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**5120100 – Filologiya va tillarni o'qitish**

**IV bosqich talabalari uchun**

**CHET TILI O'QITISHNING INTEGRALLASHGAN KURSI fani**

***TURLI YOSHDAGILARGA CHET TILINI O`QITISH MODULI BO`YICHA***

***USLUBIY QO`LLANMA***

**Iste'dod Buxoro-2022**

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K U N T A R T I B I:

1. Turli masalalar.

Ingliz tilshunosligi kafedrasida o'qituvchilari S.S. Kurbonov va M.R. Saparovalarning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Turli yoshdagilarga chet tilini o'qitish" deb nomlangan uslubiy qo'llanma tavsiya etish.

E S H I T I L D I:

**M.Y. Farmanova (kengash kotibasi)** - Ingliz tilshunosligi kafedrasida o'qituvchilari S.S. Kurbonov va M.R. Saparovalarning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Turli yoshdagilarga chet tilini o'qitish" deb nomlangan uslubiy qo'llanmani nashrga tavsiya etishni ma'lum qildi. Uslubiy qo'llanmaga: Ingliz adabiyotshunosligi kafedrasida mudiri dotsent O.M. Fayzullayev va Ingliz tilshunosligi kafedrasida dotsenti PhD N.S. Qobilovalar tomonidan ijobiy taqriz berilgani ta'kidlandi. Uslubiy qo'llanma muhokamasi haqidagi Xorijiy tillar fakulteti (2022-yil 29-aprel) va Ingliz tilshunosligi kafedrasida (2022-yil 27-aprel) yig'ilish qarori bilan tanishtirdi.

Yuqoridagilarni inobatga olib o'quv-metodik kengash

Q A R O R Q I L A D I:

1. Ingliz tilshunosligi kafedrasida o'qituvchilari S.S. Kurbonov va M.R. Saparovalarning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Turli yoshdagilarga chet tilini o'qitish" deb nomlangan uslubiy qo'llanma tavsiya etilsin.

O'quv-metodik kengash raisi

O'quv-metodik kengash kotibasi

R.G'. Jumayev

M.Y. Farmanova



S.Kurbanov, M.Saparova “Turli yoshdagilarga chet tilini o’qitish” moduli bo’yicha uslubiy qo’llanma.

Mazkur uslubiy qo’llanma “Turli yoshdagilarga chet tilini o’qitish” moduli bo’yicha o’qitish uchun oliy ta’limning **5120100 – Filologiya va tillarni o’qitish ta’lim yo’nalishi IV bosqich bakalavriat talabalari** uchun mo’ljalangan bo’lib, u “Chet tili o’qitishning integrallashgan kursi” fanidan O’zbekiston Respublikasi OO’MTVning 2018-yil 25-avgustdagi 744-sonli buyrug’ining 6-ilovasi bilan tasdiqlangan namunaviy dastur asosida tuzilgan.

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Ushbu “Turli yoshdagilarga chet tilini o’qitish” modulidan uslubiy qo’llanma BuxDU Xorijiy tillar fakulteti kengashining “29”- aprel 2022 -yil 9 – sonli yig’ilishi qarori bilan nashrga tavsiya qilingan.

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## KIRISH

Mamlakatimizda “Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi PQ 1875-sonli qarorning qabul qilinishi hozirgi kunda ta’lim tizimining barcha bosqichlarida talabalarga chet tillarini uzluksiz o’rganishni tashkil qilish, zamonaviy o’quv-uslubiy materiallar bilan ta’minlashni yanada takomillashtirish, shuningdek, zamonaviy pedagogik va axborot-kommunikasiya texnologiyalaridan foydalanib chet tillarni o’rganish, lug’at boyligini oshirish uchun manbalar (lug’atlar, registrlar, so’z ko’rsatkichlari va boshqalar) o’rganilgan bilim, ko’nikmalarni mustaqil ravishda amalda qo’llashga o’rgatish chet tili o’qituvchisi zimmasidagi eng katta mas’uliyat hisoblanadi.

Mazkur “Turli yoshdagilarga chet tilini o’qitish” moduli bo’yicha o’qitish uchun tayyorlangan uslubiy qo’llanma oliy ta’limning filologiya va tillarni o’qitish ta’lim yo’nalishi IV bosqich bakalavriat talabalari uchun mo’ljalangan bo’lib, u “Chet tili o’qitishning integrallashgan kursi” fanidan O’zbekiston Respublikasi OO’MTVning 2018-yil 25-avgustdagi 744-sonli buyrug’ining 6-ilovasi bilan tasdiqlangan namunaviy dastur asosida tayyorlangan.

Uslubiy qo’llanmada talabalarning chet tilini turli yosh guruhlarida o’qitish usullari va metodlarini hamda o’qitish jarayonida yuzaga kelishi mumkin bo’lgan yosh bilan bog’liq muammolarni bartaraf etishi bilan bog’liq maqolalar, turli yosh guruhlarida qo’llaniladigan o’qitish metodlari, darsni olib borish va baholashdagi o’xshashlik va tafovutlarni tahlil qilishga oid o’quv materiallari, yosh guruhiga mos ravishda darslarni rejalashtirish va olib borish, o’quv materiallarini yosh tafovutlarini e’tiborga olgan holda o’zgartirish, moslashtirish va yangilarini yaratish malakalarini egallashga oid mavzular o’z ifodasini topgan.

## **1. Introduction to and overview of the course. Age and acquisition.**

Language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language. Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. Implications for the language classroom include the ideas that the teacher can create contexts for communication which facilitate acquisition, that there is a natural order of acquisition of language, that there are affective filters which inhibit acquisition, especially for adults, and that comprehensible input is very important.

**Second language acquisition** The definition of second language acquisition and learning is learning and acquisition of a second language once the mother tongue or first language acquisition is established. It is the systematic study of how people learn a language other than their mother tongue. Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language.

**Second Language Learning** Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means acquiring the language with little or no formal training or learning. If you go to a foreign land where people speak a different language from your native language,

you need to acquire that foreign language. It can be done with little formal learning of the language through your everyday interaction with the native peoples in the market place, work place, parks or anywhere else. This is true for learning spoken language.

First language acquisition It seems that children all over the world go through similar stages of language learning behaviors. They use similar constructions in order to express similar meanings, and make the same kinds of errors. These stages can be summarized as follows:

<b>SL</b>	<b>Language stage</b>	<b>Beginning stage</b>
1	crying	birth
2	cooing	6 weeks
3	babbling	6 months
4	one-word utterances	1 year
5	two-word utterances	18 months
6	questions, negatives	2 years 3 months
7	rare or complex constructions	5 years
8	mature speech	10 years

An important characteristic of child language is that it is rule-governed, even if initially the rules children create do not correspond to adult ones. Children commonly produce forms such as sheeps or breads which they never heard before and therefore not imitating.

### **Language Acquisition and Language Learning**

Learners acquire language through a subconscious process during which they are unaware of grammatical rules. This happens especially when they acquire their first language. They repeat what is said to them and get a feel for what is and what is not correct. In order to acquire a language, they need a source of natural communication, which is usually the mother, the father, or the caregiver. Language learning, on the other hand, is the result of direct instruction in the rules of language. Language learning is not an age-appropriate activity for very young children as learning presupposes that learners have a

conscious knowledge of the new language and can talk about that knowledge. They usually have a basic knowledge of the grammar.

<b>Acquisition:</b>	<b>Learning:</b>
• unconscious process	• intentional process
• the child controls the pace	• presupposes teaching
• does not presuppose teaching	• the teacher controls the pace

**What are the characteristics of first language?**

- It is an instinct. This is true in the technical sense, i.e. it is triggered by birth and takes its own course, though of course linguistic input from the environment is needed for the child to acquire a specific language. ...
- It is very rapid. ...
- It is very complete. ...
- It does not require instruction.

What are the main characteristics of second language learners?

**Which is the most important characteristic of a good language learner?**

- Motivation to communicate.
- Constantly practices.
- Willing to make mistakes and learn from mistakes.
- Uninhibited.

**Self-study questions**

What are the main characteristics of second language learners?

What are the characteristics of second language acquisition?

What are the main characteristics of English as a second language?

What are the characteristics of language learning?

What are the characteristics of language learners in the 21st century?

What are the characteristic of a good learner?

What are the stages of second language acquisition?

What are the factors affecting second language acquisition?

What is L1 and L2 in linguistics?

What are the characteristics of a good language teacher?



## **2. Describing learners. Age. Language levels.**

For English language teaching, it is important to consider the age of the students and that each person, whether child, adolescent, adult or elderly have different needs, skills and cognitive skills. In the teaching and learning of the English language is necessary to consider that although they can see the same learning issues such as Word To be, or fruit and vegetable active and passive voice, among others, strategies and methodologies of teaching and learning they are totally different for each age.

On the other hand, it is important not to have stereotypes such as those children learn faster than adults, teenagers are lazy when it comes to learning or that adults cannot learn a foreign language to be grown. While children are like sponges absorbing every word and materialize instantly, youth and adults also have the same ability to learn a second language; it is simply that the methodology, how to learn and teach, activities and motivation are totally different.

Therefore, it is important to consider the age of the learner identify differences, plus they must evaluate the various attitudes towards learning English as a second language, because each person has their own style and way of learning, it is can identify whether the learner is conformist, if concrete, communicative or convergent.

Other important points to consider is the level of English of each person to start a course on the same, in order to establish the best methodology to strengthen their knowledge and acquire new, and coupled with that determine the type of language learn, issues to be seen, the variations will individually in mind the different characteristics and differences.

The motivation from society, the family, the teacher or learning method plays an important for the learner to more easily learn the issues paper, the implementation of some goal to continue to help people to create a good learning environment and thereby imparting interesting classes becomes a priority.

To help achieve the above, here are some characteristics of learning depending on the age mentioned. In children (9 -10 years) is curious their learning because they see and hear, they have opportunities to play and interact with what is learned. They also learn from their surroundings, their environment, have enthusiasm, curiosity to learn, are little explorers who discover little by little things they like. But also, it is important to give attention and approval as teachers, and as such, we need to recognize them for every activity you do. They like to use their imagination much because it motivates them to learn, what recreational activities are indispensable tools for their development. I mean that teaching is learned based on experiences and group work is important for improving your relationships.

In adolescents, it happens for them, some days are difficult or bad, so they are not interested in learning new things because they are closed to this. On the other hand, the opinion of your friends have a great influence on them, so sometimes they will not express their doubts for fear that they think is "dumb." However, contrary to popular belief, teenagers have great capacity to learn, a great potential for creativity and be passionate about the things that interest them so they should work with activities and materials that engage in the teaching process.

The interesting thing about adults is that many experiences who they have had allow them to apply their knowledge to their daily lives relying on their experiences to root their knowledge. They are more disciplined with their learning and apply the acquired knowledge. They have clear learning expectations and know their learning patterns and are clear what and why they are learning and achieving their own motivation. They are critical of what they are taught as well as the methods used and results.

In conclusion, it can be determined that people themselves are what guide us in the way of teaching language, so even though determining the topics to be covered in class is important, which will give us the patterns and dynamics of

class is learning to recognize the collective group and personally to adapt their patterns of learning and motivation.

We believe that all students should learn or maintain at least one world language in addition to English. Therefore, language learning should be a central part of any curriculum.

In the 21st Century knowing a second language is not only beneficial, but necessary for success in life. The continual globalization of the world's economy is bringing diverse cultures and communities into more frequent contact with each other. The ease of global travel and the internet have collapsed the barrier of distance that once kept the world's communities separate. From the corporate marketplace to the individual consumer, from the pre-schools to universities, from the beach vacationer to the global jet set, the world community has become integrated and interdependent. Institutions of higher learning are scrutinizing applicants to identify future world leaders. Employers and businesses are seeking applicants who can navigate the modern global economy. It is through learning another language that students can develop both these skill sets. Learning another language also provides many other benefits including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures. Simply put, language learning is necessary for students to effectively function in the modern global marketplace.

In addition to meeting the needs of future students, language learning has been shown to greatly enhance student performance across the curriculum. Language learning has been shown to improve a student's cognitive function, including, but not limited to:

- Enhanced Problem Solving Skills
- Improved Verbal and Spatial Abilities
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity
- Better Memory

- More Flexible and Creative Thinking
- Improved Attitude Toward the Target Language and Culture

These cognitive benefits of language learning have been shown to enhance student performance producing:

- Higher standardized test scores
- Higher reading achievement
- Expanded student vocabulary in native language (English)
- Higher academic performance at the college level

In order to make language learning a central part of the curriculum, we must

- Engage in effective professional development programs for world language teachers to maintain relevance in FL classroom
- Better engage language teachers in advocacy movements
- Advocate for language programs in order to convince administration at all levels
- Engage legislative bodies to adopt priorities consistent with this goal
- Inform parents of not only cognitive and academic benefits but career benefits as well

When it comes to learning a language, and defining language proficiency levels, the topic is quite complex as there are many factors.

- What does language proficiency mean?
- What does it mean to be fluent in a language?
- What is the difference between language fluency and proficiency?
- How to define language proficiency levels?
- How to determine your language proficiency?
- Why you need to define your language proficiency level?

What are levels of fluency

The term "levels of fluency" refers to predetermined levels of language skills that correlate with a person's proficiency when speaking, writing and reading a

foreign language. Your level of fluency on a resume helps potential employers decide whether or not you're qualified for a specific job position. To assess your level of fluency, you may refer to online tests and guides that help you understand your level of fluency in a foreign language.

In America, there are two commonly used proficiency frameworks. They are known as the Interagency Language Roundtable (ILR) scale and the American Council on the Teaching of Foreign Languages (ACTFL). The ILR scale includes six levels:

- **0 - No proficiency.** This means that knowledge of the language is nonexistent or limited to a few words.
- **1 - Elementary proficiency.** Demonstrating this level of fluency means you know how to structure basic sentences, which may include common questions and answers typically used by tourists.
- **2 - Limited working proficiency.** Level two means you're able to have limited social conversations and understand basic commands.
- **3 - Professional working proficiency.** Level three means you understand the language well enough to contribute greatly in the workplace, though you may exhibit an obvious accent and need help with advanced terminology.
- **4 - Full professional proficiency.** Having level four skills on the ILR scale is what most employers want to see on a resume. It means that you can have conversations at an advanced level and have a firm understanding of the language, though you may have some misunderstandings or occasional mistakes.
- **5 - Primary fluency / bilingual proficiency.** Level five means you are entirely fluent in a language. You were raised speaking the language or have spoken it long enough to become proficient in it. Your accent is either nonexistent or barely recognizable.

### **Self-study questions**

How do you improve your fluency of speaking?

How do learning styles effect learning a new language?

Do you know the maening of ACTFL and how it is connected to languale learnng?

How do you classify a level of language proficiency?

How would you describe language proficiency of students?

How do you define language proficiency?

What are the 4 levels of language proficiency?

### **3. Assumptions about age and language learning.**

Some adolescents or adults who start to learn second language would fail to achieve language fluency, while children who were exposed to second language at their early age seem to be proficient like native speaker. In addition, language environments play an important role when language learners start foreign language acquisition. This hypothesis can be supported by saying that children seem to be involved in an efficient way to acquire the new language when set in the foreign language. On the other hand, the adolescents or adults would experience some great difficulties in acquiring a new language and maintaining the trace of foreignness. Accordingly, by given the discussion from the theory, it is accepted that young learners probably have great potential to acquire second languages rapidly, efficiently and proficiently, whereas adults or adolescents are at an inferior position in second language acquisition because of the age factor proposed by many linguists showed above. However, there are many researchers that hold different perspectives and question whether young learners are better in second language learning than older learners. In particular, based on the proposed argument, Krashen draw from the research literature and indicate that the older is faster, but the young is better. In contrast, Coppieters, Scovel, Johnson and Newport held the view that the earlier the children learn second language, the easier it seems to be. According to these arguments, several questions can be proposed and then described as follows:

Is it true that the young will learn better than the older in process of second language acquisition?

Beside the age factor, are there any other factors that would play determinant roles in influencing the success achievement of second language acquisition? When having discussed the roles of age factors, are there some pedagogical considerations should be accounted for foreign language teaching?

#### **Fun activities that help develop language learning in children**

Children can benefit from playtime. Games offer a fun-filled, relaxed environment where they can practise using new words and are free to express

themselves. Participating in recreational activities is an effective way to develop language and communication skills. It also helps your children to be more socially confident and may be a way to forge friendships.

Below are some examples of games and playtime activities that integrate language learning with fun:

- **Word games.** Expand your children's vocabulary with word games. It can be as simple as pointing out items at home or during a road trip e.g. "I am now mixing the butter into the batter" or "Tall buildings are also called skyscrapers". You might even give the definition or share background information about these words. Games like Scrabble, Pictionary or a round of Charades also encourage vocabulary development and communication skills.
- **Jokes.** Telling age-appropriate puns will also help foster good humour and creativity in children. This also encourages wordplay and imagination. You can read through kid-friendly joke books and take turns telling witty stories. Avoid being too critical of their gags, speech, or articulation. Instead, model proper pronunciation or grammar by repeating the statement back to them in the correct way e.g. when your child says "I goed so fast!" instead of saying, "That's not how you say it", you can opt to say, "Yes, you went so fast!"
- **Riddles.** Riddles are fun ways to use words and paint pictures of scenes or situations. Read or say riddles aloud to each other and explain to your children the different definitions of a single word e.g. school as in a place of learning or school as in a group of fish to help them understand the riddle better.
- **Rhymes.** The repetitive chanting, reading, writing, or hearing of rhymes promotes good listening skills and memory retention, aside from developing speech. You can also narrate what you do at home with rhyming words or let your children tell you about their favourite toys using rhyming words.
- **Homonyms.** Promote listening and comprehension skills by playing with words that sound the same but have different meanings. Allow your



children to think of words that sound alike and let them try to define each one. This is also a good gauge of how much your children's vocabulary has expanded and if their understanding of the words is correct.

- **Storytelling.** While storybooks provide ample entertainment, sharing stories – whether real or make-believe – can provide a good bonding time with your children while helping develop their communication skills. Exchange stories about daily events. Broaden their imagination with fantastical stories and let their creativity grow as you make up stories about anything and everything around them.
- **Songs.** Aside from harnessing their musical abilities, songs also help children learn new words. Lyrics have a sense of rhyme and rhythm so it will be easy and entertaining for them to sing along. In addition, simply putting a tune to an activity can be a fun game that you can play with your children.
- **Tongue twisters.** Tongue twisters are an excellent and fun way to teach children correct pronunciation and enunciation of words. It is a fun way to train their tongue to pronounce words. Start with simple ones and work your way up.

Words can be a lot of fun if we know how to maximise their use. Together, they can be made up into stories, songs, and a whole lot of other things that will help your children be more eloquent. Continue to encourage your children to speak well by constructing a healthy and fun learning environment where they can unleash their creativity and broaden their linguistic skills. Guide them on how to express their thoughts, feelings and actions better through the use of words as this will prepare them to face the world with confidence as they grow.

#### **Do's and don'ts to boost your child's memory**

“We just studied that lesson yesterday!”

“How many times do I have to repeat myself?”

“Can you please focus?”

These are just some of the words that frustrated parents utter when it comes to their children forgetting about things, especially those related to

schoolwork. Can you remember how many times you've wanted to throw in the towel and give up?

Having a good memory is a useful tool in your child's development. Good memory skills are helpful for your child to do better in school and perform tasks well. However, not everyone is gifted with a sharp memory. While your children are still young, it is best to provide them with proper guidance on how to enhance their memory. Below are some dos and don'ts to help boost your child's memory:

### **Do's**

- Do employ visualisation. Tell your child to paint a picture in his or her mind about what they have just read or heard. Encourage your child to make a movie in their mind, for example, after reading about historical events. Games that mix and match items can also improve visual memory so try to make use of them. Flash cards that have words or images can also help practise word meanings.
- Do take a multisensory approach. Try to utilise all the senses when learning something. For instance, when you want to teach your child about oranges, try not to stick to reading about oranges when there is a lot more to learn: your child can touch, smell, taste and even count the number of segments and seeds inside. By giving your child a chance to process information through sight, sound, touch, and movement, they can achieve better memory retention.
- Do add colour. Our brain's attention filter only lets in a small portion of the billions of pieces of sensory information available every second. Colour is something that gets through this filter especially well so we should take advantage of this. Make use of coloured markers in highlighting important passages in a reading exercise. Use multi-coloured stick-on notes to list questions before reading a textbook or to note key learning ideas. Colour-coded schedules for study time can also reinforce good memory and organisational skills.

- Do make use of patterns. From learning the alphabet to sorting things into categories, helping your child recognise patterns is another way of boosting their memory. Since this strategy requires repetitive action, going through the drill of coding and categorising information into patterns will vastly improve your child's long-term memory.
- Do connect experiences. We should be able to draw from personal experiences to help our child create a stronger memory. When learning about different kinds of transportation, for example, you can talk about your latest holiday and the modes of transportation you took (e.g. car, plane, boat). This way, your child will associate fun memories with the lesson and have a higher probability of remembering it. It will also make your child feel that memorising things can be fun!

### **Don'ts**

- **Don't overthink and overstress.** The brain gets tired and will be unable to process information effectively if it is stressed and exhausted. After school, give your child some time to rest and de-stress. Establish enjoyable rituals such as freshening up, having some snacks or taking a little time to play and have meaningful conversations before study time. This way, their heads will be a little lighter, their memory bank refreshed, and they will have a mind to put their full attention into their lessons.
- **Don't discourage them from taking breaks.** The brain also needs to replenish its supplies to be able to take in new information effectively. Taking brain-breaks after concentrating on lessons for a certain period is a must. Ten-minute breaks are suggested for primary school students while 15–20-minute breaks are recommended for secondary school students. Simple activities such as drinking water, standing, walking around, or doing basic stretches can revitalise your child's brain and make it ready to receive and digest more information.
- **Don't forget to ask questions.** Provide your child with the opportunity to supply you with knowledge he or she has learned by asking them

questions. Ask them to write summaries of what they have read, draw idea maps, or create bullet points of key information. Also encourage your child to ask you back about concepts not grasped yet. This will enable an open flow of communication that will lead to better comprehension and problem-solving skills.

Incorporating these exercises and habits into daily life will certainly aid in boosting your child's memory. Making time to study and learn things together in a fun way will certainly create a positive environment for your little one. With your gentle support and encouragement, your child will be more open to discovering new things that will stay in their memory for a long time.

### **Self-study questions**

What difference does age make to language learning?

Does language learning ability decrease with age?

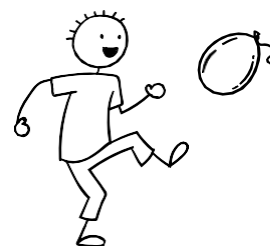
What factors affect language learning?

What are the five factors affecting learning?

What influences a child's learning?

#### 4. Language learning in early childhood. The first three years.

**Lesson: Is this lesson plan appropriate for 3-age learners**



**Intro Lesson (Ages 3)**

**General:**

Age:	3 years
Time:	40 mins - 1 hour
Objectives:	Greetings, names, follow simple instructions, identify and recognize 3 Colors
Structures:	"Hello", "What's your name", "My name is...", "Goodbye", "Give me..."
Target Vocab:	red, blue, green, flower, stand up, sit down, hands up, hands down, jump, run, turn around, pass, touch

**You will need to download:**

Printables:	<ul style="list-style-type: none"><li>• "Name Flower Craft" sheet</li><li>• Name tracing sheets (one for each student with their name in dots)</li><li>• "Color the Balloons" worksheet</li></ul>
Songs:	<ul style="list-style-type: none"><li>• Hello Song</li><li>• Goodbye Song</li></ul>

These can be downloaded at <http://www.eslkidstuff.com/esl-kids-lesson-plans.html>

***You will also need:***

- name tags for each student
- a glove puppet
- a small ball
- crayons
- 3 sheets of origami colored paper (red, green, blue)
- 3 balloons (red, blue, green)
- cushions (1 per student)
- CD / Tape player / PC / Something to play the Hello and Goodbye songs on

***Your students will need:***

- colored crayons (or pencils)

***Notes:***

This lesson provides a good platform to begin the course with your younger level learners as it introduces them to the key stages and routines you will use in every class. At this age some of your students may be a bit shy at first so make sure you smile a lot and make them feel really welcome - they will soon gain confidence as you run through all the fun activities in this lesson!



This lesson leads nicely into the "Colors" lesson - use our "Colors Lesson Plan" in the next lesson.

**Lesson Overview:**

***Warm Up and Maintenance:***

1. Greetings
2. Name tags

***New Learning and Practice:***

1. Play "Ball Pass" and say names
2. Introduce glove puppet - greetings and introductions activity
3. Sing "Hello Song"
4. Do "Exercise Routine" activity
5. Name writing practice
6. Do the Name Flower Craft activity
7. Teach Colors: red, blue, green
8. Play "Color Pass", "Color Touch" and "Color Hold Up"
9. Play "Find the Color"
10. Play "Balloon Kick"

### ***Wrap Up:***

1. Assign Homework: "Color the Balloons"
2. Say Goodbye to glove puppet
3. Sing "Goodbye Song"
4. Do "Quick Check" and say Goodbye

### **Lesson Procedure:**

#### ***Warm Up and Maintenance:***

##### **1. Greetings**

Greet the students by name as they enter the classroom and gesture for them to sit down. It's a good idea to have a cushion for each student (and parent if also taking part) as this makes sitting arrangements easy to organize. Try and arrange the cushions beforehand spaced out in a fan-shape around you.



##### **2. Name Tags**

Before class prepare some name tags (stickers or pin-on tags) with each student's name written on in lower case letters. Sit down with your students and lay out the name tags in front of you. Pick up each tag and call out the name. Try and encourage each student to put their hand up and say "yes". Hand over the tags and help to pin / stick on.



In later lessons, once your students can recognize their written name, you can have them pick out their own name tags.

#### ***New Learning and Practice:***

##### **1. Play "Ball Pass" and say names**

Take a soft ball and pass it to your nearest student, saying "Pass". Have each student pass the ball around the circle. Next, hold the ball and say your name. Have each student say their name as they pass the ball to each other. Make



sure they pass, not throw, roll, etc. If a student doesn't pass make sure s/he does it again until done properly.

## 2. Introduce glove puppet - greetings and introductions activity

Your students will love this. Get hold of a glove puppet (I use Cookie Monster bought from Toys 'R' Us) and put it in a bag before class. Bring out the bag, open it enough to see in and shout into the bag "Hello!". Then move your ear to the opening to listen - nothing. Go to each student and encourage them to shout "Hello" into the bag - each time nothing happens. Finally, get all the students together to shout "Hello!" at the same time. This time the puppet wakes up and jumps out of the bag! Then model the role play with the puppet:

Teacher: "Hello", What's  
your name?" Puppet:  
"My name is...".



Then move onto the first student and say "Hello". Encourage him/her to say hello back. Let the students touch, cuddle and stroke the puppet. My puppet also likes to nibble their feet and arms. Next, the puppet asks each student: "What's your name?". If they are old enough try and encourage "My name is..." but for the really little ones (3 and under) just saying their name is fine. Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

## 3. Sing the "Hello Song"

Sit in a circle and listen to the song (clap along or pat knees). Play it once more emphasizing "Hello". Your students will pick up the words surprisingly quickly.

Alternatively, you can sing the "Hello, Hello" song

following the tune of *Frere Jacques*:

Hello, hello,  
Hello, hello,  
How are you?  
How are you?





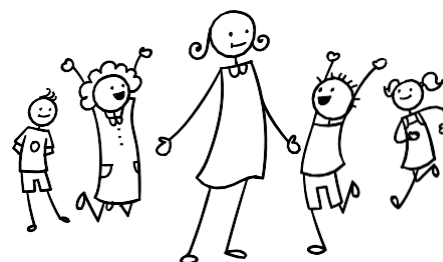
I'm fine, thank you, I'm  
fine, thank you, We're  
ok, We're ok.

<b>Lyrics for "The Hello Song"</b>	<b>Gestures for "The Hello Song"</b>
Hello, hello, How are you today? Hello, hello, How are you today? I'm fine, thank you, I'm fine, thank you, I'm fine, thank you, And how about you? Hello, hello, How are you today? I'm fine, thank you, And how about you?	These are quite straight forward. First time you play the song do the gestures and encourage everyone to do them with you. <ul style="list-style-type: none"><li>• Wave as you sing the "Hello, hello" parts.</li><li>• Gesture to others as you sing "How are you today?"</li><li>• Point to yourself as you sing "I'm fine, thank you"</li></ul>

#### 4. Do "Exercise Routine" activity

Time for some action. Say the following and have the students follow your lead:

- "Stand up (T stands and so does everyone else)
- "Hands up / hands down" (do 4 or 5 times)
- "Jump" (4 or 5 times)
- "Run! / Stop!" (4 or 5 times)
- "Turn around! / Stop!" (4 or 5 times)
- finally "Sit down".

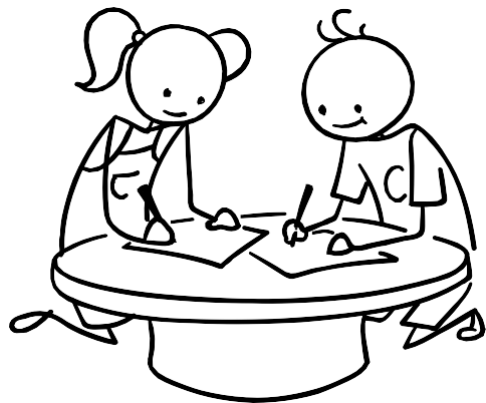
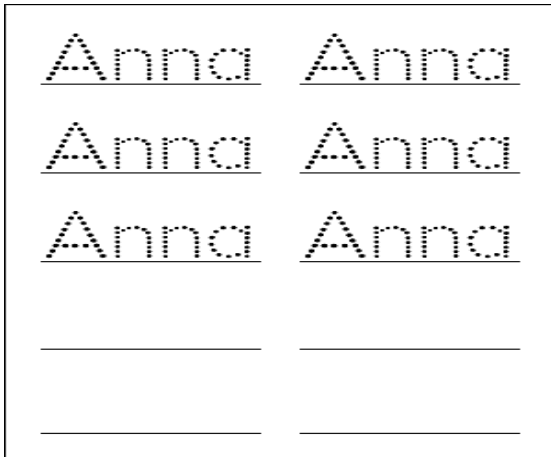


#### 5. Name writing practice

In this lesson your students are going to practice writing their names. For really young ones, this may be their first time to do so - don't worry if their first effort is a scrawly mess - always encourage and praise.

You will need to prepare a writing sheet for each student before class with

their name written in dots for them to practice tracing their names (also prepare one for yourself so you can model the task). You can either make these yourself (hand draw the dots for each name) or use a font typed into a Word document - we like to use the "National First Font Dotted" font (you can download it for



free here: <http://www.fontspace.com/roger-white/national-first-font-dotted>).

Prepare the sheets something like this:

Get everyone to sit at a table with you. You are going to give clear instructions on getting ready for written work so everyone understands what to do in future lessons: first, tell everyone to get their bags (you do the same so they can see what to do). Then say "Take out your crayons" - take out your crayons and have everyone follow you.

Take the sheets of paper and read the names - encourage each student to put their hand up and say "Yes". Give out the sheets to each student and give one to yourself.

Next, say, "Take out a crayon" and have the students follow you as you take out your crayon. Any color will do. Model tracing your name, slowly and carefully, saying your name as you trace. Then have everyone trace the first name. Then put the crayon back into your pencil case and take out a different color. Each time, use a different color. As the students trace their names, circulate, help and give lots of praise. Finally, have everyone write their names on the bottom lines.

When everyone has finished, get each student to hold up their sheet so you and everyone can see. Give lots of praise to each student - you can even put

stickers on each student's sheet as a prize (they will love this) or even a simple drawing of a smiley face will do!

## 6. Do the Name Flower Craft activity

Now that everyone has had a chance to practice writing their name you can do the namecraft activity.

Before class print out the "Name Flower Craft" sheet and copy / cut out the flower shapes so that there are enough to give one to each student (do a few extra in case of emergencies!).



Get each student to write their name on the line and then color in their flower. Students can now decorate the classroom by sticking their name flowers on the walls. Alternatively, have students make a name poster by sticking all of the name flowers onto one large piece of construction paper (I like to make a tree shape out of brown card for students to stick their flowers on).

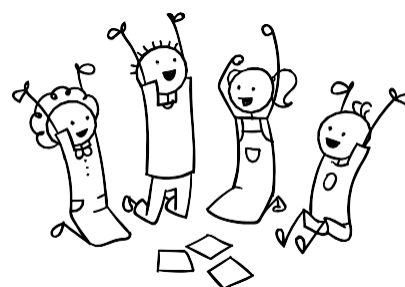
## 7. Teach Colors: red, blue, green

A great lesson to follow this one is the "Colors Lesson" (you can download it for free at our website). In this lesson you can start by teaching the first 3 colors (red, blue and green) and then in the next class you can continue with the other colors (yellow, pink, purple, orange).



Origami paper is great for this, or just some colored paper/card cut into squares. Sit everyone in a circle and hold up the first colored paper and elicit the color (e.g. red). Chorus and practice saying the color. Do this for the rest of the colors.

8. Play "Color Pass", "Color Touch" and "Color Hold Up" Now take each color and pass it to your nearest student. Say "red" as you pass red, etc. The students pass the colors



round the circle. Next, lay the 3 colors in the middle of the circle. Say "Hands up". Students raise their hands. Then say "Touch red!" and the students should all try and touch the red colored paper. Do for all of the colors. Finally, give each student one of the colored papers. Say "Hold up . blue!" -

the students holding the blue papers raise them into the air.

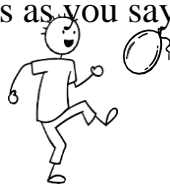
*NOTE: for these games you'll probably have to give lots of help and encouragement. For example, if one of your students doesn't hold up the colored paper when asked look at him/her and gesture what to do. If their mothers are with them have them help.*



#### **9. Play "Find the Color"**

Now get each student to give you back their colored paper by saying "Give me (blue)". Collect all the colors. Then place the colored papers on the floor around the room. First model by saying "Touch blue". Then stand up, go to a blue paper, touch it and say "blue" and go back to your place. Now say to one student "(Miki), touch green" and that student should stand up, find the correct color and touch it. Get everyone to have at least one go. Finally, get students to stand up and give you back the colors as you say them (e.g. Paulo, give me red").

#### **10. Play "Balloon Kick"**



You need three balloons –

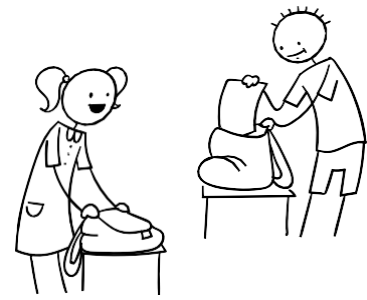
a red, a blue and a green one. Take one balloon and elicit the color. Then chorus "(blue) balloon" x3. Now blow up the balloon (little kids love watching this) and tie the end. Pat the balloon to one student and encourage him/her to say its color as they catch it. Let the student pat it back to you and repeat the color with all students. Then do the same for the other 2 balloons. Finally, line the balloons up, have the students stand up and model the activity: "Ok, (your name) kick the (blue) balloon!", then run up to the (blue) balloon and kick it. Now instruct one student to kick a balloon, give loads of help and encouragement and then do with

all the other students.

### **Wrap Up:**

#### **1. Assign Homework: "Color the Balloons"**

Hold up the homework worksheet and model coloring in the 3 balloon pictures (in red, blue and green). Elicit each color as you go. Give out the worksheets and say "Put your homework in your bags" and help them to do so - this is important as they will probably want to start coloring them right away.



#### **2. Say Goodbye to glove puppet**

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!"). Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and then say goodbye / see you. Then put the puppet back in the bag (back to sleep).



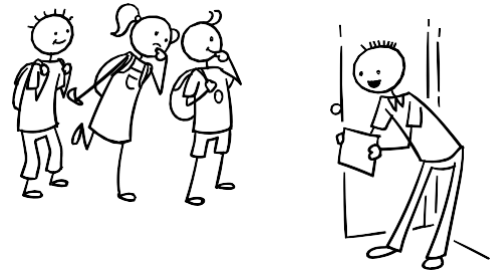
#### **3. Sing "Goodbye Song"**

The "Goodbye Song" is a great way to sign off the class. Sit together in a circle and sing and clap along.

Alternatively, you can sing the "Goodbye Goodbye" song following the tune of *Frere Jacques*:

Goodbye, goodbye,  
goodbye, goodbye, See  
you soon, see you soon,

Come back again,  
come back again,  
Good -bye, good-  
bye.



#### **4. Do "Quick Check" and say Goodbye**

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students. For each student check one new word (e.g. hold up a color and ask "What color is his?"). For very young kids you can hold up the three colored papers you used earlier and have them touch one that you say (e.g. "Touch green"). When they give you the correct answer say goodbye and let them leave. If their answer is wrong, have them go back to the end of the line - they will have to try again once they reach the front!

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#### **Self-study questions**

What are the language development stages of 3 to 4 years?

What is the language development of a 3 year old?

What is Stage 4 in the language development in infancy?

What are the four stages of language development?

## 5. Teaching young learners

### Who are young learners?

As English has become the dominant/ international/ common language in the world, it has also become one of the components of tertiary, secondary, primary and even pre-school education in the EFL teaching contexts. Thus, the concept of young learners has started to cover a larger age range than it did 2 or 3 decades ago. This change can clearly be seen in the quality and quantity of course books written for different ages and levels of young English language learners, and the publications made in this area. Moreover, it also brings a demand for competent English language teachers to teach (very) young language learners.

As the concept “teaching English to young learners” suggests, age plays a crucial role in what we teach and how we teach it, since a young learner class is different from an adult and/or a teenager class in terms of the learners’ language learning needs, the language competences emphasized, and the cognitive skills addressed. That’s why, it is highly important to show the differences of these three learner groups keeping in mind the fact that every learner is unique and such lists can only reflect generalizations (Harmer, 2007).

Young learners:

- They respond although they do not understand.
- They learn from everything around them: they learn indirectly rather than directly.
- They understand mostly when they see, hear, touch and interact rather than from explanations.
- Abstract concepts are difficult to deal with.
- They generally display a curiosity about the world and an enthusiasm for learning a language - They like talking about themselves and respond to learning that uses their lives as the main topic.

- They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles.
- They have a short attention span; they can easily get bored after 5-10 minutes.
- Teachers should have a rich repertoire of activities to help young children receive information from a variety of sources and plan a range of activities for a given time period.
- Teachers should work with students individually or in groups
- Teachers need to be aware of the students’ interests to motivate them.
- The classroom should be colorful and bright with enough room for different activities.

So now let us discuss the main question – who young learners are in fact. As one year of age makes a huge difference among children, the generalizations made for young learners may need more detailed analysis and some sub categorization.

<b>Very Young Learners</b>	<b>Young Learners</b>	<b>Older/ Late Young Learners</b>
<b>Age: 3-6 years old</b>	<b>Age: 7-9 years old</b>	<b>Age: 10-12 years old</b>
<b>Grade: Pre-school Education</b>	<b>Grade: 1 st – 3 rd grade</b>	<b>Grade: 4 th - 6 th grade</b>
<b>Language Focus/ Skills Used: Listening &amp; Speaking Vocabulary Items (concrete &amp; familiar objects) No Grammar Teaching or met language (can’t analyze language but may be exposed to chunks through songs, classroom language)</b>	<b>Language Focus/ Skills Used: Listening &amp; Speaking Vocabulary Items (concrete &amp; familiar and new objects) New in Reading and Writing (word to sentence level) No Grammar Teaching or met language (chunks through songs and classroom</b>	<b>Language Focus/ Skills Used: Listening/Speaking/Reading/Writing Vocabulary Items (concrete &amp; abstract) Grammar (inductive)</b>



<b>No reading &amp; writing (may recognize letters or short words)</b>	language)	
<b>Characteristics:</b> *Low concentration span but easily excited *High motivation; active involvement *Love talking but problems in sharing *Short memory: Learn slowly Forget easily *Repetition and revision is necessary *Limited motor skills (using a pen and scissors) but kinesthetic and energetic *Learn holistically *Love stories, fantasy, imagination, art, drawing and coloring	<b>Characteristics:</b> *Low concentration span: Wide variety of activities needed *Short memory: frequent revision is needed *Logical-analytical: Asking questions *Problems in sharing in group work * Developing confidence in expressing themselves * Developing world knowledge *Limited motor skills (left-right) *Reasonable amount of input *Love stories, fantasy, imagination, drawing & coloring	<b>Characteristics:</b> *Longer attention span but still children *Taking learning seriously *World knowledge *More cooperation in groups and in pairs *Developed social, motor and intellectual skills *Learning strategies are used and developing

### What are the features of teachers?

A teacher is the one who shapes an individual's personality and life. It is one of the noble professions as it contributes in building the future of a country and overall society. Teachers play a significant and valuable role as they influence the lives of children who are the future of tomorrow. Students get influenced by a teacher's characteristics, affection, commitment, competence, morals, and ethics. So it is important that only best and intelligent human beings are allowed to become teachers so that a safe future is ensured.

In School:

- Teachers are certainly role models for students, so they must be at their best in front of kids. There are various roles a teacher has to play in school.
- The first role is that of a facilitator. He/she should impart all the knowledge and skills related to a particular field.
- He/she should also provide children with the right attitude so that they can make the best use of their knowledge and intelligence.
- One of the other responsibilities is guiding students at every stage by providing them guidance, support, and inspiration so that they can find the right path, be it in career or in life.
- Supervising is also one of the qualities as he/she warns and convinces students if they are involved in wrong things.

Teachers are no more the people who come to the class, give lectures, and walk out. An ideal teacher is someone who seeks the participation of all the students, takes student's opinions into account, uses different teaching media, and makes learning a fun activity. As someone rightly said, a good teacher teaches from the heart and not from the book. So, to take up a job as a teacher one must have passion for the subject so that he/she can pass the same passion to his/her students. One of the important roles of a teacher is also that of respecting a student's opinion. A teacher must always be open to learn new things and must keep himself/herself updated with the latest developments. These were some of the qualities of a good teacher. Apart from dealing with students, a teacher also has to maintain a dialog with parents, so that they nurture their kids in the right manner.

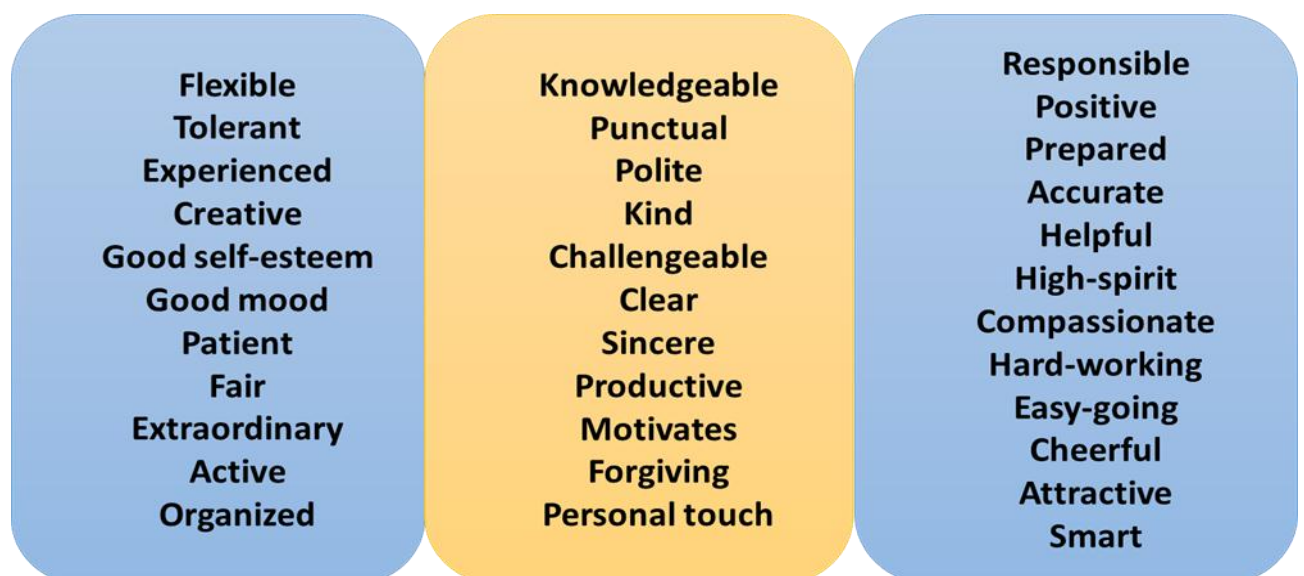
In Society:

The role of a teacher in education system is pivotal. He/she is virtually the yardstick that decides the quality of an education system. It is the teacher who decides if it is a success or a failure. It is on his/her shoulders, which the entire education system rests as he/she single-handedly shapes the generation. As we

mentioned earlier, a teacher plays a crucial role in the development of society. Someone once said that if you want to study the nature of the citizens of the country then meet some teachers and study their nature. After all, the society is a replica of teachers living in it. Teachers help mere students transform into good human beings with a positive attitude, confidence and motivation to pursue excellence.

The future of an entire generation depends on the teachers. If they are corrupt and unprofessional, then an entire generation will result in the same. This can result in corrupt judiciary, betraying army, unfaithful bureaucracy, untrustworthy politicians, etc., which leads to a chaotic and deplorable society. So, a teacher is an architect of a new generation that determines the quality and future of our tomorrow. But, the profession is not given the respect that it deserves. We must understand that teaching is the only profession that teaches all the other professions, and so, its significance and greatness is much higher.

With these insights on the role of a teacher, it is clear that they make a tremendous contribution to our society and hence must always be held high.



In order to understand better the features of teacher, let us discuss what ideal teacher should be like. An ideal teacher should have many qualities. A student remembers such a teacher for long. The effect of his personality on students lasts long. An ideal teacher is the one who is loved and respected by every student. He must try to win the hearts of all students. He should try to

establish a kind of relationship and bond between the hearts and minds of himself and the students.

An Ideal teacher should be a scholar. He must have the knowledge of the subject he teaches in the class. He should teach the subjects in an interesting way. He should be able to make the students really interested in their subject. An ideal teacher should express well, should have a good voice and must have love for teaching. The students should feel that their minds are growing under his teaching. An ideal teacher deals with the subject well. He makes his subject interesting too.

An ideal teacher is the one who makes his students think and enhances their creativity. He not only passes information to them but also develops love for learning. He activates the minds of his students. He teaches them how to think and grow logical power. He brings into play the hidden mental powers of students. He must be a man of ideas. He should explain things in a scholarly and interesting way.

An ideal teacher is ideal in all respects. He does not use words of learned lengths. He does not use difficult sentences. His language must be clear, easy and simple so that students may understand it. His teachings should be a tonic to the mind. An ideal teacher should be self respecting man. Thus his students also acquire self-respect and dignity from him.

### **8 characteristics of a Great Teacher:**

Three years ago, as a young, eager pupil, I would have told you that a great teacher was someone who provided classroom entertainment and gave very little homework. Needless to say, after entering the university and trying to be a teacher on me own, my perspective has changed.

**1. A great teacher respects students.** In a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students. If you want to be respected, first show respect.

**2. A great teacher creates a sense of community and belonging in the classroom.** The mutual respect in this teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class.

**3. A great teacher is warm, accessible, enthusiastic and caring.** This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them. If this teacher is having a bad day, no one ever knows—the teacher leaves personal baggage outside the school doors.

**4. A great teacher sets high expectations for all students.** This teacher realizes that the expectations she has for her students greatly affect their achievement; she knows that students generally give to teachers as much or as little as is expected of them.

**5. A great teacher has his own love of learning** and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.

**6. A great teacher is a skilled leader.** Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

**7. A great teacher can “shift-gears”** and is flexible when a lesson isn't working. This teacher assesses his teaching throughout the lessons and finds

new ways to present material to make sure that every student understands the key concepts.

**8. A great teacher maintains professionalism in all areas**—from personal appearance to organizational skills and preparedness for each day. Her communication skills are exemplary, whether she is speaking with an administrator, one of her students or a colleague. The respect that the great teacher receives because of her professional manner is obvious to those around her.

### **Teacher's likes VS students' likes**

In order to make young learners to study, to learn something teacher needs to grab their attention by finding what they like and love to do. Here the list of young learners' likes:

✚ **Games.** The most effective way of grabbing their attention is by playing games. Games should be active, noisy, interesting, attractive, colorful, short (long games can be boring for young learners).

✚ **Cartoons, short educational videos/movies.** According to the opinion of several teachers, this is the best way of teaching languages to young learners. Here all 4 skills can be acquired (Listening, Speaking, Reading and Writing).

✚ **Songs.** Young learners can be taught everything in a song way, even grammar.

✚ **Pictures/images.** By using pictures we can ask them to draw or to bring some pictures relevant to a topic. It is very useful for visual learners.

✚ **Storytelling.** Children do not like reality that is why they prefer to live in their own created life. Teacher need to tell young learners something artificial or ask them to create a short story.

✚ **Drama/Role playing.** Imitating is another feature of children that can be used in teaching and learning a language.

✚ **Toys.**

✚ **Something real/observable.** It is good for visual and kinesthetic learners, because they can see it (for example, a red apple), they can touch it and smell it.

Young learners also love teacher who is honest, active, positive, creative, interesting, extraordinary, supportive, educated and who is good at his/her subject, who can inspire, motivate.

Likes of the teacher:

- ✓ Hardworking students;
- ✓ Extraordinary;
- ✓ Responsible;
- ✓ Feedback from ss;
- ✓ Progress;
- ✓ Achievement of ss;
- ✓ Organized ss;
- ✓ Accurate, punctual;
- ✓ Self-responsible students.

By the way there are special physical needs that are needed to the teachers in teaching young learners. As:

- Place, atmosphere;
- Time;
- To be safe and sound;
- Plans for each class;
- Materials(books, pictures, technological devices);
- Experience.

### **Needs of learners.**

Children's characteristics are influenced by their developmental needs.

Young learners have 3 principle needs that should be met to stimulate learning:

- Physical needs
- Social/Emotional needs
- Cognitive/Intellectual needs

It is essential for the teacher to understand the implications of the characteristics and needs of young learners. These factors will help the teacher make decisions about:

- How the teacher builds a lesson;
- How to make sure that the young learners are fully involved in the learning process;
- How to go about getting the learners to achieve lesson objectives;
- How learners will respond.

Young learners by nature are very active. Jean Piaget theorized the need for kinesthetic activity allowing for children to construct knowledge by actively interacting with the physical environment. He further points out that children learn through their own individual actions and exploration. The implications for learning are that children benefit most by *knowledge presented through games*, even though they are not necessarily aware that they are learning. *They respond to language according to what it goes and what they can do with it.*

Learners eagerly explore language to understand it through physical activities. The choice of activities for presenting and practicing language to young EFL learners should provide them with bodily-kinesthetic activities:

- Total Physical Response (TPR);
- Playing games;
- Singing action songs;
- Responding by movement;
- Making things (handicrafts);
- Doing project works;
- Participating in hands on activities;
- Doing Experiments.

Young learners also need to interact with others and receive positive reinforcement. Young learners construct knowledge through other people. Lev Vygotsky theorizes that *development and learning take place in a social context.*

YLLs apply what they have learned by exploring language through social interaction. In order for this to be successful, they need emotional encouragement through praise and reinforcement to carry out that interaction.



The implications for L2 learning are that children need ample exposure to the target language and opportunities to experiment with and practice it. They also need praise and positive reinforcement.

The following activities for young language learners engage them with the target language through social interaction:

- Exposure to graded and authentic language (audio, video, visitor);
- Role plays;
- Question and answer sessions;
- Collaboration activities;
- Project and group work;
- Participate in daily routine where the learner has to interact with others.

Interaction should also promote emotional, well being:

- Allow the learner to be part of the class routine by giving them roles and/or responsibilities. This will expose them to familiar language and give them a sense of self-worth.
- Encourage and praising learners often;
- Guide learners to take new steps;
- Encourage learners to work with others;
- Help learners feel safe and comfortable in their environment.
- Encourage learners to express their emotions;
- Choose age appropriate activities;
- Motivate learners through activities that interest them.

Cognitive development is the learner's ability to process the sensory information collected. These abilities include:

- ✓ Analyze;
- ✓ Evaluate;
- ✓ Retain information;
- ✓ Recall experiences;
- ✓ Make comparisons;

- ✓ Determine action.

Language is important in a child's cognitive development. Jerome Bruner claims that language is the most important tool in cognitive growth. To encourage the learner's cognitive development, language should:

- Provide opportunities to develop numeracy skills;
- Provide opportunities to develop literacy skills;
- Develop the ability to think abstractly;
- Provide opportunities to use language creatively.

Some tasks that develop cognitive thinking skills are:

- Making comparisons;
- Categorizing;
- Focusing attention;
- Memorizing;
- Exploring space, time and numbers;
- Making associations;
- Analyzing cause and effect;
- Solving problems;
- Creative thinking.

From what we have explored about young learners, it is evident that YLs learn in very different ways from older/adult learners. Some distinctive differences are listed below:

- Young learners are more enthusiastic and lively;
- They want to please the teacher rather than their peer group;
- They take risks even when they do not know the possible outcome;
- However, they will lose interest more quickly;
- They are not able to motivate themselves if they are not interested in a task;
- They cannot use language to talk about language;
- Their lack of inhibition allows them to advance at a quicker pace.

### **Self-study questions**

How do you write a lesson plan for a young learner?

How do you make a lesson plan for preschool?

What are the 5 steps in a lesson plan?

Where can I download lesson plans?

## **6. Teaching adolescents: student preferences.**

Adolescence illustrates the teenage years between 13 and 19. As marked by Maier, in this time a lot of crucial changes occur in young people's life. They shift from the carefree childhood to the more intricate adult world. This is a time of physical, emotional and moral development. First characteristic feature of adolescence is physical change. Teenagers experience growth spurts which relate to the rapid skeletal enlargement, muscle and brain development, along with sexual and hormonal maturity. Another major characteristic worth to mention is socialization. Adolescents start to socialize with their peers rather than with the family. During childhood, kids treat their parents as an adult role models, but it changes through the adolescence time. Nevertheless, it does not mean that the family is less important for teenagers. They simply try to be more independent and define who they are, and that is more possible with an interaction of the peers. According to Bishop and Inderbitzen peer groups serve a number of important functions throughout adolescence, providing a temporary reference point for a developing sense of identity. Through identification with peers, adolescents begin to develop moral judgment and values. Adolescents are conscious of the fact that they may be judged by the others through their behavior and appearance, that is why they pay the huge attention to the clothes and other things just to fit to "their society". We cannot omit the cognitive processes in the adolescent's characteristics. Teenagers' way of thinking and reasoning undergoes some transformations. They begin to comprehend the abstract things, develop their language skills, as well as verbalization, which permits for communicating in a more extensive way. Abstract thoughts help teenagers in developing a sense of social consciousness and justice, moreover they make it easier for teens to decide if their choices are right in accordance with their morality. Following Piaget, adolescents have an ability to consider situations logically, taking into account their cause and effect concepts and use symbols through the means of broad imagination. Maier also postulates that emotional changes are key factor in characteristics of adolescents. Adolescence

is a period when teenagers are going through so called “emotional storm”. Parents and teachers may observe aggressive behaviors and some discipline problems. Adolescents become irritable and moody. As their curiosity and willingness to experiments rises, they reach for forbidden substances, such as cigarettes and alcohol. The fact that adolescents have more independence is one of the reason for their insubordinate actions. As the parents do not have constant control of their life anymore, teenagers start to take advantages of that. Behavioral problems might to result in depression, unwanted pregnancy or crime troubles. It is crucial to react as soon as some characteristic signs appear in order to avoid the critical phase.

It’s a common myth that teaching teenagers is difficult. Stereotypically, they are reluctant to learn and disruptive. This doesn’t have to be the truth, though – with the right teacher, teenagers are often receptive and have a real desire to learn. The trick is to aim your teaching at teenagers – knowing what helps them learn best and bring out the best in them as students. Luckily, we have compiled a list of tips for teaching English to teenagers.

### ***Build A Relationship With Your Students***

Arguably more important than any other learning age, it is essential you build relationships with your teenage students. If a teenager respects you as teacher, they are likely to want to work harder. The way you build these relationships will depend on the students in your class. However, almost all students will respond well to a teacher they feel is interested in their life.

Ask your students about their weekends. Ask them about their hobbies. If they mention something you don’t know that well – like the newest series of *Lupin* – it can’t hurt to go away and do a bit of research, so you’ve got something to talk about in the next class, showing that you care.

### ***Work To Their Interests***

In a similar vein, using topics of interest when teaching can engage teenage learners more. If you are learning about English words for food items,

and you have a student who enjoys baking, use this to teach them. Teach them the vocabulary in the context of baking.

Similarly, encouraging your students to watch their favourite TV shows in the English language can help them build their grammar and vocabulary quicker, whilst being a fun pastime for them.

### ***Use Relevant Topics***

When teenagers learn a new language, they often want to feel like they are learning for a reason. Spending lots of time on irrelevant topics won't inspire them. Instead, teaching them English in terms of relevant issues to their lives – for example, vocab for politics or popular culture – will make them pay attention and feel like their work is worthwhile.

### ***Work Choice Into Their Learning***

Obviously, your students can't pick and choose what they want to learn every lesson. But working choice into their learning can make teenagers more proactive students. For example, if you set a writing task, give your students a few suitable options to choose from. This gives teenagers ownership over their work.

### ***Have Staggered Difficulty In Classes***

Students will all work at different difficulty levels – especially when they are teenagers. When you offer a class of teenagers all the same task, some will find it tricky, while others will be bored because of how easy it is. When teenagers find something too difficult, they are likely to give up. At the same time, those who find it too easy will be bored and stop putting effort in. Therefore, it's key to differentiate your teaching so everyone in the class can learn to their best ability.

### ***The chosen methods for adolescents***

Adolescents, as a very demanding group of learners, need to be taught in a systematic way. In this particular age level it is recommended to use methods of teaching which will emphasize all four learning skills like listening, speaking, reading and writing but put a stress especially on the communicative

competence. The Direct Method and Counseling Language Learning seem to be appropriate methods of teaching English to teenagers. Some features of the Direct Method are still employed in classrooms with the main emphasis on listening as well as speaking, the target language is used for instructions, and teacher uses images to exemplify the meaning. The Direct Method teaches the foreign language in the same way as students learn the mother tongue. We can also add that through this method language is taught in a very natural way. We can encourage students to try to think in English rather than in their target language. When they start to express themselves by means of English, they will acquire fluency in speaking better. Students will be able to speak or write about their ideas in foreign language without the necessity to translating them into mother tongue.

### **Self-study questions**

What other methods can we use while teaching teenagers?

Is TPR method appropriate for adolescent?

What difficulties can we face while dealing with adult students?

What do you think about direct method disadvantages?

## **7. Teaching adults. A different relationship**

Including games in an English class with adult learners can be a difficult one. Although some students are happy to play at any time, many either don't want to make a fool of themselves in front of others, or in their view waste class time. We as teachers are sensitive to that, so it's very tempting to just play it safe and stick to more formal language exercises.

The problem with that is you're missing out on an extremely valuable learning tool. Not only are English games a fantastic way to review recently learned topics, they're the perfect warm-up activity, a great refresher after a period of more intense work, and even a reward once your students get to know and love them!

The trick is learning how to employ them. While in a kids class almost any game will go down well at any point, ESL games for adults should be carefully planned, related to current class work, and have a clear language goal in mind. Not all games are created equal either – we have to make sure we choose the right ones for our audience and classroom set-up.

To help you do just that, we've produced this list of the best ESL games for adults. They're fun and engaging, but are chosen to match the needs and sensibilities of older students. We've included some helpful tips on their implementation, but for full instructions, just click on the title of a game below

### **1. Articulate / Heads Up**

In these games students describe words to their teammates against the clock. It might sound simple, but it's great fun, and a really effective way to review vocabulary. Why not try playing as a warm-up activity, either to see if students remember what was learned in the last session, or to refresh knowledge relevant to today's class?

While in Articulate students come to the front and describe for their team, in Heads Up the team describes for one student who can't see the words ('reverse Articulate'). This can suit students who aren't comfortable describing

alone in front of the class. Normally each word guessed correctly is worth one point for the team, but you could also play non-competitively if you think your students would prefer it.

You may well have seen the ‘Heads Up!’ app or the related segments on the TV show ‘Ellen’ – check out the clip below for a (clearly very excited) Harrison Ford playing. Just be aware that in many of these instances players use gestures as well, which should be outlawed in this classroom game (for an gestures-based guessing game see Reverse Charades below). The Heads Up! app itself is fun for advanced students, but often comes up with obscure words – that’s why we’ve created our interactive Articulate game, especially designed for English classes.

## **2. Reverse Charades**

Reverse Charades is a guessing game in which players give clues with actions and gestures. It’s a great alternative for lower-level students, who are not yet confident/skilled enough to produce descriptions. The focus here is simply on recognition and understanding of a vocabulary word, and it’s an exercise you can include during the main class to cement knowledge.

Many of us will have played Charades as a party game, but the ESL class version is slightly simplified. Instead of acting out different syllables, students just make the action that corresponds to the word. As such the game lends itself to practising particular types of vocabulary, e.g. sports and hobbies, emotions and feelings, health problems etc. Our interactive Charades game has a variety of suitable pre-made categories.

Why ‘Reverse Charades’ here and not Charades? In Charades one student stands up and acts in front of the class, which might be fine with kids, but you don’t find too many adult learners who are eager to do that! In ESL games for adults you want to reduce the embarrassment factor as much as possible, and in Reverse Charades this is achieved by getting the whole class to act together for one or two students guessing.



### **3. Taboo**

If Reverse Charades is a good guessing game for beginners, what about when Articulate or Heads Up gets too easy for more advanced students? Make things more complicated by adding words that students can't use in their descriptions! This is a great extension once students are comfortable with this type of game, and a really fun warm-up activity. Because they're forced to use synonyms instead of the obvious words, it helps to practise a wider set of vocabulary.

Taboo is most commonly played like Articulate, with one student describing for their team, as it makes it easier to spot the use of outlawed words. One common issue is the time it takes to prepare suitable those 'taboo' words for each vocabulary word – but luckily we've created an interactive Taboo game which automatically presents them alongside the main vocabulary word, for a variety of different categories.

#### **Self-study questions**

How to assess students level?

## **8 Defining proficiency levels. Assessing different age groups.**

Since the definition of assessment has been understood, the next items for teachers to comprehend are principles of language assessment. To design good assessment, teachers should pay attention to validity, reliability, practicality, authenticity, and washback. Each of them is further explained below.

### **VALIDITY**

When teachers come to assessment, they deal a lot with a question of how to measure students' abilities. The question word 'how' implies that teachers should be able to design a measurement to bring up students' potentials as they wish. It is validity. Validity links to accuracy. A good test should be valid or accurate. Some experts have defined the term of validity. Heaton, for example, states that the validity of a test is the extent to which it measures what it is supposed to measure. Bachman also mentions that in examining validity, the relationship between test performance and other types of performance in other contexts is considered. Brown defines validity as the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Similarly, Gronlund and Waugh state that validity is concerned with the interpretation and use of assessment results. From these definitions, it can be inferred that when a test is valid, it can elicit students' certain abilities as it is intended to. The valid test can also measure what it is supposed to measure.

Validity is a unitary concept. To gain valid inferences from test scores, a test should have some kinds of evidence. The evidence of validity includes face validity, content-related evidence, criterion-related evidence, construct-related evidence, and consequential validity. In the following section, those kinds of evidence are explained in detail.

#### **Face Validity**

The concept of face validity according to Heaton and Brown is that when

a test item looks right to other testers, teachers, moderators, and test-takers. In addition, it appears to measure the knowledge or abilities it claims to measure. Heaton argues that if a test is examined by other people, some absurdities and ambiguities can be discovered.

Face validity is important in maintaining test takers' motivation and performance. If a test does not have face validity, it may not be acceptable to students or teachers. If students do not take the test as valid, they will show adverse reaction (poor study reaction, low motivation). In other words, they will not perform in a way which truly reflects their abilities.

Brown states that face validity will likely be high if learners encounter:

1. a well-constructed, expected format with familiar tasks,
2. a test that is clearly doable within the allotted time limit,
3. items that are clear and uncomplicated,
4. directions that are crystal clear,
5. tasks that relate to their course work (content validity), and
6. a difficulty level that presents a reasonable challenge.

To examine face validity, no statistical analysis is needed. Judgmental responses from experts, colleagues, or test takers may be involved. They can read thoroughly to the whole items or they can just see at glance the items. Then, they can relate to the ability that the test want to measure. If a speaking test appears in vocabulary items, it may not have face validity.

### **Content-related Evidence**

A test is administered after materials are wholly taught. The test can have content-related evidence if it represents the whole materials taught before so that the students can draw conclusions from the materials (Weir, 1990: 24; Brown, 2004: 22; Gronlund and Waugh, 2009: 48). In addition, the test should also reflect objectives of the course (Heaton, 1975: 154). If the objective of the test is to enable students to speak, the test should make the students speak communicatively. If the objective of the test is to enable

students to read, the test should make them read something. A speaking test which appears in paper-and-pencil multiple-choice test cannot be claimed as containing content-related evidence. In relation of curriculum, a test which has content-related evidence represents basic competencies.

Direct testing and indirect testing are two ways in understanding the content validity. Direct testing involves the test-taker in actually performing the target task. Meanwhile, learners are not performing the task itself but rather a task that is related in some way in the indirect testing (Brown, 2004: 23).

Establishing content-related evidence is problematic especially dealing with portion of items representing the larger domain. To build an assessment which provides valid results, a guideline below can be applied (Gronlund and Waugh, 2009: 48-49).

1. identifying the learning outcomes to be assessed (objective of the course),
2. preparing a plan that specifies the sample of tasks to be used (blueprint),
3. preparing an assessment procedure that closely fits the set of blueprint (rubric).

### **Criterion-related Evidence**

Comparison between test scores and a suitable external criterion of performance refers to criterion-related evidence. For example, the result of a teacher-made test about past tense is compared to the result of a test of the same topic in a textbook.

There are two types of criterion-related evidence based on time for collection of the external criterion, concurrent and predictive validity. Concurrent validity focuses on using results of a test to estimate current performance on some criterion collected at concurrent time. For example, a teacher-made test design is considered having concurrent validity when it has the same score with an existing valid test like TOEFL. If students have high scores in TOEFL and concurrently have good scores in doing the teacher-made test, it means that the teacher-made test has concurrent validity. On the other hand, predictive validity focuses on using results of a test to predict

future performance on some other valued measure collected in the future time. For example, a teacher-made test is administered to some students and they get high scores. It, then, turns out that by the end of teaching and learning process the students still achieve high scores. It means that the teacher-made test has predictive validity. In addition, when a test taker does a particular test from which result he can be predicted to survive overseas, the test also has predictive validity. It can be found in performance test, admissions batteries, language aptitude test, and the like. To examine criterion-related evidence, correlation coefficient and expectancy table are utilized (Gronlund and Waugh, 2009: 51-55).

### **Construct-related Evidence**

A construct-related evidence, so called construct validity, is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions. Constructs may or may not be directly or empirically measured.

Their verification often requires inferential data (Brown, 2004: 25). Cronbach (as cited in Weir, 1990: 24) states that construction of a test starts from a theory about behavior or mental organization derived from prior research that suggests the ground plan for the test. Before an assessment is built, the creator must review some theories about content of it. He then will get new concept related to the content of the items. In language assessment, test makers believe on existence of several characteristics related to language behavior and learning. When the test makers interpret the results of assessment on basis of psychological constructs, they deal with construct-related evidence.

For example, scoring analysis for the interview will need several factors: pronunciation, fluency, grammatical accuracy, vocabulary use, and sociolinguistic appropriateness. The justification of these factors lies in a theoretical construct that claims those factors to be major components of oral

proficiency. When a teacher conducts an oral proficiency interview that evaluates only two of the factors, the teacher could be justifiably suspicious about the construct validity of the test.

This kind of validity is the broadest among the previous validity. In other words, it covers all kinds of evidence (face, content-related, criterion-related, and other relevant evidence). Although it is endless to obtain construct-related evidence, test makers should list from the most relevant ones.

Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such tests must adhere to the principle of practicality, and because they must sample a limited number of domains of language, they may not be able to contain all the content of a particular field or skill.

### **Consequential Validity**

Consequential validity encompasses all the consequences of a test. We call this evidence as washback validity. It focuses on the effect of tests with regard to specific uses, e.g. its impact to preparation of test-takers, the effect on the learners (positive or adverse effects), or social consequences of test interpretation and use. For teachers, consequential evidence is important. They can judge test scores and use the judgment to improve learning. For stakeholder, this evidence leads to development of curriculum.

### **RELIABILITY**

Reliability refers to consistency and dependability. A same test delivered to a same student across time administration must yield same results. Factors affecting reliability are (Heaton, 1975: 155-156; Brown, 2004: 21-22):

1. **student-related reliability**: students personal factors such as motivation, illness, anxiety can hinder from their 'real' performance,
2. **rater reliability**: either intra-rater or inter-rater leads to subjectivity, error,

bias during scoring tests,

3. **test administration reliability:** when the same test administered in different occasion, it can result differently,

4. **test reliability:** dealing with duration of the test and test instruction. If a test takes a long time to do, it may affect the test takers performance such as fatigue, confusion, or exhaustion. Some test takers do not perform well in the timed test. Test instruction must be clear for all of test takers since they are affected by mental pressures.

Some methods are employed to gain reliability of assessment (Heaton, 1975: 156; Weir 1990: 32; Gronlund and Waugh, 2009: 59-64). They are:

1. **test-retest/re-administer:** the same test is administered after a lapse of time. Two gained scores are then correlated.

2. **parallel form/equivalent-forms method:** administering two cloned tests at the same time to the same test takers. Results of the tests are then correlated.

3. **split-half method:** a test is divided into two, corresponding scores obtained, the extent to which they correlate with each other governing the reliability of the test as a whole.

4. **test-retest with equivalent forms:** mixed method of test-retest and parallel form. Two cloned tests are administered to the same test takers in different occasion.

5. **intra-rater and inter-rater:** employing one person to score the same test in different time is called intra-rater. Some hits to minimize unreliability are employing rubric, avoiding fatigue, giving score on the same numbers, and suggesting students write their names at the back of test paper. When two people score the same test, it is inter-rater. The tests done by test takers are divided into two. A rubric and discussion must be developed first in order to have the same perception. Two scores either from intra- or inter-rater are correlated.

## **PRACTICALITY**

Validity and reliability are not enough to build a test. Instead, the test should be practical across time, cost, and energy. Dealing with time and energy, tests should be efficient in terms of making, doing, and evaluating. Then, the tests must be affordable. It is quite useless if a valid and reliable test cannot be done in remote areas because it requires an inexpensive computer to do it (Heaton, 1975: 158-159; Weir, 1990: 34-35; Brown, 2004: 19-20).

## **AUTHENTICITY**

A test must be authentic. Bachman and Palmer (as cited in Brown, 2004: 28) defined authenticity as the degree of correspondence of the characteristics of a given language test task to the features of a target language. Several things must be considered in making an authentic test: language used in the test should be natural, the items are contextual, topics brought in the test should be meaningful and interesting for the learners, the items should be organized thematically, and the test must be based on the real-world.

## **WASHBACK**

The effects of tests on teaching and learning are called washback. Teachers must be able to create classroom tests that serve as learning devices through which washback is achieved. Washback enhances intrinsic motivation, autonomy, self-confidence, language ego, interlanguage, and strategic investment in the students. Instead of giving letter grades and numerical scores which give no information to the students' performance, giving generous and specific comments is a way to enhance washback.

Heaton mentions this as backwash effect which falls into macro and micro aspects. In macro aspect, tests impact society and education system such as development of curriculum. In micro aspect, tests impact individual student or teacher such as improving teaching and learning process.

Washback can also be negative and positive. It is easy to find negative



wash back such as narrowing down language competencies only on those involve in tests and neglecting the rest. While language is a tool of communication, most students and teachers in language class only focus on language competencies in the test. On the other hand, a test can be positive washback if it encourages better teaching and learning. However, it is quite difficult to achieve. An example of positive washback of a test is National Matriculation English Test in China. It resulted that after the test was administered, students' proficiency in English for actual or authentic language usesituation improved.

Washback can be strong or weak. An example of strong effect of the test is national examination; meanwhile weak effect of the test is the impact of formative test. Let us compare and decide how most students and teachers react on those two kinds of test.

### **Self-study questions**

What kind of teacher are you?

Would you like to be better at what you do?

Are you at a point where you want to change, or can change?

Do you self-reflect and continually change?

What qualities do you possess that make you the kind of teacher you would want your child to have, or your grandchildren to have?

## **9. Roles of the interactive teacher. Teacher's role and styles.**

What kind of teacher are you?

Would you like to be better at what you do?

Are you at a point where you want to change, or can change?

Do you self-reflect and continually change?

What qualities do you possess that make you the kind of teacher you would want your child to have, or your grandchildren to have?

As I taught, I would think of my nieces and nephews and what kind of person I would want for them to have as a teacher. I tried my hardest to teach each child in the way that would push them to succeed. What makes a great teacher? What qualities are vital to be looked upon as a great teacher? This is about what qualities makes a great teacher in my opinion, which comes from amazing teachers I've had, I've observed, interviewed and worked with. How many of these qualities do you possess?

### **A Great teacher:**

1. is organized, prepared and is present each day. Your presence is about time and giving each child your full attention—you may be the only present adult in their life.
2. is educated about children, families, communities, relationships and understands they are held accountable for their teaching and profession.
3. is a researcher (always looking for current and changing/updated topics, ideas, assessment and curriculum).
4. is kind, loving, understanding, knowledgeable, trustworthy, timely, efficient, fun, bold and one of a kind.
5. makes mistakes (and learns from them and changes)
6. self-reflects (what can I do better? How can I do it better? Why do I need to change?)
7. builds respectful and reciprocal relationships (with families, the children and other colleagues) He or she gets to know each child one on one. The great teacher is relatable to the family. The great teacher attends after school events,

finds out about the family, makes positive calls home and keeps in constant contact.

8. attends professional development opportunities and uses what they've learned in their classroom and is always willing to learn more.

9. facilitates an engaging and developmentally appropriate practice classroom where children are learning and making mistakes. He or she teaches procedures, expectations and routines.

10. builds a classroom community that includes high expectations for all students—greet all students each day at the door as they arrive. To build a classroom community a great teacher has children help set expectations and makes each responsible for their actions. A great teacher gives children responsibilities in the classroom that make the classroom community run smoothly. They also allow the children to have a purpose by contributing to that community.

11. mentors, collaborates and shares with colleagues and other professionals in the field.

12. models professional, positive attitudes, morals and behaviors and sets goals for his or herself.

13. is adaptable and willing to make changes

14. have a repertoire of community resources to help families and children.

15. Is an advocate for children and his or her profession

How many of these great teacher qualities do you possess? How many are you willing to take on or try this year? Great teachers come in all shapes and sizes. You probably have other ideas to add to this list. Print these off, add your own ideas of what a great teacher is and does. Strive to be the best you can be for your students and their families.

## **10. Using Games To Teach Young Children English Language**

Children, with their distinguished characteristics as natural language acquirers, cannot be exposed to serious learning all the time; thus, teachers need to keep modifying their lessons to fit this type of learners. While games are thought to be fun and benefit learners in various ways, games have become the most suitable activities for children. However, since teachers are solely responsible in making decisions on what to teach in class, it is best to explore the teachers' points of view on games as learning activities. Therefore, the research objectives of this study focus on teachers' primary purpose of using games, their perception on the effectiveness of games as teaching tools, and the criteria considered by teachers when choosing games to use in young children classes. Mixed research methodology was used as the approach to carry out the study. The online questionnaires was designed, sent to, and completed by 27 teachers from 3 campuses of Australian Centre for Education. 7 teachers who had already completed the online questionnaire were then randomly selected to participate in the online interview. The results show that teachers' primary purpose of using games in English language teaching classroom of young children is to keep them in focus and allow them to have fun at the same time ( $m=4.44$ ,  $sd=0.58$ ). Then, teachers are reported to agree that games are effective tools for teaching English to young children ( $m=4.33$ ,  $sd=0.56$ ). Regarding the main factors of choosing games, it is stated that games will be used if they fit with content, design, and objective ( $m=3.41$ ,  $sd=0.64$ ). It is followed by the factor stating that games will be used if they provide social contact and group work ( $m=3.15$ ,  $sd=0.72$ ), and the last factor is language games will be used by teachers of English in the classes of young children if they are flexible and adaptable ( $m=3.37$ ,  $sd=0.57$ ). In conclusion, the findings prove that the researchers' expected results have been achieved. Considerable significances including the study can be regarded as convincing reasons for teachers to amend their teaching techniques, and the study can be kept as a reference to create

games assessment checking list are addressed. Nonetheless, there is also an inclusion of major limitation regarding the context and sample of the study.

Adapting materials for different age groups

Questions to consider when preparing your lessons:

- Will the students know anything about the topic?
- If not, how can I introduce the topic?
- Will the students be interested in the topic?
- If not, how can I make it more interesting and bring it to life?
- What support will the students need to tackle the task?

### **Using materials aimed at younger students with older students**

If you find yourself using material that is aimed at younger students with older students you have to be careful. Teenagers especially can find it insulting to be presented with childish material when they believe they are ready for something more grown up. If you can't find more appropriate material then use what you have as a starting point.

Games and fun activities that work well with young learners often work equally well with older teenagers or adults. If you explain the reason for the game or activity and make it clear what the students are practising by playing it, then most students tend to respond positively. Older students will quickly sue you out if you're just killing time and there's no real point to the activity. I recently played word formation bingo with a group of adults and was amazed that they got really excited and competitive and were all trying to win so they could become 'Bingo King' or 'Bingo Queen' for the next round. After a hard day at work I think they enjoyed the chance to revert to their childhood for twenty minutes!

Questions to consider when preparing your lessons:

- Is the activity appropriate for the age group?
- If not, how will I bridge the gap?

- What's the point of the activity?
- What will students be learning?
- Should I explain to the students why we're doing the activity?

The main thing to bear in mind with any adaptation of materials is how you can personalise the task and make it more relevant to the learner. If you are clear about why you are using certain material and what your objectives are then students should feel happy with the activity as they'll be able to see the point of it. Take time to chat to your students and find out what they do in their free time and what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

### **Adapting materials for mixed ability classes**

<p>All classes are mixed ability to one extent or another. Extreme cases, when you have near native level speakers with beginners, can be very challenging for the teacher. In these cases it's important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them! For example, the beginners may begin to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use.</p>	<p>Extension activities for stronger students</p>	<p>Support for weaker students</p>
<p>Reading</p>	<p>Ask early finishers to write new vocab up on the board with definitions.  Rewrite a part of the text in a different tense / person.  Write their personal opinion / a short summary of the text. Write questions about</p>	<p>Pre-teach difficult vocabulary and leave it written on the board for students to refer to. Use visuals if possible.  If there are gaps, give students the answers in a jumbled order,</p>

	the text.	with a few extras. Draw attention to the title, pictures etc and set the scene beforehand so their mind is on track for the topic. Break the text into chunks and give the option of only reading some of the text.
Listening	Give out the tape script and nominate a 'vocabulary master' to look up tricky words or expressions in a dictionary to then explain to the group. Focus on the accents or intonation of the speakers and get students to copy chunks.  If it's a true/false activity, follow on by asking 'why/why not?')	Pre-teach vocabulary, use visual prompts when appropriate. Give students time to discuss answers before feeding back to the class.  Give students the tape script on second listening.  If it's a gap fill, supply the words with a few extras.
Writing	Give creative tasks that students can do at their own level.  Indicate mistakes using correction code to give students a chance to self-correct. (Sp = spelling, Gr = grammar etc.)  Increase the word limit.  Indicate where they	Correct the draft together before students copy up in neat.  Reduce the word limit.  Encourage use of dictionaries / vocab books.  Give and example

	<p>could use more interesting ways of saying something.</p>	<p>piece of writing as a model before they begin writing.</p> <p>Pair or group weaker students with stronger students.</p>
<p>Speaking</p>	<p>Ask students to justify / defend their opinions.</p> <p>Ban easy words like 'nice' to push their vocab to a higher level.</p> <p>Get students to record themselves and self-correct.</p> <p>Pair students of higher level together so they really go for it.</p>	<p>Give students time to rehearse and gather their ideas before a role play or discussion.</p> <p>Pair weak and strong together.</p> <p>Let students make notes before the speaking activity begins. Allow for 'thinking time'.</p> <p>Grade students on the effort they make rather than their ability.</p> <p>With a whole class mingle like a class survey or a 'find somebody who...' practise the questions as a group beforehand.</p> <p>Give weaker students more listening and thinking time before calling on them to answer questions.</p>



## Quiz time

### Teaching Terms Quiz

1. The acronyms L1 and L2 refer to a learner's first and second
  - a) levels
  - b) languages
  - c) lessons
2. The acronym EFL stands for "English as a \_\_\_\_\_ Language".
  - a) First
  - b) Fluent
  - c) Foreign
3. Which term means the gaining of new skills and understanding?
  - a) comprehension
  - b) fluency
  - c) acquisition
4. The ability to read and speak well and to express oneself without effort is called
  - a) comprehension
  - b) fluency
  - c) acquisition
5. The acronym PPP stands for "presentation, practice, \_\_\_\_\_".
  - a) production
  - b) proficiency
  - c) preparation
6. Using strategies and methods to help learners guess the meaning of a word or expression is called
  - a) contextualization
  - b) elicitation
  - c) affiliation
7. The acronym STT stands for "Student \_\_\_\_\_ Time".
  - a) Teaching
  - b) Talking
  - c) Testing
8. The various teaching methods and theories used to teach English are called
  - a) approaches
  - b) curricula
  - c) teaching aids
9. Learners who can no longer acquire new knowledge or skills due to stress or pressure to learn too much are experiencing
  - a) burn out
  - b) brainstorming
  - c) submersion
10. If you're teaching a vernacular style, you're teaching \_\_\_\_\_ English that's characteristic of a specific country or group.
  - a) formal

- b) international
- c) everyday

**Keys:**

1. languages
2. Foreign
3. acquisition
4. fluency
5. production
6. elicitation
7. Talking
8. approaches
9. burn out
10. everyday

**Classroom terminology quiz**

1. Time spent writing lesson plans, choosing materials, planning activities, etc is called
  - a) classroom time
  - b) preparation time
  - c) pre-teaching time
2. Moving around the classroom observing and assisting your students can be called
  - a) circulating
  - b) feedback
  - c) free practice
3. Students can be left with little opportunity to find their own mistakes when teachers are engaging in
  - a) over correction
  - b) student feedback
  - c) authentic tasks
4. A "pedagogic task" is a classroom task that learners would be \_\_\_\_\_ to need to do in the real world.
  - a) certain
  - b) likely
  - c) unlikely
5. An "authentic task" is a classroom task that learners would be \_\_\_\_\_ to need to do in the real world.
  - a) certain
  - b) likely
  - c) unlikely
6. Part of a lesson that gives learners the chance to use what they've just been taught in a structured way is called

- a) guided practice
  - b) free practice
  - c) teaching practice
7. Part of a lesson in which learners can practise a skill with little direction from the teacher is called
- a) guided practice
  - b) free practice
  - c) skilled practice
8. The term "student feedback" refers to how \_\_\_\_\_ react to or evaluate what's happening in their classroom.
- a) teachers
  - b) learners
  - c) teachers or learners
9. The physical and emotional atmosphere or feeling in a classroom is often referred to as the
- a) virtual classroom
  - b) critical period
  - c) classroom climate
10. An unexpected or unplanned opportunity to teach something as an aside to a lesson's main focus is called
- a) an authentic moment
  - b) a critical moment
  - c) a teachable moment

**Keys:**

- 1. preparation time
- 2. circulating
- 3. over correction
- 4. unlikely
- 5. likely
- 6. guided practice
- 7. free practice
- 8. learners
- 9. classroom climate
- 10. a teachable moment

**TEFL technology quiz**

1. The acronym CALL stands for "computer assisted language \_\_\_\_\_".
- a) lab
  - b) lesson
  - c) learning
2. Which is a regularly updated audio segment that can be downloaded or streamed?
- a) a podcast

- b) a virtual classroom
  - c) a transcript
3. The abbreviation CBT stands for "computer-based \_\_\_\_\_".
- a) test
  - b) teaching
  - c) text
4. A room with computers and/or audio equipment where learners can practise skills like listening and pronunciation is a
- a) virtual classroom
  - b) language lab
  - c) demo lesson
5. A collection of images, texts and/or video clips from the internet that's packaged into a presentation on a certain topic is a
- a) forum
  - b) virtual field trip
  - c) podcast
6. The TOEFL iBT is a standardized test that's taken
- a) offline
  - b) offside
  - c) online
7. The text version of an audio segment or lesson is called a
- a) tape or script
  - b) trans tape or transcript
  - c) tape script or transcript
8. An online discussion board where learners and teachers can connect can be called
- a) a forum
  - b) a virtual classroom
  - c) m-learning
9. Language learning with the use of mobile personal electronic devices is an example of
- a) a language lab
  - b) a virtual classroom
  - c) m-learning
10. An online space for learners that allows them to interact and communicate with one another or with a teacher is a
- a) virtual field trip
  - b) virtual classroom
  - c) virtual podcast

### **Keys:**

1. learning
2. a podcast
3. test
4. language lab
5. virtual field trip
6. online
7. tape script or transcript
8. a forum
9. m-learning
10. virtual classroom

### **Teaching Materials Quiz**

1. The core text or the main textbook used in a specific class is a student's
  - a) authentic text
  - b) graded text
  - c) coursebook
2. Most audio-lingual materials are designed to help learners develop their \_\_\_\_\_ skills.
  - a) reading and writing
  - b) spelling and punctuation
  - c) listening and speaking
3. Equipment, supplies, supplementary materials etc that teachers take to a class can be called
  - a) authentic materials
  - b) teaching aids
  - c) realia
4. Teachers use supplementary materials \_\_\_\_\_ a textbook or coursebook.
  - a) in addition to
  - b) instead of
  - c) such as
5. A graded reader always targets \_\_\_\_\_ reading level.
  - a) a specific
  - b) an unspecified
  - c) a below-average
6. Authentic materials used in a classroom are materials taken from
  - a) a self-access centre
  - b) the real world
  - c) authorized sources

7. Which can be called an "authentic text"?
- a) a graded reader
  - b) a newspaper article
  - c) a grammar textbook
8. What do we call objects from the real world that make a classroom feel more like a real-life setting for practising language skills?
- a) supplementary materials
  - b) really objects
  - c) realia
9. Supplementary materials for learners such as books, handouts, audio-lingual or AV files, apps etc are found in a school's
- a) self-access centre
  - b) virtual classroom
  - c) supplementary centre
10. Materials centred around certain skills such as reading, listening, pronunciation etc are called \_\_\_\_\_ materials.
- a) authentic
  - b) audio-lingual
  - c) skills-based

**Keys:**

- 1. coursebook
- 2. listening and speaking
- 3. teaching aids
- 4. in addition to
- 5. a specific
- 6. the real world
- 7. a newspaper article
- 8. realia
- 9. self-access centre
- 10. skills-based

**Testing Terminology Quiz**

1. A standardized test that measures a learner's ability to acquire knowledge and skills is
- a) an aptitude test
  - b) a placement test
  - c) a TOEFL test

2. A test that helps determine the language level of learners so each is placed in a class for their own level is
- a) an aptitude test
  - b) a placement test
  - c) a TOEFL test
3. Which test is sometimes used as an entrance prerequisite for post-secondary education in the USA?
- a) an aptitude test
  - b) a placement test
  - c) a TOEFL test
4. Which phrase can be used to refer to how quickly a learner is acquiring language skills?
- a) peer evaluation
  - b) grading rubric
  - c) rate of acquisition
5. A test of the ability to use and understand appropriate language for different social situations is a test of
- a) sociolinguistic competence
  - b) surface learning
  - c) social acquisition
6. If a placement test reveals that a learner's level is between beginner and advanced, they should study in a class for \_\_\_\_\_ learners.
- a) elementary
  - b) intermediate
  - c) advanced
7. If learners are assigning marks or providing feedback to other learners, they're engaging in
- a) feedback tests
  - b) peer evaluation
  - c) aptitude testing
8. A "grading rubric" is a summary of criteria you can use to \_\_\_\_\_ your students' levels of achievement.
- a) assign
  - b) acquire
  - c) assess
9. The memorizing of facts solely for the purpose of passing an exam is called
- a) bottom up learning
  - b) surface learning
  - c) deep learning

10. The acronym TOEIC stands for "Test of English for \_\_\_\_\_ Communication".

- a) International
- b) Intermediate
- c) Interpersonal

**Keys:**

- 1. an aptitude test
- 2. a placement test
- 3. a TOEFL test
- 4. rate of acquisition
- 5. sociolinguistic competence
- 6. intermediate
- 7. peer evaluation
- 8. assess
- 9. surface learning
- 10. International

**Exercise and Activity Terms Quiz**

- 1. Activities and games that can be used to fill free time during a class are called
  - a) warmers
  - b) fillers
  - c) closers
- 2. In which activity are words removed from a text at regular intervals and replaced with blank spaces for students to fill in?
  - a) a filler
  - b) an information gap
  - c) a cloze test
- 3. Warmers or warm-ups are fun and energizing activities usually used \_\_\_\_\_ a lesson.
  - a) before
  - b) after
  - c) instead of
- 4. What do we call an activity in which everyone can share their thoughts and ideas on a topic or a problem?
  - a) brainstorming
  - b) role-playing
  - c) drilling
- 5. Which are often used for pronunciation practice and in pronunciation drills?



- a) role-plays
  - b) minimal pairs
  - c) gap-fill exercises
6. Repetitive lines of rhythmic text that learners say out loud in a group are called
- a) drills
  - b) rhymes
  - c) chants
7. Any repetitive practice with the aim of perfecting a specific language point can be called
- a) a drill
  - b) a warmer
  - c) a chant
8. Gap-fill exercises are most similar to
- a) cloze tests
  - b) information gap tasks
  - c) filler activities
9. In a language classroom, role-play is an activity usually used for \_\_\_\_\_ practice.
- a) writing
  - b) reading
  - c) speaking
10. Learners must communicate with their classmates to get information needed to complete a task when they're doing \_\_\_\_\_ activities.
- a) communicative
  - b) information gap
  - c) gap-fill

**Keys:**

- 1. fillers
- 2. a cloze test
- 3. before
- 4. brainstorming
- 5. minimal pairs
- 6. chants
- 7. a drill
- 8. cloze tests
- 9. speaking
- 10. information gap

## Teaching Approaches Quiz

1. Which approach allows learners to acquire a language as babies do, beginning with silent listening?
  - a) the communicative approach
  - b) the natural approach
  - c) the direct method
2. Which approach doesn't allow learners to use their native language in a language class?
  - a) the communicative approach
  - b) the natural approach
  - c) the direct method
3. Which approach is geared towards learners whose main goal is to use English to communicate in the real world?
  - a) the communicative approach
  - b) the natural approach
  - c) the direct method
4. Learners must memorize grammar rules and vocabulary and translate large amounts of text into English if their teacher is using a method called
  - a) the inductive approach
  - b) Grammar Translation
  - c) the process approach
5. When learners of different levels form small groups that must complete tasks together, a method called \_\_\_\_\_ is being used.
  - a) product approach
  - b) communicative learning
  - c) cooperative learning
6. Which is a method of teaching grammar in which learners must discover the rules in context themselves while reading and/or listening?
  - a) Grammar Translation
  - b) the deductive approach
  - c) the inductive approach
7. Which is a method of teaching grammar in which the rules are given to the learner first, followed by examples and exercises?
  - a) the direct method
  - b) the deductive approach
  - c) the inductive approach
8. A method for teaching writing in which learners are given a model and then asked to create something similar is called the \_\_\_\_\_ approach.
  - a) product
  - b) process
  - c) communicative
9. A method for teaching writing that walks learners through the stages of pre-writing, writing and revision is called the \_\_\_\_\_ approach.
  - a) product

- b) process
  - c) communicative
10. In the \_\_\_\_\_ method, learners are introduced to one learning item at a time with hopes that mastering each skill will eventually lead to learning a language.
- a) form focused task
  - b) formulaic speech
  - c) functional language

**Keys:**

1. the natural approach
2. the direct method
3. the communicative approach
4. Grammar Translation
5. cooperative learning
6. the inductive approach
7. the deductive approach
8. product
9. process
10. form focused task

**School Admin Terms Quiz**

1. A teacher, course or school with official approval from a reliable body has been
  - a) qualified
  - b) accredited
  - c) academy-awarded
2. The person who maintains and develops academic courses and programs is the
  - a) accredited coordinator
  - b) academic coordinator
  - c) recruiting agent
3. Language schools with ESL/EFL courses often have \_\_\_\_\_ that continues throughout the summer.
  - a) an academic year
  - b) an academic coordinator
  - c) an academic practicum
4. The CELTA is a certificate for English
  - a) learners
  - b) speakers
  - c) teachers
5. A "demo lesson" is a lesson given as part of the application process for a new
  - a) teacher
  - b) student

- c) administrator
6. Language learning schools that have many locations in one country or around the world are called
- a) chain schools
  - b) global schools
  - c) homestays
7. Observed teaching practice or "practicum" is part of every good \_\_\_\_\_ program.
- a) language learning
  - b) teacher training
  - c) language training
8. In a \_\_\_\_\_ program, learners live with a local family while learning at a language school.
- a) TEFL
  - b) chain school
  - c) homestay
9. A recruiting or replacement agency is a business that helps schools to find new
- a) students
  - b) teachers
  - c) courses
10. A TEFL certificate qualifies a teacher to teach English as a \_\_\_\_\_ language.
- a) first
  - b) foreign
  - c) foreigner

**Keys:**

- 1. accredited
- 2. academic coordinator
- 3. an academic year
- 4. teachers
- 5. teacher
- 6. chain schools
- 7. teacher training
- 8. homestay
- 9. teachers
- 10. foreign

## Activity tips for teachers

### 15 fun Present Perfect activities

Here are fifteen fun ways to elicit, present and practise the Present Perfect. 1. Do you know your room? Students try to spot what you have changed in the room since last week, while they were having a break or while their eyes were closed. They can then take turns challenging each other. 2. Can [...]

Here are fifteen fun ways to elicit, present and practise the Present Perfect.

#### 1. Do you know your room?

Students try to spot what you have changed in the room since last week, while they were having a break or while their eyes were closed. They can then take turns challenging each other.

#### 2. Can you hear your room?

In this variation on Do You Know Your Room, when students have their eyes closed the teacher or a student changes the room or their position in a way you can hear, e.g. cleans the whiteboard. With their eyes still closed, students have to guess what has changed.

#### 3. Have you been following your teacher?

Students are tested on what has happened since the beginning of the class, e.g. "In today's class, has anyone's dictionary fallen on the floor? / How many times has the teacher coughed?"

#### 4. The yes I have game

Students ask each other "Have you ever..?" questions. They must answer all questions with "Yes". Their partner can then ask them 3 "Wh" questions in the Simple Past and try to spot from their answers and body language if they are lying.

#### 5. Yes yes no

In this variation on The Yes I Have Game, students have a pack of cards with "Yes" or "No" written on them, choose either answer to the questions and are asked additional questions to work out if they are lying or not. If their partners spot their lie, they have to take the cards back. The first person with no cards left is the winner.

#### 6. I'm in the world, find me!

Pairs of students plan an around the world trip on a world map. They then choose one of the places on their itinerary for the other team to guess. The other team ask "Have you been to ...?" and are answered with "Yes, we have", "No,

not yet” or “No, we aren’t planning to go there” until they guess exactly where they are now.

### **7. Who’s been a good boy?**

Students try to find things that their partner needs to do but hasn’t done yet, e.g. “Have you taken out the rubbish this week?”

### **8. Only I have**

Students stand up and go round the class asking questions to find one thing they have done and no one else in the class has.

### **9. Have you feelings?**

Students complete a sentence “I feel \_\_\_\_\_ because I have \_\_\_\_\_”. They read out half the sentence only and their partner has to guess the rest with questions like “Has your pet died?” or “Do you feel depressed?”

### **10. I have lied**

Students tell their partners two true and one false “I have...” sentence, e.g. “I have ridden an elephant” etc. Students ask them questions (to which they can lie in response about the false one) and try to spot which one is false.

### **11. Make me say yes, make me say no**

Students try to ask as many questions as they can to which their partner’s answer is “Yes, I have”. They can then switch and do the same thing with “No”

### **12. Present Perfect sentence substitution**

Any of the games above can be played with the students just changing one part of the Present Perfect sentence each time, e.g. “Have you taken out the rubbish?”, “Have you sorted out the rubbish?”, “Have you sorted out the white and coloured washing?”, “Have you ironed the white and coloured washing?” etc.

### **13. Present Perfect sentence expansion**

Any of the games above can be played with the same Present Perfect question getting longer and longer as students add language to it, e.g. “Have you ever flown?”, “Have you ever flown in a balloon?”, “Have you ever flown in a balloon in the desert?”

### **14. I have been this**

Students make a true sentence with “I have ... this ...” and stop before they say the time, e.g. “I have drunk 6 pints of beer this”. Their partners have to guess

what the correct time clause is, e.g. “Have you drunk 6 pints of beer this week/ this month?”

### **15. I have planned**

Students tell their partners things they have and haven't done in order to prepare for a future plan or arrangement, e.g. “I have made a reservation” and “I haven't bought the ring yet” for “You are going to propose to your girlfriend”. This can be for real plans, made up ones, or ones on roleplay cards.

### **15 fun games for the Present Continuous**

1. Present Continuous Mimes Students mime whole Present Continuous sentences until the other students say the whole correct sentence. It is important they don't stop until people guess to give the idea of an action in progress. 2. What am I (doing)? Students mime different actions you can do with one object. Their partners [...]

#### **1. Present Continuous Mimes**

Students mime whole Present Continuous sentences until the other students say the whole correct sentence. It is important they don't stop until people guess to give the idea of an action in progress.

#### **2. What am I (doing)?**

Students mime different actions you can do with one object . Their partners describe each activity they are doing until they guess what the object is.

#### **3. Present Continuous Noises**

In this variation on Mimes, students make noises with their mouth (e.g. “You are snoring”), impressions of other sounds with their mouths (“You are sawing”) or with objects in the classroom (“You are opening and closing the cassette recorder”).

#### **4. Present Continuous Pictionary**

Similar to Mimes and Noises above, students try to guess which Present Continuous sentence someone is drawing on the board, e.g. a picture of “The man is throwing a javelin”. Students can either race to draw an identifiable picture as quickly as possible, or draw very slowly to make guessing more difficult.

#### **5. Who is doing?**

In this variation on Mimes or Noises, students test each other on which people in the class are doing various things, with the person answering having to close their eyes.

## **6. Present continuous brainstorming**

Students compete to say or write as many things that are going on in the classroom, out the window or in a picture (e.g. Where's Wally/ Waldo) as possible.

## **7. Present Continuous drawing race**

Students race to draw a picture of a Present Continuous sentence they hear or read, e.g. "Two men are dancing on a table". Give points for the first one that matches the description and/ or the best picture.

## **8. Present Continuous magazine search**

Students race to find a picture matching the Present Continuous sentence they hear as quickly as possible, e.g. "A man is wearing sunglasses" or "Some animals are running". This can be done with students have the same or different magazines; with flashcards, photos or other loose pictures; or with pictures in the textbook.

## **9. Present Continuous not getting through**

Students try to give as many different excuses as they can why the person calling can't speak to the person they want to, e.g. "He is meeting a client" or "He is flying to New York in 5 minutes". This can be used for present and/ or future uses of the Present Continuous tense.

## **10. Present Continuous diaries**

Students try to find a gap in their diaries when they can meet. This can be done with real diaries, real diaries with imaginary arrangements added to fill it up and make the activity more challenging, or with roleplay diary pages. It can also be done as a mingling task, or as emailing or telephoning practice.

## **11. Present Continuous diary differences**

In an easier but less realistic task than Present Continuous Diaries, students are given two slightly different diary or schedule pages and have to find the differences between them by asking and answering questions with the Present Continuous for future arrangements.

## **12. Present Continuous time zones**

A student secretly chooses a country and describes what (most/some/a few) people in that country are doing now until someone guesses where it is. A map with time zones drawn on can help for this.

## **13. Guess the family member**



In a similar way to Time Zones, students describe what one of their family members is (maybe) doing now until the others students guess what the relationship is. To make it more challenging, they can start off with vague clues ("This person is breathing") and the people guessing can have a limited number of guesses.

#### **14. We are doing a video**

Students watch a video and shout out if they see anything that is exactly the same as what is written on their worksheet or the whiteboard, e.g. "Mr Bean is putting his head into a turkey". This can be combined with practice of typical confusions by some of the sentences being slightly different from what's on screen ("...into a chicken").

#### **15. Picture dictation**

Students describe action pictures to each other, and try to draw them from the description, changing them if they are not quite right, e.g. "No, the man is kicking with his left foot, not his right foot"

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