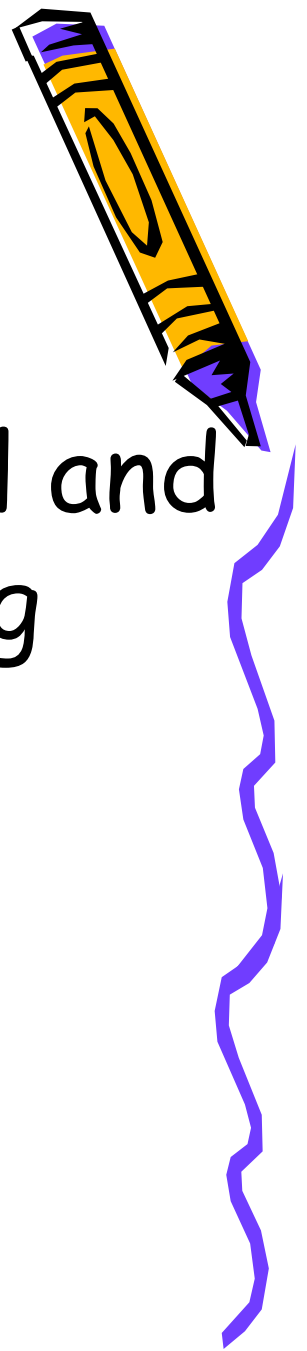


# Teaching English to Young Learners (TEYL)



This course aims to provide students with the theoretical and practical aspects of Teaching English to Young Learners (TEYL).

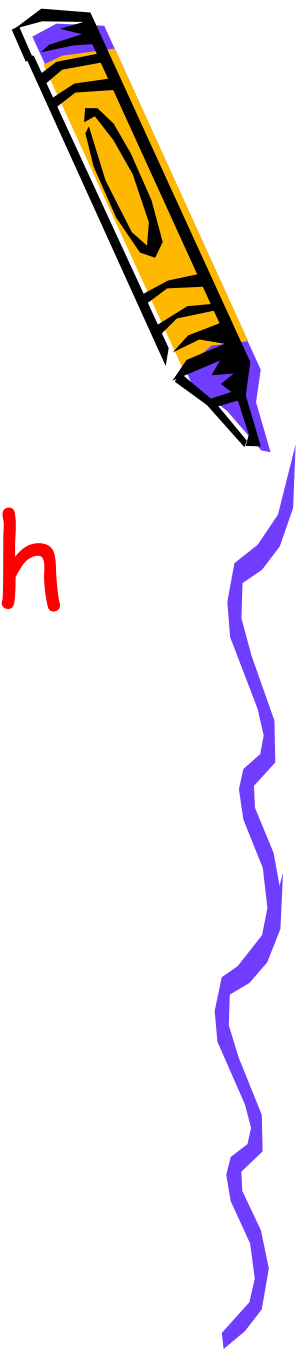


More specifically, the course addresses issues related to:

- theories of learning,
- the learning strategies of young children,
- teaching-learning activities,
- the classroom methods and techniques to be used when teaching English to young learners;
- the development of games, songs and visual materials and their use in teaching and assessment of young English learners.



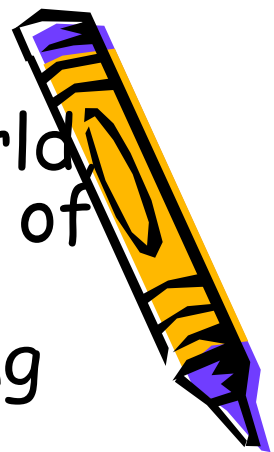
Why is it important to know how to teach English to Young Learners?



- English has become the dominant/ international/ common language in the world. It has also become one of the components of tertiary, secondary, primary and even pre-school education in the EFL teaching contexts.

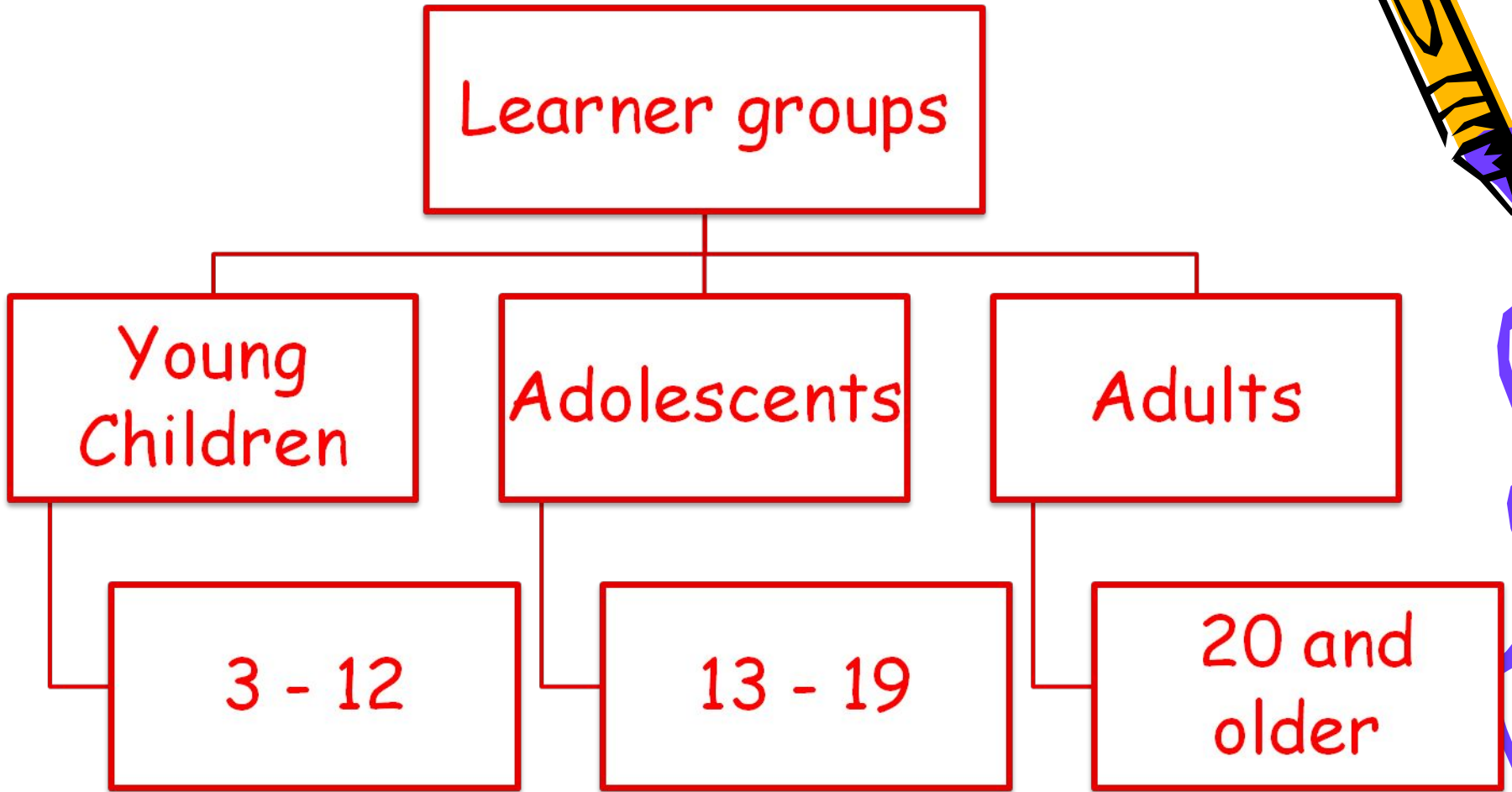
- Thus, the concept of young learners has started to cover a larger age range than it did 2 or 3 decades ago. This change can clearly be seen in the quality and quantity of course books written for different ages and levels of young English language learners, and the publications made in this area.

- Moreover, it also brings a demand for competent English language teachers to teach (very) young language learners.



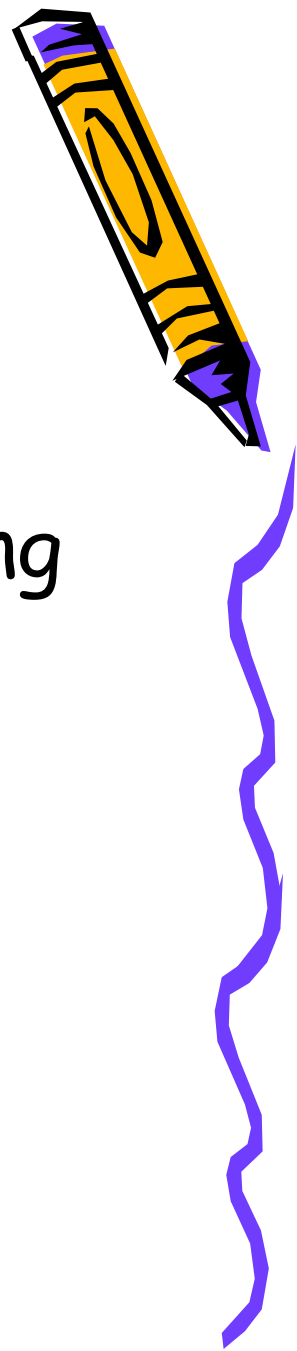
Age plays a crucial role in what we teach and how we teach it, since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed. That's why, it is highly important to show the differences of these three learner groups keeping in mind the fact that every learner is unique (Harmer, 2007):





# Task

- Work in groups of 4 - 6 people and divide the characteristics according to the learner groups





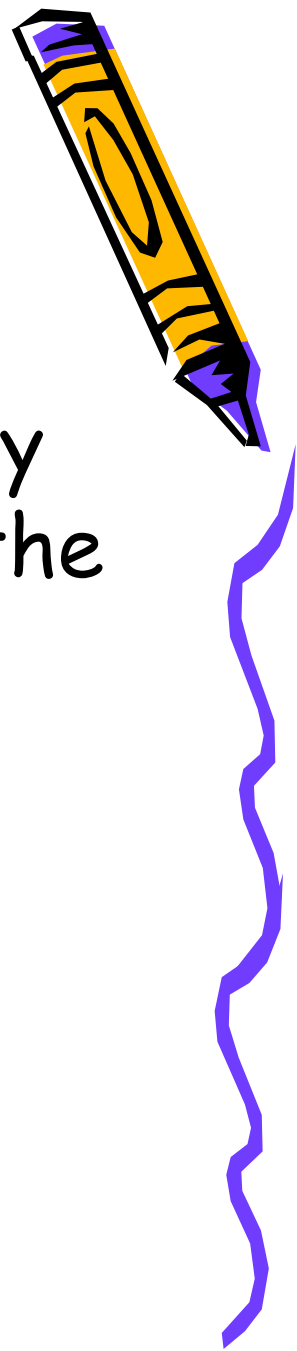
- They respond although they do not understand.
- They learn from everything around them: they learn indirectly rather than directly.
- They understand when they see, hear, touch and interact rather than from explanations.
- Abstract concepts are difficult to deal with.
- They generally display a curiosity about the world and an enthusiasm for learning a language
- They like talking about themselves and respond to learning that uses their lives as the main topic.
- They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles.
- They have a short attention span; they can easily get bored after 5-10 minutes.
- Teachers should have a rich repertoire of activities to help young children receive information from a variety of sources and plan a range of activities for a given time period.
- Teachers should work with students individually or in groups
- Teachers need to be aware of the students' interests to motivate them.
- The classroom should be colorful and bright with enough room for different activities.

- They commit passionately when they are engaged
- Most of them start to understand the need for learning.
- Attention span is longer as a result of intellectual development.
- They can talk about abstract issue to a certain point.
- They can use many different ways of studying and practicing language.
- They search for identity and self-esteem; thus they need to feel good about themselves and valued
- They need teacher and peer approval and are sensitive to criticism of their own age group.
- Teachers should link teaching to their everyday interests and experiences.

- They can engage with abstract thought They have a whole range of (positive or negative) life and learning experiences.
- They have expectations about the learning process and they have their own patterns of learning
- They are more disciplined than the other age groups and know how to struggle on despite boredom
- Unlike other groups, they know why they are learning and what they want to have at the end.
- They sustain a level of motivation even for a distant goal, which is difficult for the other groups.
- They can be critical of teaching methods or they may feel uncomfortable with unfamiliar methods.
- Older ones worry that their intellectual powers diminish by age.
- They have a longer concentration span to continue an activity than the other groups.
- Teachers should consider their (positive or negative) learning experiences.

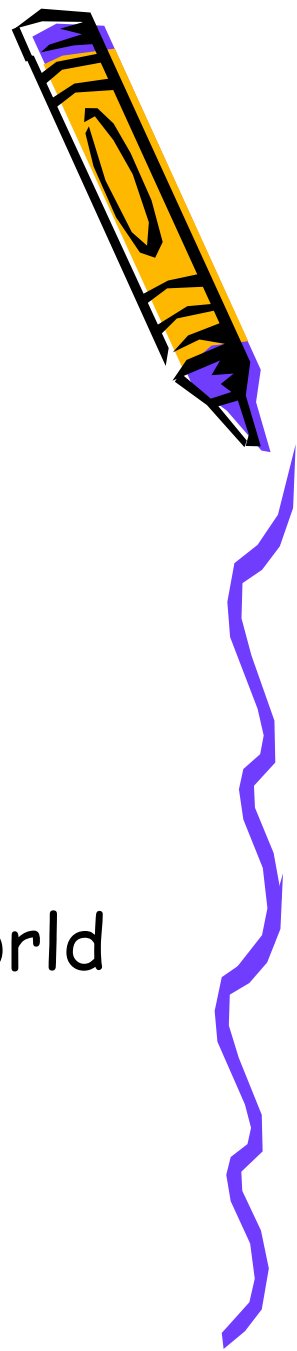
# Task

- Watch the video " Shaping the Way we teach English" and write down the characteristics of Young Learners





# Characteristics of Young Learners



- YL are active and creative
- YL like to play
- YL learn through doing
- YL have short attention span
- YL need repetition
- YL need clear directions
- YL have limited knowledge about the world





Young learners

Very YL

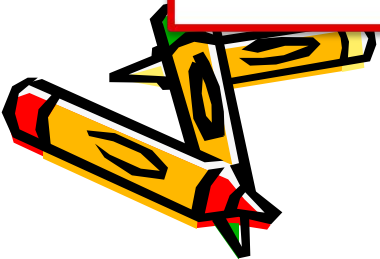
YL

Late YL

3 - 6

7 - 9

10 - 12



Very Young learner	Young Learner	Late Young learner
<p>Language Focus/ Skills Used:</p> <p>Listening &amp; Speaking Vocabulary Items (concrete &amp; familiar objects)</p> <p>No Grammar Teaching or metalanguage (can't analyze language but may be exposed to chunks through songs, classroom language)</p> <p>No reading &amp; writing (may recognize letters or short words)</p>	<p>Language Focus/ Skills Used:</p> <p>Listening &amp; Speaking Vocabulary Items (concrete &amp; familiar and new objects)</p> <p>New in Reading and Writing (word to sentence level)</p> <p>No Grammar Teaching or metalanguage (chunks through songs and classroom language)</p>	<p>Language Focus/ Skills Used:</p> <p>Listening/Speaking/Reading/Writing Vocabulary Items (concrete &amp; abstract)</p> <p>Grammar (inductive)</p>



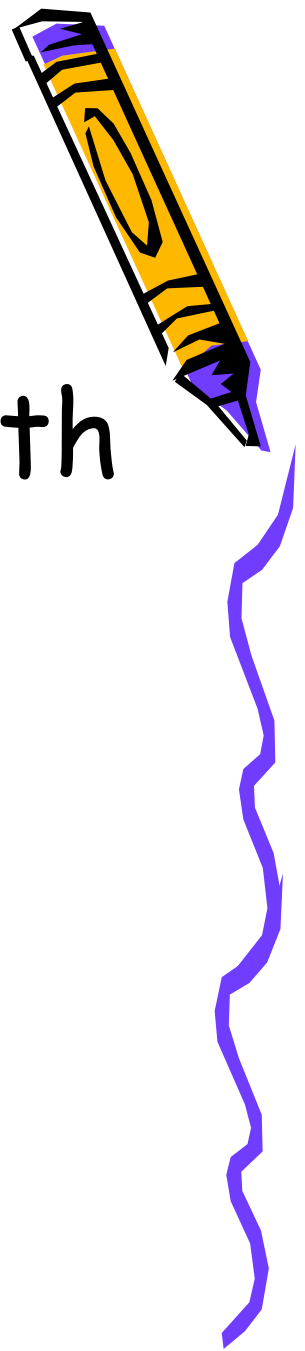
Very Young learner	Young Learner	Late Young learner
<p>Characteristics:</p> <ul style="list-style-type: none"> <li>*Low concentration span but easily excited</li> <li>*High motivation; active involvement</li> <li>*Love talking but problems in sharing</li> <li>*Short memory: Learn slowly Forget easily</li> <li>*Repetition and revision is necessary</li> <li>*Limited motor skills (using a pen and scissors) but kinesthetic and energetic</li> <li>*Learn holistically</li> <li>*Love stories, fantasy, imagination, art, drawing and coloring</li> </ul>	<p>Characteristics:</p> <ul style="list-style-type: none"> <li>*Low concentration span: Wide variety of activities needed</li> <li>*Short memory: frequent revision is needed</li> <li>*Logical-analytical: Asking questions</li> <li>*Problems in sharing in group work</li> <li>* Developing confidence in expressing themselves</li> <li>* Developing world knowledge</li> <li>*Limited motor skills (left-right)</li> <li>*Reasonable amount of input</li> <li>*Love stories, fantasy, imagination, drawing &amp; coloring</li> </ul>	<p>Characteristics:</p> <ul style="list-style-type: none"> <li>*Longer attention span but still children</li> <li>*Taking learning seriously</li> <li>*World knowledge</li> <li>*More cooperation in groups and in pairs</li> <li>*Developed social, motor and intellectual skills</li> <li>*Learning strategies are used and developing</li> </ul>

# Helpful ideas

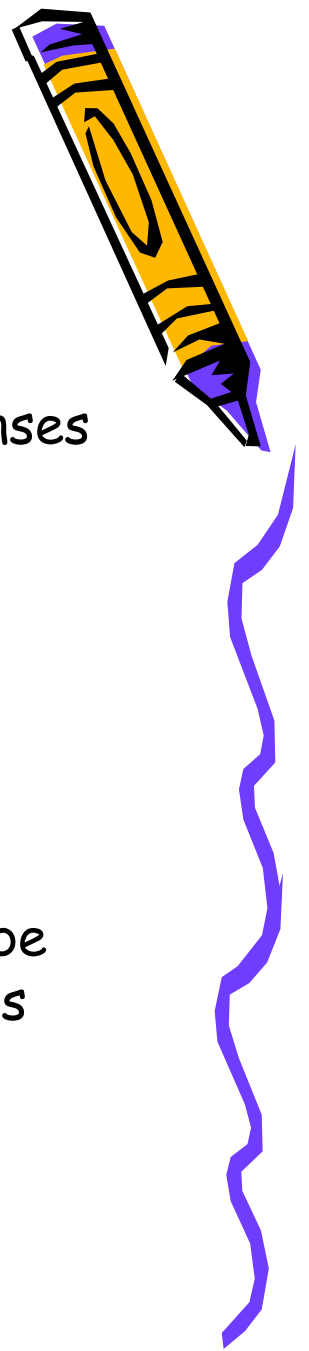
Taking into consideration young learners' characteristics how should we teach them?

See helpful ideas.

1 Supplement activities with  
visuals, realia, and  
movement.



# Comenius' thoughts



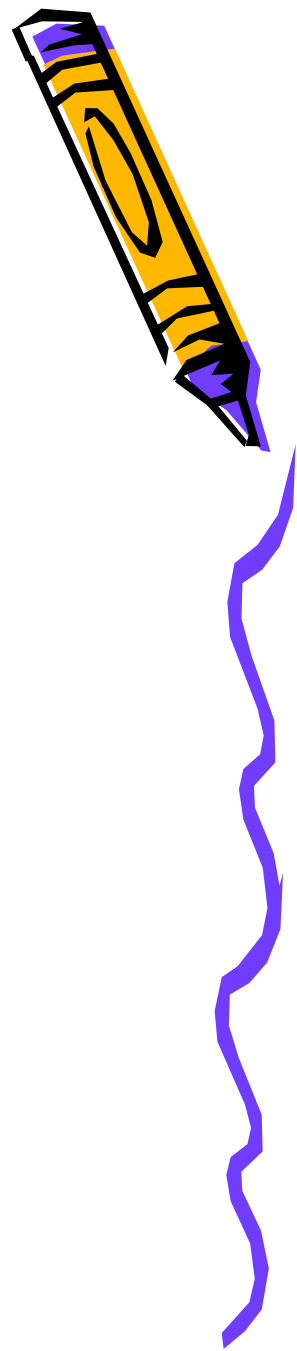
- a suitable object should be shown to as many of the senses as possible, until the mind has duly received its image
- It is necessary that examples come before rules
- A student needs someone to guide him
- Plays and games delight...the young, for it is natural to be pleased by freedom...Another reason why it is enjoyed is that it always takes place in company



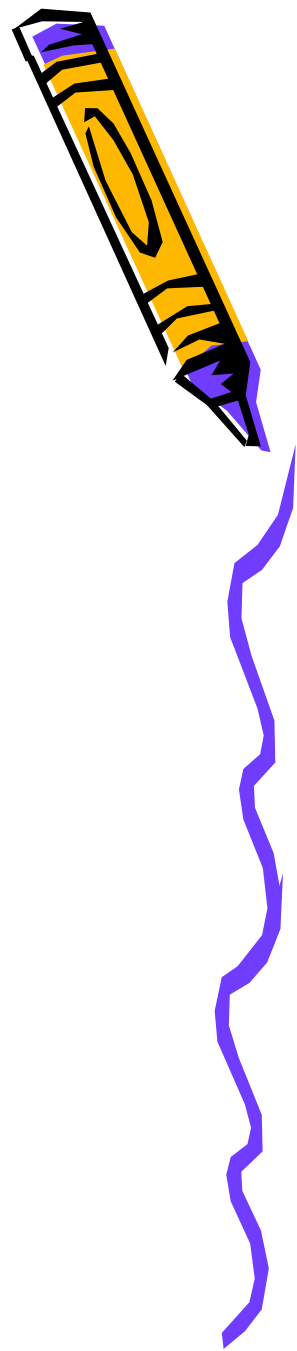
2 Involve students in making visuals and realia.



3 Move from activity to activity.



4. Teach in themes.



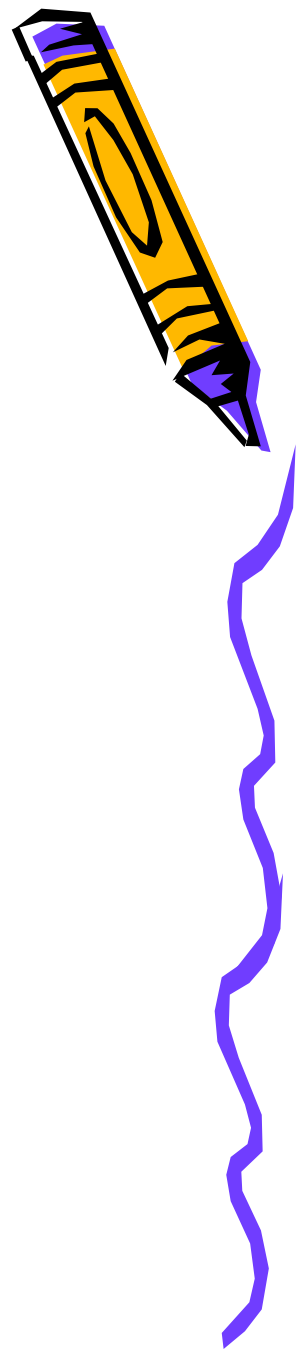


5 Use stories and contexts familiar to students.





6. Establish classroom routines in English.



# ELT Methodology for YLs

## Summary

- **For learners younger than 10-11, it may be effective to embed language in a context (e.g. songs, stories, games, in which language is a vehicle, not the driver)**

# ELT Methodology for YLs

## Summary

- **For learners older than 10-11, it may be appropriate to include a more formal focus on language**

# Summary: child-friendly learning involves YL's



**C**reativity      **C** \_\_\_\_\_

**C** \_\_\_\_\_      **C** \_\_\_\_\_

**C** \_\_\_\_\_      **C** \_\_\_\_\_

**C** \_\_\_\_\_      **C** \_\_\_\_\_



# Summary: child-friendly learning involves YL's



**C**reativity

**C**ontext

**C**ommunity

**C**onnections

**C**are

**C**oherence

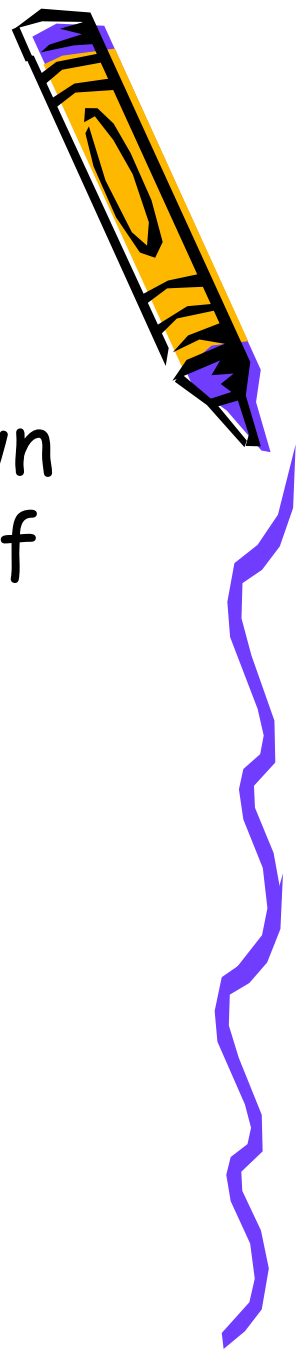
**C**uriosity

**C**hallenge

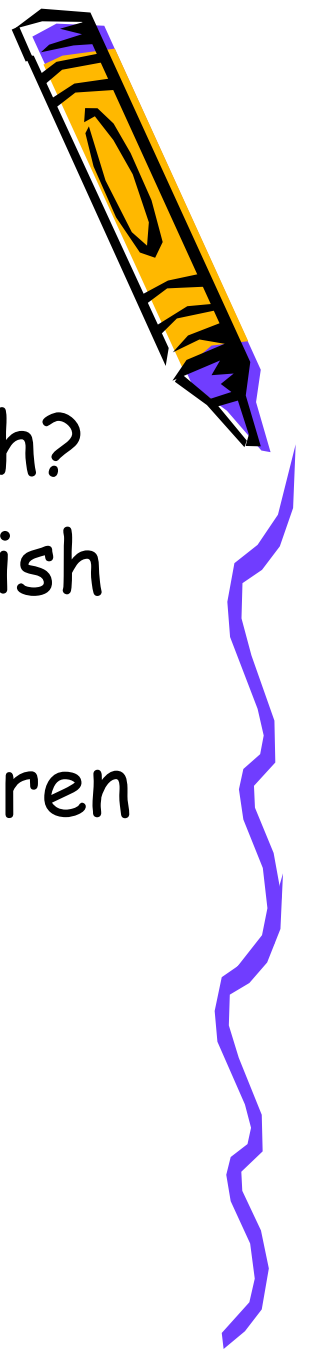


# Is Younger better?

- Task: With your partner write down all advantages and disadvantages of learning English at a young age.



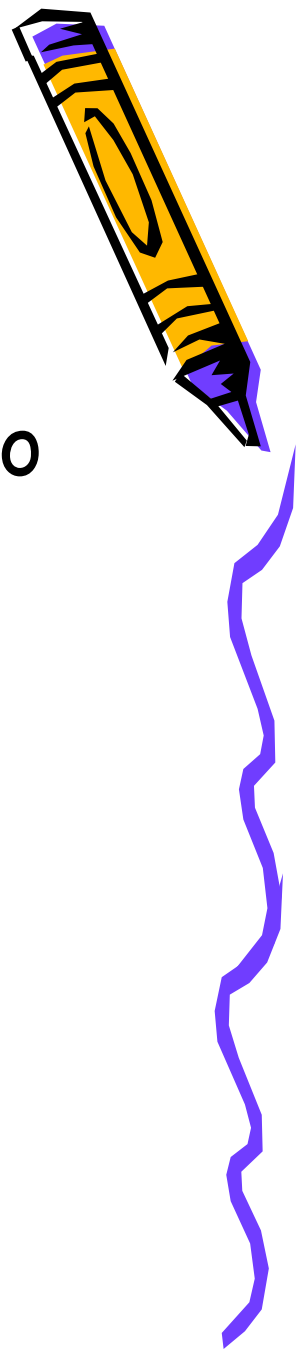
# Discuss with your partner



- When did you start learning English?
- Did you wish to start learning English at a younger age?
- At what age do you wish your children to start learning English?



# Task for Independent work



- Register at Moodles website and do test characteristics of Young learners, participate in forum discussion "Is early better?" and write an essay " Early start".





Для того чтобы записаться на курс [SKROPTO 2305](#), перейдите по прямой ссылке ниже после чего введите свой **ID** и **пароль**, нажмите кнопку "Вход", после чего у Вас откроется страница на которой будет предложено ввести кодовое слово. После ввода кодового слова Вы будете автоматически привязаны к данному курсу в роли студента и он всегда будет отображаться в пункте меню слева "мои курсы".

Прямая ссылка:

<http://portal.ablaikhan.kz/moodle/course/view.php?id=220>

Кодовое слово:

**Группа 114-115**

Пароль: *kazumo-skr220-1*

**Группа 118-119**

Пароль: *kazumo-skr220-3*

**Группа 215-216**

Пароль: *kazumo-skr220-11*

**Группа 217-218**

Пароль: *kazumo-skr220-12*

