

# Group Tasks

- You will now work in groups (6 groups).
- Choose a group leader.
- Discuss the following questions and take notes and/or create posters to report back.
- You have 1 hour.

# Here are your questions:

1. What are the special characteristics of young learners?
2. How should these influence the methodology and techniques we use in our teaching?
3. Share ideas or experiences you may have as regards teaching English to young learners. Do they involve aspects of questions 1 and 2?
4. Choose some of these ideas and experiences to share with the other groups.
5. Ask one of the coordinators to give you a sample lesson plan. Study the lesson plan and discuss with your group if and/or how your answers/ideas to the previous questions are represented in the lesson plan

# Results / Answers

# What are the special characteristics of young learners?

- 1. Children may not yet be able to carry out logical or abstract operations.**
- 2. Children develop rapidly and change fast.**
- 3. Children learn holistically and are good at inferring meaning.**
- 4. Children have not fully developed their mother tongue abilities.**
- 5. Children rely on context to infer meaning.**
- 6. They are too young to see any practical relevance to the learning of English.**
- 7. Young learners' do not have well developed literacy skills in their first language.**
- 8. Children need a lot of recycling of the language learned.**
- 9. Because of limited attention spans, they need variety of activity**
- 10. They need to become involved emotionally, physically and intellectually**
- 11. Young children need to develop an emotional attachment to their teacher.**

# How should these characteristics affect our methodology?

- Emphasis on positive attitudes
- No pressure
- Support and encouragement
- Enjoyment of learning
- Rich language environment
- Child-friendly activities such as:
  - Games
  - Songs
  - Stories
  - Crafts
  - Drawing / colouring
- Limited reading/writing in first grades
- Multimodal learning
- Child-friendly assessment

# **Discussion of lesson plans / new materials**

# Year 1: UNIT 10


## Lesson 1

Intercultural  
aspects

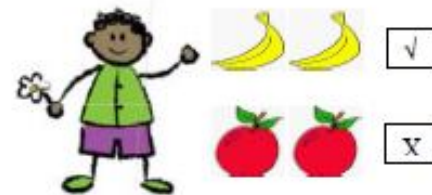
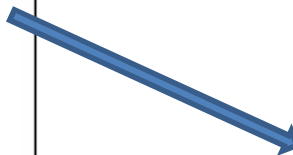
Learning  
Strategies

Rich language  
input

recycling

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: a) comprehend basic classroom language b) follow teacher instructions c) identify the fruit items taught or revised during this unit b) say what fruit they like
<i>Intercultural aspect:</i>	Discussing children from around the world and their preferences
<i>Learning strategies:</i>	Tolerating ambiguity, explicitly indicating non-understanding, working with others to complete tasks
NEW LANGUAGE	
<i>Production</i>	I like/ don't like apples / bananas / pears
<i>Comprehension</i>	H/he likes ...
RECYCLED LANGUAGE	animals (cat, dog, rabbit, hen, sheep, pig, cow, mouse) colours (blue, red, yellow, green, orange, black, white, pink)
MATERIALS	Flashcards of children and fruit e.g. downloaded from <a href="http://www.esl-kids.com/flashcards/flashcards.html">http://www.esl-kids.com/flashcards/flashcards.html</a> , <a href="http://www.eslflashcards.com">http://www.eslflashcards.com</a> puppets
TIME	40 minutes
PROCEDURE	
PRESENTATION	 <p>- The teacher shows the pictures of some children from various countries (e.g. Kenya) and presents the fruit they like/don't like, using flashcards. The teacher places the appropriate symbol next to the fruit.</p> <p>e.g. "Hello! I'm Noemi from Kenya. I like bananas. I don't like apples".</p>

Intercultural  
aspects



<http://www.shutterstock.com/pic-10274653-friends-around-the-world-africa-and-europe-vector.html>

"Hello! I'm Kim from China. I like apples. I don't like pears".



[http://www.istockphoto.com/file\\_closeup/people/494182-chinese-boy.php?id=494182](http://www.istockphoto.com/file_closeup/people/494182-chinese-boy.php?id=494182)

- Pupils repeat the names of the fruit happily/sadly.
- The teacher says which fruit and animals s/he likes, showing flashcards to review vocabulary.
- Invite those children who might be able to do so, to say what they like or don't like.

## PRACTICE

Disappearing pictures: The teacher places the pictures of fruit on the board. Children read the words in the correct order. Then, they close their eyes. The teacher takes out one picture and the children say again all the words including the missing one. The teacher gradually removes all the pictures and the children say the words that have been removed.

- Bingo: Children have bingo cards with pictures of fruit and animals. The teacher says the name of the fruit s/he likes and the children cross the relevant word. The pupil who crosses his pictures first, is the winner.

Enjoyment of  
learning /  
games

Child-friendly  
assessment

	s/he doesn't like it s/he says "I don't like apples". -
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>- Ball game: The teacher says the name of a fruit or animal s/he likes and throws the ball to a child who has to say the fruit/animal s/he likes e.g. "I like apples". The child throws the ball to a classmate who has to respond.</li> <li>- A second round of the game is played with the children saying things they don't like.</li> <li>- Children sing a chant (following the rhyme of 'row, row, row your boat') <ul style="list-style-type: none"> <li>I like, like bananas</li> <li>Pears and apples too</li> <li>Bananas, bananas, bananas</li> <li>Pears and apples too</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>- Listen and colour: The children have a handout with fruit and animals. The teacher says what fruit/animals s/he likes and the children colour those fruit/animals e.g. I like red apples. I like white dogs. The teacher also says what things she doesn't like and the children cross those things out.</li> </ul> <p>Note: The teacher asks the pupils to bring pictures of fruit and animals they like (i.e. from magazines) The pictures for the handout were taken from: photosearch.com, picturesof.net, free-extras.com, dreamstime.com</p>

Enjoyment of  
learning /  
games / songs

## Year 2: UNIT 9

### Lesson 1

Intercultural  
aspects

Learning  
Strategies

Rich language  
input

recycling

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• express possession using I've got...</li> <li>• name fruit and animals confidently.</li> <li>• comprehend a short, simple story when supported by visuals</li> </ul>
<i>Intercultural aspect:</i>	<ul style="list-style-type: none"> <li>• Experiencing foreign children's literature: "Handa's Surprise" by Eileen Browne</li> <li>• Getting to know tropical fruit</li> <li>• Getting to know animals from other countries</li> </ul>
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• Predict information</li> <li>• Cooperate in order to complete a task</li> <li>• Tolerate ambiguity</li> <li>• Understand a story using visuals to support their comprehension</li> </ul>
NEW LANGUAGE	
<i>Production</i>	<ul style="list-style-type: none"> <li>• I've got... ,</li> <li>• Fruit mentioned in the story (guava, mango, pineapple, avocado, passion fruit, tangerine)</li> <li>• Animals mentioned in the story (ostrich, antelope, parrot, goat)</li> </ul>
<i>Comprehension</i>	
<b>RECYCLED LANGUAGE</b>	<ul style="list-style-type: none"> <li>• I like...</li> <li>• Fruit (banana, orange and other fruit they know)</li> <li>• Animals (monkey, giraffe, elephant, zebra and other animals they know)</li> </ul>
<b>MATERIALS</b>	flashcards, handouts, story book masks, real or toy fruit and basket (lesson 3)
<b>TIME</b>	40 minutes
PROCEDURE	
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• The teacher has flashcards with different fruit and wild animals. Pupils are given cards or a handout with the fruit and animals that the teacher has. The teacher shows a card and says what he/she has got (e.g. I've got a banana, I've got an apple etc). Each time the teacher shows a</li> </ul>

	<p>fruit or animal the pupils have to find the same fruit or animal from their pictures, point to it and repeat after the teacher.</p>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>• Pupils have the same handout or flashcards given in the previous activity. The teacher calls out a name of a fruit or animal and pupils have to find it and say "I've got..."</li> <li>• Find the card/picture: the pictures of fruit and wild animals are placed around the classroom. The teacher puts music and pupils move around. When the music stops pupils have to touch a card. Then they say what card they've got. If we don't have as many cards as the pupils are, we can say to our pupils than more than one pupil can touch each card.</li> <li>• The children close their eyes and the teacher puts fruit (real or pictures) in a bag plus some pictures of animals (or toy animals). The children open their eyes and listen to the teacher who reports on what she has, e.g.: "I've got a banana", "I've got a mango". The pupils circle what they hear in their handout or find it from the pictures they have. The pupils then report on their answers and check them with their teacher.</li> <li>• As a variation of the above, or an additional activity, the teacher can put pictures in the bag and walk around the classroom asking the pupils to pick out a card. They then have to say "I've got a ..." and the rest of the class marks it on their handouts.</li> <li>• Pass the card: The teacher distributes the flashcards to the children. Each child passes his picture to the child sitting next to him. When the teacher says 'Stop' each child has to call out the word of the picture in his hands by saying: I've got a....</li> </ul>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils draw an animal or a fruit on a piece of paper. If they can, they can copy the name of the fruit or animal from the board and write it under their picture. Then they say what they have got: "I've got a ....".</li> <li>• The children's pictures can go on the notice</li> </ul>

## Child-friendly assessment

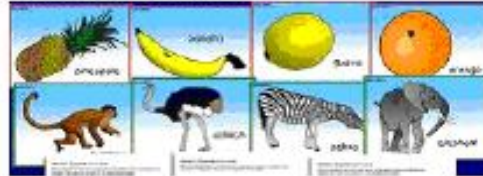
	board.
EVALUATION	<ul style="list-style-type: none"> <li>Prepare a die with pictures of fruit and animals (from: <a href="http://toolsforeducators.com">toolsforeducators.com</a>). You can also use a large die (if you have one) and stick pictures of fruit on animals on each side. Pupils take turns to throw the die and they then have to make a sentence with the picture that comes up, e.g. "I've got a ...". If children can't say the sentence, the teacher whispers it in their ear so that they can repeat it.</li> <li>This game can also be played as a competition between groups.</li> </ul>

### LESSON 2

**Story telling: Handa's Surprise by Eileen Browne**

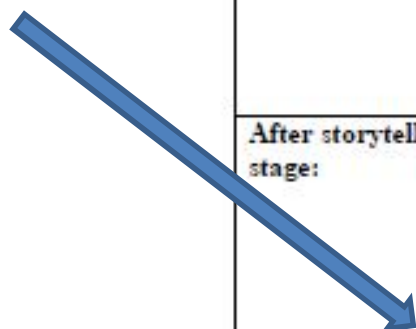
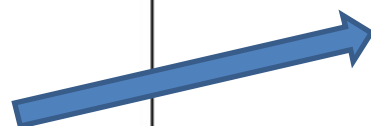
**Summary of the story:** Handa carries seven delicious fruit in a basket as a surprise for her friend Akeyo. But thanks to a variety of hungry animals she passes along her way it's Handa who gets the surprise in the end.

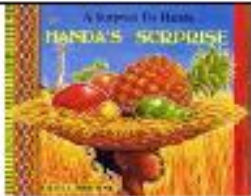



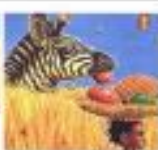

Rich language  
input



TIME	40 minutes
PROCEDURE	
Pre-storytelling stage	<ul style="list-style-type: none"> <li>The teacher brings a basket with the fruit mentioned in the story to show to the pupils. Alternatively s/he brings pictures of them. These can be obtained from: <a href="http://resources.sparkleplus.co.uk/sb279.pdf">http://resources.sparkleplus.co.uk/sb279.pdf</a>. The teacher holds a fruit without revealing it to the pupils. He/she says: "I've got a/an..." and pupils are expected to say a fruit. The teacher reveals the new fruit and pupils repeat the names of the fruit after the teacher. The pictures are placed on the board in a random order. The same procedure is followed in order to introduce the animals. Pictures can be obtained from the aforementioned website.</li> </ul>  <ul style="list-style-type: none"> <li>The teacher tells the pupils they are going to listen to a story and shows the cover of the book to introduce the character. S/he says her name is Handa. Pupils guess where the girl comes from and what her surprise would be (in L1).</li> </ul>

Enjoyment of  
learning / child-  
friendly  
activities / story

Multimodal  
learning



	
<b>While storytelling stage:</b>	<ul style="list-style-type: none"> <li>The teacher tells the story hiding the picture of the fruit that animals take. Pupils are encouraged to guess the fruit that the animals like (e.g. The monkey says "mmm... I like bananas. I've got a banana."). Pupils can choose a fruit from those placed on the board.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>
<b>After storytelling stage:</b>	<ul style="list-style-type: none"> <li>Pupils are asked to put the animals and fruit placed on the board in the right order according to the sequence they appear in the story.</li> <li>They are then asked to work in pairs. They are given an A3 paper with Handa's route and another handout with pictures of the animals and Handa's figure. Pictures can be obtained from: <a href="http://resources.sparkleplus.co.uk/sb269.pdf">http://resources.sparkleplus.co.uk/sb269.pdf</a> The children need to cut the figures and stick them on the A3 paper to create Handa's route (if they don't finish they can complete the activity next time).</li> </ul>

	
	<ul style="list-style-type: none"> <li>Note: The teacher can co-operate with the Design and Technology teacher or the Art teacher so that each pupil can prepare a mask of an animal mentioned in the story. Handouts can be found on the webpage:  <a href="http://resources.sparklebox.me.uk/501-999/sb976.pdf">http://resources.sparklebox.me.uk/501-999/sb976.pdf</a> </li> </ul>  <ul style="list-style-type: none"> <li>If the above is not possible students may prepare the masks at another time or as home project.</li> </ul>

### Lesson 3

<b>TIME</b>	40 minutes
<b>PROCEDURE</b>	
<b>REVIEW/Pre-storytelling</b>	<ul style="list-style-type: none"> <li>The teacher asks the children if they remember the story and encourages them to call out fruit or animals they might remember.</li> </ul>
<b>While-storytelling</b>	<ul style="list-style-type: none"> <li>The teacher tells the story again and encourages</li> </ul>

## Multimodal learning

## Child-friendly assessment

## Cross-curricular links

After-storytelling/evaluation	<p>more participation from the pupils, asking what's going to happen next, what animal will appear and what fruit it will take.</p> <ul style="list-style-type: none"> <li>Then pupils who haven't finished their project about Handa's route can finish it. Pupils who finish first can draw their favourite scene from the story. During the activities, the teacher monitors and has private conversations with the children asking them to try to tell her about the scene they are working on, etc.</li> <li>Using a basket and fruit and the masks made by the children during Design and Technology or at another time, pupils take up the roles of the animals and act out the story while the teacher reads it.</li> <li>If the pupils can, they may be encouraged to narrate parts of the story themselves using a simple and repeated pattern, e.g. "And then came a big elephant. Mmmmm I like ... said the elephant. I've got a ...." "Then came a big ...."</li> <li>The lesson can finish with the pupils dancing to African music.</li> </ul>
PORTFOLIO	<ul style="list-style-type: none"> <li>The pupils' drawing or route along with comments from the teacher and pupil can go into their portfolios.</li> <li>Pictures or videos taken during the acting out of the story can also be included in the portfolios.</li> </ul>

## Intercultural aspects

### Activities that can take place in other school subjects

#### 1. Art

- Pupils can prepare the masks mentioned above
- Pupils can draw and colour Handa's village

#### 2. Design and Technology

- Pupils can prepare the masks mentioned above
- Pupils can prepare stick puppets of the animals mentioned in the story which they can also use to act the story out.

#### 3. Greek

- Pupils give another ending to the story (in L1). E.g. they say what would have happened if Handa arrived to her friend with an empty basket or if her friend didn't like tangerines.

#### 4. Maths

- Pupils can prepare a graph about the fruit or animal mentioned in the story they like most

**Thank you!**