to know it is a male or female health professional, that it is spelled n-u-r-s-e and is pronounced /nɜːs/.

There is also the question of learners not knowing all the possible meanings of a word – and this is common in the young learner classroom. For example, children are likely to first learn "mouse" as an animal and then, at a later stage, learn that it is a computing device. There is also the fact that young learners working at the edge of their competence often produce neologisms that show learning even though they are not correct forms. Consider the utterance "wind snake" for "flag", which results from L1 transfer, or "tooth doctor" for "dentist", which uses existing language to convey a concept. Such utterances will benefit from the teacher teaching the correct forms.

What role does vocabulary play in language learning?

There has been much research into vocabulary acquisition, teaching and assessment, but there is little agreement about which and how many words are needed to communicate effectively at different proficiency levels. Vocabulary learning should not just be quantitative, focusing on expanding the number of words a learner knows, but also qualitative, focusing on how the words are used pragmatically. For example, "hair" is plural in many languages, but it takes the singular uncountable verb form in English – so students need to learn this so that they aren't producing incorrect sentences such as: "He has a curly hair."

What strategies can be used to help young learners learn vocabulary effectively?

In order to help young learners learn vocabulary effectively, we need to employ a range of strategies. First, we need to think why the young learner wants to know the words we teach as they are much more likely to remember them if they need them or want to use them. One way a teacher can do this is to get the learners to draw or write the words they already know and then draw or write the L1 translation of words they want to know. This can be followed by a spot of peer teaching where learners who know the second set of words teach them to the learners who want to know them.

Another way to help young learners learn new words is to explore ways of recording vocabulary. Show learners some examples of picture dictionaries, words with sentences in English explaining what they mean and mind maps linking words and ideas. Discuss why these strategies are helpful. Encourage the learners to use these strategies when noting down new words.

If we want our young learners to be effective learners of vocabulary, we have to invest in teaching them strategies that help them to remember the words and produce them when they need them. Using the strategies above will help them develop their vocabulary and increase the total number of words they know.

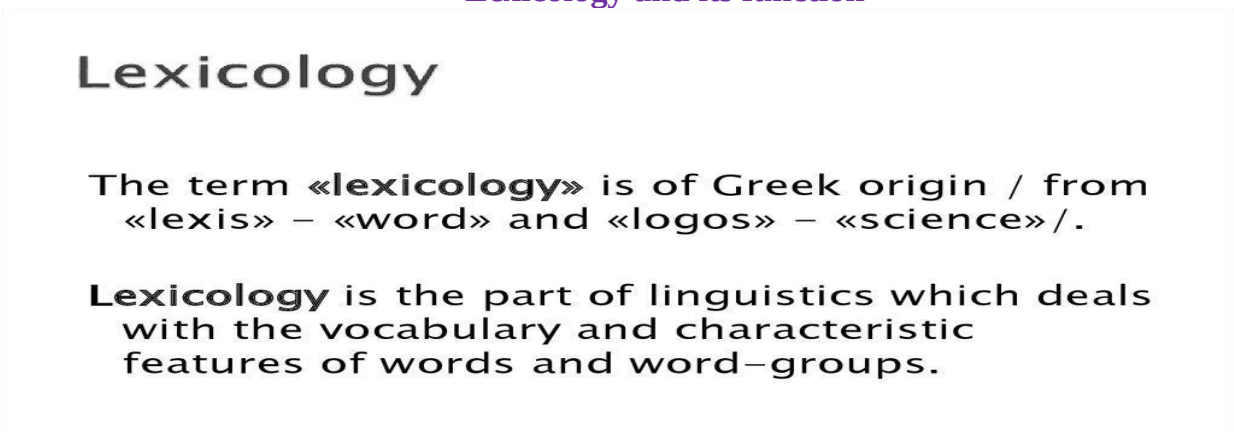
How can the GSE Vocabulary help teachers and young learners?

The GSE Vocabulary is designed to help teachers ascertain what vocabulary they should be teaching their learners and when to expect them to understand the words. When it comes to deciding what word meanings and chunks young learners should know at primary and secondary level, most teachers are guided by the coursebooks they use or by external exams their students are preparing to take. But teachers can use the GSE Teacher Toolkit (https://www.english.com/gse/teacher-toolkit) to search the data and compile a list of level-appropriate words to teach their classes.

For example, a teacher using Big English may have to teaching parts of the body can access the Teacher Toolkit, click on the ‘Vocabulary’ tab and choose the topic ‘body and health’ and then select ‘Parts of the body and mind’.

Lesson 9 (2 hours)

Lexicology and its function



- The basic task of lexicology is the study and systematic description of the vocabulary in respect to its origin, development and current use.
- In Lexicology the word and the vocabulary of a language is studied as a system.
- Lexicology as a branch of linguistics has its own aims and methods of scientific research of lexical system on the ways and tendencies of vocabulary development.

2 types of lexicology

General Lexicology is concerned with the general study of words and vocabulary irrespective of the specific features of any particular language.

Special Lexicology is concerned the study and description of vocabulary and vocabulary units of a given language.

special descriptive lexicology **(synchronic** lexicology) – deals with the vocabulary and vocabulary units of a particular language at a certain time

special historical lexicology **(diachronic lexicology)** – deals with the changes and the development of vocabulary in the course of time.

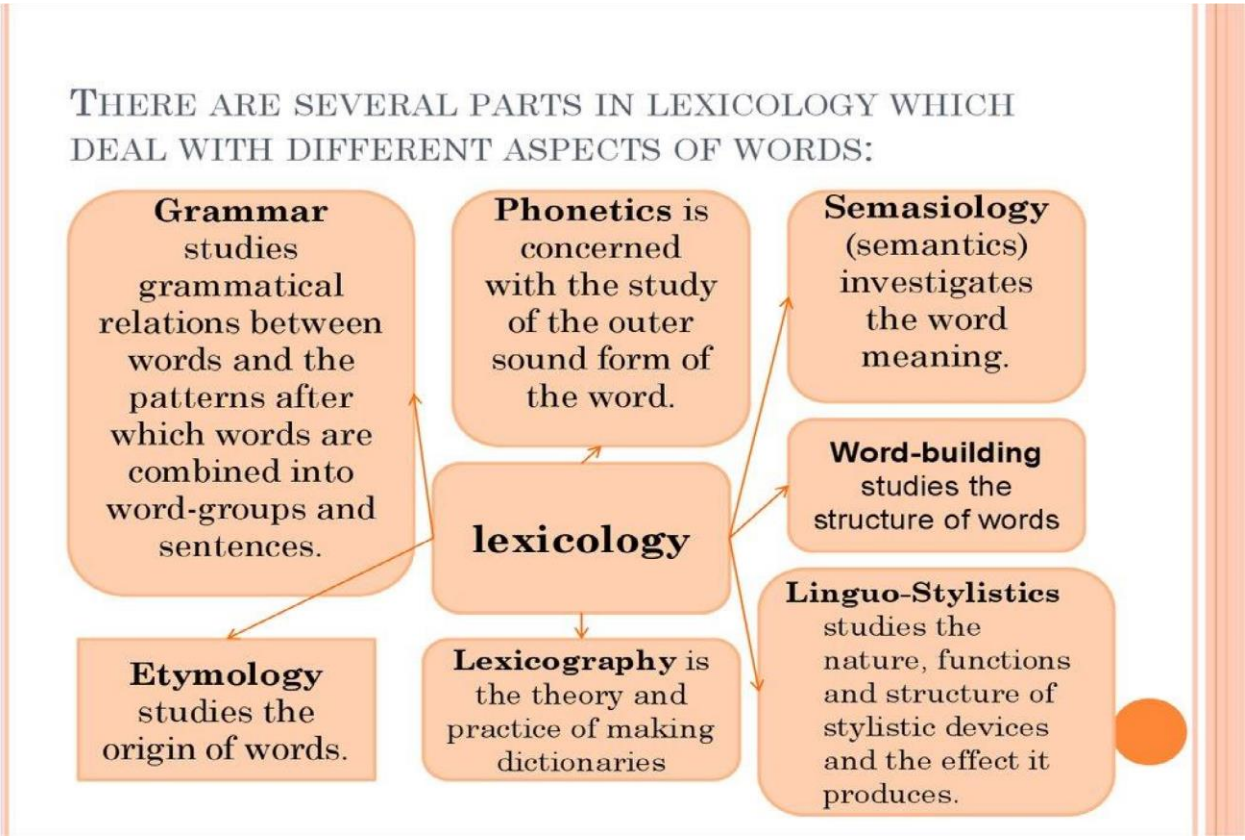
GENERAL LEXICOLOGY & SPECIAL LEXICOLOGY

General lexicology or Theoretical Lexicology is a part of general linguistics, it studies universal features of vocabularies of all or most languages,

- *Its aim is to work out theoretical notions, classifications and principles of research that may be used to study words, word combinations and vocabularies of all languages in general.*

Special lexicology or Descriptive Lexicology devotes its attention to the description of the characteristic peculiarities in the vocabulary of a particular language

e.g. Ukrainian, English, French, etc.



Lesson 10 (2 hours)

Teaching grammar to young learners

Teaching grammar for young learners: children learn languages differently to adults

JAMES PENGELLEY

16TH APRIL 2019

The grammar juggernaut continues to roll on despite many of the criticisms of an overly grammar-oriented focus that we've discussed previously on this blog. (https://hongkongtesol.com/blog/2016/11/5-things-you-didnt-know-about-grammar)

In spite of our criticisms, one of the confusing things to make clear is that we don't discourage teachers from teaching grammar entirely. Even though students may to an extent (especially in Hong Kong!) judge a teacher by how effective they think their grammar lessons are (or even how closely their teacher's grammar lessons conform to the students' expectations of what a grammar lesson should be), grammar does play an important role in language learning – especially in the early stages of the process where a new language can seem very contradictory, lacking structure and rules and disorganized. In this situation, your "pattern-hungry brain" strives to make order from the chaos – and this is where grammar teaching comes into its own.

However, it is important to keep the needs and interests of your learners at heart: children learn very differently (https://hongkongtesol.com/tylec) and process information (especially languages) in a very different way to adults – and so your grammar lessons ought to reflect this.

How is it different to teaching adults?

In many ways, the main ones we focus on here are motivation, processing language, analysis of "form" and the types of tasks that are useful.

Young learners have different motivations to learn

In the most basic sense, younger learners (https://hongkongtesol.com/tylec) differ from adults in the reason they learn. Typically, but not always, adult are choosing to be in your lesson. There are of course exceptions to this: the learner who needs to pass an exam (the exam is more motivating than being in your class), or the student whose boss tells them that English study is a contractual obligation. However as a generalization, we might say that adults tend to be intrinsically motivated.

Whereas younger learners typically study English because it's on their school curriculum or because their parents make them. I'm yet to meet a young learner to enrolled in an English course because that's how they wanted to spend their Saturday mornings.

Young learners process language differently

We know from observations of children, whose brains and language processing centres continue to develop until into early adulthood, process language differently. Part of this is related to cognitive development: we know that a classroom activity based around the possible merits and disadvantages of building a casino next to a primary school isn't going to generate much discussion with a group of 7 year old learners (they have a limited ability to engage in abstract thought and logical reasoning). It's also partly to do with language development too. Children learn their first language by identifying the most relevant content words in the context of their own experience. Mum, dada, outside…..these are often the most common words babies learn first. We also know that just before children reach puberty, they go through a lexical explosion as the brain shifts gears, preparing it for adulthood. Children, especially young children, are repetitive learners – repetition in context is the keystone to making progress.

This suggests that children engage with language, and learn it best when it is meaningful and relevant, there are plenty of examples and opportunities to practice, the meaning of the message is the primary focus of any form of communication, and that lexical complexity (and our expectations of this) should be graded loosely on the basis of age.

In this sense, we say that communication in young learner classrooms needs to be meaning driven, in that the priority needs to be communication and negotiation of the message, and the anlaysis of the form and grammar comes secondary to this. This can be a challenge, especially in classrooms where declarative knowledge (e.g.

This is the present perfect, or the noun form of procedural is procedure) tends to predominate traditional teaching approaches.

Young learners enjoy very different types of tasks

So how does this effect the types of tasks we choose for our young learners? Well, as a generalization we might say that activities should:

Be meaning driven, with a secondary focus on form

We reinforce a focus on grammar forms by maximizing repetition

Tasks should be age appropriate

Tasks should reflect what our learners might need to do/say/use in their daily lives

That the tasks are enjoyable and challenging, relative to cognitive development of the learners

Ultimately, you need to remember that what works for adults won't always work with kids. This means that the traditional practice tasks that you might have used to great

success might have limited application for your young learners. This includes: controlled practice gap-fills, Mill drill type tasks (e.g. Have you been to Australia? Yes, I have. Have you eaten pasta in Italy? No, I haven't. Have you seen the hickey on Mr. Johnson's neck? No, I haven't.) and long-winded, meta-language laden teacher presentations (SNORE!)

So here are a few ideas of tasks that work best with young learners….

Use chants and rhymes

Chants and rhymes are a ubiquitous feature of young childhood – If I were to ask you to finish the following sentences, I bet 99% of you could…..so here's a test:

- Ring-a-ring a rosie…..
- Hickory dickory dock….
- Frere Jacques….frere Jacques….

Why do these stick with you well beyond your childhood years? Because they are repetitive. Repetition is one of the key elements we discussed earlier: it's one way that the developing brain cements neural processes and pathways and reinforces them as "useful" and necessary to preserve.

How does this apply to grammar lessons with young learners? Well, next time you want to introduce you learners to a particulary structure, try turning it into a chant….does this sound like something you already do when you "drill" target language? Well it should. The key difference here is that you can add rhythm to it to make it catchier and a little bit "stickier" like a nursery rhyme.

For example, I wanted my students to design a poster where they reinvented uses for common objects. So, to introduce the phrases to this, I sat everyone in a circle, and put my hand in a bag containing

some of the objects, and described it to the students:

You can use it for cooking, it's made of metal.

You can use to for phone calls, it's made of plastic.

It helps you to study, it's made of paper.

Notice that all of these phrases follow the same basic stress pattern. Look at the following rhythms that match the phrases above (small dots = weak syllable, O = stressed syllable):

. . O . . O . (de de DA de de DA de) = you can use it for cooking

. . O . . O . (de de DA de de DA de) = you use it for phone calls

. O . . O . (de DA de de DA de) = It helps you to study

Now try saying the rhythm repetitively…see if you can get into a bit of a groove with is, and then add your own example to teach your students.

Note that this is also a really good way to introduce and reinforce classroom language like "can I borrow a pen", "I don't understand" or "can you say that again please". These are phrases I chant with my students immediately before we begin work on any task, as a reminder to them of what to do in case they run into difficulties, which in turn helps them to stay on track and use more English.

Interestingly, it also works quite well with voice control activities where you can drill language using different voices, emotions and speeds. Try playing with target phrases using quiet, angry, robot, slow motion, shy or super happy voices.

Kids love stories and narrative play As much as nursery rhymes are a prominent feature in everyone's childhood, stories and books are just as important for language development. Within the language classroom, stories allow for several key components that reinforce language learning: they present authentic language in context, they usually

present lots of visual support to match the text and they are often repetitive (especially books for younger children).

When choosing a story to "teach" from, try to focus on:

Books that repeat particular language features

Books whose images help students to understand the language on the page

Books that contain a limited amount of text on each page

A couple of interesting ways to use stories to focus students on grammar might be:

Ask the students to fill in a summary, or order then events of the story which are shown in pictures or written in short sentences after they have read the book.

Provide prompts for learners: First, second, then, after that, in the end…. And have learners reconstruct the story

Ask students to write or read a summary of the story and have them identify key verb phrases or target language and have them check what they have written against what you have on the whiteboard.

Ask students to write the next chapter of the book, and then identify the key features of language you wish to work with.

In this way, hopefully you can see that allowing learners to make mistakes is a central part of working with children, and that encouraging them to identify mistakes and correct their own work is a very useful way for them to study grammar because constructing a text beforehand allows them to deal with meaning first.

Authentic language use is more engaging and more meaningful

As we said before, focusing on authentic language use is a priority with young learners. Many educational boards that set local and national curricula will publish lists of texts that they expect their students to be able to deal with or produce by a certain age. These are like gold dust for language teachers who might only see their students once or twice a week.

By focusing on materials and contexts that are already familiar to students, there is less of a cognitive load on the learners when trying to apply and integrate new language. It also means that the language that is produced is more likely to be a useful and meaningful text, rather than "a list of sentences", which is something I see written on too many lesson plans than I'd like to admit.

A couple of ways of exploiting authentic language use in your lessons include:

Use a graded model of what you want the students to produce. If you want them to use the language in a spoken task, then have them listen to an example beforehand, ask them lots of CCQs to check comprehension before moving on to drilling and chanting the form prior to a production activity.

Deconstruct a text and stick it around the room, getting students up and moving about to find the answers to comprehension questions.

Ensure that learners are always working towards creating a "text" of some kind. I define "text" as a piece of connected language where sentences are meaningfully connected to each other (they use, for example, pronouns rather than repeat key nouns, and connectors to link ideas smoothly) or in a spoken text, one in which one utterance is a logical and coherent extension of or reply to the previous one.

Integrating skills reflects the way language is used in the real world

We also want to ensure that our language learning environment reflects the way our students encounter language in the real world as much as possible. This means that more

often than not, our students are given the chance to respond to texts, reformulate their ideas and extend their abilities by applying language using as many skills as possible.

While the focus of your lesson might be grammar, it's important that this grammar focus is situated in the context of a range of opportunities to practice as many skills as possible (think of it as providing opportunities for learners to process the information using their eyes (reading), their ears (listening), their mouths (speaking) and their hands (writing).

So for example, a focus on question forms, might be situated in the context of a lesson where students have to role play an interview, but then write up the interview into a newspaper article or summary.

A nice example of this would be to use some of Chris Hadfield's videos recorded on the international space station where he answers common questions about life in space. Typically in the Pre-task stage, I would have students write lists of things they do every day on earth, or how they do a particular thing on earth. In this example, Chris is shown making a sandwich in space, so I would have my learners make a list of their daily routines, and then discuss how these might be different if they were to do them in space.

Next, in the Main task activity, we watch the video, stopping it at key points and discussing it as a class in relation to how it is different for astronauts and why (e.g. why don' they use bread for sandwiches? Have my learners ever made a crumb-free sandwich? What normally happens to the crumbs?).

Then in the Post-task stage, learners are asked to plan questions to interview an astronaut. This is where the grammar focus comes in. I ask them to write questions they'd like, then I reformulate them on the board and we drill them using variations of voice control as we discussed earlier. Students them do the role play with as many different partners as time permits. This is all with the aim of collecting information for them to write a meaningful response to the interview they had with one person in the form of an article or summary.

Notice how the grammar focus doesn't take priority in the lesson, it's not the first thing students see or do, but it does follow a meaning-driven (often comprehension-based) task. I also avoid common forms of metalanguage (like auxiliary, past participle) – though depending on the level, I could have the learners group their questions into related "forms".….for example present/past/present perfect….or questions with "do" questions with "be" questions without "do".

Grammar practice activities

https://drive.google.com/file/d/1ZD3H4nOKczesv90bsmfP7w9pEhjLYJpb/view?usp=sharing

PPT Videos

Learner Errors PPT Video

https://youtu.be/G1AVCXwKWW4

Grammar Presentation Parts 1 & 2

https://youtu.be/55WMeK-YNLE

Grammar Presentation Part 3

https://youtu.be/24ktuV-0S3U

Lesson 11 (2 hours)

Grammatical functions

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level (Nunan, 2003);Grammar is a description of the rules that govern how a language's sentences are formed (Thornbury, 2008);Grammar «is the way a language manipulates and combines words (or bits of words) in order to form larger units of meaning. (Ur, 1988, p.141).Grammar is undeniably an essential component of effective communication. (Vijayalakshmi, 2014). Ellis (2006) suggests that grammar has kept on holding a central place in EFL teaching.

However, both native and second-language speakers get difficulties in learning English grammar since there are a great number of intricate, obscure, and exceptional grammatical rules (Macfadyen, 2015). EFL students find this aspect of language the most difficult. (Ahmad, 2018).

Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. Grammar is something that produces the sentences of a language. Correct selection of grammar teaching material is the first step towards the elimination of mistakes.

The grammar lessons at the secondary schools have the unfortunate reputation of being boring. They rely on traditional presentation methods, using the textbook and generalized fill-in-the-blacks exercises (Fischer, 2012). The study of grammar has only enhanced knowledge about the English language but does not facilitate learners of EFL on how to use the language. This theoretical knowledge of the rules of grammar, however, is not going to be of any help for the learners. Instead, the students should be taught to understand how to use the grammar rules in a communicative situation. (Vijayalakshmi, 2014).

Methods. Here you can find some innovative and also interactive methods for teaching EFL students:***1. Learning grammar through games***. Games help and encourage many learners to sustain their interest and work. Games also help teachers to create contexts in which the language is useful and meaningful. The theory of intrinsic motivation also gives some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, Intrinsic motivation can lead encourage them to play games. If these games are good then they will be learning while they are playing.

2. Using songs and poems. Songs are one of the most enhancing and culturally rich resources that can easily be used in language classrooms. They are resourceful tools to enhance the learner's abilities in listening, speaking, reading and writing. Learning English grammar through songs provides an enjoyable and relaxing classroom atmosphere for the learners. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in the relaxed classroom atmosphere.

Similar to songs, poems have an enormous linguistic value as they provide authenticity and cultural views. Poems contextualize a grammar lesson effectively. They serve as an effective tool for practicing a specific grammatical structure, in particular, a poem that exemplifies a particular structure, such as jazz chants.

3. Tasks and storytelling. Task- Based Language Teaching (henceforth TBLT) is one of these methods and deals with grammar teaching through communicative use of the language. Essentially, it tries to let learners use the language effectively. Learning grammar can be used by assigning tasks.

Everyone loves a story. Stories form a very integral part of teaching language. They provide a realistic context for presenting grammar points. It can be used for both eliciting and illustrating grammar points. Storytelling is traditional and pervasive in almost all cultures.

Conclusion. Using innovative methodologies, such as: games, storytelling, songs, effective tasks in teaching English grammar in the classroom will pave a positive way to students to learn the language effectively. If teachers teach their students in effective ways through fun and relaxation, the students will be able to learn grammar very fast and they can find each rule of English grammar very interesting

Lesson 12 (2 hours)

Developing listening skills of young learners

"Listening is an active not a passive operation"

Garvie.

Why do we need to develop listening skills? "If someone is giving you a message or opinion , then of course you have to be able to understand it in order to respond" (Brewster , Ellis , Girard). Listening skills need to have a "real-life" meaning , Donaldson says that children need "purposes and intentions" which they can recognize and respond to others. This implies that we need to carefully select materials and purposes for practicing listening skills and that they need to have an authentic meaning to young learners. That's why we should take into consideration some tips for classroom listening:

- Give the children confidence. We should not expect them to always understand every word and they should know this;
- Explain why the children have to listen. Make sure the learners are clear about why they are listening , what the main point or purpose of the activity is;
- Help children develop specific strategies for listening. An important strategy that the teacher should teach is "intelligent guesswork". Pupils are used to drawing their background knowledge to work out something they are not sure of;
- Set specific tasks. There should be activities for – pre-listening, while-listening and post-listening stages.

What do we need to be more comprehensible? We should:

- Keep sentences short and grammatically simple;
- Use exaggerated intonation to hold child's attention
- Emphasize key words;
- Limiting the topics talked about to what is familiar to the child
- Frequently repeating and paraphrasing.

We should remember that listening is also hard work. It is an active process, as the mind actively engages in making meaning.

LISTENING TASK

The name of the activity: "Magic box"
Time required: 10 minutes
Equipments : DVD-player , CD, TV

Materials : a box , coloured pencils or markers, sheets of paper , pictures of animals, a poster , pupils' worksheet , instruction for teachers
Interaction : individual , group work and plenary

Objectives:

a) educational : to enable PP to talk about domestic animals and their sounds and to practice usage of the construction "I have got a …";
b) developing: to give an opportunity of practicing the structure "I have got a…" and improve their listening, drawing and speaking skills.

Outcomes:

By the end of the lesson , pupils will :

- be able to talk about domestic animals and their sounds and to practice the usage of the construction "I have got a …";
- have an opportunity of practicing the structure "I have got a…" and improve their listening, drawing and speaking skills.

At the beginning of the lesson teacher will pre-teach new words (names of domestic animals and their sounds) and then they will practise the usage of the structure "I have got a…".

PRE-LISTENING ACTIVITY

Teacher says that they are going to listen to a song "Old Mc Donald had a farm" and before listening to a song he/she may ask three or four questions about the animals and encourage them to express their own ideas. For example:

1. Do you like domestic animals?
2. What domestic animals do you know?
3. Can horses run fast ?
4. Which animals can give us milk?

WHILE - LISTENING to the song they can match the sound to the correct picture of the animal. There are a number of animals which is not mentioned in the song , but an animal which is mentioned - is missing. Pupils have to listen to the song with all their attention and find out which animal is missing (is not described in their worksheet). We think that it will help them to improve their logical thinking skills.

1. Sheep	a) oink
2. Goat	b) moo
3. Duck	c) baa
4. Cow	d) be-e-e
5. Pig	e) quack

POST - LISTENING ACTIVITY

To consolidate the names of animals and their sounds teacher will organize and play an activity "Magic Box".

Instructions:

1. Distribute sheets of paper and coloured pencils.
2. Ask PP to draw or write the sound of their favourite domestic animal.
3. Collect all the cards with sounds and pictures.
4. Put all of them into a "Magic box".
5. Divide the class into four groups using the pictures of animals. (Each animal is cut into 4 parts , their task is to unite parts and form an animal).

Procedure:

A member of one group comes to the blackboard and takes a sheet of paper out of the box. His/ Her task is to mime or make a sound of the chosen animal. Other PP should find what

animal is it. The first pupil who will guess the name of the animal will get a “praise card” and a point (ball\ score) for his/ her group and will continue the activity by taking another word from the box. The group which collects the most of the “praise cards” will become the winners of the activity.
Playing this activity pupils will be able to improve their listening , speaking and drawing skills. These activity is useful for all kinds of learners: visual , auditory , kina esthetic and tactile.
This activity is suitable for young learners and good for pupils of the primary and secondary (5^{th} -6^{th} forms) education level.
We created this activity according to our work experience. We hope that the learners will be interested in this activity and like it very much and ask to play it again. We can organize it in a simple way if we prepare the box with pictures beforehand . In that case pupils will not waste their time for drawing pictures and begin playing the game at once. This activity can be organized for practicing the vocabulary of nearly all units and it will be very effective because PP will be able to memorize words through playing the game . As a Chinese proverb says : ”If you tell me , I’ll forget it . If you show me I may remember it . Let me do myself and it will be mine forever”.
While working on the task we have looked through a number of educational magazines (English teaching Forum , Innovation) and resource books for teaching English to young learners such as “Beginners” by Alan Maley and “English for Primary Teachers” by Mary Slattery and Jane Willis. Their ideas were really valuable and helpful for us. We have learnt a lot of new methods and activities which can be used in a class .

In conclusion we want to say that nowadays all good conditions are created for us – English teachers and much attention is paid for teaching and learning English. For example a new textbook for the pupils of the first form “ KID’s English” has been created by the initiative of the Resolution No 1875 of the President of the Republic of Uzbekistan on 10 December 2012 “About the measures on further development of foreign language teaching and learning system”. Now thanks to our government we have all necessary equipments (computers , DVDs , TVs , overhead projectors) , new versions of textbooks , educational CDs , grammar tables , posters and other visual aids for conducting effective lessons. That’s why we should do our best for upbringing spiritual sound generation who can serve for the prosperity of our motherland.
That’s why dear teachers , let’s try to help our pupils to learn , not teach them. Learning should be their own necessity and wish .
If this activity does not work well we can offer another one.
The name of the activity is **“Clever parrot” .** We know that parrots are such kind of birds who repeat the words which they hear. We suggest our pupils to behave like parrots and repeat the names of the animals according to the picture. But our “parrots” are clever creatures and they should not repeat the word if the picture is wrong and is not suitable for the picture. For example , teacher takes a picture of a “horse” and shows it to pupils and says:
T: It is a dog.
PP: (remain silent)
T: It is a cow.
PP: (remain silent)
T: It is a donkey.
PP: (remain silent)
T: It is a horse.

PP: Yes , it is a horse.
So , from the given example it is clear that PP agree with the teacher and repeat the phrase only if he/she is right. Otherwise they remain silent.
We can use the method "Analyses of notions" ,riddles and tests for **post-listening activities** and develop our pupils speaking , listening and thinking skills. Because they are very effective and help young learners to improve all their skills , enrich their vocabulary and widen their outlook. Here you can see some examples:

Read and guess:

- It lives on the farm . It has got four legs. It is big. It has got small ears. It is black and white and sometimes brown. It is a …
- It lives on the farm . It has got four legs. It has got long ears. It is grey.
- It lives in water. It is small. It is yellow. Cats like eating it.

Check your knowledge .

Do the tests (Use the pictures for answers).

- Dogs like eating…
  a) grass b) milk c) bones
- Cats like drinking …
  a) grass b) milk c) fish
- Cows say … if they want to eat.
  a) baa b) moo c) miaw
- Donkeys have got … ears.
  a) little b) short c) long
- I like eating …
  a) fish b) bones c) grass

Analyses of notions:

Name of the animal	Notions
	give us milk and likes eating grass.
	like eating bones and meat.
	neigh loudly and run very fast.
	are old kittens.
	are grey and have got long ears.

Complete the sentences:

- Ann has got a
- Anvar has got two
- I have got four

Lesson 13 (2 hours)

Developing speaking skills of young learners

Teaching young students how to speak is the most important area of learning. The best practice embeds speaking and listening across all aspects and areas of their education.

Students use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Social relations in the classroom depend on talk, and students' confidence and attitudes to learning are affected by friendships and positive interaction. Therefore, having the right words to express their thoughts, to rationalise their ideas, and talk about their feelings and viewpoints are essential for all facets of education. Teaching basic speaking skills has a key role in all subjects and areas of learning.

(https://teachmiddleeastmag.com/podcast/)

Many students come to school with limited skills in the language of instruction. Teaching must help them overcome their fears by making talk a positive and interesting experience. Success must be celebrated and the learning of new vocabulary and phrases should be a planned and a satisfying experience. Adults should speak slowly and clearly to facilitate pronunciation and understanding. New words need to be repeated frequently until the students are con dent to use them for themselves. Ultimately, most students should be able to speak clearly and express their ideas using appropriate vocabulary.

Teachers must plan to use specific words and phrases directly linked to the activities set for students. This will help young students learn quickly and in a meaningful way. Teachers must play alongside students, using the new vocabulary and helping learners to practise and use them for themselves. Planning activities to promote discussion is an essential way of teaching students how to engage in conversation. For example, using open questions such as, "What do you…? Why have you…? How do you…?" cannot be answered with one word. These questions encourage students to speak in phrases or sentences. By using these open questions during sand, water or construction play; students will become familiar with a range of mathematical and scientific language. New vocabulary must always relate to what students are doing now or to what is actually happening in the classroom.

Extend the variety and range of vocabulary through well-chosen stories that have attractive illustrations and repetitive meaningful phrases. Students can then rehearse new words and phrases during the story and re-enact them in role-play. Use rhymes, poetry and songs to help them see patterns and humour in words. Encourage students to bring in objects of specific interest to them, and to talk about them within small group situations.

Creativity, understanding and imagination can be fostered through discussion. Encourage students to talk with each other by allocating talk partners. The teacher poses an open question and each student has to speak out their ideas in turn to their partner. Students must also be taught how to become active listeners. They must look at the person speaking, and respond only when their partner has finished. A few responses can be shared with the whole group.

Checklist:

• Plan specific vocabulary and phrases, to be used each week, by the entire teaching team.

• Post the new words and phrases around the classroom as memory recall for adults. Encourage students to speak out as they play.

• Engage students into talks about the here and now, and pose open questions during activities.

• Role model conversations with talking partners.

Lesson 14 (2 hours)

Developing reading skills of young learners

There are two main approaches to teaching reading in English:

1. Look and say- teachers often use it as part of vocabulary teaching. So when children learn to say a new word they learn to read it. Using word cards (labeled on real objects or props) we can help children to recognize the word.
2. Phonics (letters used to make sounds) –sky , mask, skates. English spelling is difficult. It is better not to teach the names of letters when we starting to teach reading, as of course some of the letters of the English alphabet no longer match the actual sounds of the language. When we use phonics, we are teaching children the way the letter sounds, not the name of the letter.

Children can "read and do", so we can give them short written instructions on cards to follow. They can understand the word through pictures, sounds or actions.

Tips for teaching reading:

- focus on meaning;
- word recognition;
- prediction;
- making the connection between familiar sounds and written words or phrases;
- Meaning is the most important element in reading

Always remember just as listening comes before speaking, so reading comes before writing.

READING TASK

The name of the activity: "Which group's sun is brighter?"
Time required: 15 minutes
Equipments : overhead projector , Power Point slides
Materials :Two big circles , sunrays, coloured pencils or markers, sheets of paper , pictures of symbols, handout for guessing the title of the lesson, a poster , pupils' worksheet , instruction for teachers
Interaction : individual , group work and plenary

Objectives:

a) educational : to enable PP to talk about their family members and to practice the usage of the construction "This is …";
b) developing: to give them an opportunity to choose the best symbol for their mothers and improve their intensive reading , listening and speaking skills.

Outcomes:

By the end of the lesson pupils will:

- be able to talk about their family members and to practice the usage of the construction "This is …";
- have an opportunity to choose a symbol for their mothers and improve their intensive reading, listening and speaking skills.

At the beginning of the lesson teacher will show a handout with different pictures. Pupils should think logically and guess what word is hidden there. In this way they can find out the name of the lesson.

F A M I L Y

PRE-READING ACTIVITY

Teacher will pre-teach new words (This is , family , mother, father , sister, brother, hand in hand) using fingers of the hand. Explain them that:

The thumb is for “Father”
The index finger is for “Mother”
The ring finger is for “Sister”
The little finger is for “Brother”

Teacher wears a glove in her left hand , draws faces and then showing each finger introduces family members. If we present new words with action pupils can memorize them more quickly.

WHILE – READING ACTIVITY

Teacher will present the poem “My family” using rebus pictures. Rebus pictures will help them to memorize the names of family members. Unfamiliar words are shown by pictures and it will be easy for young learners to understand the meaning of the new word.

This is my

This is my

This is my
This is my

Mother , Father
Sister , Brother

With one another

POST - READING ACTIVITY

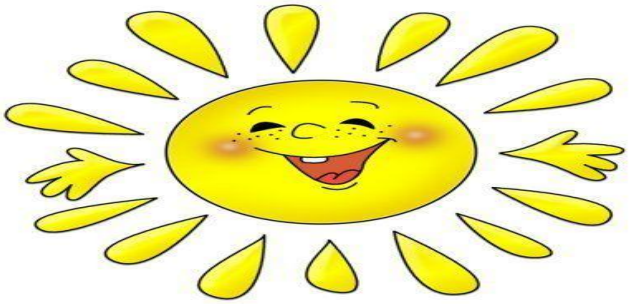
To consolidate the names of family members and the construction “This is ” teacher will organize and play an activity “Which groups’ sun is brighter?”.

Instructions:

1.Divide the class into two groups by coloured geometrical shapes.
2. Give a sunray() for each member of the group. That means that each pupil is stand for one word. There are eight sunrays .
3. Tell them that they should put the sunrays (words) in order and form the sun (a sentence).
4. If they put a sunray (picture describing a word) in a wrong place, they will lose a sunray (a point).
5. The group which has more sunrays will become the winner and their SUN will shine brightly .

Procedure:

Teacher sticks two big circles on the blackboard. Members of each group comes to the blackboard and sticks the first sunray (This); If any member sticks another word the group will lose a point. And in this way pupils one by one (is, my, mother. This , is , my , father) should stick the sunrays and form the shape of the sun. The group which has more sunrays will become the winner and their SUN will shine brightly.



Playing this activity pupils will be able to improve their intensive reading , speaking and listening skills. These activity is useful for all kinds of learners: visual , auditory, tactile and kina esthetic.

This activity is suitable for young learners and good for pupils of the primary and secondary (5^{th} -6^{th} forms) education level.

We created this activity according to our work experience. We hope that the learners will be interested in this activity and like it very much and ask to play it again. This activity can be organized for practising the vocabulary and grammar rules of nearly all units and it will be very effective because PP will be able to memorize words and rules through reading the poem (with rebus pictures) and playing the game .

If this activity does not work well we can offer another one.

The name of the activity is “Symbols” . We know that all pupils like drawing. That’s why we can organize a game for improving their reading and drawing skills.

Step 1: Distribute circles like the head of a woman. Pupils should draw eyes, a nose and a mouth of their mothers.

According to their drawing we can find out about characteristic features of their mothers. If they draw a happy face , it means they love their mothers.

Step 2: Then teacher presents a handout with different pictures (the sun , the moon and stars, a flower and a rainbow). Pupils should choose a symbol for their mothers and explain the reason. (If this task is difficult for them they can use L1 to express their ideas).

Lesson 15 (2 hours)

Developing writing skills of young learners

Writing and young learners

In this article, Wendy Arnold and Rosie Anderson explore ideas around developing writing skills with young learners.

Author

Wendy Arnold and Fiona Malcolm

Writing and Young Learners

Writing can be an engaging, interesting and inspiring activity for young learners. Children are active learners and thinkers (Piaget 1965), learn through social interaction (Vygotsky 1978) and learn effectively through scaffolding by more able others (Maybin et al 1992), who can be adults or peers. Collaborative and well-planned writing tasks encourage the context for all of these characteristics to be fully exploited in the young learner classroom.

The nature of writing

Writing is a complex skill to develop and master, focusing on both the end product and the steps to arrive there. Writing skills only develop when young learners are taught how to write and are given opportunities to practice these skills and strategies.

Why we need to develop writing skills with young learners

Writing tends to be somewhat neglected in the classroom, but it is an essential part of language development. Good writing skills are based on good reading skills, you need to recognise words in order to write and use them comprehensibly (Linse 2005).

Many young learners will not have fully developed their own L1 writing skills, and these strategies may not necessarily transfer to writing in English.

Writing allows young learners to practise new vocabulary and structures.

It allows for a high degree of personalisation and creativity.

It provides young learners to take risks and try out new language, with more “thinking time.”

Writing skills equip young learners with a solid base for future development and learning.

A focus on writing tasks in the classroom creates variety and caters for different learning styles

Teachers can diagnose learners’ strengths and areas to develop in terms of vocabulary, structure, spelling etc.

Focusing on this area can instil the joy of writing from an early age.

Theories to consider

Much of the theory behind L2 writing is based on research into the development of L1 writing skills. Two main approaches have emerged out of this research: writing as a process and as a product.

Writing as a process involves:

Thought-showering or ‘brainstorming’ notes, ideas, words and phrases about a topic

Categorising and ordering the ideas according to the task requirements

Writing a first draft

Revising the first draft by improving content and accuracy

Implementing the improvements in the re-written text

Writing as a product

The end goal is an authentic task e.g. writing to inform, to thank etc. Success is gauged by the accuracy of the content and accuracy of the text.

Accuracy focuses on:

Grammar and vocabulary

Spelling and punctuation

Legibility and appropriate genre conventions

Content focuses on:

Conveying information successfully to the reader

Providing enough detailed information

Logically ordering ideas

Using appropriate register

Originality of ideas Theories to consider

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Providing enough detailed information

Logically ordering ideas

Using appropriate register

Originality of ideas

Considerations for classroom writing

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

Encourage collaboration between young learners and provide opportunities during thought-showering, making notes, planning, revising etc

Provide visuals, or ask the learners to draw their own pictures to provide the content for the tasks

Topics should be engaging for your young learners e.g relatable and intrinsically motivating. Write about what they know e.g. games, friends, favourite activities etc.

Look at writing tasks from a different perspective e.g. rather than writing about their daily routine, they could write about their pet’s daily routine, their pet’s favourite activities, food etc

Let young learners choose their own characters to write about

Set challenging but achievable tasks

Have extension activities available for fast finishers

Encourage pride in the presentation of their writing e.g. young learners can draw, annotate etc.

Respond to written ideas, not just language

Mark positively and give feedback on areas of content as well as language. Encourage learners to value writing.

Give clear and simple criteria and encourage self/peer correction of written tasks. Using a range of smileys can encourage young learners to record how they feel about different writing tasks.

After pair/group work, make time to share writing as a class e.g. read out good examples of writing (but don't name names!).

Include presentation of learners' work. This depends on the task type, but work could be compiled into a short books, displayed in the classroom, school message boards etc. Young learners get a motivational 'boost' by seeing their written work 'on view.'

Conclusions

It is the teacher's responsibility to develop writing tasks for young learners that are enjoyable, full of practice, meaningful, purposeful, social and supported (Reid 1998). Challenging your learners and exploiting collaborative opportunities all combine to provide a learning environment where writing is both valued and enjoyed. Instill the joy of writing with your young learners and you could inspire a future writers and poets!

Lesson 16 (2 hours)

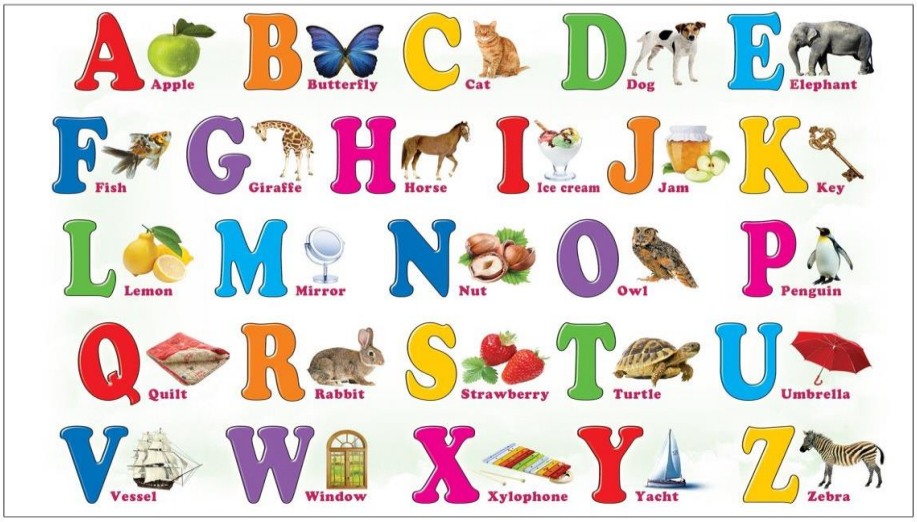
The English alphabet

The alphabet is a Latin-script alphabet consisting of 26 letters, each having an upper- and lower-case form. The word alphabet is a compound of the first two letters of the Greek alphabet, alpha and beta. The alphabet originated around the 7th century CE to write Old English from Latin script. Since then, letters have been added or removed to give the current letters:

The exact shape of printed letters varies depending on the typeface and font, and the standard printed form may differ significantly from the shape of handwritten letters (which varies between individuals), especially cursive. English Vowels and English Consonants. The English alphabet has 6 vowels and 20 consonants.

Written English has a large number of digraphs (e.g., would, beak, moat); it stands out (almost uniquely) as a European language without diacritics in native words. The only exceptions are:

a diaeresis may be used to distinguish two vowels with separate pronunciation from a double vowel[nb 1] a grave accent, very occasionally, (as in learnèd, an adjective) may be used to indicate that a normally silent vowel is pronounced



PRONUNCIATION RULES:

1. B b [b]: back, book, bed, boy
2. C c:

[s]----------Cc----------[k]

Ceiling	cut
cylinder	cat
cinema	cotton

[ʃ]: physician, special

3. D d [d]: door, day
4 F f [f]: father, football
5. G g: gymnast, gyps, good, garden, gold, government
6. H h [h]: hall, harmonic, heat, height
7. J j [dz]: January, jump, jet, joke
8. К к [k]: key, keep, cake, kiosk
9. L l [l]: long, location
10. Mm [m]: map, marble, mosaic, motor
11. N n [n]: nature, nabour, next
12. P p [p]: past, pavement, payment
13. Qq [kw]: question, quality, quantity
14. R r [r]: rubber, radiation, radio
15. S s[s]: saw, sawdust, please, seize, beds, boys, students.
16. T t [t]: train, town clerk, trade, traffic
17. Vv [v]: volt, volt, vehicle
18. Ww [w]: wall, window
19. X x [ks]: X-engine, X-bit, examination, exam, exact, box.
20. Z z [z]: zero, zebra

Activity 1.

How are these words pronounced? Explain the pronunciation of the following words:

better, bed, hike, jewel, July, kitchen, keep, generation, gift, demand, delegation, defeat, degree, cycle, foot, free, fuel, fund, fur.

Lesson 17 (2 hours)

Different tasks to teach the English alphabet

Alphabet activities make learning your ABCs more fun. There are so many ways to practice your ABCs, you might be able to do one alphabet activity a day for a year without repeating. We've gathered over 25 super fun alphabet activities so kids can play and learn every day.

1. Write letters on dried beans

Large dried white beans are inexpensive to purchase and easy to write on. Grab a sharpie and write all the upper and lower case letters on them. Then put each set in a pile (or baggie) and ask your kids to match them.

2. Letter sort with sticky notes

Write individual letters on sticky notes and then place them all over your house or just on every stair in a staircase. This practice game has a lot of variations—all tied to sorting. Ask kids to sort by:

lowercase
uppercase
letters in their name
straight lines (H)
curved lines (c)
both curved and straight lines (B)
consonants
vowels

For even more practice: have them sort their finds into ABC order, match lowercase letters to uppercase letters, and then, find a way to sort them that's new.

3. Write letters in shaving cream

Squirt shaving cream on a table and let your kids write letters in the cream. Smoothe it out to erase and start again. Bonus: their hands and your table will be cleaner than ever!

4. Bend letters with pipe cleaners

Pipe cleaners have always been a trusted source of good fine motor practice as well as a fun craft resource. Now use them to have kids create uppercase and lower case letters. Salt Lake County Council votes to overturn school mask mandate for elementary-age kids

5. Make sensory ABC bags

This one is great because you can change up what you put in here and even move to sight words. You'll need a gallon bag with a ziplock top. Add letters written on pieces of paper, magnetic letters, scrabble tiles, or anything else you can think of with letters. Then fill the bag with rice or oatmeal and seal it. Kids dig through the rice through the bag to find the letters. When they find them, they write down the letter they find until they locate all 26 letters of the alphabet.

6. Find invisible letters with watercolors

This is a classic. Using a white crayon, draw letters on a piece of white paper. Give your kids watercolor, let them paint the paper, and watch the letters appear.

7.Play musical alphabet

Set up letters in a big circle on the floor. You can use magnetic letters or just write them on index cards. Put music on and have your child walk around the circle to the music. When the music goes off, your child tells you the closest letter. Expand on it: ask your child to name three things (colors, animals, etc) that start with that letter.

8. Sponge the alphabet

Cut sponges into letters and use them for sponge painting letters or playing in the tub.

9.Put together name puzzles

Write the upper and lower case letters in a name and then cut them apart in a simple zigzag. Mix up the letters and ask a child to match them up and put them in the right order.

10. Make letters from nature

Find the alphabet right outside. Choose natural objects that already look like letters, or arrange them to look like them.

11. Eat your ABCs

We know from Alphabet Soup that eating your ABCs is plain old fun. So think of all the ways you can practice the alphabet at mealtime. Pancakes can be made into letters, jello can be cut into letters, and noodles can be used to make letters (just to name a few).

12. Go on an alphabet scavenger hunt

The fun part about this for grown-ups is that there is no prep. Tell kids to go find objects that start with each letter of the alphabet. To make this game take longer, designate spots for them to bring each item back—one at a time. Every item must be approved before they can move on to the next. This allows for fewer meltdowns at the end when an item is deemed inaccurate.

13. Make your own ABC book

Personalizing the ABCs helps kids process and retain their learning. One of our favorite alphabet activities starts by creating a book out of 26 pieces of paper and staples or hole punches and a ribbon. Have kids write an uppercase and lowercase letter on each page. Finally, have them draw or cut out pictures of things that start with each letter. Voila!

14. Create ABC popup books

Use the following tutorial video to learn how to make different kinds of pop up pages. Then, create a page per week for 26 weeks for each letter. At the end, use a glue stick to glue them all together to make an ABC popup book!

15. Stamp letters in playdough

Roll out playdough and push letter stamps right into the dough. This is both tactile and great for practicing ABCs.

16. Make tactile letter cards

There's lots of research (and experience) to support the value of using all the senses to learn. Making these tactile alphabet cards will be fun and have lasting benefits.

17. Trace letters in spices

This one combines touch, smell, and sight. It gives you an opportunity to talk about what we uses spices for as well. Put the bottle in front of a child and have them write the spice name in the spice to make things a bit more challenging.

18. Study a letter of the week

Many PreK and Kindergarten classes do a letter of the week, and for good reason. Teachers all share that instant recognition of letters and practice writing them is so important for learning to read. Doing alphabet activities for one letter each week reinforces knowledge and recollection.

19. Do the yoga alphabet

Show kids this video and take the time to learn each yoga pose. Connecting the mind and the body is great for learning.

20. Sing songs about the alphabet

Everyone loves to sing the alphabet song, but did you know there are lots of other songs to sing that can help you remember the alphabet? Try out this Sesame Street favorite:

21. Draw pictures from letters

Using letters as a starting point, teach kids how to draw. If this is too difficult at first, just write a letter and then draw a picture around the letter.

22. Highlight letters on a page

Print a page of text or grab your favorite magazine and a highlighter. Ask kids to highlight as many of one letter as they can find. This is also great for sight word recognition.

23. Do-A-Dot (https://amzn.to/39h9aQm) letter tracing

These dot markers make tracing letters more fun and help kids with directionality and remembering how to write and recognize letters.

24. Play letter slap

Make 2 sets of index cards with all the letters on them (52 cards in all). Shuffle the cards together and deal them so each kid holds 26 cards. Together each player takes their top card and turns it upright. The player with the letter closest to A wins the hand and takes the card. If two of the same letter are played, the players slap the card. The one on the bottom of the slip wins the hand. The game ends when one player holds all the cards.

25. Match plastic Easter egg letters

Surely you have some plastic Easter eggs hanging around your attic. Use a Sharpie or letter stickers to put an uppercase letter on one half and a lowercase letter on the other. Then separate the two and throw them all in a basket. Kids pull them out and match them up.

Lesson 18 (2 hours)

Reading strategies

SKIMMING & SCANNING

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary

research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

Read the table of contents or chapter overview to learn the main divisions of ideas.

Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.

Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.

Stop and quickly read the sentences containing keywords indicated in boldface or italics.

When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.

Read chapter summaries when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

When you skim introductory and concluding paragraphs

When you skim topic sentences

When you find an unfamiliar word

When the material is very complicated

Scanning for research and study

Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

Facts may be buried within long text passages that have relatively little else to do with your topic or claim. Skim this material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues.

To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

Know what you're looking for. Decide on a few key words or phrases–search terms, if you will. You will be a flesh-and-blood search engine.

Look for only one keyword at a time. If you use multiple keywords, do multiple scans.

Let your eyes float rapidly down the page until you find the word or phrase you want.

When your eye catches one of your keywords, read the surrounding material carefully.

Scanning to answer questions

If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

Read each question completely before starting to scan. Choose your keywords from the question itself.

Look for answers to only one question at a time. Scan separately for each question.

When you locate a keyword, read the surrounding text carefully to see if it is relevant.

Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

Lesson 19 (2 hours)

Effective ways of using short stories in English lessons

How to motivate young learners to read stories and fairy-tales?

Annotation

This article is about the benefits of stories and fairy-tales in developing children's creative skills and imagination, their importance in motivating young learners to read and how other language skills can be developed through reading. A number of reading strategies is analyzed by the author and it is suggested how to educate "the habit of reading" in young learners from their early age.

Key words: reading, strategy, scanning, skimming, enthusiasm for reading, motivation, fantasy, imagination, narrative, story-telling.

Annotatsiya

Bu maqolada yosh o‘quvchilarning o‘qishga bo‘lgan qiziqishlarini oshirishda, ularning ijodkorliklarini rivojlantirishda hikoya va ertaklar o‘qishning afzalliklari va o‘qish orqali boshqa ko‘nikmalarning ham shakllanishi haqida aytib o‘tilgan. Maqolada bir qancha o‘qitish strategiyalari tahlil qilinib, yosh o‘quvchilarda o‘qib tushunish ko‘nikmasini qanday qilib shakllantirish mumkinligi taklif etilgan.

Kalit so’zlar: o‘qish, strategiya, o‘qishga bo‘lgan xoxish, motivatsiya, fantaziya, xayolot, hikoya aytish.

The important source for language learning is definitely listening because language learners start to acquire their learning skills while they hear words, phrases and expressions of desired language. On the other hand, the language learners come into contact with printed words very early so reading "becomes the main source of expanding and strengthening the language".

Through reading other language skills can be developed. Reading text can be a fine example for further writing tasks, dialogues from the books can enhance the learner's

vocabulary needed for speaking or inspire the discussion. Grammar, punctuation and vocabulary can be taught by using reading strategies.

Ellis and Brewster present several reading strategies that can be strengthened by reading mind working with books.[1] They are metacognitive strategies, such as planning, comparing, guessing the meaning of new words, self-assessment and self-correction, cognitive strategies including sorting, classifying, repeating, working with dictionaries or predicting and socio affective strategies that are developed through group and pair work.

Burnett and Myers underline the fact that motivation for reading is usually seeking for information or achieving another similar aim.[2] So gaining comprehension skills is another benefit of reading. Harmer differentiated these comprehension skills according to the purpose the text is read. Young learners can scan the text to gain a piece of information and there is no need for careful reading. Skimming the text is similar in the sense that young learners should not read the text properly but only to get a general idea of what is about. Other two skills require reading in depth. Reading for pleasure is a slow activity that involves the reader into the text. Young learners should concentrate on the text when they read for detailed strategies to be able to understand the text or notice the language. These strategies are necessary for the process of development of critical reading.

Harmer also claims that reading is not a passive skill and that young learners should work with texts actively.[3] They need to understand the meaning of the words, think about the message of the text and be able to agree or disagree with it. The reading texts should be therefore realistic and entertaining.

The idea that young learners should read more is agreed by many teachers and parents. The idea is right but there should be certain conditions created to improve the situation. Young learners should be encouraged and educated "into the habit of reading", which is the basic precondition for careful and purposeful reading. The teachers and parents should show them that reading strategy is a useful and pleasurable activity, that there is always a purpose for reading even if it is a mere pleasure and that reading cannot only educate the learner but also satisfy their needs. It is connected with the principles of the new curriculum that expresses the idea that everything the learner acquires in the learning process should be practical and useful for life.

To avoid considering reading as a difficult and boring activity, the children should become familiar with reading from a very young age. Storytelling is the fine example how children can be introduced into reading because they simply like narratives and linking the reading activity with stories they enjoy can encourage them "to develop enthusiasm for reading" .Carefully selected stories are motivating for young learners because they show them that reading can be a pleasurable experience and what books can offer them.

Ellis and Brewster claim that it is better to start with reading in English after the children's mother-tongue literacy is developed. However, it does not mean that the reading skill cannot be expanded. The young learners can find examples of written English in their environment, such as signs or advertisements. They can "read" them and together with picture dictionaries or flashcards they create the pre-reading stage of language learning. Followed by specific tasks (read and draw, read and color, read and match and others) their reading strategies are developed.

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[1] Ellis and J.Brewster. Tell It Again. Penguin 2002, page 8

[2] Burnett and J.Myers. Teaching English. Continuum 2004, page 4

[3] Harmer. How to Teach English. Pearson Education Limited 2001, page 17

McRae suggests introducing reading texts into the language learning process after a few lessons because every new text invites young learner to the world of fantasy, imagination and discovery.[4] Using these texts regularly means that they will be a normal and pleasant part of the lesson with one great benefit – while the texts in the textbooks are sometimes not appealing to the pupils, the teacher can choose the reading texts that suit their learner's needs and interests. For young learners that are used to reading frequently the reading activity can become a part of their life. This can be also achieved through school extensive reading projects that support the young learners´ independent reading and help them overcome the possible difficulties they can face.

So, the encouragement to the learners to read from a young age leads to their acceptance of reading as an enjoyable activity and their willingness to read outside the classroom.

Children's literature is a term that is used to describe such literary texts written primarily for children. It also consists of fairy tales and stories that were written for adults but now they are considered as children's.

There are several characteristics of children's literature. It was mentioned before that children's literary texts are written for children. That means the topic should be interesting for children, the expressions and language used there should be familiar with them and "based on real children's speech". As young readers do not like long complicated descriptions, the stories should be dynamic enough to hold their attention.

Young learners identify themselves with the characters so they should be attractive for them – like their friends or someone who is admirable – and the borderline between good and bad characters should be clear. Game is an activity that is typical of childhood and it uses children's imagination and fantasy and their sense of humor – these are qualities that children expect from their books too. "Children perceive the world mostly through pictures, noises, smells and touches, not through mere words. Therefore they want these sensual elements to be present in the texts as well. They like books full of concrete imagination, they like picture books and texts with funny graphics"

Narrative, the telling of a sequence of events, is an essential part of human experience and a dominant form of entertainment in many people's lives.

Children's literature is a valuable source for developing children's enthusiasm for reading. Young learners can identify themselves with characters, enjoy a humorous, adventurous or dramatic plot and gain unconsciously certain knowledge of language. These opportunities are accessible even to very young learners. The relevant texts for them should contain the illustrations or other visual clues, should be simply structured with an easily comprehensible plot.

Using children's literature is obviously a vital part of teaching English as a foreign language. It can help expand their vocabulary, strengthen the language and adopt the positive attitude to reading. Young learners like listening to stories, fairy tales, nursery rhymes and therefore using such literature are highly motivating. Their motivation can be regarded as intrinsic, simply because of the children's interest in reading and listening stories written for them. Another benefit of using children's literature is that it enhances the young learners' imagination and fantasy. According to Halliwell the authentic literary texts play the important role not only in the process of developing language-learning skills but also in the children's lives: Young learners delight in imagination and fantasy….It is more than simply a matter of enjoyment, however. In the primary school, children are very

[4] McRae, John. Literature with a Small. MacMillan 1991, page 20

busy making sense of the world about them. They are identifying pattern and also deviation from the pattern….In the language classroom this capacity for fantasy and imagination has a very constructive part to play.

Although teaching reading should be concerned with a real life, a teacher should be aware that the reality for young learners includes fantasy and imagination. The importance of imagination is that it stimulates children's usage of real language.

However, using literature in teaching reading depends on the teacher´s knowledge and enthusiasm for it. The teacher, who is not familiar with children´s literature, is not able to choose suitable text for young learners and use all opportunities the text offers. On the contrary, the teacher, who shows the children the own positive attitude to literature and reading, can promote reading as a satisfactory, enjoyable and involving activity that can be shared with others.

Lesson 20 (2 hours)

State Curriculum for teaching English to young learners

Academic standards are what public school students are expected to learn in reading, math and other subjects in each grade.

Academic standards are set by individual states, not the federal government.

Students with learning and thinking differences aren't exempt from these standards.

How do you know what your child is expected to learn this school year and next? The answer is in your state's academic standards.

Read on for an introduction to state standards and how they work.

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However, federal laws can influence the standards that states choose. The Every Student Succeeds Act (ESSA) requires that states have "challenging" academic standards in reading, math and science. ESSA also requires that state standards prepare students for college and career.

State academic standards can vary widely from state to state. In recent years, many states have decided to adopt a uniform set of academic standards called the Common Core State Standards. Common Core is a state initiative. It doesn't come from the federal government.

However, even among the states that use Common Core, there can still be big differences in what's taught in schools. Some states have added new sets of standards for subjects like science and art. Also, Common Core is a set of standards, not a curriculum. States and local communities still set the curriculum, such as what books kids read in school, or what topics are covered in social studies class.

Academic standards and kids with learning and thinking differences

Students with learning and thinking differences aren't exempt from academic standards. Like their peers, they're expected to meet the standards and learn certain skills in each grade.

In fact, the federal Individuals with Disabilities Education Act requires students with Individualized Education Programs (IEPs) to participate in the general education curriculum. It also requires they get the supports and services they need to help them meet

the standards. The U.S. Department of Education has guidance for schools on kids with IEPs and grade-level standards.

If your child isn't meeting academic standards, there are things you can do. You can reach out to your child's teacher for help. You can request an evaluation. Or if your child has an , you can look into how to fine-tune the IEP goals and services.

Learn more about academic skills kids need for different grades.

Lesson 21 (2 hours)

Planning English lessons

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students.

A successful lesson plan addresses and integrates three key components:

Learning Objectives

Learning activities

Assessment to check for student understanding

A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. You may refer to an example of a 3 hour lesson plan here (https://cte.smu.edu.sg/sites/cte.smu.edu.sg/files/resources/LessonDesignTemplate_JC.pdf).

BEFORE CLASS: STEPS FOR PREPARING A LESSON PLAN

Listed below are 6 steps for preparing your lesson plan before your class.

1. Identify the learning objectives

Before you plan your lesson, you will first need to identify the learning objectives for the lesson. A learning objective describes what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e. topics). Typically, it is written in a language that is easily understood by students and clearly related to the program learning outcomes. The table below contains the characteristics of clear learning objectives:

CharacteristicDescriptionClearly stated tasksFree from jargon and complex vocabulary; describe specific and achievable tasks (such as 'describe', 'analyse' or 'evaluate') NOT vague tasks (like 'appreciate', 'understand' or 'explore').Important learning goalsDescribe the essential (rather than trivial) learning in the course which a student must achieve.AchievableCan be achieved within the given period and sufficient resources are available.Demonstrable and measurableCan be demonstrated in a tangible way; are assessable; achievement and quality of achievement can be observed.Fair and equitableAll students, including those with disabilities or constraints, have a fair chance of achieving them.Linked to course and program objectivesConsider the broader goals - i.e. course, program and institutional goals.

The Bloom's Revised Taxonomy of Educational Objectives is a useful resource for crafting learning objectives that are demonstrable and measurable.

2. Plan the specific learning activities

When planning learning activities you should consider the types of activities students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related (http://www.teaching-learning.utas.edu.au/learning-activities-and-delivery-modes/planning-learning-activities) to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives.

As you plan your learning activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. Some questions to think about as you design the learning activities you will use are:

What will I do to explain the topic?

What will I do to illustrate the topic in a different way?

How can I engage students in the topic?

What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

What will students need to do to help them understand the topic better?

Many activities can be used to engage learners. The activity types (i.e. what the student is doing) and their examples provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in a typical lesson.

Activity Type Learning Activity Description Interaction with content

Students are more likely to retain information presented in these ways if they are asked to interact with the material in some way.

Drill and practiceProblem/task is presented to students where they are asked to provide the answer; may be timed or untimedLectureConvey concepts verbally, often with visual aids (e.g. presentation slides)QuizExercise to assess the level of student understanding and questions can take many forms, e.g. multiple-choice, short-structured, essay etc.Student presentationOral report where students share their research on a topic and take on a position and/or roleInteraction with digital content

Students experiment with decision making, and visualise the effects and/or consequences in virtual environments

GameGoal-oriented exercise that encourages collaboration and/or competition within a controlled virtual environmentSimulationReplica or representation of a real-world phenomenon that enables relationships, contexts, and concepts to be studiedInteraction with others

Peer relationships, informal support structures, and teacher-student interactions/relationships

DebateVerbal activity in which two or more differing viewpoints on a subject are presented and arguedDiscussionFormal/informal conversation on a given topic/question where the instructor facilitates student sharing of responses to the questions, and building upon those responsesFeedbackInformation provided by the instructor and/or peer(s) regarding aspects of one's performance or understandingGuest SpeakerFeelings, thoughts,

ideas and experiences specific to a given topic are shared by an invited presenterProblem solving and Critical thinking

Presenting students with a problem, scenario, case, challenge or design issue, which they are then asked to address or deal with provides students with opportunities to think about or use knowledge and information in new and different ways

Case StudyDetailed story (true or fictional) that students analyse in detail to identify the underlying principles, practices, or lessons it containsConcept MappingGraphical representation of related information in which common or shared concepts are linked together Real-world projects .Planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations, either individually or collaborativelyReflection

The process of reflection starts with the student thinking about what they already know and have experienced in relation to the topic being explored/learnt. This is followed by analysis of why the student thinks about the topic in the way they do, and what assumptions, attitudes and beliefs they have about, and bring to learning about the topic.

Reflection journal Written records of students' intellectual and emotional reactions to a given topic on a regular basis (e.g. weekly after each lesson)

It is important that each learning activity in the lesson must be (1) aligned to the lesson's learning objectives, (2) meaningfully engage students in active, constructive, authentic, and collaborative ways, and (3) useful where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose.

3. Plan to assess student understanding

Assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the learning objectives, and for instructors to offer targeted feedback that can guide further learning.

Planning for assessment allows you to find out whether your students are learning. It involves making decisions about:

the number and type of assessment tasks that will best enable students to demonstrate learning objectives for the lesson

Examples of different assessments

Formative and/or summative

the criteria and standards that will be used to make assessment judgements

Rubrics

student roles in the assessment process

Self-assessment

Peer assessment

the weighting of individual assessment tasks and the method by which individual task judgements will be combined into a final grade for the course

information about how various tasks are to be weighted and combined into an overall grade must be provided to students

the provision of feedback

giving feedback to students on how to improve their learning, as well as giving feedback to instructors how to refine their teaching

To learn more about designing assessment, click here (https://cte.smu.edu.sg/approach-teaching/integrated-design/assessment).

4. Plan to sequence the lesson in an engaging and meaningful manner

Robert Gagne proposed a nine-step process called the events of instruction, which is useful for planning the sequence of your lesson. Using Gagne's 9 events in conjunction with Bloom's Revised Taxonomy of Educational Objectives (link (https://cte.smu.edu.sg/sites/cte.smu.edu.sg/files/teaching_at_smu/learning_objectives/Table%201.%20Bloom%27s%20Revised%20Taxonomy.pdf)) aids in designing engaging and meaningful instruction.

Gain attention: Obtain students' attention so that they will watch and listen while the instructor presents the learning content.

Present a story or a problem to be solved

Utilize ice breaker activities, current news and events, case studies, YouTube videos, and so on. The objective is to quickly grab student attention and interest in the topic

Utilize technologies such as clickers, and surveys to ask leading questions prior to lecture, survey opinion, or gain a response to a controversial question

Inform learner of objectives: Allow students to organize their thoughts regarding what they are about to see, hear, and/or do.

Include learning objectives in lecture slides, the syllabus, and in instructions for activities, projects and papers

Describe required performance

Describe criteria for standard performance

Stimulate recall of prior knowledge:

Help students make sense of new information by relating it to something they already know or something they have already experienced.

Recall events from previous lecture, integrate results of activities into the current topic, and/or relate previous information to the current topic

Ask students about their understanding of previous concepts

Present new content: Utilise a variety of methods including lecture, readings, activities, projects, multimedia, and others.

Sequence and chunk the information to avoid cognitive overload

Blend the information to aid in information recall

Bloom's Revised Taxonomy can be used to help sequence the lesson by helping you chunk them into levels of difficulty.

Provide guidance: Advise students of strategies to aid them in learning content and of resources available. With learning guidance, the rate of learning increases because students are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.

Provide instructional support as needed – as scaffolds (cues, hints, prompts) which can be removed after the student learns the task or content

Model varied learning strategies – mnemonics, concept mapping, role playing, visualizing

Use examples and non-examples

To find out more about scaffolding student learning, click here

Practice: Allow students to apply knowledge and skills learned.

Allow students to apply knowledge in group or individual activities

Ask deep-learning questions, make reference to what students already know or have students collaborate with their peers

Ask students to recite, revisit, or reiterate information they have learned

Facilitate student elaborations – ask students to elaborate or explain details and provide more complexity to their responses

Provide feedback: Provide immediate feedback of students' performance to assess and facilitate learning.

Consider using group / class level feedback (highlighting common errors, give examples or models of target performance, show students what you do not want)

Consider implementing peer feedback

Require students to specify how they used feedback in subsequent works

Assess performance: To evaluate the effectiveness of the instructional events, test to see if the expected learning outcomes have been achieved. Performance should be based on previously stated objectives.

Utilise a variety of assessment methods including exams/quizzes, written assignments, projects, and so on.

Enhance retention and transfer: Allow students to apply information to personal contexts. This increases retention by personalising information.

Provide opportunities for students to relate course work to their personal experiences

Provide additional practice

5. Create a realistic timeline

A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn in the lesson. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Here are some strategies for creating a realistic timeline:

Estimate how much time each of the activities will take, then plan some extra time for each

When you prepare your lesson plan, next to each activity indicate how much time you expect it will take

Plan a few minutes at the end of class to answer any remaining questions and to sum up key points

Plan an extra activity or discussion question in case you have time left

Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

6. Plan for a lesson closure

Lesson closure provides an opportunity to solidify student learning. Lesson closure is useful for both instructors and students.

You can use closure to:

Check for student understanding and inform subsequent instruction (adjust your teaching accordingly)

Emphasise key information

Tie up loose ends

Correct students' misunderstandings

Preview upcoming topics

Your students will find your closure helpful for:

Summarizing, reviewing, and demonstrating their understanding of major points

Consolidating and internalising key information

Linking lesson ideas to a conceptual framework and/or previously-learned knowledge

Transferring ideas to new situations

There are several ways in which you can put a closure to the lesson:

state the main points yourself ("Today we talked about…")

ask a student to help you summarize them

ask all students to write down on a piece of paper what they think were the main points of the lesson

DURING THE CLASS: PRESENTING YOUR LESSON PLAN

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. Providing a meaningful organisation of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind the planned learning activities.

You can share your lesson plan by writing a brief agenda on the whiteboard or telling students explicitly what they will be learning and doing in class. Click on link here (http://cte.smu.edu.sg/approach-teaching/interactive-delivery) for tips and techniques to facilitate an interactive lesson.

AFTER THE CLASS: REFLECTING ON YOUR LESSON PLAN

Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. If needed, revise the lesson plan.

Lesson 22 (2 hours)

Classroom management

Classroom Management Techniques

CPIJanuary 04, 2021

Student behaviors like shouting, not paying attention, avoiding work, disrespect, refusal, and engaging in power struggles take your focus away from teaching and students' focus away from learning. The following classroom management strategies can be used to help maintain student focus and create student consistency around class expectations.

Understand your students.

Get to know each student as an individual. Build rapport with them based on trust and understanding. Be sure to let your compassion for each student reflect through your nonverbal behavior and your paraverbal communication.

Practice patience with Rational Detachment.

Keep in mind that you have a choice about how you respond to a student in distress. Choose not to take the behavior personally, and use positive self-talk. For example, instead of thinking, "I can't take this disrespect anymore," think, "I've seen this before. This behavior is not about me. What is it about and how can I help?"

Set effective limits.

Review and post your classroom expectations so that they are clearly visible. Expectations should be clear, simple, and stated positively as what you "can do." For example, instead of saying, "No side talk," say "Please raise your hand to add to the conversation."

Keep to the schedule you set.

Following your own expectations is key to modeling timeliness and productivity. The more organized you are, the more opportunity there is to focus on teaching and learning. This will help your students respect schedules and work within designated time frames. Remember that while, as a general rule, consistency is important, it may sometimes be appropriate to address a student's needs even if it interferes with the schedule or routine.

Be aware of the causes of behavior.

Be mindful of Precipitating Factors—preexisting circumstances that cause distress behavior—and early warning signs to help you focus on prevention. If a student seems consistently irritable or inattentive in the morning, could hunger be causing the behavior? Could you make sure the student gets breakfast in the cafeteria before class or keep granola bars in your desk? Keep in mind, classroom management is not just about avoiding student disruptions but about creating an environment that enables students to focus on learning.

Classroom Management Tips: Remain Calm & Respond Right When A Student Challenges!

Download this free guide on how to remain calm and respond effectively in the face of a challenging student.

DOWNLOAD NOW (https://institute.crisisprevention.com/Classroom-Management-Tips.html?code=BLIT01CM&src=Blog)

Engage with students.

When a student is inattentive, rowdy, or challenging, it distracts others. As you're teaching, try making friendly eye contact with the student. Encourage them to focus on what is being taught by asking questions and using names. Remember that sometimes disruption is just misguided energy that simply needs to be invited into the conversation.

When students know what to expect from you, and what you expect from them, they're more likely to be productive learners. Put these effective classroom management tips to use to manage disruptive behavior with confidence.

Are you looking for techniques for managing challenging classroom behavior? CPI's Nonviolent Crisis Intervention (https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention)® training program and resources provide classroom management strategies and verbal intervention strategies that enable teachers and staff to handle disruptive student behavior. CPI programs can be tailored for classroom management based on your school's and students' needs.

More classroom management resources:

Read more about classroom management on our Student Management Techniques (https://www.crisisprevention.com/Blog/Student-Management-Techniques) page.

Find out about a study that shows that teachers who receive verbal intervention training report feeling more confidence in managing their classrooms effectively (https://www.crisisprevention.com/Blog/Wise-Words-Wise-Actions-Verbal-Intervention-Traini).

Crisis prevention (https://institute.crisisprevention.com/Classroom-Management-Tips.html?code=BLIT01CM&src=Blog)

Classroom Management Tips | CPI

Download this free guide to remaining calm and responding right when a student challenges.

Lesson 23 (2 hours)

Designing materials for teaching young learners

"To learn a language is to have one more window from which to look at the world." – Chinese Proverb

English language students need visual input and stimulation to make meaning of their learning. Visually stimulating tasks can include both instructional resources and learning

resources. As an instructional resource, visual tools can illuminate language through content and cultural connections. Especially when real-life situations may not be possible to create in the classroom, visual tools are the "realia" that can make language visible to students. Engaging students with

visually stimulating tasks for learning, such as examining images of a cultural practice, has the potential to elicit meaningful conversations and discussion. In this module, you will explore how language learning can ignite creativity and critical thinking, while also supporting students in their language learning and development of intercultural competence.

By the end of this module, you will be able to:

§ understand the importance and positive effects of making learning visually stimulating for language learners

§ identify visual tools that work best for your instructional context

§ examine how visually stimulating tasks can lead learners through the critical thinking process

§ discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips)

§ create or reconstruct a language task to become a visually stimulating task

8.1. Watch

Explore ideas for creating and facilitating visually stimulating tasks by watching three videos.

§ Video 1: Visual Tools for Language Learning

This video will introduce you to some ideas for using visual tools, such as graphic organizers, for language learning in your classroom.

Click here for the PDF of the script for Video 1.

Link to YouTube: https://www.youtube.com/watch?v=VFmJIBjzJ0A

§ Video 2: Strategies for Making Learning Visually Stimulating

This video will introduce you to some strategies for making learning visually stimulating, such as using charts and word walls.

Click here for the PDF of the script for Video 2.

Link to YouTube: https://www.youtube.com/watch?v=rPmuWZ8QYtw

§ Video 3: The KWLQ Chart

o This video will introduce you to the graphic organizer known as the KWLQ Chart, which can be used as a pre- and/or post-formative assessment of student learning.

Click here for the PDF of the script for Video 3.

Link to YouTube: https://www.youtube.com/watch?v=80fq5PweK2Y

Teaching English Through English

Module 8 Video 1 Script

Visual Tools for Language Learning

"Images, because of their vividness, are easier to recall than words."

(Ramirez, 2012, p. 36)

Hello English teachers! Are you ready to power up your English class? Here are some tips for using visual tools with your students to enhance language learning. Just like the common saying, "Seeing is believing," in this video you will see how visuals can be beneficial tools for students.

For example, through using visuals such as posters, graphic organizers, images, and infographics, students enhance building their vocabulary and understanding how the language works. Being able to see how language is used in multiple ways can build students' confidence and language production.

Visual tools can be as simple or as complex as you would like to make them. Let's start simple. Do you have a chalkboard, whiteboard, or posterboard in your classroom? These are all resources that can be used for visuals in instructional purposes. If you keep it simple, then you and your students will likely use them again and again for other language learning tasks and activities. Making visuals too complex for students can lead to confusion and unnecessary frustration. So, keep it simple.

Visual tools can be used in so many ways in the language classroom: to activate prior knowledge, support language production, integrate cultural realia, and assess student comprehension. In this video, you will see examples of visual tools that can be used to serve some of these purposes.

Let's get started with the visual tool known as Graphic Organizers. A graphic organizer is described as "a visual aid that helps language learners understand important ideas and their relationship to one another. It can also help students learn key academic vocabulary and grammar so that they can engage with each other about content area topics" (Wenniger, 2019).

Graphic organizers can be used throughout all academic and proficiency levels of language learning.

One of the best ways humans learn is by doing. When using graphic organizers, it is important for you to introduce the graphic organizer as a support for your students to actively organize the content through selecting vocabulary and making meaningful connections. After your students have had sufficient time practicing and using the content within the graphic organizer, then this support can be removed or taken away. Then, the students can be challenged to use what they

have learned without it in front of them.

With so many graphic organizers from which to choose as a visual aid, many teachers wonder, "Where do I start?" Let's begin with the end in mind. Use these questions to guide your selection of a graphic organizer to use: What do you want your students to accomplish in your language learning task with this visual tool? Will a graphic organizer be helpful in laying out a framework for the completion of this task? Or to follow a model for a specific language goal you want them

to master? If you answered yes to these questions, then a graphic organizer can help your students with organizing the language they will need to complete a task.

Let's review a commonly used graphic organizer called the Concept Map. In a concept map, you write the central theme or the topic in the center circle and then surround it with lines that connect to the outer circles. Inside the outer circles, you write the sub-topics that extend that theme when discussing the topic. For example, to introduce the vocabulary relevant to the unit on Saving the Earth, you may decide to use a concept map to see what vocabulary words students already know for saving the Earth or protecting the planet. Let's try out a concept map

using this theme as the central idea.

"Concept Map" by Kelley Webb is licensed under CC BY 4.0

First, write the topic in the center circle, such as Actions to Save the Earth. Then, draw 5 or 6 lines out from the center circle to extend the topic into more specific categories,

such as relevant vocabulary or actions that demonstrate Saving the Earth. What topics would you write outside of the central idea? This is when you could tell your students to brainstorm what those specific topics could be, such as recycling or composting. From there you can extend the concept

map further with more specific vocabulary to discuss these issues by asking questions such as "What types of materials can you recycle?", such as bottles and cans. And "What types of materials can you compost?, such as fruit peels and eggshells. Tell students to write these specific examples on the lines extending from each sub-topic.

"Saving the Earth" by Kelley Webb is licensed under CC BY 4.0

Great work! Graphic organizers can be used in so many ways to present an idea for comparison, organize one's thoughts, or showcase student learning! We just learned about several different ways you can use graphic organizers in your instruction to support students' learning goals. Are you interested in challenging your students to process their language learning even further?

Have THEM create their own graphic organizers that situate the learning material in the best way for their understanding. I bet you will see so much more than they can tell you AND you can use this task as a formative assessment! Thanks for watching and learning. Now, let's go do it!

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Lesson 24 (2 hours)

Using ICT in English lessons

Finding creative ways to use technology in the classroom can both make your life easier as a teacher and boost student excitement levels and engagement with lessons. From helping with communication among teachers and students (as well as peer-to-peer), to organizing curriculum calendars, to enhancing presentations and lessons with media and visuals, there is no limit to the ways to use technology in the classroom to create an enriched learning environment. If you're looking for ideas of exactly how to use technology in the classroom to enhance learning, some examples include:

Gamified learning
Digital field trips
Integrate social media
Gather student feedback
Creating digital content
Using a shared, online classroom calendar

Review and critique webpages
Incorporate video and multimedia into lessons and presentations
Online activities for students who finish work early

1. Gamified Learning

To this day, I give all credit for my skill in typing to time spent playing typing games in the computer lab of my elementary school. Not only were the games incredible, and incredibly engaging programs for teaching students typing skills, they made using a computer fun and exciting for me and set the foundation for all other computer knowledge I've gained since. Learning can and should be fun and using technology for gamified learning (https://blog.goguardian.com/3-trends-in-educational-technology-to-watch-in-2019) in your classroom can be advantageous to achieving that goal. And while learning software can be a great teaching tool, gamified learning can also be as simple as creating a virtual scavenger hunt by coming up with a list of questions for students to search and find the correct answers for and adding students to pairs or groups to encourage collaboration and teamwork!

2. Digital Field Trips

An increasingly popular, useful, and cost-effective tool for teachers searching for new ways to use technology in the classroom is taking digital field trips. Google Streetview and other similar apps allow you to virtually explore parks, forests and even national and international landmarks from the comfort of your classroom. Virtually experience the view from the Statue of Liberty or hike through the Grand Canyon to get students excited to learn about a location or subject and extend learning beyond the page!

3. Integrate Social Media

Because students already spend so much of their time on social media, integrating its use into your classroom is among the most innovative ways to use technology in the classroom by connecting students to curriculum, classroom resources, and one another. Create a Facebook group specifically for your class where you post discussion topics or develop unique classroom Twitter hashtags students can use to discuss lessons or ask questions!

4. Gather Student Feedback

The true test of any classroom structure and/or curriculum is how well it helps students learn, and getting feedback from students is vital to assessing this, determining what is and isn't working, and addressing problems and confusion as they arise. Use online surveys and polls to perform daily or weekly check-ins with students to get their opinions on lessons and address lingering questions or concerns. Expand on the usage of Twitter hashtags by having students tweet their feedback and questions with a classroom hashtag.

5. Creating Digital Content

Creating digital content related to the things they are learning is a great way for students to display their individual creative talents as well as showcase learning. As with any other project, the process of creating content is most effective when students are able to express themselves in ways that highlight and accommodate their personal strengths and learning/communication styles. Provide options for students to express themselves through blogs, videos, podcasts, eBooks, flyers and other digital art, or any other means they feel most comfortable. Respecting each student's individuality and needs for creative expression helps them flourish as learners.

6. Using a Classroom Calendar

Develop a shared online calendar for your classroom through Google Calendar or a similar program for posting important updates. Post assignment due dates and classroom

events (such as field trips and guest speakers) in one easily-accessible location for both teachers and students. Go a step further and share the calendar with parents to keep them connected and engaged with their child's learning.

7. Review and Critique Webpages

While we know you can find almost anything on the internet, we also know that much of what you may find is not reliable information from reliable sources. I remember being told frequently by teachers and professors "Wikipedia is not a reliable source" when doing research papers, but can't recall a single instructor who explained why. Empower your students with the digital literacy (https://blog.goguardian.com/4-benefits-of-using-technology-for-classroom-management) to analyze and discern reliable web pages and sources from unreliable ones by reviewing them together, developing and communicating standards for what makes a good source.

8. Video/Multimedia Lessons and Presentations

Bring presentations to life for students by incorporating visual effects, photos, videos, and music into them. Developing slideshows and digital presentations, playing music or a video for background and context while presenting, or by inviting virtual guest speakers to engage with your class via programs designed for conference calls (such as: Skype, Google Hangouts, and Facetime) are all fun and creative ways to boost engagement with lessons while teaching the benefits of technology (https://blog.goguardian.com/4-benefits-of-using-technology-for-classroom-management) and multimedia use.

9. Online Activities For Students Who Finish Work Early

Set up learning stations to encourage and support students working at their own pace. If a student finishes an assignment early, rather than being stuck waiting for other students to catch up or class to end, students can extend and enhance their learning by visiting a learning station and watching videos, playing learning-based games, or exploring other online activities related to their learning.

Why Students Benefit From Using Technology in the Classroom?

Integrating technology into classrooms allows for more (and more effective) communication between students and teachers, as well as students and peers and parents and teachers, all of which are vital to students' academic success. Using technology in your classrooms also creates space for students to have a voice in their learning. Students are empowered to take responsibility of their learning through giving feedback on lessons, participating in projects and learning activities that respect their individuality and having opportunities and support to learn and understand how to use technology creatively, effectively and safely.

Lesson 25 (2 hours)

Developing cultural communication skills of young learners

In my first article for this intercultural forum I outlined why we needed to rethink the teaching of culture in ELT and put forward arguments for treating culture as a 5th language skill. This second article looks at teaching the cultural agenda in more detail and explores possible avenues of thinking in the following areas:

Where does culture fit? What discipline does it belong to?

Is there such a thing as a cultural curriculum or a cultural syllabus? When should we introduce the teaching of culture in ELT? Whose culture should we be teaching and what should we teach at what level?

How do materials address the issue of culture and is it adequate?

What are the best audio, text and visual aids for the teaching of culture?

What kind of methodology is best suited to the teaching of cultures at different levels?

What kinds of activities lend themselves to learning about and appreciating other cultures?

These points should give us all plenty to think about and discuss. So here are a few thoughts of my own to stimulate discussion.

Where does culture fit? What discipline does culture belong to?

Culture has many mothers – academic disciplines that have influenced its development. One is linguistics, which has provided the concepts of language analysis that are the basis of inter-cultural communication. Another is psychology, that has provided many of the concepts we use in understanding people's motivation and behaviour. Two other disciplines, sociology and anthropology, have both influenced our study of behaviour and also the influences that form social values in different communities.

So we can say that cultural awareness is an interdisciplinary subject that draws on the resources of a variety of humanistic disciplines to profile the aptitudes and skills required to understand and work successfully in another culture. To my mind, the skills of cultural awareness are part of the newly developed subject of emotional intelligence, created by psychologist Daniel Goleman at Harvard University. However, you may well identify other 'mothers' and other antecedents and other homes for the study of cultural awareness or cultural competence.

Culture in the curriculum

Once you have discussed the roots of culture then you can search for its appearance in the curriculum. The Council of Europe Common European Framework for Reference (CEFR) has no section for culture but several cultural references spread through its examples. Pretty much all textbooks at secondary level and upwards now have a cultural syllabus and many primary ELT books make room for a 'culture spot' or 'cultural corner'. My concern in such resources is that the syllabus is really 'tacked on' to the topic area of the textbook unit and has no real consistency of development as a skills set on its own.

One writer, Simon Greenall, who has an informed interest in this subject, has tried to tackle the cultural agenda in his Macmillan textbook 'People like Us'. Simon chooses other cultures as his subject. But should we be teaching a specific culture? For example, British or US culture. If so, why exclude Australian, Canadian, New Zealand, Singapore or Indian culture, all of whom have English medium instruction, as do some other countries.

When should we introduce culture in English language teaching? Do students need to understand basic English before they begin looking at culture and if so what level are we talking about? Is it A1, A2, or B1 or even B2 according to the CEFR (Council of Europe Framework of Reference)? It would be good to have your views and your experience.

Cultural materials

Culture tends to be relegated to a specific section in textbooks or to be the subject of readers. Yet you could argue that every photo, drawing, reading package and dialogue is the subject not just of linguistic exploitation but of cultural discussion and debate.

Nowadays our textbooks contain print, audio, CDROM and DVD components and even dedicated websites. Are these better avenues for teaching cultural awareness and if so what should we be putting in them? Teachers of Professional English often complain about the lack of 'critical incident methodology' video material which highlights key areas of

misunderstanding between cultures and presents them for discussion. We should exchange our recommendations on materials. I'll gladly share mine if you'll share yours.

An important question is how can we best incorporate cultural material in our teaching materials? Should we provide more cultural input in our ELT textbooks or should we 'deculturalise' our textbooks to give them the widest application?

The issue of de-coupling English language from cultural assumptions and background is a longstanding debate in ELT. Once again it would be good to know what you think.

Cultural methodology

How should we teach cultural awareness? Should we be teaching it as a special slot, such as a culture corner or culture spot in the lesson, or should each lesson seek to contain a cultural awareness skill that students develop through working through the textbook and associated materials? Should we be teaching the skills of identifying culturally significant information, how to research cultural information and how to develop cultural skills?

Should we have lectures and presentations where we tell our students what they need to know? Should we be using task-based learning and discovery techniques to help our students learn for themselves? Are some methods more appropriate than others for teachers who are not native-speakers (and may be less familiar with the culture) or have large classes of sixty or more students?

In other words, when do you include culture in your lessons and how do you teach it? What methodology works for you?

Conclusion

When we discuss the teaching of cultural awareness as a skill as opposed to teaching cultural information, we have to consider a number of issues, such as the curriculum, the materials and the methodology. The challenge is to initiate a debate on what and how to teach to help develop our children as international citizens of the world, using English and other languages as their lingua franca.

There's plenty to talk about from the 'high ground' of theory to the 'low ground' of what to do in the classroom, both really important. Once again, I really look forward to meeting you on the Internet

Activities for increasing classroom interaction:

Little Red Riding Hood

The plot

Little Red Riding Hood lives at the edge of a wood. One day, Mum sends her to Grandma's with a cake, as Grandma isn't feeling well. Mum tells Little Red Riding Hood to be very careful in the wood-she mustn't leave the path or talk to strangers. Little Red Riding Hood puts on her red cloak, puts the cake in her basket, and promises to go straight to Grandma's.

In the wood, Little Red Riding Hood meets a wolf. The wolf stops her and asks her where she's going. She tells the wolf she's going to Grandma's. Following the wolf's suggestion, Little Red Riding Hood wanders off the path to pick some flowers for Grandma and the wolf runs straight to Grandma's cottage.

When the wolf arrives at the cottage he pretends he's Little Red Riding Hood and swallows Grandma. He quickly puts on her nightdress and nightcap and jumps into bed to wait for an even tastier meal-Little Red Riding Hood.

Little Red Riding Hood arrives at Grandma's and notices what a big nose, big eyes, ears and teeth Grandma has got. She shouts for help and a woodcutter saves her from the wolf. Grandma jumps out of the wolf's stomach and that's the last they hear of the big, bad wolf!

Alternative ingredients

In the original version, Little Red Riding Hood is actually eaten by the big bad wolf. Subsequent stories, in contrast, have spared Little Red Riding Hood and come to her rescue in various guises-as her father, a hunter or a woodcutter. Who rescues Little Red Riding Hood in your version?

In some cases, the big bad wolf is killed and its stomach is cut open to reveal Little Red Riding Hood and/or Grandma. In others, the Big Bad Wolf is hit over the head and the barely digested Grandma pops out of its mouth. Other more alternative versions include the wolf fainting at the sight of the axe or simply running off to find its mother! Which ending do you and your children prefer?

What's in Little Red Riding Hood's basket? A cake? Bread and honey? Butter and cheese? An apple pie? What would you and your children take Grandma?

The rights and wrongs of the story

The story of Little Red Riding Hood addresses several significant moral issues which you may like to explore further with your children in their first or second language.

Taking care of your family, respecting your parent's wishes and health and safety are all worthy discussion points. Did Little Red Riding Hood ever get told off for disobeying her Mum? Why didn't her Mum go with her? Did the wolf get his just desserts? Aren't wolves an endangered species nowadays?!

Pre-storytelling activities

Resources: Little Red Riding Hood story book, **A4 Character cards, Colour the characters** activity, **Story filmstrip, Storyboard-learner's pictures and sentence strips, Action charades** activity**.** (Chants, finger puppets, hand puppets, masks, any realia relevant to the story.)

Before reading **Little Red Riding Hood**, you could introduce the fairytale by eliciting your children's prior knowledge of the story. Show your children the book cover to arouse their interest and trigger their memories. Who can they see on the cover?

(Little Red Riding Hood) What's she wearing? Where is she? Where's she going? Is she a good girl? Why/not?

Introduce each character with the flashcards in turn. First of all, ask your children to respond non-verbally to the character flashcards through actions and/or noises.

Invent an action and/or noise to correspond to each character, for example, Little Red Riding Hood might skip, the Big Bad Wolf might growl, Mum might be making a cake, Grandma might be walking with a stick, the woodcutter might be cutting wood.Can they mime those actions?

Choral drill the characters, as a whole class, teams or small groups in turn. As you show your children the cards say the words like a Big Bad Wolf, a good little girl, an old Grandmother!

The children could now colour the characters and produce a character collage for reference throughout the story.

Storytelling

In order for your children to get the most out of the storytelling, change the classroom dynamics by organising them in a circle around you wherever possible, either on chairs, cushions, mats or the floor.

Make sure that they can all see the book and that you can make eye-contact with them all. This will help to engage their interest and to confirm they are following the gist of the story.

When all your children are sitting comfortably, tell your chosen version of Little Red Riding Hood for pleasure. Allow your children time to anticipate actions and to really digest and enjoy the story. Acknowledge and recast in English any contributions they make about the pictures, characters or events as you go along.

Adjust the text of your version of the story to meet your children's level, and focus on the illustrations to contextualise events. Support your storytelling with actions, too, using gestures and mime.

As you introduce the characters, try to use a different voice for each one, and ensure that you convey the appropriate feelings of pleasure or politeness, fear or happiness, through your tone of voice, pitch, volume and facial expressions. Add further drama to the story through pauses and silence.

Storytelling activities

Involve your children in further retellings of the story by encouraging them to act out the main events as you tell the story. In this way, the children connect the language with the actions. Remind them of the actions and/or noises associated with each character-whenever they hear 'Little Red Riding Hood', for example, they skip; the wolf, they growl.

Alternatively, give each of your children a **character card** and ask them to hold up the flashcard whenever they hear the correct name.

Divide your class into groups and give them a set of **Story A4 flashcards**. Again, ask them to hold up the correct flashcard for each part of the story they hear.

Alternatively, place the flashcards around the room. Ask your children to point to (or move to) the correct flashcard for each part of the story they hear.

Retell the story pointing to the words in the book as you say them. This will encourage your children to make the connection between the spoken and the written words and develop their sight recognition skills.

Retell the story and ask your children about the characters and pictures on the pages. For example, where's Mum? What's Little Red Riding Hood wearing? Have you got (a cloak)? What's in her basket? Do you like (honey)? What's the wood like?

Where's Grandma's cottage? Is it near or far?

Ask your children to finish some of your sentences as you retell the story, for example, "In the wood Little Red Riding Hood met a big, bad _____ (wolf)" Retell the story and make deliberate mistakes. Ask your children to clap their hands together when they hear a mistake. For example, "Once upon a time there was a little boy…" CLAP! Continue telling the story with the correct word. Alternatively, ask your children to say 'Stop!' and to correct any mistakes they hear. For example, Teacher: "Once upon a time there was a little boy…"

Children: "Stop! 'Girl!'"

Invite your children to join in with the retelling. Begin by asking them to repeat the simpler elements of the story, such as the greetings or the "What big (eyes) you've got!" and "All the better to (see) you" refrain.

Glossary of terms

Accuracy the ability to produce language in a correct way

Achievement test a test based on the course content, e.g. a progress test that is based on the material covered in a unit of a book

Action planning thinking about the ways, time period and effectiveness of using learned knowledge and skills in future

Aim purpose for which a lesson is taught or the result that a lesson is intended to achieve

Auditory learners learners who learn information best by listening to it

Authentic materials materials from real-life sources (e.g. newspapers, magazine articles, advertisement, comics, original cassette recordings)

Authentic task a learning task which is close to the activities done in real life

Body language non-verbal communication. The way someone communicates a message with their body (by eye contact,facial expression, gestures, posture, etc.)

Brainstorm an activity of generating or collecting ideas very quickly, without judging if they are good or not

Classroom language a set of phrases a teacher is supposed to use in class to communicate successfully with learners, to monitor their work and manage the class

Closed question questions that have only one answer

Cloze a technique used commonly in teaching reading and listening, where words are removed from a text and replaced by gaps. The learners then fill in the gaps.

Communicative language teaching teaching oriented at enabling learners to communicate in real life. It generally encourages more learner involvement in the task with real communicative purposes and a facilitative role for the teacher

Comprehension questions the questions that are asked to check learner's understanding of an activity, a text or an instruction

Contextual guessing a reading technique when a learner guesses the meaning of words by context

Deductive relating to drawing conclusions logically from what is familiar

Direct questions the questions which give the speakers exact words and are enclosed in quotation marks

Drilling a technique based on repetition of a certain word, phrase, construction to remember it better

Elicit ask right questions to get needed piece of information from others

Evaluation gathering information about a class or an activity in order to form a judgement (e.g. about a learner's English level)

Extensive reading reading by paying attention to wide range of details and ideas in the text

Fluency the ability to produce language easily, to communicate quickly but not necessarily with grammatical correctness

Flexibility one of main principles of lesson planning. Flexibility consists in a teacher's ability to react properly to different classroom situations

Follow up an activity which is done as a continuation or the second part of the activity done before

Facilitate make the completion of task or learning easier

Feedback suggestion or advice given to help someone improve weaknesses and emphasise strengths and to support that person

Functional language language structures used for a particular communicative function, e.g. *should* for giving advice (You should put on your warm cloth today.)

Gist general idea of a reading or listening text

Group work mode of doing a task or activity in small groups

Guiding questions the questions that are given before the text. Learners use their experience or background information and feel more motivated to read the text; comprehension becomes easier

Ice breaker a type of classroom activity to create a more relaxed and communicative atmosphere

Indirect questions the questions that report what was said but do not give the speaker's exact words

Individual work mode of doing a task or activity when a pupil, participant does the work alone

Inductive relating to learning a rule from facts which are presented

Information transfer activity a reading activity where a learner has to change information while moving it from one place to another (e.g., from a text to a table)

Information gap an activity in which a learner knows something that another learner does not know, so has to communicate to 'close the gap'. Information gaps are used a lot in communicative language teaching

Intensive reading reading by concentrating on specific details and ideas in the text

Interaction pattern mode of work in the task or activity (See *Individual work*, *Pair work*, *Group work* and *Plenary*)

Jigsaw reading a reading activity which involves re-ordering a mixed up text to find its correct order; it helps learners to see the connection between parts of a text

Kinaesthetic learners learners who learn information best by doing or moving

L1 the language you first know as a child, your mother tongue

L2 the language you learn as a foreign language, in our course the English language

Language skills there are four principal language skills: reading, speaking, writing and listening. The skills also involve grammar and vocabulary

Learner-centred teaching a method which focuses on learners' interests, lives and experience in teaching a language

Learning outcome knowledge, abilities and skills which are obtained or should be obtained by the end of a lesson or session

Learning style the way a particular learner learns something

Loop input activity while- teaching a technique you use the same technique to help teachers find out about the technique, e.g., a dictation about dictation

Marking scheme a set of instructions for deciding on the marks for different answers for a test question

Microteaching a mini-lesson that participants teach to each other in order to practise what they learned

Monitoring what a teacher does while learners are doing an activity: walking around the class and listening to them, checking or helping learners

Objective things that you want to achieve with an activity, task, lesson or a session

Open-ended questions questions that encourage learners for discussions. They require more than one answer. Learners must understand the text in order to answer them

Pair work mode of doing a task or activity in pairs.

Pass mark a mark that is just enough for not failing the test

Personalization a technique stimulating learners to communicate about themselves or their lives

Plenary mode of doing a task or activity when everybody in the class participates

Post-activity (post-reading, post-writing, post-speaking, post-listening) what is done after an activity, usually the next logical step (e.g., post-reading is done after reading)

Pre-activity (pre-reading,pre-writing,pre-speaking,pre-listening) what is done before an activity to prepare learners for skills work (e.g., pre-reading is done before reading)

Pre-teaching preparing learners for an activity by introducing new language or a topic

Productive skills speaking and writing. Learners are processing the language then producing information

Realia things from real life which are used for learning (e.g., coins, a compass, a mobile phone)

Receptive skills listening and reading. Learners are receiving language and processing it without producing it

Reflection process of thinking about a particular subject (e.g.thinking about how teachers themselves learned new vocabulary when they were pupils or about what went well and not so well in a lesson)

Role-play a communicative activity in which learners talk to each other in different character roles

Scanning reading a text for getting specific information such as dates, names, details, etc.

Scrambled /jumbled word a word with its letters mixed up; it helps learners develop their reaction and attention

Simulation a role-play where you play yourself in a given situation

Skimming reading a text for understanding its gist (general idea)

STT student talking time – the amount of time a student talks students) talks during a lesson

Technique method of doing an activity that involves practical skills

TPR total physical response - a technique when a learner shows words (e.g., to drink, to eat) he learns to remember them better

TTT teacher talking time – the amount of time a teacher talks during a lesson

Variety one of main principles of lesson planning. Variety consists in a teacher's ability to use different tasks, activities and interaction patterns in the lesson

Visual aids things that learners can look at (e.g., a table, a map, a scheme) to help learners understand something or remember information

Visual learners learners who learn information best by looking at it

Warm-up a short activity (e.g., a game, a song) at the beginning of a lesson that motivates, prepares and tunes learners to English

While-activity (while-reading,while-listening) what learners do while they are doing an activity (e.g.,while-reading activity might be to fill in the gaps with words given)

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