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CHET TILI O'QITISHNING INTEGRALLASHGAN KURSI FANI
TURLI YOSHDAGILARGA CHET TILINI O'QITISH MODULI BO'YICHA O'QITISH UCHUN
"TEACHING DIFFERENT AGE GROUPS"

O'QUV QO'LLANMA

5120100 – Filologiya va tillarni o'qitish
IV bosqich talabalari uchun

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Mazkur o'quv 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 2019-yil 20-iyuldagi БД-5111400-2.06 - sonli buyrug'i bilan tasdiqlangan namunaviy o'quv dasturi asosida tayyorlangan.

Ushbu "Turli yoshdagilarga chet tilini o'qitish" modulidan o'quv qo'llanma BuxDU Xorijiy tillar fakulteti kengashining " "- fevral 2023 -yil -yig'ilishi qarori bilan nashrga tavsiya qilingan.

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 2019-yil 20-iyuldagi БД-5111400-2.06 - sonli buyrug'i bilan tasdiqlangan namunaviy dastur asosida tayyorlangan.

O'quv 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.

Contents:

1.   The peculiarities of psycho-physiological course of foreign language learners and foreign language teachers of different ages

2.   Roles of the interactive teacher. Teacher's role and styles

3.   Assumptions about age and language learning

4.   Describing learners. Age. Language levels

5.   Choosing appropriate methods based on age characteristics

6.   Teaching adults: a different relationship

7.   Language learning in early childhood. Teaching young learners.

8.   Defining proficiency levels. Assessing different age groups

9.   Adapting and Developing Materials for Different Age Groups

1. The peculiarities of psycho-physiological course of foreign language learners and foreign language teachers of different ages

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:

SL	Language stage	Beginning stage
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.

Acquisition:	Learning:
• 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

1. What are the main characteristics of second language learners?
2. What are the characteristics of second language acquisition?
3. What are the main characteristics of English as a second language?
4. What are the characteristics of language learning?
5. What are the characteristics of language learners in the 21st century?

6.   What are the characteristic of a good learner?

7.   What are the stages of second language acquisition?

8.   What are the factors affecting second language acquisition?

9.   What is L1 and L2 in linguistics?

10.   What are the characteristics of a good language teacher?

11.   What are the characteristics of good language in computer fundamentals?

2. Roles of the interactive teacher. Teacher's role and styles.

Pre-reading questions

1. What kind of teacher are you?

2. Would you like to be better at what you do?

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

4. Do you self-reflect and continually change?

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

How many of these excellent teaching traits do you have? How many will you attempt or take on this year? All shapes and sizes can be great teachers. Perhaps you can add some more to this list. Print off this list, and then add your own thoughts on what a great teacher is and accomplishes. Be as excellent as you possibly can be for your pupils and their families.

A Great teacher:

➢ *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.*

➢ *is educated about children, families, communities, relationships and understands they are held accountable for their teaching and profession.*

➢ *is a researcher (always looking for current and changing/updated topics, ideas, assessment and curriculum).*

➢ *is kind, loving, understanding, knowledgeable, trustworthy, timely, efficient, fun, bold and one of a kind.*

➢ *makes mistakes (and learns from them and changes)*

- *self-reflects (what can I do better? How can I do it better? Why do I need to change?)*

- *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.*

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

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

- *builds a classroom community that includes high expectations for all students— greets 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.*

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

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

- *is adaptable and willing to make changes*

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

- *Is an advocate for children and his or her profession*

What are the features of teachers?

The person who molds a student's personality and way of life is their instructor. It is one of the noble professions because it helps to shape society as a whole and a nation's destiny. Teachers have a big and important part to play since they have an impact on the future of tomorrow—the children. Characteristics,

affection, devotion, competency, morality, and ethics of a teacher have an impact on students. Hence, it is crucial that only the greatest and most brilliant people be permitted to become teachers in order to assure a secure future.

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.

Instructors no longer enter the classroom, provide a lecture, and then leave. The best teachers involve all of the students in their lessons, value their opinions, employ a variety of teaching methods, and make learning enjoyable. A good teacher doesn't teach from a book; rather, they teach from the heart, as someone once stated. In order to carry on that passion to his or her students, a teacher must be passionate about the subject they are teaching. Respecting a student's opinion is another essential function of a teacher. A teacher needs to constantly be willing to learn new topics and be abreast of the most recent advancements. 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.
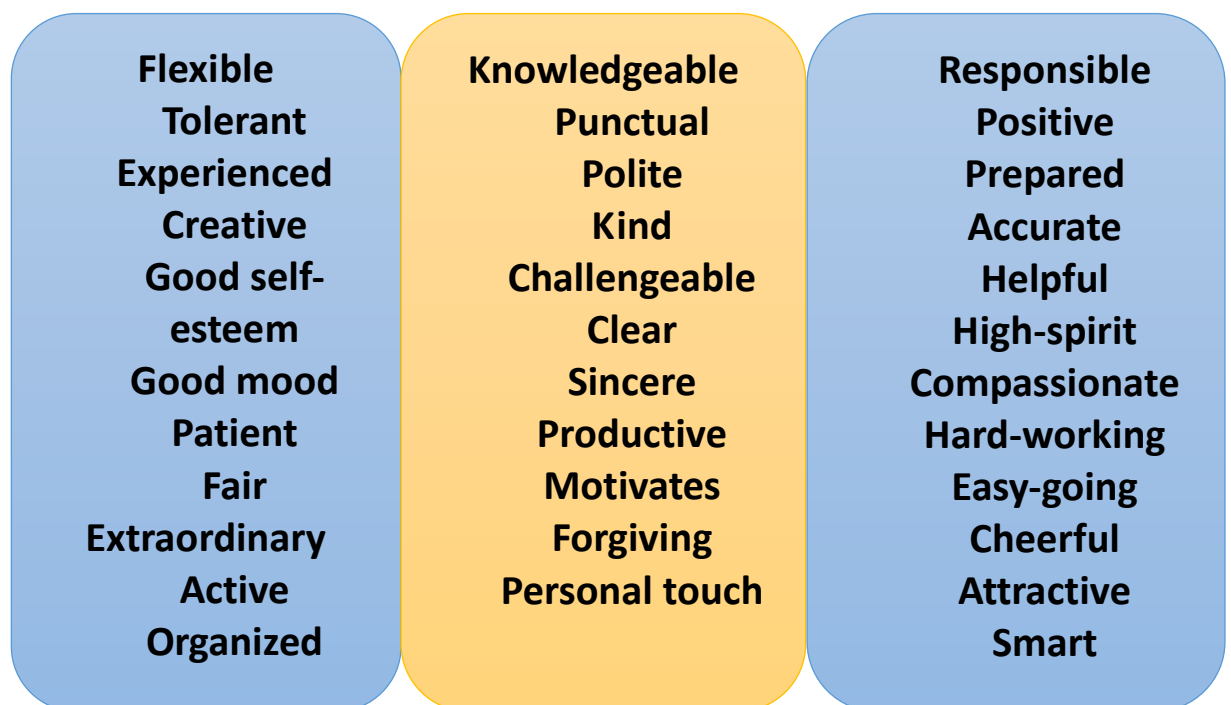
InSociety:

A teacher plays a crucial part in the educational system. He or she is essentially the criterion used to assess the effectiveness of a system of education. The teacher will determine whether it was successful or not. As he/she alone

shapes the generation, the entire educational system falls on his/her shoulders. A teacher is essential to the advancement of society, as we just discussed. Someone once suggested that meeting certain instructors would help you better understand the personalities of the nation's citizens. After all, the society is a carbon copy of the people that live there. Teachers assist pupils in developing into excellent people with a positive outlook, self-assurance, and the drive to strive for perfection.

The teachers are responsible for shaping a whole generation's future. If they are dishonest and unethical, an entire generation will follow in their footsteps. This can lead to a lawless and despicable society due to the corrupt judiciary, traitorous army, disloyal bureaucracy, untrustworthy politicians, etc. A teacher then serves as the architect of a new generation, determining the standard and direction of our tomorrow. Yet, the occupation does not receive the respect it merits. We must recognize that teaching is the single career that instructs all other professions, making it much more significant and great.

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.

The qualities of the perfect teacher in order to better comprehend the characteristics of teachers:

Flexible	Knowledgeable	Responsible
Tolerant	Punctual	Positive
Experienced	Polite	Prepared
Creative	Kind	Accurate
Good self-esteem	Challengeable	Helpful
Good mood	Clear	High-spirit
Patient	Sincere	Compassionate
Fair	Productive	Hard-working
Extraordinary	Motivates	Easy-going
Active	Forgiving	Cheerful
Organized	Personal touch	Attractive
		Smart

A good teacher should possess a variety of traits. Such a teacher leaves a lasting impression on a pupil. Students are left with a lasting impression of his personality. A teacher who is adored and revered by each and every pupil is the ideal. He needs to make an effort to win over all the pupils. He should make an effort to forge some sort of connection and bond between his heart and the kids' hearts.

An Ideal teacher should be a scholar. He must be knowledgeable in the subject matter that he instructs the students in. He needs to make the lessons engaging for the students. He ought to be able to pique the pupils' interest in their course of study. An ideal teacher should be able to communicate clearly, have a pleasing voice, and love what they do. His instruction should make the students feel as though their minds are expanding. A good teacher does a good job of the subject. He also makes his topic engaging.

The best teachers encourage critical thinking and encourage their pupils' inventiveness. Together with imparting knowledge, he fosters a love of studying in them. He stimulates his students' thinking. He imparts to them the ability to reason and develop logic. He activates kids' untapped brain capacities. He must be a thinker. He needs to provide intellectual and engaging explanations.

A perfect instructor is perfect in every way. He doesn't employ long, learned words. He does not employ convoluted language. To ensure that kids can understand him, he must use plain, uncomplicated language. His lessons ought to be a mental tonic. An honorable man would make the best teacher. As a result, he also imparts self-respect and dignity to his students.

8 characteristics of a Great Teacher:

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.

Self-study questions

1. Imagine about your teaching experience and write about 300 words to describe your advantages and disadvantages during the lesson with your group. What would you change now?
2. Grab your lesson plan of early teaching and compare it with late one. Write about any differences that you can find.

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 practice 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.** *Songs not only help kids develop their musical ability but also aid in word learning. It will be simple and entertaining for children to sing along because the lyrics have a feeling of rhyme and rhythm. Also, you can play a fun game with your kids by just adding a melody to an activity.*

- **Tongue twisters**. *Children can learn proper word pronunciation and enunciation by playing tongue twisters, which is an effective and enjoyable method. It is a good way for them to practice pronouncing words with ease. Work your way up by beginning with the simpler ones.*

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

1. What difference does age make to language learning?

2. Does language learning ability decreases with age?

3. What factors affect language learning?

4. What are the five factors affecting learning?

5. What influences a child's learning?

4. Describing learners. Age. Language levels.

The age of the students should be taken into account when teaching English because every person, whether a child, adolescent, adult, or senior person, has varied requirements, skills, and cognitive abilities. The use of Word To Be, fruit and vegetable active and passive voice, and other similar learning issues must be taken into account when teaching and learning the English language, but there are also completely different teaching and learning strategies and methodologies for each age group that must be taken into account.

Contrarily, it's critical to avoid misconceptions that adults cannot learn a foreign language or that toddlers learn more quickly than adults or that teenagers are inattentive learners. Youth and adults have the same potential to learn a second language as children do, it's only that the methods, how to learn and teach it, activities, and motivation are completely different. Children, on the other hand, are like sponges, absorbing every word and making it materialize quickly.

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.

Below are some learning qualities for each age group, to aid in achieving the aforementioned goals. Children (9 to 10 years old) learn with curiosity because of what they see and hear, as well as the possibilities they have to play and interact with what they have learned. Also, they pick up knowledge through their environment and surroundings. They are also little explorers that slowly uncover things they enjoy. But it's also crucial for teachers to acknowledge their students' accomplishments, therefore we must do so for each task they complete. Kids enjoy using their imaginations a lot since it inspires them to discover which pastimes are essential instruments for their growth. I'm trying to say that learning to teach is built on experiences, and that working in groups is crucial for developing relationships.

Adolescents experience difficult or awful days, and because of their resistance to this, they lack motivation in learning new things. On the other side, because your friends' opinions matter a lot to them, occasionally people will keep their misgivings to themselves out of concern that they will be viewed as "stupid." Contrary to popular assumption, teens have a high capacity for learning, a great deal of creative potential, and a strong love for the subjects that interest them. As a result, teachers should work with activities and resources that involve students in the teaching process.

Adults are intriguing because they have had a variety of experiences that enable them to apply their knowledge to day-to-day activities while using those experiences as the foundation for their understanding. They implement the knowledge they have learned with more discipline. They understand their learning styles, their own patterns of learning, what they are learning, why they are learning it, and how to motivate themselves. They question what they are taught as well as the strategies employed and the outcomes.

In conclusion, it can be said that people themselves are what direct us in the way of teaching languages. As a result, even though choosing the topics to be covered in class is crucial, what will give us the patterns and dynamics of the class

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

We think that in addition to English, every student should study or keep up at least one other language. As a result, language instruction ought to be a key component of every 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 commons 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

1. How do you improve your fluency of speaking?
2. How do learning styles effect learning a new language?

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

4. How do you classify a level of language proficiency?

5. How would you describe language proficiency of students?

6. How do you define language proficiency?

7. What are the 4 levels of language proficiency?

5. Choosing appropriate methods based on age characteristics.

There are numerous teaching strategies for various age groups. Linguists have demonstrated, according to academic research, that no one teaching strategy is inherently superior to others and that there is no single method that works best for all students in all situations.

Also, it's not always possible or appropriate to use the same approach for all students because they have different ages, goals, learning environments, and needs.

Direct way.

Teaching is entirely conducted in the target language with this approach. The learner is not permitted to use their native language. There is no use of grammar rules, and good pronunciation is emphasized.

- •Essentials
- •No translation
- •teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- •Oral training helps in reading and writing
- •Grammar is taught indirectly

Techniques using direct way

Question/answer exercise – the teacher asks questions of any type and the student answers.

Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.

Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher..

Grammar-translation method

Translation to and from the target language accounts for the majority of learning. Long lists of vocabulary and grammar rules must be learned by heart. The development of oral proficiency receives little or no attention.

This approach focuses solely on reading and writing and has developed strategies that make it easier to learn these two skills. Speaking and listening are therefore neglected.

Audio-lingual method

This approach is based on the idea that learning a language involves developing habits. Every situation's dialogues are practiced extensively. Before a new language can be written down, it first needs to be heard and taught a lot.

It is common to practice drills and patterns (Richards, J.C. et al.). 1986):

Repetition: As soon as he hears something, the student repeats it.

Inflection: When a word in a sentence is repeated, it takes on a different meaning.

Replacement: A different word is used in its place.

Restatement: A statement is rephrased by the student..

Examples

Inflection: Teacher: *I like playing football.*

           Student: *I like playing football.*

Replacement: Teacher: *Rushana bought the flower for half-price.*

Student: *She bought it for half-price.*

Restatement: Teacher: *Tell me not to* smoke so often.

Student: *Don't* smoke so often!

Total Physical Response (TPR)

TPR works by having the student answer straightforward orders, for example, "Stand up", "Close your book", "Go to the window and open it." The technique focuses on the significance of aural understanding

TPR can be utilized to instruct and rehearse numerous things.

Jargon associated with activities (grin, hack, migraine, wriggle)

Tenses past/present/future and constant viewpoints (Each day I clean my teeth, I make my bed, I have breakfast)

Classroom language

(Open your books)

Imperatives/Instructions

(Stand up, close your eyes)

Storytelling

Why should I use TPR method in the classroom?

It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.

It is very memorable. It really helps students to remember phrases or words.

It is good for kinesthetic learners who need to be active in the class.

It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.

Playing "Simon Says" can extend this. When you give a command this time, students should only comply if you begin with "Simon says..." I might instruct the students to perform the task by saying, "Simon says,'slice some bread'" or "Simon says, 'chop an onion'." However, the students shouldn't do this if I say, "Whisk an egg." On the off chance that anybody does the activity that Simon doesn't say then they are out and need to look for the errors of different understudies.

I like to play a game in which I ask the students to form a circle around me, say the word, and the last person to act is kicked out. This individual then remains behind me and looks for the understudy who does the activity last. She emerges victorious when there is only one student left.

The silent method

This method is so named because the teacher's goal is to say as little as possible so that the student can choose what he or she wants to say. As the name suggests, silence is a key teaching tool in the Silent Way. At the beginning levels, students do 90 percent or more of the talking. Sitting still shifts the focus of the classroom away from the teacher and toward the students, which can encourage cooperation.

Task-based language learning

The focal point of the educating is on the fruition of an undertaking which in itself is fascinating to the students. To complete the task, students use the language they already know, and mistakes are rarely corrected.

Advantages:

Students spend a lot of time communicating as part of this strong communicative approach. In contrast, PPP lessons appear to be heavily teacher-centered. During a task-based lesson, just watch how much time the students spend communicating. It is entertaining and inspiring.

6. Teaching adults: a different relationship

Understanding how adults learn best is one part of being a good teacher. Adult learners have unique learning needs and requirements compared to children and adolescents. Adult learning is a relatively new field of study, despite what appears to be the case. The field of grown-up learning was spearheaded by Malcom Knowles. He identified the following adult learners' characteristics:

• Adults are self-sufficient and independent. They need to be able to make their own decisions. Adult participants must be actively involved in the learning process and guided by their teachers. In particular, they need to find out what participants think about the topics they want to cover and let them work on projects that fit their interests. They ought to grant the participants permission to assume group leadership and responsibility for presentations. They must make certain to go about as facilitators, directing members to their own insight as opposed to providing them with realities. Last but not least, they need to demonstrate to the students how the class will assist them in achieving their objectives (for instance, by providing a personal goals sheet).

• Adults have accumulated a foundation of life experiences and knowledge, which may include activities related to work, responsibilities for the family, and previous education. They must link learning to this foundation of knowledge and experience. They should draw on the participants' relevant experience and knowledge to assist them in doing so. They must be aware of the significance of experience in learning and be able to relate theories and concepts to the participants.

• Grown-ups are objective situated. They typically know what they want to accomplish when they enroll in a course. As a result, they value a well-organized educational program with clearly defined components. Participants must be shown how this class will assist them in achieving their objectives by instructors.

It is necessary to complete this classification of course objectives and goals early on.

• Adults prioritize relevance. They must perceive a rationale for learning. To be valuable to them, learning must be applicable to their work or other responsibilities. Therefore, prior to the start of the course, instructors must establish objectives for adult participants. This also means that participants must be able to relate theories and concepts to a familiar setting. By allowing participants to select projects that reflect their own interests, this need can be met.

• Adults focus on the aspects of a lesson that are most relevant to their work and are practical. They might not be interested in learning for the sake of learning. Participants must be explicitly told by instructors how the lesson will benefit them in the workplace.

As do all students, grown-ups should be shown regard. Adult participants bring a wealth of experiences to the classroom, which instructors must acknowledge. These adults ought to be afforded the freedom to freely express themselves in class and ought to be treated with the same level of expertise and experience.

Motivating the Adult Learner

Motivation is another aspect of adult learning. Something like six variables act as wellsprings of inspiration for grown-up learning:

• Social connections: to satisfy a need for associations and friendships, to make new friends.

• Expectations from outside: to conform to directions from another person; to satisfy the assumptions or proposals of somebody with formal power.

• Social security: to get better at serving people, getting ready for community service, and participating in community work.

• Personal progress: to advance professionally, maintain a competitive edge, and attain higher job status.

• Escape/Excitement: to break up the routine at home or at work, relieve boredom, and provide a contrast to other demanding aspects of life.

• Mental interest: to learn for learning, look for information for the good of its own, and to fulfill an inquisitive psyche.

Barriers and Motivation

Adults, in contrast to children and adolescents, must balance their many responsibilities with the demands of learning. Adults face barriers that prevent them from participating in learning as a result of these responsibilities. A portion of these hindrances incorporate absence of time, cash, certainty, or premium, absence of data about valuable chances to master, planning issues, "formality," and issues with youngster care and transportation.

Inspiration variables can likewise be a hindrance. What drives adult students? A requirement for competence or licensing, an anticipated (or realized) promotion, job enrichment, the need to learn new skills or maintain old ones, the need to adapt to job changes, or the need to learn in order to follow company instructions are all common motivations.

Simply increasing their reasons for enrolling and reducing the obstacles is the most effective strategy for motivating adult learners. Students' enrollment motivations must be understood by instructors; They must determine what prevents them from learning.

The instructors must then plan their methods of motivating students. Showing adult learners the connection between training and an anticipated promotion is a successful strategy.

Learning Tips for Effective Instructors

-It is essential for educators to keep in mind that learning is a lifelong process that takes place within each individual. When confronted with a learning situation, it is normal for people to be anxious or nervous because they learn at different rates. Uplifting feedback by the educator can upgrade learning, as can appropriate timing of the guidance.

-Sensitivity stimulation leads to learning. Some people learn or recall information more frequently with one sense than with others. Educators ought to introduce materials that animates whatever number faculties as could be allowed to expand their possibilities instructing achievement.

To ensure that participants learn, four essential aspects of learning must be addressed.

These features are:

1. **motivation**
2. **reinforcement**
3. **retention**
4. **transference**

Motivation. The instructor's efforts to help the student learn will be in vain if the student does not recognize the need for the information, is offended, or is intimidated. The instructor must build rapport with the students and get them ready to learn; This gives you drive. Students can be motivated by instructors in a variety of ways:

• Give the lesson a mood or feel. Educators ought to attempt to lay out a cordial, open climate that shows the members they will assist them with learning.

• Determine the appropriate level of worry. To accommodate the objective's significance, the level of tension must be adjusted. A higher level of tension or stress should be created in the class if the subject matter is of high importance. However, under moderate to low stress, people learn best; When stress levels are too high, learning becomes difficult.

• Decide on an appropriate difficulty level. The level of trouble ought to be set sufficiently high to challenge members however not so high that they become disappointed by data over-burden. Participation should be predicted and rewarded in the instruction, leading to success.

Reinforcement. Support is an exceptionally fundamental piece of the educating/growing experience; Instructors use it to promote appropriate behavior and performance.

• When instructing participants in new skills, instructors typically employ positive reinforcement. Positive reinforcement is "good" and reinforces "good" (or positive) behavior, as the name suggests.

• Negative support is the contingent expulsion of a harmful upgrade that will in general build the way of behaving. Punishment is the stipulation of a noxious stimulus that has a tendency to change behavior. By definition, a behavior can never be eradicated by being reinforced. A specific behavior can be eradicated through

punishment and time out, but it will never be eradicated through positive or negative reinforcement of that behavior.

When instructors are trying to change behaviors (old practices), they should apply bothpositive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior.Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

Retention. To get the most out of their classes, students need to remember what they learn. The job of the teacher is not done until they help the student remember the material. Participants must perceive a meaning or purpose for the taught information in order to retain it. Additionally, they must comprehend, interpret, and apply the information. Their capacity to determine the appropriate level of significance for the material is part of this comprehension.

How much maintenance will be straightforwardly impacted by the level of unique learning. Just expressed, on the off chance that the members didn't get familiar with the material well at first, they won't hold it well by the same token.

The participants' level of practice during the learning directly affects their retention. Retention and application should be emphasized by instructors. After the under studies exhibit right (wanted) execution, they ought to be asked to practice to keep up with the ideal presentation. In some ways, distributed practice and intermittent reinforcement are similar.

Transference. Transfer of learning is the consequence of preparing - - it is the capacity to utilize the data showed in the course however in another setting. There are two types of transfer, just like with reinforcement: both good and bad.

• *Like positive reinforcement,* positive transference occurs when participants apply the course-taught behavior.

• *Negative transference*, similar to negative reinforcement, occurs when participants ignore instructions. A desirable (positive) outcome follows from this.

The following circumstances are most likely to result in transference:

• Association: Participants can make connections between the new information and something they are already familiar with.

• Similarity: the information is comparable to what participants are already familiar with; that is, it revisits a pattern or logical framework.

• Originality of learning—the participant's originality of learning was high.

Critical attribute component: the learned information contains components that are extremely useful (critical) in the workplace.

Despite the fact that adult education is a relatively new field of study, it is just as important as traditional education and offers a greater chance of success. Obviously, the increased achievement requires a more prominent obligation with respect to the instructor.

Also, the students come to the class with very clear expectations. Tragically, there are hindrances to their learning. The best inspirations for grown-up students are interest and childish advantage. They will perform better and reap the benefits for a longer period of time if it can be demonstrated that the course has practical benefits for them.

Self-study questions

1. How do you write a lesson plan for an adult learner?

2. How do you make a lesson plan for preschool?

3. What are the 5 steps in a lesson plan?

4. Where can I download lesson plans?

7. Language learning in early childhood. Teaching young learners.

Who are young learners?

In EFL teaching contexts, English has become one of the components of tertiary, secondary, primary, and even pre-school education as the world's dominant, international, and common language. As a result, the term "young learners" now encompasses a wider age range than it did two or three decades ago. The quality and quantity of course books written for young English language learners of various ages and levels, as well as publications in this field, clearly reflect this shift. Additionally, it raises the need for qualified English language teachers to instruct very young language learners.

Since a young learner class differs from an adult or teenager class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed, the concept of "teaching English to young learners" suggests that age plays a crucial role in what we teach and how we teach it. Because every learner is unique and such lists can only reflect generalizations, it is crucial to demonstrate the differences between these three learner groups (Harmer, 2007).

Young scholars:

• They respond, despite not understanding.

• They acquire knowledge from their surroundings: Instead of learning directly, they learn indirectly.

• They learn most from what they see, hear, feel, and do, not from explanations.

• It's hard to deal with abstract ideas.

• They generally exhibit a worldly curiosity and enthusiasm for language learning. They enjoy talking about themselves and respond to learning that centers on their lives.

• They enjoy moving from one location to another, creating or drawing things, using their imagination, and solving puzzles.

• Their attention span is short; After five to ten minutes, they quickly become bored.

• To help young children learn from a variety of sources and plan a variety of activities for a given period of time, teachers should have a wide range of activities to choose from.

• Educators ought to work with understudies separately or in gatherings

• Instructors should know about the understudies' advantages to inspire them.

• The homeroom ought to be brilliant and splendid with sufficient space for various exercises.

Now, let's talk about the main question: who exactly are young learners. The generalizations made for young learners may require more in-depth analysis and some subcategorization because children differ greatly by one year.

Very Young Learners	Young Learners	Older/ Late Young Learners
Age: 3-6 years old	**Age:** 7-9 years old	**Age:** 10-12 years old
Grade: Pre-school Education	**Grade:** 1 st – 3 rd grade	**Grade**: 4 th - 6 th grade
Language Focus/ Skills Used: Listening & Speaking **Vocabulary Items (concrete & familiar objects)** **No Grammar Teaching or met language (can't**	**Language Focus/ Skills Used:** Listening & Speaking Vocabulary Items (concrete & familiar and new objects) New in Reading and Writing (word to sentence level)	**Language Focus/ Skills Used:** Listening/Speaking/Reading/Writing Vocabulary Items (concrete & abstract) Grammar (inductive)

analyze language but may be exposed to chunks through songs, classroom language) **No reading & writing (may recognize letters or short words)**	No Grammar Teaching or met language (chunks through songs and classroom language)	
Characteristics: ***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**	Characteristics: *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	Characteristics: *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

skills (using a pen and scissors) but kinesthetic and energetic ***Learn holistically** ***Love stories, fantasy, imagination, art, drawing and coloring**	motor skills (left-right) *Reasonable amount of input *Love stories, fantasy, imagination, drawing & coloring	

Teacher's likes VS students' likes

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Now, let's talk about the main question: who exactly are young learners. The generalizations made for young learners may require more in-depth analysis and some subcategorization because children differ greatly by one year.

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.

a. 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 students are naturally very active. Kinesthetic activity, according to Jean Piaget, is necessary for children to learn by actively interacting with their

surroundings. He also says that children learn by doing things for themselves and exploring. The ramifications for learning are that youngsters benefit most by information introduced through games, despite the fact that they are not really mindful that they are learning. They respond to language according to its meaning and applications.

Through physical activities, students eagerly explore language in order to comprehend it. Young EFL learners should have access to physical-kinesthetic activities as part of their selection of language presentation and practice 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.

Youthful students additionally need to collaborate with others and get uplifting feedback. Young learners acquire knowledge through interactions with others. According to Lev Vygotsky's theory, learning and development take place in a social setting.

Through social interaction, YLLs put what they've learned about language into practice. They need positive reinforcement and emotional encouragement to carry out that interaction in order for this to be successful.

Children need ample opportunities to experiment with and practice the target language, which has implications for L2 learning. They also require affirmation and praise.

Young language learners are engaged with the target language through social interaction in the following activities:

• Hearing, viewing, and speaking authentic and graded language;

• Pretends;

• Sessions with questions and answers;

• Acts of collaboration;

• Group and project work;

• Involve the student in daily activities that require them to interact with others.

Emotional well-being should also be promoted by interaction:

• Give the student roles and/or responsibilities so that they can participate in the routine of the class. They will learn familiar language and develop a sense of self-worth as a result of this.

• Frequently encouraging and praising students;

• Encourage students to try new things;

• Encourage students to collaborate with others;

• Help students feel at ease and secure in their surroundings.

• Inspire students to express their feelings;

• Select age-appropriate activities;

• Engage students in interests-based activities to inspire 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 a t 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?

8. Defining proficiency levels. Assessing different age groups

Teachers must now comprehend the principles of language assessment after comprehending the definition of assessment. Validity, dependability, usability, authenticity, and washback should all be taken into consideration by educators when creating effective assessments. Following is a more in-depth explanation of each one.

Validity

When it comes to assessment, teachers frequently confront the issue of how to measure students' abilities. The word "how" in the question implies that educators should be able to customize a measurement to maximize students' potential. It is legitimacy. Legitimacy connects to precision. Validity or accuracy are necessary for a good test. The term "validity" has been defined by some experts. Heaton's 1975: 153), for instance, states that the degree to which a test measures what it is supposed to measure is what determines its validity. Bachman (1990: 236) also mentions that the relationship between test performance and other kinds of performance in other contexts is taken into consideration when examining validity. Brown (2004: 22) defines validity as the degree to which inferences drawn from the results of an assessment are appropriate, meaningful, and useful in light of the assessment's purpose. In a similar vein, Gronlund and Waugh 46) state that the interpretation and application of assessment results are the focus of validity. It can be deduced from these definitions that when a test is valid, it can accurately assess students' abilities. The substantial test can likewise gauge what it should quantify.

A single idea, validity (Bachman, 1990: 241; 2009, Gronlund and Waugh: 47). Several types of evidence should be present on a test in order to draw valid conclusions from the results. Face validity, content-related evidence, criterion-related evidence, construct-related evidence, and consequential validity are all examples of valid evidence. These types of evidence are explained in detail in the

following section.

Face Validity Heaton's definition of face validity (1975: 153) as well as Brown (2004: 26) is when a test item appears to be correct to other test takers, instructors, moderators, and teachers. It also appears to measure the skills or knowledge it claims to measure. Heaton argues that some absurdities and ambiguities can be discovered when a test is looked at by other people.

Maintaining test taker motivation and performance requires face validity. Students and educators may not accept a test if it lacks face validity. Students will exhibit negative reactions (poor study reaction, low motivation) if they do not take the test correctly. That is to say, their performance will not accurately reflect their capabilities.

Brown asserts that students will likely have high face validity if they encounter:

1. a very much built, anticipated design with recognizable errands,

2. a test that clearly can be completed in the allotted time,

3. items that are uncomplicated and clear,

4. directions that are unambiguous,

5, tasks that have to do with their coursework (content validity), and a level of difficulty that is challenging enough.

There is no need for statistical analysis to examine face validity. Critical reactions from specialists, partners, or test takers might be involved. They can read the entire item or just glance at it, depending on their preference. Then, at that point, they can connect with the capacity that the test need to gauge. If a speaking test is included in vocabulary items, it might not be valid on its own.

Evidence Related to the Content

A test is given after all of the materials have been taught. The test can have content-related proof assuming it addresses the entire materials educated before so the understudies can make inferences from the materials (Weir, 1990: 24; Brown, 2004: 22; 2009, Gronlund and Waugh: 48). Additionally, the test ought to reflect the course's objectives (Heaton, 1975: 154). The test should require students to speak communicatively if it is to enable students to speak. Students should be required to read something on the test if that is the test's goal. A talking test which shows up in paper-and pencil various decision test can't be guaranteed as containing content-related proof. A test with content-related evidence represents fundamental competencies in relation to the curriculum.

There are two approaches to comprehending the content validity: direct testing and indirect testing. The test taker is actually doing the target task during direct testing. In the meantime, learners are completing an indirect test-related task rather than the actual task (Brown, 2004: 23).

When dealing with a portion of items that are representative of the domain as a whole, gathering evidence that is related to content presents challenges. A set of guidelines can be used to construct an assessment that yields reliable results (Gronlund and Waugh, 2009: 48-49).

1.   determining the learning outcomes that will be evaluated (the course's objective), preparing a plan (blueprint) that specifies a sample of the tasks to be performed, preparing an evaluation procedure that is in close alignment with the blueprint set (rubric).

Criterion-related Evidence

The comparison of test scores to an appropriate external performance

criterion is known as criterion-related evidence. For instance, the consequence of

an educator made test about past tense is contrasted with the consequence of a trial of a similar subject in a reading material.

There are two kinds of basis related proof in view of time for assortment of the outside standard, simultaneous and prescient legitimacy. The focus of concurrent validity is on using test results to estimate current performance on a criterion that was collected simultaneously. A teacher-created test design, for instance, is said to have concurrent validity if it scores the same as a valid test like the TOEFL. It indicates that the teacher-created test has concurrent validity if students score well on both the TOEFL and the teacher-created test. Predictive validity, on the other hand, focuses on using test results to predict future performance on some other valuable measure that will be collected in the future. Some students, for instance, receive high scores on a teacher-created test. As a result, it turns out that students continue to achieve high scores at the conclusion of the teaching and learning process. This indicates that the teacher-designed test is predictively valid. Additionally, a test has predictive validity if its results can be used to predict a person's likelihood of surviving overseas. Performance tests, admissions batteries, language aptitude tests, and other similar assessments all contain it. Correlation coefficient and expectancy table are used to examine evidence related to criterion (Gronlund and Waugh, 2009: 51-55).

Construct-related Evidence

Any theory, hypothesis, or model that attempts to explain observed phenomena in our perception universe is considered construct-related evidence, or construct validity. Measurements of constructs may or may not be direct or empirical.

Their check frequently requires inferential information (Brown, 2004: 25). Cronbach, which is mentioned in Weir, 1990: 24) states that a test's

construction begins with a behavioral or mental organization theory derived from prior research that serves as the test's foundation. The author must examine some theories regarding the assessment's content prior to its creation. He will then gain a fresh perspective on the items' contents. Test makers in language assessment believe that a number of characteristics related to language learning and behavior exist. Construct-related evidence is used by test makers to interpret assessment results based on psychological constructs.

For instance, a number of factors will be required for the interview scoring analysis: grammar, pronunciation, fluency, vocabulary use, and sociolinguistic appropriateness are all important. A theoretical construct that asserts that these factors are significant components of oral proficiency serves as the justification for these factors. The teacher's suspicions regarding the test's construct validity may be justified when the oral proficiency interview only evaluates two factors.

This sort of legitimacy is the broadest among the past legitimacy. At the end of the day, it covers a wide range of proof (face, content-related, rule related, and other significant proof). Even though there is an infinite amount of evidence related to the construct, test makers should prioritize the most important ones.

When validating standardized tests of proficiency on a large scale, construct validity is a major issue. It's possible that these tests won't cover every topic or skill because they have to follow the practicality principle and sample only a small number of domains of language.

Consequential Validity

All of a test's side effects are covered by consequential validity. This evidence has what Weir calls "washback validity." It focuses on how tests affect specific uses, such as how they affect test takers' preparation, students'

(positive or negative) effects, or the social effects of test interpretation and use. Consequential evidence is crucial for educators. They can pass judgment on test scores and utilize the judgment to further develop learning. For partner, this proof prompts advancement of educational plan.

RELIABILITY

Unwavering quality alludes to consistency and reliability. The same test must be given to the same student at the same time every time. Reliability is affected by (Heaton, 1975: 155-156; Brown, 2004: 21-22):

1. Reliability related to students: Personal factors such as students' lack of motivation, illness, and anxiety can hinder their "real" performance, Reliability of raters: During scoring tests, subjectivity, error, and bias are caused by either intra- or inter-rater bias. test organization unwavering quality: at the point when a similar test regulated in various event, it can result in an unexpected way,

a) **test validity**: managing length of the endlessly test guidance. The test taker's performance may be affected by fatigue, confusion, or exhaustion if it takes a long time to complete. In the timed test, not all test takers perform well. Due to the fact that test takers are impacted by mental pressures, instruction needs to be clear for everyone.

Assessment reliability can be improved through a variety of means (Heaton, 1975: 156; Weir 1990: 32; 2009, Gronlund and Waugh: 59-64). These are:

b) **test-retest/re-administer**: After some time has passed, the same test is given. The correlation between two gained scores follows.

method of parallel forms and equivalent forms: distributing two identically cloned tests to the same participants simultaneously. The tests' results are then correlated.

c) **split-half approach:** A test is broken up into two parts, and the scores of the two parts are compared. The degree to which these scores are correlated with one another determines how reliable the test as a whole is.

test-retest using the same forms: parallel form and mixed test-retest method. The same test takers are given two cloned tests at different times.

both intra- and inter-rater: Intra-raters use a single person to score the same test at different times. Utilizing a rubric, avoiding fatigue, assigning scores based on the same numbers, and requiring students to write their names on the back of the test paper are all ways to reduce unreliability. It is inter-rater when two people score the same test. There are two types of tests that test takers can take. In order for everyone to see things in the same way, a discussion and a rubric need to be created first. Correlation exists between scores from the same or different observers.

PRACTICALITY

To construct a test, validity and dependability are not sufficient. Instead, the test ought to be practical in terms of energy, cost, and time. When it comes to managing time and energy, tests ought to be produced, carried out, and evaluated in an effective manner. The tests must then be reasonably priced. If a valid and reliable test cannot be performed in remote locations because it requires a low-cost computer (Heaton, 1975: 158-159; Weir, 1990: 34-35; Brown, 2004: 19-20).

AUTHENTICITY

An authentic test is required. Bachman and Palmer (as refered to in Brown, 2004: 28) defined authenticity as the degree to which a given language test task's characteristics correspond to a target language's characteristics. When creating an authentic test, several factors must be taken into account: The language used on the test needs to be natural, the questions need to be in context, the subjects covered on the test need to be meaningful to the students, the questions need to be organized in a thematic way, and the test needs to be based on the real world.

WASHBACK

The impacts of tests on instructing and learning are called washback.

Instructors should have the option to make homeroom tests that act as learning gadgets through which washback is accomplished. Washback improves students' intrinsic motivation, autonomy, self-assurance, language ego, interlanguage, and strategic investment. Rather than giving letter grades and mathematical scores which give no data to the understudies' presentation, giving liberal and explicit remarks is a method for improving washback.

This is referred to by Heaton as the "backwash effect," and it has both macro and micro aspects. On a larger scale, tests have an effect on society and the educational system, such as curriculum development. On a micro level, tests affect each student or teacher individually, resulting in improvements to the teaching and learning process.

Washback can be both beneficial and detrimental. Negative washbacks are easy to spot, such as focusing only on the language competencies that are tested and ignoring the rest. Even though language is a means of communication, most language teachers and students only focus on the test's language competencies. On the other hand, if a test encourages better teaching and learning, it may be positive washback. However, achieving it is quite challenging. The National Matriculation English Test in China is an illustration of positive washback. Students' English proficiency for actual or authentic language use situations improved after the test was given.

Washback can major areas of strength for be powerless. An illustration of solid impact of the test is public assessment; In contrast, the impact of the formative test is the test's weak effect. Let's compare them and figure out how the majority of teachers and students react to those two types of tests.

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?

Adolescence depicts the adolescent years between the ages of 13 and 19. Maier points out that a lot of important changes take place in the lives of young people during this time. They transition from a carefree childhood to a more complex adult world. Physical, emotional, and moral growth take place during this time. Physical change is the first defining characteristic of adolescence. Growth spurts are periods of rapid skeletal expansion, muscle and brain development, and sexual and hormonal maturity in adolescents. Socialization is another important quality that should be mentioned. Adolescents begin to interact with peers rather than family members. Children view their parents as adult role models when they are young, but this shifts as they enter adolescence. However, this does not mean that teenagers place less importance on their families. They just try to be more independent and figure out who they are, which is easier to do when they interact with their peers. Peer groups, according to Bishop and Inderbitzen, provide a temporary reference point for a developing sense of identity and serve a number of important functions throughout adolescence. Adolescents begin to develop moral judgment and values by identifying with their peers. Adolescents pay a lot of attention to their clothes and other items in order to fit into "their society," as they are aware that others may judge them based on their behavior and appearance. We can't exclude the mental cycles in the young adult's qualities. The way teenagers think and reason undergoes some changes. They begin to comprehend the abstract and develop their verbalization and language skills, allowing for more extensive communication. Teens benefit from developing a sense of social consciousness and justice through abstract thinking, which also makes it simpler for them to

determine whether the actions they take are morally acceptable. Adolescents, according to Piaget, are able to think logically about situations, take into account their concepts of cause and effect, and use symbols with a wide imagination. Maier also asserts that adolescent characteristics are largely influenced by emotional shifts. Teens experience what is known as an "emotional storm" during adolescence. There may be issues with discipline and aggressive behavior that parents and teachers observe. Teens develop irritability and mood swings. They reach for prohibited substances like cigarettes and alcohol as their curiosity and willingness to experiment increase. One of the reasons adolescents act disrespectfully is that they have more independence. Teenagers begin to take advantage of the fact that their parents no longer have complete control over their lives. Conduct issues could to bring about depresssion, undesirable pregnancy or wrongdoing inconveniences. In order to avoid the critical phase, it is essential to react immediately to certain characteristic signs.

A typical fantasy showing teens is troublesome. They are disruptive and reluctant to learn, according to stereotypes. However, this need not be the case; with the right instructor, adolescents can often be receptive and eager to learn. The trick is to target teenagers in your teaching by knowing what works best for them to learn and bring out the best in them as students. Fortunately, we have compiled a list of advice for teaching teenagers English.

A) Establish Relationships With Your Students

It is essential to establish relationships with your teen students, as this stage of learning is arguably more significant than any other. In the event that a teen regards you as educator, they are probably going to need to work harder. The students in your class will determine how you establish these relationships. In any case, practically all understudies will answer well to an educator they feel is keen on their life.

Inquire about your students' weekends. Inquire about their interests. It doesn't hurt to leave and do some research if they mention something you don't

know very much about, like the most recent Lupin series. This will give you something to talk about in the next class and shows that you care.

B) Work With Their Interests

In a similar vein, teaching teens about subjects that interest them can increase their engagement. If you have a student who enjoys baking and you are learning English words for food items, use this to teach them. Use baking as the context to teach them the vocabulary.

In a similar vein, enticing your students to watch their favorite English-language television shows can expedite their learning of grammar and vocabulary while also providing them with a fun pastime.

C) Make Use of Relevant Topics

When teenagers learn a new language, they frequently want to believe that they are doing so for a reason. They won't be inspired if they spend a lot of time discussing irrelevant subjects. Instead, teaching them English in terms of issues that are important to them, like vocabulary for politics or popular culture, will get them to pay attention and make them feel like their work is important.

D) Incorporate Choice into Their Education

It should come as no surprise that your students won't be able to pick and choose what they want to learn each lesson. Teenagers, on the other hand, may be more proactive learners if choice is incorporated into their education. For instance, if you assign a writing assignment, provide your students with a few viable choices from which to choose. Teenagers are given ownership of their work as a result.

E) Have Different Levels of Difficulty in Classes

Every student works at different levels of difficulty, especially when they are teenagers. When you assign the same task to a class of teenagers, some will find it challenging, while others will become bored due to its simplicity. Teens are more likely to give up when they find something too difficult. On the other hand, people who find it to be too easy will become disinterested and stop working hard. Therefore, it is essential to

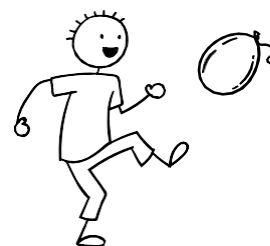differentiate your instruction so that each student can learn to their full potential.

The methods that have been chosen for adolescents Adolescents are very difficult students, so they need to be taught in a systematic way. Teaching strategies that place an emphasis not only on communicative competence but also on each of the four learning skills—listening, speaking, reading, and writing—are recommended for this age group. Teens should be taught English using the Direct Method and Counseling Language Learning, it seems. A few highlights of the Immediate Strategy are as yet utilized in study halls with the primary accentuation on tuning in as well as communicating in, the objective language is utilized for directions, and educator utilizes pictures to embody the significance. Students learn a foreign language using the Direct Method in the same way they learn their mother tongue. We can likewise add that through this strategy language is shown in an exceptionally normal manner. We can try to get students to think in English instead of their target language. They will improve their speaking fluency as soon as they begin using English to express themselves. Without having to translate their ideas into their mother tongue, students will be able to express themselves verbally and in writing in a foreign language.

Self-study questions

1. What other methods can we use while teaching teenagers?
2. Is TPR method appropriate for adolescent?
3. What difficulties can we face while dealing with adult students?
4. What do you think about direct method disadvantages?

Module of lesson plan

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:	• "Name Flower Craft" sheet • Name tracing sheets (one for each student with their name in dots) • "Color the Balloons" worksheet
Songs:	• Hello Song • Goodbye Song

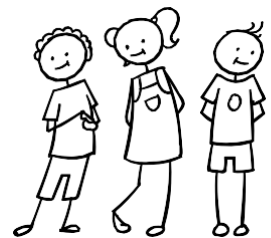These can be downloaded at http://www.eslkidstuff.com/esl-kids-lesson-plans.html

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
thempick out their own name tags.
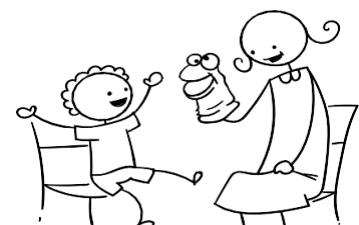
New Learning and Practice:

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?

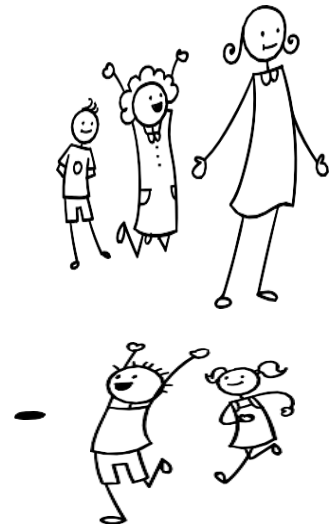I'm fine, thank you, I'm fine, thank you,We're ok, We're ok.

Lyrics for "The Hello Song"	Gestures for "The Hello Song"
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	These are quite straight forward. First time you play the song do the gestures and encourage everyone to do them with you. • Wave as you sing the "Hello, hello" parts.

about you? Hello, hello, How are you today? I'm fine, thank you, And how about you?	• Gesture to others as you sing "How are you today?" • Point to yourself as you sing "I'm fine, thank you"

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 name craft 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).
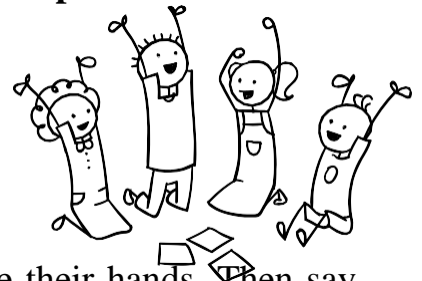
7. Teach Colors: red, blue, green

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.

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").

9.   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 the 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!

Self-study questions

1. What are the language development stages of 3 to 4 years?
2. What is the language development of a 3 year old?
3. What is Stage 4 in the language development in infancy?
4. What are the four stages of language development?

9. Adapting and Developing 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 intended for younger students with older students You must exercise caution if you use materials intended for younger students with older students. Young people particularly can view it offending as given silly material when they accept they are prepared for something more adult. Use what you have as a starting point if you are unable to locate material that is more appropriate.

Games and fun activities that are good for kids often work just as well with adults or older teens. Most students tend to respond positively when you explain the purpose of the game or activity and make it clear what the students are practicing by playing it. If you're just doing the activity to pass the time and there's no real point to it, older students will quickly figure you out. I as of late played word development bingo with a gathering of grown-ups and was flabbergasted that they got truly energized and serious and were all attempting to win so they could become 'Bingo Ruler' or 'Bingo Sovereign' for the following round. I think they appreciated the opportunity to return to their childhood for twenty minutes after a long day at work!

Inquiries to consider while setting up your examples:

• Does the activity suit the age group?

• If not, how will I make up for it?

• What is the purpose of the exercise?

• What information will students acquire?

• Should I inform the students of the purpose of the activity?

When making any changes to the materials, the most important thing to keep in mind is how to personalize the task and make it more relevant to the learner. Students should enjoy the activity because they will be able to see the purpose of it. If you are clear about why you are using particular material and what your goals are, then students should be happy with it. Spend some time chatting with your students to find out what they enjoy doing in their spare time and what interests them. If you do this, you will be able to locate additional content on subjects that they are interested in.

Adapting materials for mixed ability classes[1]

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	Extension activities for stronger students	Support for weaker students

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[1] https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/adapting-materials-mixed-ability#:~:text=Adapting%20materials%20for%20mixed%20ability%20classes%20can%20take%20different%20forms,may%20be%20the%20perfect%20solution.

to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use.		
Reading	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 the text.	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, 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.	Correct the draft together before students copy up in neat. Reduce the word limit. Encourage use of dictionaries / vocab books.

		Indicate where they could use more interesting ways of saying something.	Give and example piece of writing as a model before they begin writing. Pair or group weaker students with stronger students.
Speaking		Ask students to justify / defend their opinions. Ban easy words like 'nice' to push their vocab to a higher level. Get students to record themselves and self-correct. Pair students of higher level together so they really go for it.	Give students time to rehearse and gather their ideas before a role play or discussion. Pair weak and strong together. Let students make notes before the speaking activity begins. Allow for 'thinking time'. Grade students on the effort they make rather than their ability.

		With a whole class mingle like a class survey or a 'find somebody who...' practise the questions as a group beforehand. Give weaker students more listening and thinking time before calling on them to answer questions.

Quiz time

Teaching Terms Quiz[2]

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

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[2] https://www.tefl.net/quizzes/terms-approaches.php

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[3]

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 TOFL 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[4]

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"?

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[4] https://www.tefl.net/quizzes/terms-approaches.php

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[5]

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

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[5] https://www.tefl.net/quizzes/terms-approaches.php

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[6]

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.

[6] https://www.tefl.net/quizzes/terms-approaches.php

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[7]

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[8]

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

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[8] https://www.tefl.net/quizzes/terms-admin.php

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[9]

The following are fifteen fun ways of evoking, present and practice the Current Awesome. 1. Do you know your place? Understudies attempt to detect what you have changed in the room since last week, while they were having a break or while their eyes were shut. They can then alternate testing one another. 2. Can […]

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

1. Do you know your space?

Understudies attempt to recognize what you have changed in the room since last week, while they were having a break or while their eyes were shut. They can then challenge one another in turn.

2. Can your room be heard?

In this version of Do You Know Your Room, the teacher or a student moves around the room or positions themselves so that you can hear them, like cleaning the whiteboard, while the students are closed in. Students are required to guess what has changed while keeping their eyes closed.

3. Have you followed your teacher's instructions?

Understudies are tried on what has occurred starting from the start of the class, for example "In the present class, has anybody's word reference fallen on the floor? / How often has the instructor coughed?"

4. The yes I have game

Understudies ask one another "Have you ever..?" questions. They must respond "Yes" to every question. Their partner can then try to determine whether they are lying by observing their responses and body language by asking them three "Wh" questions in the Simple Past.

5. Indeed yes no

In this minor departure from The Yes I Have Game, understudies have a bunch of cards with "Yes" or "No" composed on them, pick either reply to the inquiries and are posed to extra inquiries to work out on the off chance that they are lying or not. They must return the cards if their partners discover their lie. The winner is the first person to run out of cards.

6. I'm out there, look for me!

On a world map, students in pairs plan a trip around the world. Then, they pick one of their destinations for the other team to guess. The other team inquires, "Have you visited...?" and get responses like "Yes, we have," "No, we aren't planning to go there," or "Yes, we have," until they figure out exactly where they are right now.

7. Who has done well as a boy?

Students try to figure out what their partner needs to do but hasn't done yet, such as, "Have you taken out the trash this week?"

8. Just I have

Understudies stand up and go round the class posing inquiries to find one thing they have done and no other person in the class has.

9. Do you have feelings?

The phrase "I like _____ because it is _____" is completed by students. Only half of the sentence is read aloud, and their partner must guess the rest by asking questions like, "Has your pet died?" or "Do you feel down?"

10. **I have lied Students tell their partners two true and one false**

"I have..." sentences, such as "I have ridden an elephant" and other similar phrases. Students attempt to determine which of their questions is false by asking them questions to which they can respond falsely.

11. **Make me say yes or no**

Students try to ask as many questions as possible to which their partners respond, "Yes, I have." They can then switch to "No"

12 **and perform the same action.**

The students can play any of the aforementioned games by simply changing one part of the Present Perfect sentence each time, such as "Have you taken out the trash?" or " Have you cleaned out the trash?," Have you sorted the colored and white laundry yet?", Have you ironed the colored and white clothes? etc.

13. **Present Perfect sentence expansion**

Any of the aforementioned games can be played with the same Present Perfect question that gets longer and longer as students add language, such as "Have you ever flown?" and " Have you at any point flown in an inflatable?", " Have you ever been to the desert in a balloon?

14. **I have been this—for instance,**

"I have eaten six slices of pizza this"—
is a true sentence that students complete without stating the time. The correct time clause, such as "Have you eaten
 six slices of pizza this week/this month?", must be guessed by their partners.

15. **I have planned**

In order to prepare for a future plan or arrangement, students tell their partners things they have done and haven't done, such as "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 done for actual plans, imaginary plans, or plans on roleplay cards.

15 fun games for the Present Continuous[10]

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").

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[10] https://www.tefl.net/esl-activities/

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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