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Darslik

1. THE HISTORY OF TEACHING/LEARNING ENGLISH AS A FOREIGN LANGUAGE AT THE EARLY AGES

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

The Classical Method

In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorisation of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing

nothing to enhance a student's communicative ability in the foreign language.

Gouin and Berlitz - The Direct Method

The last two decades of the nineteenth century ushered in a new age. In his The Art of Learning and Studying Foreign Languages (1880), Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorising a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. To no avail. He could not understand a word! After his failure, he decided to memorise the German roots, but with no success. He went so far as to memorise books, translate Goethe and Schiller, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion (arrived at by another researcher a century before him!) that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Equipped with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand. For instance,

I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door.

Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the Direct Method were as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.

The Audiolingual Method

The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the 1950s as the Audiolingual Method.

The Audiolingual Method was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behaviouristic psychologists were married with the pattern practices of the Audiolingual Method. The following points sum up the characteristics of the method:

- Dependence on mimicry and memorisation of set phrases
- Teaching structural patterns by means of repetitive drills (??Repetitio est mater studiorum??)
- No grammatical explanation
- Learning vocabulary in context
- Use of tapes and visual aids
- Focus on pronunciation
- Immediate reinforcement of correct responses

But its popularity waned after 1964, partly because of Wilga Rivers's exposure of its shortcomings. It fell short of promoting communicative ability as it paid undue attention to memorisation and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired

through a process of habit formation and errors were not necessarily bad or pernicious.

The "Designer" Methods of the 1970s

The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took account of the affective and interpersonal nature of learning. As a result, new methods were proposed, which attempted to capitalise on the importance of psychological factors in language learning. David Nunan (1989: 97) referred to these methods as "designer" methods, on the grounds that they took a "one-size-fits-all" approach. Let us have a look at two of these "designer" methods.

Suggestopedia

Suggestopedia promised great results if we use our brain power and inner capacities. Lozanov (1979) believed that we are capable of learning much more than we think. Drawing upon Soviet psychological research on yoga and extrasensory perception, he came up with a method for learning that used relaxation as a means of retaining new knowledge and material. It stands to reason that music played a pivotal role in his method. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible."

Of course, suggestopedia offered valuable insights into the "superlearning" powers of our brain but it was demolished on several fronts. For instance, what happens if our classrooms are bereft of such amenities as comfortable seats and Compact Disk players? Certainly, this method is insightful and constructive and can be practised from time to time, without necessarily having to adhere to all its premises. A relaxed mind is an open mind and it can help a student to feel more confident and, in a sense, pliable.

The Silent Way

The Silent Way rested on cognitive rather than affective arguments, and was characterised by a problem-solving approach to learning. Gattegno (1972) held that it is in learners' best interests to develop

independence and autonomy and cooperate with each other in solving language problems. The teacher is supposed to be silent – hence the name of the method – and must disabuse himself of the tendency to explain everything to them.

The Silent Way came in for an onslaught of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning.

Strategies-based instruction

The work of O'Malley and Chamot (1990), and others before and after them, emphasised the importance of style awareness and strategy development in ensuring mastery of a foreign language. In this vein, many textbooks and entire syllabi offered guidelines on constructing strategy-building activities. Below there is an example of a list of the "Ten Commandments" for good language learning (taken from Brown, H. D. [2000: 137]):

	Teacher's Version	Learner's Version
1	Lower inhibitions	Fear not!
2	Encourage risk-taking	Dive in
3	Build self-confidence	Believe in yourself
4	Develop intrinsic motivation	Seize the day
5	Engage in cooperative learning	Love thy neighbour
6	Use right-brain processes	Get the BIG picture
7	Promote ambiguity tolerance	Cope with the chaos
8	Practice intuition	Go with your hunches
9	Process error feedback	Make mistakes work FOR you
10	Set personal goals	Set your own goals

These suggestions cum injunctions are able to sensitise learners to the importance of attaining autonomy, that is, taking charge of their own learning, and not expecting the teacher to deliver everything to them.

Communicative Language Teaching

The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach (about) communication through actual communication, not merely theorising about it.

At this juncture, we should say that Communicative Language Teaching is not a method; it is an approach, which transcends the boundaries of concrete methods and, concomitantly, techniques. It is a theoretical position about the nature of language and language learning and teaching.

Let us see the basic premises of this approach:

• Focus on all of the components of communicative competence, not only grammatical or linguistic competence. Engaging learners in the pragmatic, functional use of language for meaningful purposes
• Viewing fluency and accuracy as complementary principles underpinning communicative techniques
• Using the language in unrehearsed contexts

Conclusion

From all the above we can see that the manageable stockpile of research of just a few decades ago has given place to a systematic storehouse of information. Researchers the world over are meeting, talking, comparing notes, and arriving at some explanations that give the lie to past explanations. As Brown (2000: ix) notes, "Our research miscarriages are fewer as we have collectively learned how to conceive the right questions". Nothing is taken as gospel; nothing is thrown out of court without being put to the test. This "test" may always change its mechanics, but the fact remains that the changing winds and shifting sands of time and research are turning the desert into a longed-for oasis.

2. PSYCHOLOGICAL, DIDACTIC AND LINGUISTIC BASES OF EARLY LEARNING

PSYCHOLOGY OF LEARNING

Unit Structure :
1.1 Objective
1.2 Introduction
1.3 Meaning and Definition of Educational psychology
1.4 Nature Of Educational Psychology
1.1 OBJECTIVE After going through this unit carefully you should be able to • Define Educational Psychology. • Explain the nature of Educational Psychology. • List out the functions of Educational Psychology.

1.2 INTRODUCTION This is the first unit of the second paper of Psychology of Learning. This course deals with the importance and contribution of educational psychology on the theory and practice of education, every teacher is confronted with the problem of individuals difference in the classroom. The purpose of this unit is to define the concept of educational Psychology. It describes meaning and nature of Educational Psychology. An attempt has also been made to describe the characteristics and meaning of learning.

1.3 MEANING AND DEFINITION OF EDUCATIONAL PSYCHOLOGY Educational Psychology and consists of two words Psychology and Education. While General Psychology is a pure science, Educational Psychology is its application in the field of education with the aim of socializing man and modifying his behaviour. According to Crow and Crow Educational Psychology describes and explains the learning experiences of an individual from birth through old age. Skinner defines Educational Psychology as "that branch of Psychology which deals with teaching and learning" 2 Stephen – "Educational Psychology is the systematic study of the educational growth and development of a child." Judd – "Educational Psychology is the Science which explains the changes that take place in the individuals as they pass through the various stages of development." Peel-"Educational Psychology is the science of Education." Educational psychology is one of the branches of applied psychology concerned with the application of the principles, techniques and other resourse of psychology to the solution

of the problems confronting the teacher attempting to direct the growth of children toward defined objectives. More specifically, we can say educational psychology is concerned with an understanding of: • The child, his development, his need and his potentialities. • The learning situation including group dynamics as the affect learning. • The learning process its nature and the ways to make it effective. Stated differently, the Central theme of Educational Psychology is Psychology of learning.

PSYCHOLOGY OF LEARNING This area is concerned with such problems as : How do children acquire skills? When is learning more effective? What are the factors that help the learning Process? How do we measure the amount of learning? Why do we forget? Dose the memorizing? Why do we forget? Can memory be improved? Dose the study of Sanskrit helps than study of Hindi? Psychology helps the teacher to get answers to these questions. It tells us that learning becomes more effective if factors like motivation and interest are taken into consideration by every teacher. The knowledge of psychology has helped the teacher in modifying her approach to the teaching learning process. The study of educational Psychology has brought about change in the approach and therefore we have child centred education. Psychological principles are used in formulation curriculum for different stage. Attempts are made to provide subjects and activities in the curriculum which are in conformity with the needs of the students, their developmental characteristics, learning patterns and also needs of the society.

1.4 NATURE OF EDUCATIONAL PSYCHOLOGY
Following are the important characteristics of the nature of educational psychology: • It is an applied branch of fundamental Psychology.

• It combines two fields i.e. education and psychology.
• It is the scientific study of human behaviour in educational situation.
• It is concerned with these factors, principles and techniques which relate to the various aspects of child's growth and development.
• It is concerned with learning situation and process by which learning can be more efficient and effective.
• Educational Psychology, draws heavily from various branches of psychology, biology sociology and anthropology
• Educational Psychology is not as exact as natural sciences since the human behavior cannot be predicated exactly, because it is dynamic.

• Educational Psychology is a science of education dealing primarily with how, when and what of education.
• It is not a normative a science as it is not concerned with the value of educational and doesn't concern itself with and 'What ought to be." It only describes what it is, it is an applied positive science.
• While psychology deals with the behaviour of all individuals in all walks of life. Educational Psychology limits its dealing with the behaviour of the pupil in relation to Educational environment.
• It does not concern with what and why of education it gives the necessary knowledge and skill (Technical Guidance) for giving education the pupil in a satisfactory way

SCOPE OF EDUCATIONAL PSYCHOLOGY Five major areas covered by Educational Psychology are: • The Learner • The learning Process • The learning Situation • The Teaching Situation • Evaluation of Learning Performance • The Teacher The Learner Educational Psychology aquaints us with need of knowing the leaves and deals with the techniques of knowing him well. Following are the topics studied included in it: the innate abilities and capabilities of the individual differences and their measurements, the overt, convert, conscious as well as unconscious behaviour of the learner, the characteristics of his growth and development at each stage beginning from childhood to adulthood. The Learning Process After knowing the learner and deciding what learning experiences are to be provided, the emerging problem is to help learner in acquiring these learning experiences with ease and confidence. Hence, it deals with the nature of learning and how it take place and contains the topics such as laws, principles and theories of learning; remembering and forgetting, perceiving, concept formation, thinking, reasoning process, problem solving, transfer of training, ways and means of effective learning etc. Learning Situation It also deals with the environment factors and learning situation which come midway between the learner and the teacher. Topics like classroom climate and group dynamics techniques and aids which facilitate learning, evaluation techniques, and practices, guidance and counseling etc. which help in the smooth functioning of the teaching learning process. Teaching Situation It suggests the techniques of teaching. It also helps in deciding what learning situation should be provided by teacher to learner according to his mental and physical age, his previous 5 knowledge and interest level. By

describing the learner's characteristics, what teaching aids are appropriate for the particular subject Evaluation of Learning Performance Main objective of education is allround development of the learner. It includes cognitive, affective and psychomotor aspects of personality. Educational Psychology suggests various tool and techniques for assessment and evaluation such as performance test, oral test and written test. It does not stop at measurement only, after the testing results of the test are anyslysed causes for poor performance, backwardness in any aspect of development is corrected by maladjustment are helped by guidance and counselling study habit, examination techniques and learning styles are analysed and helped the learner so that the can overcome the difficulties. The Teacher Educational Psychology emphasizes the need of knowing the self for a teacher to play his fole properly in the process of education. it throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc., so as to inspire, help teacher handle the stress, conflict and anxiety by giving insight in their own personality.

Didactic (lecture) method is a popular way of delivering the information in class among teachers amidst the other multiple novel methods, but there are very few researches published related to exploring the perception of teachers and students about effective didactic teaching. **Aims:** The aim of this survey is to find the best way to deliver a lecture as per the opinion of students and teachers in the College of Applied Health Sciences. **Settings and Design:** A cross-sectional survey through a questionnaire was obtained from a previous study on medical students with original questionnaire consisting of 17 items. In addition to the 17 items in the questionnaire, 4 new items were included through a pilot study on students and teachers in the College of Applied Medical Sciences. **Subjects and Methods:** Students (n = 110) and teachers (n = 41) participated in the cross- sectional study. Good Teaching Questionnaire was used to obtain opinion and views about ways to make didactic teaching better and effective. **Statistical Analysis Used:** Nonparametric tests were used to analyze data obtained from the questionnaire. **Results:** Almost 100% of teachers and students agreed to include mental rehearsal and smart board method of teaching in didactic method. Nearly 100% of students and 29.2% (12) of teachers agreed to include multiple-choice questions in the lecture. **Conclusions:**

12

Smart board presentation is preferred over the other modes of delivery of information. Mental rehearsal at the end of class is a useful tool to enhance learning and content retention. Teachers must implement students' suggestions such as ideal duration of class, time of class, lot of relevant examples, and little bit of fun would make learning enjoyable and effective.

13

Learning Design vs Instructional Design
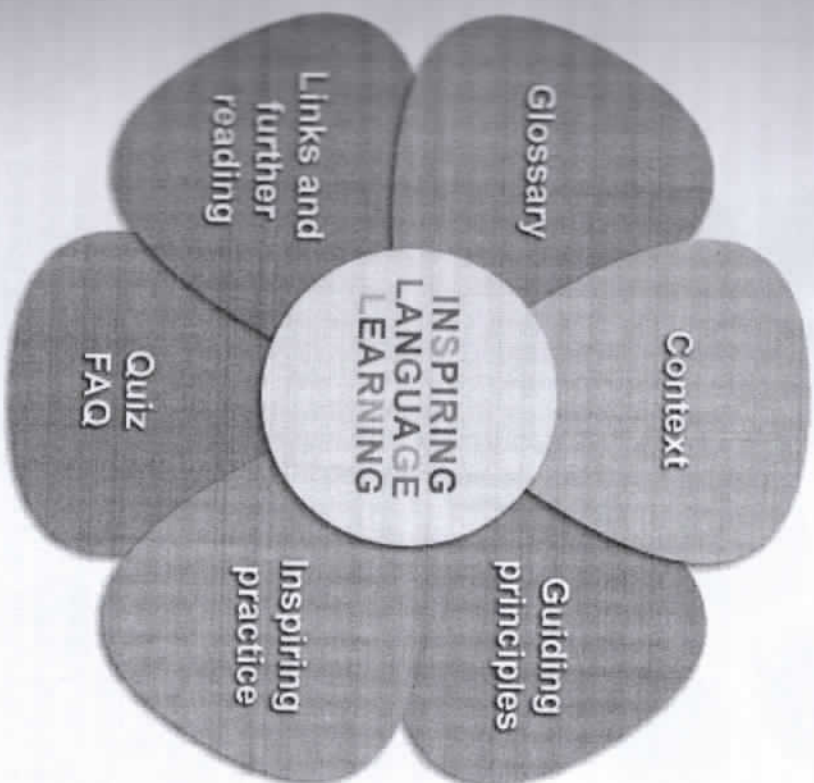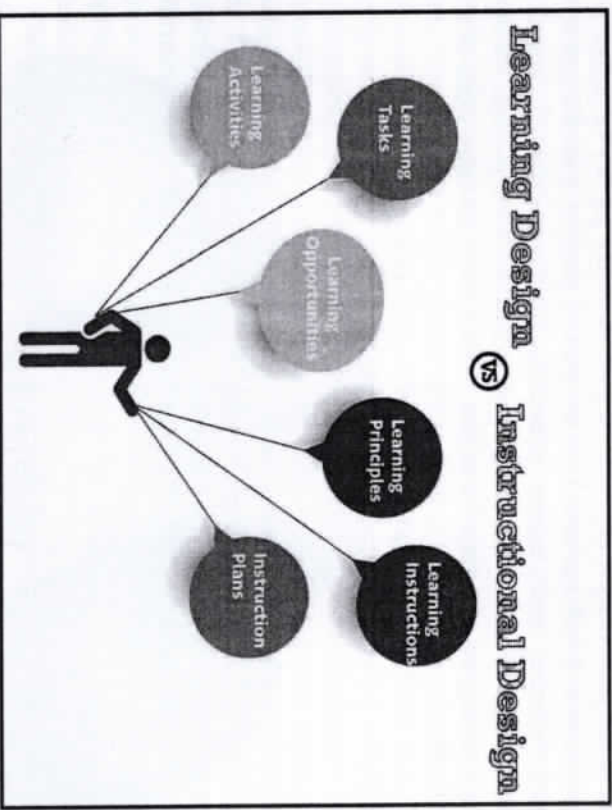
Lexical development. Infants understand their first word as young as 5 months, produce their first words between 10 and 15 months of age, reach the 50-word milestone in productive vocabularies around 18 months of age, and the 100-word milestone between 20 and 21 months.10 After that, vocabulary development proceeds so rapidly that tracking the how many words children know becomes unwieldy. The vocabulary size of an average 6-year-old has been estimated at 14,000 words. The task of word learning has multiple components and recruits multiple mechanisms. Infants make use of statistical learning procedures, tracking the probability that sounds appear together, and thereby segmenting the continuous stream of speech into separate words. The capacity to store those speech sound sequences, known as phonological memory, comes into play as entries in the mental lexicon are created. In the task of mapping a newly-encountered word onto its intended referent, children are guided by their abilities to make use of socially-based inferencing mechanisms (i.e., speakers are likely to be talking about the things they are looking at), by their cognitive understandings of the world (some word learning involved mapping new words onto

pre-existing concepts),16 and by their prior linguistic knowledge (i.e., the structure of the sentence in which a new word appears provides clues to word meaning). Full mastery of the meanings of words may require new conceptual developments as well. *Morpho-syntactic development.* Children begin to put two, then three and more words together into short sentences at approximately 24 months of age. Children's first sentences are combinations of content words and are often missing grammatical function words (e.g., articles and prepositions) and word endings (e.g., plural and tense markers). As children gradually master the grammar of their language, they become able to produce increasingly long and grammatically complete utterances. The development of complex (i.e., multi-clause) sentences usually begins some time before the child's second birthday and is largely complete by age 4. In general, comprehension precedes production. The mechanism responsible for grammatical development is one of the mostly hotly-debated topics in the study of child language. It is argued that children come to the language-learning task equipped with innate knowledge of language structure and that language could not be achieved otherwise. It is also clear, however, that children have the ability, even in infancy, to detect abstract patterns in the speech they hear,19 and there is very strong evidence that children who hear more speech and who hear structurally more complex speech acquire grammar more rapidly than do children with less experience. which suggests that language experience plays a substantial role in language development. One gap or disconnect in the field is between the theoretically-driven quest to account for the universal fact of language acquisition and the applied need to understand the causes of individual differences in language development. Relatedly, there is less research on minority populations and on bilingual development than on monolingual development in middle-class samples. This is a serious gap because most standardized assessment tools are not suited to identifying organically-caused delay in minority children, in children from low socioeconomic strata, or in children acquiring more than one language.

Conclusions

The course of language development is very similar across children and even across languages, suggesting a universal biological basis to this human capacity. The rate of development varies widely, however,

14

15

depending both on the amount and nature of children's language experience and on children's capacities to make use of that experience.

Implications

Normally-endowed children need only to experience conversational interaction in order to acquire language. Many children, however, may not experience enough conversational interaction to maximize their language development. Parents should be encouraged to treat their young children as conversational partners from infancy. Educators and policy makers should realize that children's language skills reflect not only their cognitive abilities but also the opportunities to hear and use language their environments have provided.

3. CRUCIAL DIFFERENCES BETWEEN TEACHING PRE-SCHOOL CHILDREN IN THE KINDERGARTEN AND TEACHING CHILDREN IN PRIMARY GRADES IN THE ELEMENTARY SCHOOL.

A quality early childhood education (ECE) is all about providing young children a well-rounded curriculum. This will nurture and foster their growth and learning at a young age. It's about encouraging the children to communicate, create, cooperate, and think critically. These are skills that children need to develop over time to prepare themselves as they grow up.

Parents value the significance of ECE but the challenging part now in choosing between a preschool or a pre-k program. Both offer benefits to a child but what's the difference between these two? Is pre-k really necessary? Both preschool and pre-k programs address the needs of a child, though pre-k is distinct and wholly separate from preschool. Let's find out the similarities and differences between these two, shall we?

What similarities do preschool and pre-kindergarten have?

First, both pre-kindergarten and preschool have a playful learning classroom. These classrooms are driven by the interest of the children. In this age, the children learn best by having hands-on experience in learning and exploring. A typical day in these classrooms includes music, art, science, reading and math activities, and of course, playtime.

Another common thing between these two is the social and emotional growth of the children. Relationships are essential for growing children. That's why teachers in ECE are required to create a safe environment for children to thrive in. Both teach children social skills through interaction, mentoring and direct teaching.

Preschool and pre-kindergarten have so many similarities. They both promote learning and growth in children in many areas. Both also use the "play technique" to teach children. Instead of having the children listen to a lecture, they are given developmental activities to promote their problem-solving skills, teamwork, and creativity.

How do preschool and pre-kindergarten differ?

The main difference between the two is the children's age and their developmental abilities. In preschool, a student is between the age of 2 to 4 years old, while a child in pre-kindergarten is 4 to 5 years old. Each child has their own pacing in terms of development. Generally, children in pre-k engage in activities that involve deeper learning and more structured skill-building activities that will get them ready for kindergarten.

With school readiness skills, children in a pre-k classroom are ready for more advanced learning. Pre-kindergarten focuses on advanced math, science, and critical thinking among others. While in preschool classrooms, teachers equip kids with problem-solving and self-help activities through learning basic things like the alphabet, colors, numbers, and shapes. Children in pre-k programs are focused on getting ready for kindergarten. Structured reading, writing, and problem-solving activities are done for the duration of the class.

Preschool is more like an extension of daycare. This is because the teaching style offered here is less structured. While in pre-k programs, they have more complicated activities to prepare children for formal school.

Location is another difference. Preschool is more isolated compared to pre-k environment. Pre-k classes are generally connected to a wider school environment. The importance of pre-kindergarten education

A student painting with the teacher

Pre-kindergarten programs allow children to develop their language and vocabulary skills. They are also introduced to more opportunities to work with peers and collaborate on projects. Pre-kindergarten will get children ready for formal school. Once they're in kindergarten, they will continue to develop the skills they have learned.

A high-quality pre-k curriculum will help children in their future academic endeavors. Pre-k doesn't only prepare them academically. It's also an important element that builds a kid's confidence, social and emotional skills, and self-esteem. Pre-k builds a strong foundation for children's intellectual development that will help them through their following years.

Now that you know about the similarities and differences between preschool and pre-k, you can select the right program for your children.

4. THEORETICAL ISSUES OF TEACHING FOREIGN LANGUAGE IN THE 1-4 FORMS

Today the knowledge of a foreign language is an integral part of an educational system in Uzbekistan. Earlier, there was not attached much importance to knowledge of foreign languages. It was studied at the same level, as any other school subject. But globalization processes, changes in economic, social, cultural life of the society caused changes in the system of language education: different innovations have been introduced, programs and concepts are created, promoting improvement and perfection of teaching foreign languages at school. Thanks to it quality of foreign languages training is being improved. In order to know a foreign language at the professional level, it is necessary to start its study at an early school age that was emphasized in one of the messages of the President of the Republic of Kazakhstan [1].

In the process of teaching a foreign language, we have to remember that simultaneous development of oral and written language skills isn't always reasoned at the junior stage of its mastering, due to certain features of the psychological and physiological development of junior schoolchildren. Many foreign educators, psychologists, linguists and methodologists (M. Berlits, F. Gouin, M. Walther, V. Fiyetor, P. Passy, Sweet, O. Jespersen, B. Eggert, Sh. Schweitzer. G. Vendt, E. Simoneau, G. Palmer, M. West, L. Bloomfield, C. Fries, R. Lado) believed that it was necessary to begin foreign language study with oral speech [2].

The paper focusses on the peculiarities of teaching junior schoolchildren foreign-language oral speech.

The great Russian educator K.D. Ushinskiy believed that proper organization of educational process supposes training children foreign languages at an early age. In his opinion, child's speech development should be performed by means of improving child's thinking, basing on specific visual images, visibility.

Questions of early training foreign languages were in focus of educators at the end of the XIX century. On the one hand, publications, concerning the problem of early foreign language teaching manifested about undoubted advantage of teaching and learning a foreign language at an early age; on the other hand many educators treated negatively

20

this question as they supposed that the general educational value of a foreign language learning was small and consisted only in studying its system, which was available only to senior schoolchildren. Therefore, in their opinion in junior school a foreign language was deprived of any educational value.

The developing value of teaching and learning a foreign language was studied later carefully by academician L.V. Shcherba and his followers. Academician I.V. Shcherba wrote that proper arrangement of teaching a foreign language would contribute to the development of logical thinking, improving already developed cognitive operations and formation of the ability to construct the discourse logically.

In 1962 according to the decision of UNESCO (The United Nations Educational, Scientific and Cultural Organization) at schools of England and Wales there was an experiment on the problem of early foreign language teaching, results of which allowed to make a conclusion that foreign language lessons positively influenced general development of children, raised their educational and cultural levels, contributed to improvement of knowledge of the native language. Researches of leading universities of the USA and Canada in the 80th years showed that bilingual children's cognitive abilities were developed better, than of monolingual ones. Especially so-called metalinguistic abilities differed favorably, i. e. abilities flexibly and at the abstract level to acquire language that was manifested by children in judgments about grammar of the native language, in understanding of a word-play, etc. Bilingual children mastered reading faster.

In numerous studies and experiments of Russian (L.S. Vygotsky, S.I. Rubinstein) and foreign psychologists (J. Bruner, W. Penfield, B. Roberts, B. White, T. Eliot, etc.) there were revealed the sensitive periods in assimilation of foreign-language speech. The age of child from the birth to 8–9 years old is the most sensitive for his or her speech development, languages kills at this age are developed and absorbed much easier, than in subsequent years.

Researches of psychologists and educators point to the fact that in spite of the easy foreign language acquisition by small children, even in the natural environment it is a complex process, built not on imitation, but also on generalization, though it is internally unconscious [3, 4]. It was

21

also established that a child learns a foreign language more easily than an adult, only if he/she masters it in conditions of real communication, the source of which for a given age is an educational game. Real inclusion in new game provides true internal motivation of learning language by children. Educational opportunities of a game in a foreign language teaching were studied by Russian (L.S. Vygotsky, V.V. Davydov, D.B. Elkonin) and Kazakh (G.N. Amandykova, Sh.E. Sarsembayeva, A.Zh. Sarlybayeva) educators [5].

Psychological peculiarities of younger schoolchildren development create special conditions for learning a foreign language. Children of 7–10 years old absorb a foreign language like a sponge indirectly and subconsciously. They understand the situation in a foreign language in the same way as in their mother tongue. Attention capacity and time of concentration are very short, but gradually when they become older they are increased. Younger schoolchildren have a well-developed long-term memory (the learned material, is remembered for a long time). Ways of receiving and assimilating information by children are different too: visual, auditory, kinesthetic. And the best incentive for junior pupils' further learning for pupils of 1–4 grades is the feeling of success.

In addition, when the teacher is planning foreign-language communication with younger schoolchildren, he/she has to take into consideration the child's level of language development in the native language, then teaching a foreign language will be more successful.

Also it is necessary to take into account physical development of children at the age of 7–10 years old. Muscle development affects the child's ability to concentrate attention to a page, a line or a word that is necessary for the ability to read. It also influences the ability to hold a pencil or a pen, scissors, a brush. For pupils to achieve fine motor coordination, as well as coordination between visual perception and mechanical movement, their hands need continuous training. Small children can't sit quietly for a long time because of the lack of control over motor muscles. Therefore, it is desirable during a lesson to give them such tasks, which would allow children to move around a class (games, songs with the movements, dances).

Younger children (1—4 grades) are characterized by the following psychological and physiological peculiarities of the development:
• need for the movement;

• need for communication;
• need for feeling safety;
• need for a praise for each small successful step;
• need for a touch, drawing, designing, mimicry;
• need for feeling themselves as an individual and a teacher should treat them in an appropriate

The necessity of an early foreign language teaching and learning is officially recognized worldwide. No one doubts the fact that the human intellect progresses most rapidly at children's age — from the birth to 12 years old. Optimal conditions for development of the speech, both in the native and foreign languages occur prior to the maturity of a child, and the child's development goes along with his/her maturity simultaneously. Early foreign language teaching and learning gives a big practical effect in respect to the quality of mastery, as the communicative skills acquired at an early age are fixed for the rest of life and form a reliable basis for further training.

Early learning of a foreign language renders:
• positive influence on the development of mental functions of the child his/her memory, attention, thinking, perception, imagination, ;
• the stimulating influence on the general speech abilities of the child;
• big opportunities for teaching and learning second/third / foreign languages, need of their mastery is becoming increasingly obvious in the conditions of a multicultural

The educational and developmental value of early teaching and learning a foreign language is indisputable. It is demonstrated in earlier entry of the child into universal culture with the help of his/her communication in a new language. In this case, the constant appeal to the experience of the child, taking into account his/her psychological peculiarities, his/her perception of reality allow children to realize better the phenomena of his/her own national culture in comparison with the culture of the countries of the studied language. Early learning of a foreign language is of a great educational and moral value, due to the fact that the acquisition of a foreign language as a means of communication assumes familiarity with the socio-cultural features of native speakers — the people of the studied target language, development of such qualities as tolerance and sensitivity to distinctions in culture, ways of expressing feelings [6].

Training oral speech is one of the most complex tasks in the course of teaching a foreign language. Oral speech is a broad concept, including main types of speech activity: reading, listening, speaking, dialogical and monological speech.

The main reason for difficulties in teaching and learning a foreign-language oral speech is the fact that language material for pupils to master acts absolutely in new aspect; it is necessary to acquire it actively as a means of communication, but not just for recognition and identification, which is a task of a receptive perception of the language.

When a pupil is reading to himself/herself (silent reading), he or she has an opportunity to read unclear place two or three times, while during listening in a certain extent he/she follows the speaker's speech tempo that creates additional difficulties for understanding.

The highest degree of difficulty is self-expression of thoughts and feelings by means of a target language. The speaker has to know not only the syntactic and morphological structure of the language, but also a complex system of combinability of words that is always specific and in most cases does not coincide with combinability in the native language.

The grammar system of the majority of languages of the world has already been analyzed and scientifically systematized, and its conscious mastery by consecutive exercises doesn't present any special difficulties. As for lexicon, this area is not studied fully yet. Meanwhile, when we are talking about the automated mastery of the language structure, it is meant, first of all, the automated mastery of word usage. It is one of the most difficult objectives of oral speech [7].

What are the prospects of training junior schoolchildren oral foreign- language speech for the development of their foreign language communication skills? Learning foreign languages in junior school creates for pupils the opportunities to improve their oral speech skills:

• to pronounce correctly and distinguish foreign language sounds, words, phrases and sentences; observe intonation of the main types of the sentence;

• to master the most frequently used vocabulary within the junior stage program, master productive lexical minimum at least no less than 500 lexical units. The total amount of vocabulary, including receptive

lexical minimum, is no less than 600 lexical units;

• to gain some understanding of the main grammatical categories of the studied language, distinguish the studied vocabulary and grammar during the reading and listening and use them in oral communication;

• to understand aurally the speech of the teacher, classmates, the main contents of the facilitated texts with a support of visual presentation and a language guess;

• to take an active part in dialogical communication: carry on etiquette dialogues and elementary bilateral dialogue-questioning on the given speech situation of every day communication;

• to speak briefly on the topics selected for the elementary school, reproduce by heart familiar rhymed works of children's folklore;

• to get control over the reading technique aloud; read to themselves school and facilitated authentic texts, using skimming, scanning and detailed types of reading;

• to write a short congratulation and a personal letter (supported with the example), fill in the simple questionnaire about oneself;

• to acquire basic information about the country of the studied language [8].

Researchers L.S. Panov's, V.I. Skalkin and others consider that foreign language speaking skills are developed within the following stages:

• the Ist stage — oral speech, lexical and grammar skills formation;
• the IInd stage — oral speech, lexical and grammar skills improvement;
• the IIIrd stage — development of abilities of unprepared oral speech [9].

The mechanism of the speech is developed correctly, if a teacher in the process of training follows to these stages, because the start of speech mechanism is impossible without formed at the sufficient level lexical and grammar skills of speaking.

Shortcomings in early foreign language teaching and learning is reflected in pupils' oral communication. It is difficult for pupils to become only reading, understanding and reproduction of the given text.

For forming and improving foreign-language lexical and grammar skills, the teacher can define series of training exercises, the use of which is considered to be the most rational. The system of training exercises, which is used by the teacher, is of great

importance because their application enables to fix vocabulary in pupils' memory and use correct grammar in constructing sentences.

Training activities, speech exercises should be of a situational character, give an opportunity for pupils to carry out practical tasks, develop their communicative skills. They should include tasks on reasoning, analyzing and expressing one's view point.

For formation and improvement junior schoolchildren foreign-language oral speech skills it is important to use lexical and grammatical structures (Substitution tables), which give the possibility purposefully practice the use of colloquial speech clichés, combine various structures in the speech depending on communicative connection.

Practice of teaching oral speech shows that lexical and grammar structures correspond to the nature of those skills, which are formed and improved (I, II stages) in teaching oral speech. They allow providing rather strong oral speech skills for constructing unprepared monological and dialogical utterances. Structures are practiced by pupils in chorus, individually; they can be used during a group, pair and individual forms of work. The process of forming mechanism of speech reproduction requires from the teacher skills to differentiate teaching techniques and methods, which provide productivity of work [9].

For training junior schoolchildren foreign-language oral speech skills, it is beneficial to use the techniques, which encourage their physical activity. They are: role-playing, cognitive games, dramatization, staging (English folklore and the author's fairy tales), coloring, drawing, singing and dancing.

As it was mentioned above, the development and improvement of foreign-language speech skills of pupils is carried out within the speech, situational exercises.

Studying the topics «My favourite toys», «Sports», «Seasons», «Food», «Clothes» is aimed at enriching learners' culture-oriented linguistic knowledge and skills. The desire of pupils to expand their own outlook, wish to learn more about the life of the country of the studied language, its geography, history, ways of life, etc. is one of the most important motivational incentives of foreign language learning. Development of motivation to the study through introduction to foreign-language culture is extremely important as foreignlanguage communication in the conditions of school training isn't supported by the language environment.

In the conclusion, it is important to highlight some recommendations on teaching younger schoolchildren oral foreign-language speech.

At the junior level of teaching and learning a foreign language, the main attention should be concentrated on the development of understanding of colloquial English by children and developing pronunciation skills:

Frequently used English words:
- the full perception is developed through the constant practice of phrases and speech clichés are learnt by heart through singing;
- recognition and the use of frequently used words occur during a

It is necessary to remember about the criteria selection of lexical material for children at the junior level of teaching:
- all the words studied at the given stage have to mean concepts, well known to the pupil in the native language;
- words should be frequently used in a language and be compatible with each. The following exercises are recommended for formation of lexical skills.

Naming (words, toys, pictures, riddles);
- drawing, molding, application, coloring and naming the object, modeled by children;

Physical activity (naming actions, performance of actions and command):
- game on attention/comprehension (the teacher names a lexical unit and shows a toy or a picture; children repeat in chorus only those words, which are shown on the picture);
- a choice of words/pictures according to a subject or on a situation;
- competition;
- the game «lotto» with pictures/dominoes.

So conclusion, we resume that efficiency of junior schoolchildren foreign language communicative skills formation is determined not only by the knowledge and mastery of the language material, but also by readiness and desire of children to be an active participant of cross-cultural communication in English. For achievement of young learners' success in language learning, it is important the educational activities of schoolchildren be not only listening, speaking, reading or writing in a foreign language, but active communication in real life situations of a teacher and pupils and pupils among themselves.

5. CONTEMPORARY FOREIGN LANGUAGE TEACHING METHODS FOR CHILDREN IN THEIR EARLY YEARS. THEORETICAL ISSUES OF TEACHING FOREIGN LANGUAGE IN THE 1-4 FORMS

Total Physical Response is a strategy for learning second languages developed by James J. Asher. It is based on the way children learn their native language, that is, by acquiring listening comprehension before speaking, reading, and writing skills. It also includes the premise that learning a second language should be a natural experience with emphasis on communicative competence and realistic utterances. It perceives language globally, with attention to detail emphasized later in the learning process. Finally, it emphasizes use of the brain's right hemisphere, for implicit learning. It is proposed that language acquisition improves if beginning students are allowed to experience three stages of acquisition: comprehension (preproduction), early speech production, and speech emergence. Each stage requires a different kind of activity building on the previous stage's development. Studies have shown that teaching any second language to children at an early age greatly improves their chances of achieving fluency and a native-like accent very fast. The benefit of having a different lens from which to view and experience the world is a wonderful gift for a child. In fact, all of the scientific evidence points to children having nothing to lose and everything to gain by learning a foreign language. This is why it is important to fully support early immersion programs into a foreign idiom, which are the most effective ways for learning a foreign language. Field trips may also not seem like advanced educational strategy, but they work a lot like the educational tools and strategies of what is known as multi-sensory learning. Multi-sensory learning takes advantage of the way our senses - hearing, sight, and touch, primarily - reinforce one another while learning. Each sense builds toward a more complete experience of a concept or idea. Because it offers more than one way of experiencing something, it is ideal for children who naturally engage multiple senses in both learning and play. It is also ideal for the creation of the type of immersive environment that is so crucial for learning a second language. Learning a language is an extraordinary accomplishment for anybody. Yet everyone completes

this process and does so successfully at least once in their life with their native language at least. Linguists call the learning process doubtless the greatest intellectual feat any one of us is ever required to perform." Yet this achievement is often taken completely for granted by non linguists to whom the magnitude of this accomplishment only becomes apparent when they can step back and think of everything that goes into the first few teaching steps necessary toward language development and input; let alone the acquisition of a second, third or fourth language that can be typical of children from migrant backgrounds. Knowing another language expands the mind and opens doors to future opportunity. Language is at the very center of human communication and interaction. It is the bridge that connects us or the wall that may divide us. Language acquisition shapes a child's perception of the world and lays the foundation for much of what follows in life. Identity, friendship, work and travel. Whether there is still hope to better enable a child to form friendships worldwide or to open the door for a more fully appreciate world literature and arts, the most important benefit of learning a second language may simply be the different perspective and cross-cultural awareness that comes with it. It is reassuring for parents to know that linguistic experts all agree that there is no reason to delay the introduction of a second language and that the benefits of a second language grow with practice and fluency. Nancy Rhodes, Director of Foreign Language Education at the leading organization for language research, Center for Applied Linguistics in Washington, D.C., adds, "The more children learn about a foreign language the more they understand their own language." When a child reveals and deciphers even just a few words, it is a moment to be very proud. A great reason to celebrate his or her small successes and it may be the only motivation required for some children to open up to the world of knowledge. Foreign Languages teach and introduce people, traditions, lifestyles, food, clothing, landscapes, scents and increases children's interest in traveling. It awakes curiosity about others and develops empathy. Language teaching helps children connect with new things, open their minds and show respect for other cultures. It nurtures their appreciation for cultural diversity and therefore develops a better character. It shows them how to relate and understand the world around them. Verbal communication can make them learn about each other and

become very early, citizens of the world. In conclusion it demonstrates that we all share the same world; we all have hopes and dreams and therefore can come together as one!
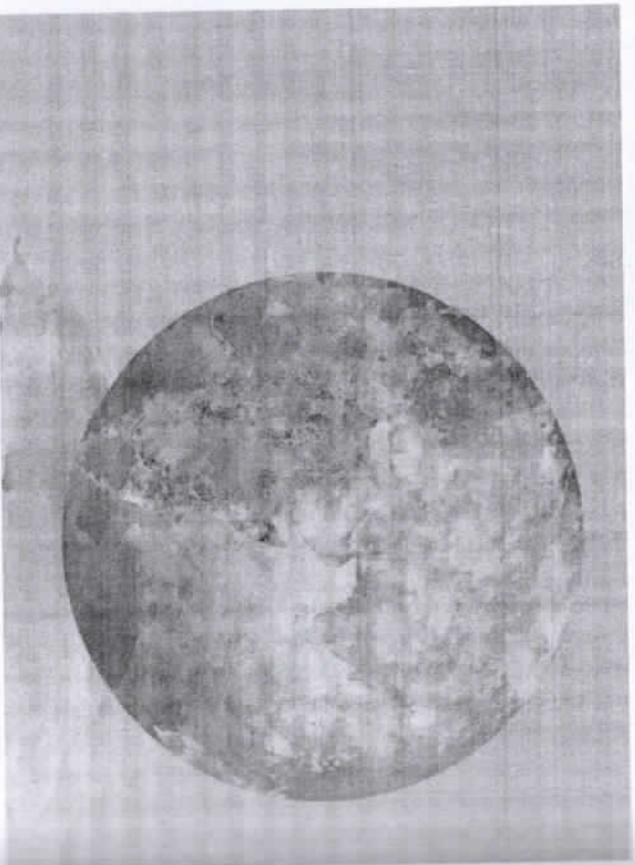
At Judit Horvath's nursery, foreign language learning – and the considerable early educational benefits it can provide – are but a magic carpet ride away... Jessica was only three years-old. At the time, she belonged to my key group and displayed a great amount of interest in my origins from the first time we met. Having built my teaching approach on what I learnt about child development at university, I believe that the more children know about the world around them, the better their opportunities will be when they grow up. So I introduced the children to my origins and the history of my life through stories, maps, songs and pictures, including some words from my native country, Hungary. One day, Jessica's mum asked me to talk to her in private; she informed me that due to some serious medical problems, Jessica would be spending a lot of time in hospital in the near future, and they therefore wanted to organise the party of her dreams for her

upcoming birthday. However, the only thing Jessica had asked for was to go on holiday to where the pigs say "rof-rof". When asked what this meant exactly, Jessica answered, "It's magic". Overcoming my surprise, I told Jessica's mum that this was the Hungarian version of "oink oink", and explained how Jessica had learnt this. I described how I pretend with the children that we are sitting on a magic carpet that can take us anywhere, and which lands when the children point to a place on the map. We then learn about the country the magic carpet has taken us to, including some words from the language of the country if we know them. A couple of weeks later, Jessica's mum informed me that they had visited Budapest and Jessica had had the time of her life although she was a little unsure of what the pigs really said, as "it sounded a lot like 'oink oink'"...

Is the magic...

Commenting on my conversation with Jessica's mum, a parent of a bilingual child once said, "It works almost like magic for them. They switch from one language to another automatically. They don't always seem to know what they say and why, but they can say it." Parents, practitioners and theorists have mixed views about what the optimal age to begin learning another language is. For a long time it was globally accepted that foreign language learning interferes with language development.

Today, the majority of research shows that far from interfering with development, learning other languages actually stimulates the learners along their entire learning curve. The brain plasticity theory of William James states that the brain has the lifelong ability to reorganise neural pathways based on new experiences. As we learn, we acquire new knowledge and skills through instruction or experience. In order to learn or memorise facts or skills, there must be constant functional changes in the brain, which represent the new knowledge. The ability of the brain to change with learning is what is known as neuroplasticity. This theory suggests that a young child's brain has a cellular receptivity to language acquisition that is controlled by a biological clock, which reduces the capacity to learn a language with age. Contemporary theorist Timothy S. Koby (Associate Professor of German Translation at [?] University) says that children have language acquisition devices that allow them to easily learn sounds, patterns and accents that carry

information.

The human biological predisposition to seek social contact indicates that young children, because of their genetic make-up, are more prone to the development of certain skills. The theory states that all human organisms are born with a unique capacity to learn a language, but the theory does not explain the differences in people's development later in life. Some researchers say that Konrad Lorenz's Imprinting theory gives the explanation: imprinting is the primary formation of social bonds and is also considered to be a special type of learning. Lorenz made the following discovery when observing newly hatched ducklings: he found that they behaved in a particular way if they were exposed to abnormal environments during the few critical hours after hatching. The newly hatched ducklings followed and became socially bonded to the first moving object they encountered. Even at maturity, these animals tried to court and attempted to mate with humans if these were 'imprinted' to them. Lorenz was impressed by the fact that a young bird does not instinctively recognise adult members of its own species but requires this special type of learning. Assuming there is a 'critical period' in the early years of children's development when imprinting occurs for language acquisition, the children's superior neuroplasticity enables them to adapt to anything through innate behaviours.

The benefits

Building on classic theories, a large group of researchers have focused their work on finding out more about the benefits of learning another language. Ellen Bialystok (whose work can be read about in more detail at baycrest.org) at the Centre of Excellence For Early Childhood Development conducted a research study with 137 bilingual and monolingual four- and five-year-olds, and realised that the understanding of and ability to recognise the symbolic relation between letters and sounds is much more highly developed in bilingual children, who therefore master reading more quickly.

A research study carried out by the Canadian National Network for Early Language Learning has also shown that those children who are bilingual develop the concept of object permanence more quickly, as they understand that an object remains the same even though it has a different name in another language. At the end of a national five-year project in England and Wales, the Centre of Information on Language

teaching and Research listed the main benefits of learning a foreign language at an early age. The teachers of the participating children said that the linguistic and social development and cultural awareness of these children was enormous.

Linguistic, speech & conceptual development

Children learn languages for a very simple reason: they want to express themselves. Their instinct for mimicking and copying helps them to learn and understand language structures very quickly. As they learn, they revisit their learning journey, repeat the concepts and by using the known contexts for discovering new ones, they create their individual pathways. Through repetition, they also create new opportunities to practise using language as a basic skill. Practising this skill in another language means that the children become more sophisticated in understanding their own learning, which helps them in nurturing young people. Close imitation and listening becomes more attractive in a different language where the 'boring' routine of practising articulation or recounting information is transformed into exploring something new.

Social development & cultural awareness

Interaction with others is the essence, as well as a method, of communication. Since it entails communicating in a completely new way, learning a foreign language almost presents the children with the gift of a new personality, which aids the children's imaginative play. Through learning another language children will learn about other countries, cultures and even work through physical limitations. Learning about other people creates the wonderful experience of opening horizons regardless of the children's immediate environment. Through the awareness of other cultures children will realise that things differ from place to place, and so too can their lives change and be different. They will become part of the whole world, and being 'global citizens' provides them with the ability to make informed choices and make the most of opportunities when they decide about their future career later in life.

The EYFS boosts the efforts of those who decide to teach foreign languages in early years. In the EYFS it is a necessary requirement for settings to educate children about other cultures, languages and countries. Each of the four themes – A Unique Child. Positive

Relationships, Enabling Environments, Learning and Development – has a principle, or, attached to the principle, a commitment related to learning about other people, respecting each person for who they are and learning to communicate in different ways. The principles state that children are especially interested in other people and in communicating with them using different methods to have 'conversations'. The EYFS also highlights that children are sociable and curious, exploring the world through relationships with others and through all their senses, and that they develop their competence in communicating through having frequent, enjoyable interactions with other people in contexts which they understand.

Every setting, being part of its wider community, may contain many different racial, cultural or religious groups. Even if it does not, those using the setting will be children and adults of various ages with different views, beliefs and backgrounds. When the setting values the local community, it can encourage the different community groups to work together for the benefit of all. Fulfilling the requirements of EYFS, a nursery has to provide all children with the opportunity to enjoy a full life in conditions that will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs. Good EYFS practitioners ensure that their own knowledge about different cultural groups is up-to-date and consider their own attitudes to people who are different from themselves. The EYFS gives all practitioners the confidence to teach foreign languages to very young children and, being a requirement for all settings, the benefits can be demonstrated to any sceptical parents. In my practice I often organise encounters with foreign languages for the children – my native Hungarian mainly, my colleague's Filipino and basic French and German. Throughout my early years career in the UK I have met only supportive parents and children who show total interest.

Language learning in practice

You cannot buy the magic carpet, you have to create your own by using anything you already have. And, of course, you can only take the children on the magic carpet if they are interested in going. Some parents will probably express their concern that learning another language may confuse the children and influence the development of their native language knowledge. While practitioners always need to

ask parents' permission before starting, they can use the results of academic research to show parents the real effects of learning foreign languages.

People often confuse the effects of learning a second language with being bilingual. It is true that children who are bilingual tend to have a smaller vocabulary in both languages, but at the same time they understand the patterns of grammar much more readily. And starting to learn a foreign language at the time children can already speak their first at around age four, does not have the same effects anyway.

Which language you choose to teach is not the main part of this education – the important thing is experiencing another language and being able to make connections between the objects, the meanings of words and the understanding that print carries meaning. Local libraries offer a wide variety of children's bilingual books with an audio resource (CD, DVD). Children's DVDs almost all have an option to change the language. The BBC's Muzzy is a language course developed specially for children, with a large variety of stories and games. Many channels offer TV programmes with different languages (for example, Dora the Explorer or Barney the Friendly Dinosaur). There are a number of websites that provide classic nursery rhymes with the lyrics translated into a foreign language. The language and the teaching methods employed are really of secondary importance – you just need to start and to focus on regular practice

Amaliy mashg'ulot mavzulari

1. Psychological, didactic and linguistic bases of early learning

20 Psychological Principles That Will Help Your Students Learn More Effectively

Teachers are exposed to a constant barrage of methodologies that promise to improve both instructional strategies and student learning through institute days, team meetings, seminars and the media. While some of this information is helpful, some of the suggestions have little or no empirical data to support their effectiveness. The Coalition for Psychology in Schools and Education (CPSE), a group of psychologists and psychology teachers within APA, recently announced the publication of the "**Top 20 Principles from Psychology for pre-K to 12 Teaching and Learning.**" The Top 20 document was created by psychologists representing a wide range of divisions, including those focused on education, school, developmental, social, cognitive, psychometrics, media, counseling and clinical psychology. Each of the contributors has some expertise in the application of psychological science to early childhood, elementary, secondary, gifted or special education; social/emotional learning; or school climate. The principles are organized into five areas of psychological functioning: cognition and learning; motivation; social and emotional dimensions; context and learning; and assessment. Each of the individual principles listed in the document includes an explanation of the concept, its relevance

instruction, specific tips for teachers and a comprehensive list of related references. Although the Top 20 principles are designed to apply psychological science broadly to pre-K to 12 teaching, they can be utilized specifically to enhance the curriculum of introduction to psychology courses and help students develop skills that will help them learn more effectively in all of their classes. Below is a review of the principles and potential applications for their use in teaching high school psychology.

Cognition and learning: How do students think and learn?

A great deal of research from cognitive and educational psychology has discovered how thinking and learning can be improved in the classroom. The first eight principles highlight some of the most important aspects of teaching and learning related practices that impact student growth.

1. Growth mindset

students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

Research shows that learners who hold the growth mindset that intelligence is malleable, and success is related to effort level are more likely to remain focused on goals and persist despite setbacks. A great way to start off the year in a psychology class is with a discussion of growth versus fixed mindsets because it helps students understand how beliefs about intelligence can influence their own academic success. For more information about fixed and growth mindsets and how they impact student performance, see the **TED talk by psychologist Carol Dweck. A TED talk by Angela Lee Duckworth** discusses how student motivation can be examined in the context of motivation and illustrates how the personality trait of grit, which is correlated with success, can be developed through teaching of a growth mindset. In addition to the numerous specific ideas in the Top 20 document for how instructors can encourage students to develop a growth mindset, there is also an APA online module on praise that offers excellent examples of how instructors can best frame communication with students to foster a growth mindset.

2. Prior knowledge

What students already know affects their learning.

Research shows that prior knowledge influences both conceptual and conceptual change in students. With conceptual growth,

students add to their existing knowledge, and with conceptual change, students correct misconceptions or errors in existing knowledge. Facilitating conceptual growth or change requires first obtaining a baseline level of student knowledge prior to the start of each unit through formative assessment. One way to assess prior knowledge involves starting the unit with a short list of five to ten true/false statements and having a class discussion about the results. The results of this discussion can guide the selection of assignments and activities that will be appropriate for facilitating either conceptual growth or conceptual change. Prior knowledge can be used to help students incorporate background knowledge and draw connections between units during the course.

3. Limits of stage theories

Students' cognitive development and learning are not limited by general stages of development.

Research indicates that cognitive development and learning are not limited by general stages of development. It is important for instructors teaching Piaget's cognitive stage theory to also reference the limitations of this approach. Psychology curricula should highlight the significance of Lev Vygotsky's theory of zone of proximal development and the critical role that interactions with those who are more capable can have on learning and growth. Instructors can use this research to facilitate learning by designing instruction that utilizes scaffolding, differentiation and mixed ability grouping. It is also critical that the most advanced students have the opportunity to work with others who will challenge them, including other students or the instructor.

4. Facilitating context

Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated.

Student growth and deeper learning are developed when instructors help students transfer learning from one context to another. Students will also be better able to generalize learning to new contexts if instructors invest time in focusing on deeper learning. One method of developing this skill is to have students use their understanding of a particular unit to generate potential solutions for real-world problems. APA Teachers of Psychology in Secondary Schools (TOPSS) offers an excellent example of this type of assignment with the **problem-focused unit on childhood**

adiposity (PDF, 260KB).

5. Practice

Acquiring long-term knowledge and skill is largely dependent on practice.

This principle details empirically based strategies that will help students more effectively encode learned materials into long-term memory. In addition to those in the memory unit, examples from this principle can help inform instruction throughout the course. By issuing formative assessment frequently through practice problems, activities and sample tests, instructors can help students increase their knowledge, skills and confidence. Additionally, instructors conducting practice activities at spaced intervals (distributed practice) will help students achieve greater increases in long-term retrieval ability. Practice tests should include open-ended questions that require both the retrieval of existing knowledge and the challenge of applying that information to new situations or contexts, thus also incorporating principle four. See also the **APA teaching module on practice for knowledge acquisition.**

6. Feedback

Clear, explanatory and timely feedback to students is important for learning.

This principle highlights the importance of instructor responses and indicates the best manner in which to deliver feedback to students in order to maintain or increase motivation to learn. Providing students with clear, explanatory and timely feedback is important for learning. The APA publication titled "**Using Classroom Data to Give Systematic Feedback to Students to Improve Learning**" provides additional information about feedback methods including five key strategies.

7. Self-regulation

Students' self-regulation assists in learning and self-regulatory skills can be taught.

Self-regulation skills, including attention, organization, self-control, planning and memory strategies, improve learning and engagement and can be taught through direct instruction, modeling and classroom organization. Teachers can model organizational methods and assist students by highlighting learning targets at the start and conclusion of lessons, using classroom calendars, highlighting difficult concepts that will require more practice, breaking large projects into manageable

components, using well designed rubrics and allowing sufficient processing time through questioning, summarizing and practice, Psychology students can apply this research to their own study habits such as learning to practice self-control by limiting the distractions presented by cell phones and social media. Students can also be encouraged to design experiments related to the limits of attention and discuss the practical implications of their results.

8. Creativity

Student creativity can be fostered.

Creativity is considered a critical skill for the technology driven world of the 21st century and because it is not a stable trait, it can be taught, nurtured and increased. This principle describes specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving. Creativity in the psychology classroom can include opportunities for student-designed research projects, video projects, demonstrations and model building. The **TOPSS unit lesson plans** include a variety of ideas for creatively engaging students.

9. Intrinsic motivation

Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve.

This principle is directed at how instructors can increase intrinsic motivation through classroom practices and activities that support the fundamental need of students to feel autonomous. It is important to note that not everything of importance is intrinsically motivating to all students and that there is a place for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are typically discussed, students can examine their personal motivations and how they influence their success. Lastly, students can examine the research related to the overjustification effect, also discussed in this principle.

For more information about motivation and the over-justification effect and how they impact student performance, see the **TED talk by psychologist Dan Pink.**

10. Mastery goals

Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Students who form mastery goals are focused on attaining new skills on increasing existing ability, but students who develop performance goals typically are focused simply on showing adequate ability. When students set performance goals, they have a tendency to avoid tasks that might expose weaknesses and end up missing opportunities that would foster the development of new skills. Those with mastery goals are more likely to be motivated to learn new skills and achieve higher levels of competence. Principle 10 provides specific methods for organizing instruction that can be used to help students choose mastery over performance goals although under certain circumstances such as competitions, performance goals may be more appropriate.

11. Teacher expectations

Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.

The beliefs that teachers have about their students affect students' opportunities to learn, their motivation and their learning outcomes. Psychological research has uncovered ways for teachers to communicate high expectations for all students and avoid creating negative self-fulfilling prophecies. When discussing self-fulfilling prophecies and the Rosenthal and Jacobson study during the social psychology unit, Principle 11 can be used by teachers to show students how they can prevent negative self-fulfilling prophecies.

12. Goal setting

Setting goals that are short term (proximal), specific and moderately challenging enhances motivation more than establishing goals that are long term (distal), general and overly challenging.

This principle explains how students can use short-term (proximal), specific and moderately challenging goals to increase self-efficacy and build toward larger goals. Students should maintain a record of progress toward their goals. After students experience success with moderately challenging proximal goals, they will be more likely to become intermediate risk takers, which is one of the most significant attributes

present in achievement-oriented individuals. As a result, they will be capable of achieving larger distal goals. Tips based on this principle can easily be used to create engaging class assignments for the motivation unit in the introduction to psychology curriculum.

Social and emotional dimensions: **Why are social context, interpersonal relationships and emotional well-being important to student learning?**

These principles reflect the importance of relationships, culture, community and well-being on learning. They focus on how instructors can help students by fostering healthy relationships with them and an interest in their lives outside the classroom.

13. Social contexts

Learning is situated within multiple social contexts.

Principle 13 emphasizes how the various communities students belong to (e.g. families, peer groups, schools, neighborhoods) and their culture (e.g. shared language, beliefs, values and behavioral norms) influence learning. This principle is related specifically to many concepts from social psychology (e.g., norms, attribution theory, individualistic versus collectivist cultures) and provides suggestions for incorporating culture into every unit to increase student engagement and build stronger relationships. Introductory psychology classes can incorporate opportunities for students to engage with the larger community through service-learning projects, guest speakers and psychology clubs. TOPSS has developed a teaching module that includes background information and activities for expanding student understanding regarding culture and social contexts titled "**An Introduction to Cross-Cultural Psychology**."

14. Interpersonal relationships

Interpersonal relationships and communication are critical to both the teaching- learning process and the social development of students.

This principle provides detailed and specific guidelines for improving both teacher-student and student-peer relationships in the classroom. See also the **APA teaching module on improving students' relationships with teachers** for essential supports for learning based on this principle.

15. Well-being

Emotional well-being influences educational performance, learning, and development.

Various components of emotional well-being can be included

42

many psychology units, such as self-concept and self-esteem (social psychology), self- efficacy and locus of control (motivation and personality) and happiness and coping skills (emotion and stress). TOPSS has developed a teaching module that includes background information and activities related to **positive psychology** (PDF, 141KB) and the science of improving emotional well-being.

Context and learning: **How can the classroom best be managed?**

The two principles related to classroom management emphasize how to develop a classroom climate that enhances learning.

16. Classroom conduct

Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

Numerous research-based ideas are presented for both correcting inappropriate student behaviors and for establishing appropriate replacement behaviors at both the classroom and school-wide levels. See also the **APA teaching module on classroom management** and the **APA video modules on classroom management.**

17. Expectations and support

Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.

This principle highlights practical techniques to create a culture of high academic achievement and positive classroom behavior at both the classroom and school levels. The Top 20 document references information about **restorative practices and social and emotional learning** that includes a variety of specific and practical strategies for building teacher-student relationships.

Assessment: **How is student progress assessed?**

The three principles devoted to the process of student evaluation discuss methods for creating and implementing valid and fair assessments that contribute to student learning.

18. Formative and summative assessment

Formative and summative assessments are both important and useful, but they require different approaches and interpretations.

Formative assessments are typically used as a part of everyday practice and are given either prior to or during instruction. Such tools are

43

designed to collect evidence regarding the progress of student learning in order to provide effective guidance. Summative assessments, on the other hand, result in an overall evaluation of student learning or program effectiveness and are typically utilized at the end of a unit or course thus having more limited impact on current instruction. Frequent use of formative assessment accompanied by immediate and specific instruction helps students achieve learning goals and assume a greater responsibility of their own learning process. The analysis of data collected through formative assessment allows the instructor to differentiate instruction and provide appropriate individualized support. See also the APA **teaching module on formative assessment.**

19. Assessment development

Student skill, knowledge, and ability are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Formative and summative assessments need to be evaluated for both reliability and validity. The Top 20 document provides instructors with four essential questions that can be used to evaluate the overall validity of a particular assessment for measuring student learning and tips for measuring reliability. Instructors can improve the reliability and validity of formative and summative assessments by aligning them to learning targets, utilizing item analysis, discussing the results with other educators, and monitoring outcomes for discrepancies across groups or subgroups of students. During the unit on intelligence and individual differences, it can be helpful to demonstrate to students how the exams they are taking can be evaluated for content validity by illustrating how the assessments are aligned with learning targets or the **National Standards for High School Psychology Curricula.**

20. Assessment evaluation

Making sense of assessment data depends on clear, appropriate and fair interpretation.

Effective teaching requires that instructors be able to accurately interpret test results and clearly communicate the results to students and parents. Students can use what they learn about testing and statistics to evaluate the various assessments given in class for reliability and validity. Discussions of descriptive statistics are more meaningful when students examine their own assessments.

Seven reasons for using art in the classroom

1. **Art uplifts** It doesn't matter what a teacher wants to achieve. It doesn't matter which subject he or she teaches. It's all the same; students learn better when they are uplifted and one way to uplift is making more that decorating the classroom walls with images from an inspired art calendar.

2. **Art is an accessible resource** Whether we are considering illustrations in children's books, the graffiti that we pass on the way to work, or that new piece of architecture that is getting everyone talking (or complaining!), art is all around us and it affects us all.

3. Art offers variety

It always pays to vary the materials and techniques that we use with our learners. Variety is the spice of life and art can be regarded as an additional resource which can be used at any time to change the pace of the class.

4. **Art is a springboard to learning**

Art arouses curiosity and can open the door to virtually any subject or topic. It can take us on journeys, lead us to discovery and help us to develop critical thinking skills.

5. **Art seeds creativity**

Art sparks imagination and emotion and may act as a key for unlocking creative thought.

6. **Art is authentic**

Perhaps the opposite of art is artifice, and the language classroom is no stranger to that. By using art in the language classroom, we take a step towards creating a learning environment that comes to resemble the real world.

7. **Art is communication**

This does not necessarily mean that every artist has an explicitly intended message or agenda to convey through his or her work. By communication, we could be considering the personal responses – good or bad – that art evokes in us. Perhaps a piece of art will remind us of dreams or personal experiences we have had. Perhaps it will reveal information about its creator. Or perhaps it is laden with symbolism and requires to be 'read'. Sometimes the best way to 'read' art is to take a good look at it and then share thoughts. This is why the subject may be such a great one for the communicative language classroom.

2. Crucial differences between teaching pre-school children in the kindergarten and teaching children in primary grades in the elementary school

Vocabulary building

1. Put the students in pairs and hand out the worksheet.

2. Ask the students to look at the phrases and explain the meaning of each one. Allow them to use a dictionary.

3. Check the meaning of each of the phrases by asking different students to explain each one.

4. Next, ask the pairs to work together and describe places they have visited or seen using as many of the phrases as possible. Give students five minutes or so to do this. Monitor and listen to some of the descriptions.

5. Ask a few students to share some of their descriptions with the rest of the class.

6. Next, ask the students to look at the picture and write down as many sentences as they can to describe their impression of the place. Ask the students to use some of the sentence patterns given and the vocabulary from the fi rst activity. Give the students a few minutes to do this in their pairs.

7. Monitor and help where necessary.

Te ac he r's no tes

8. Put the students in groups of four (two pairs together) and get them to compare their sentences with each other.

9. Ask a few students to share some of their descriptions with the rest of the class.

Reading

1. Ask the students to read the article quickly and decide on the best heading.

2. Put the students in pairs and get them to discuss and compare their answer.

3. Check the answer as a class.

Key: C) A place to remember

4. Next, ask the students to read through the article again and fi nd the words and expressions used to describe each of the things from 1 – 7.

5. Put the students in pairs and get them to check their answers together.

46

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6. **A**ttention and help where necessary.
7. **C**heck the answers as a class.

Key: 1. beautiful freshwater / crystal clear; 2. surrounded by grassy meadows and rolling hills; 3. rocky / snow-covered; 4. mysterious and dense; 5. picturesque; 6. on dramatic rugged cliffs / overlooking the lake; 7. breathtaking

Note: The main purpose of this activity is to draw attention to the use of some of the descriptive language used in the article. The article includes a number of the phrases from part 1.

Writing

Note: This activity is designed to be a semi-controlled writing activity. It is very similar to an early activity (the second one of the vocabulary building), but is designed to get the students to use the language to describe somewhere they know. In other words, to personalise the use of the language.

1. Ask the students to think of a place they know quite well and that they could describe using

2. some of the phrases from the vocabulary activity at the start of the lesson.

3. Then, ask the students to write some sentences describing the places using some of the sentence stems / prompts from the box. Encourage them to use the earlier vocabulary wherever possible.

4. Monitor and help where necessary.

5. Put the students in pairs or small groups and ask them to share their sentences with each other.

6. Finally, if there is time, ask the students to write a paragraph using some of their sentences.

Practice exam question

Note: This can either be done in the class (preferable) or set for homework.

1. The students should read the task rubric telling them what they need to do.

2. They should make notes about key ideas before they start writing.

3. Give the students a time limit of 30 minutes for this activity.

Suggested marking scheme:

Total mark out of 20 with each criteria worth up to 5 marks.

Content – answering the question 5 – answers the question and all

47

the information included

4 – answers the question but one or two things missing 3 – answers the question but a number of things missing 2 – tried to answer the question but quite a lot missing

1 – failed to answer the question

Range of vocabulary and grammar 5 – used a wide range of vocabulary and grammar appropriate to the task

4 – used a wide range of vocabulary and grammar but not always appropriate

to the task 2

3 – used a fairly wide range of vocabulary and grammar appropriate to the task

1 – used a limited range of vocabulary and grammar

1 – used a very limited range of vocabulary and grammar

① Vocabulary building

Work in pairs. Read the phrases and use a dictionary to explain their meaning. Then, name as many places as possible that you have visited, seen or heard of which can be described using these words.

- unique natural beauty
- picturesque open-air museum
- dramatic rugged cliffs
- mysterious dense forest
- magnificent historic monuments
- majestic and tranquil countryside
- emerald valley
- rocky snow-covered mountains
- grassy meadows
- fast-flowing meandering rivers
- cascading waterfall
- freshwater lake
- spellbinding views
- vast open fields
- breathtaking steep slopes

Look at the picture and imagine you are there. Write down as many sentences as you can to describe your impressions of the place. Use some of the phrases above.

48
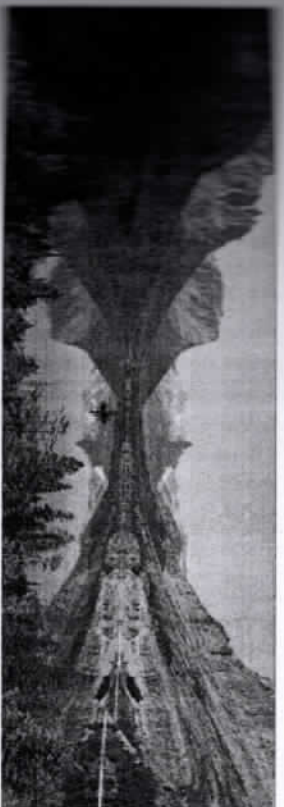
Reading

Read the article and choose the best heading: a.

a. Where I live
b. The history of Bled
c. A place to remember

It's probably true that we all have places from our past that have special memories for us. Sometimes, this might be because of a special event that took place there, for example our first family holiday, a time when we broke a leg or our first kiss. For some places, it might simply be the unique natural beauty that took our breath away.

One such place for me was Lake Bled in Slovenia. The place is really one of a kind – a beautiful freshwater lake surrounded by grassy meadows and rolling hills. On a clear day you can see the peaks of some rocky, snow-covered mountains to the north, while to the west of the lake is the start of a mysterious dense forest.

The place is renowned for the tiny island in the centre of the lake with its picturesque church. To get to the church you need to take a small boat across the lake and then walk up the 99 steps that lead to the top. Crossing the lake is a beautiful experience in itself as the water is crystal clear and you can see the bottom of the lake beneath you.

Just to the north of the lake perched on dramatic rugged cliffs, overlooking the lake, is Bled Castle. From here there are some breathtaking views across the lake and the surrounding countryside.

49

It is difficult not to fall under the spell of this unspoilt and tranquil place and it is this that makes the place absolutely unforgettable. I get the impression that it is somewhere that people love returning to relax and chill out. If you've never visited Lake Bled before, you really should plan a visit to this beautiful location.

Read the article again. How are the following things described?

1. around the lake
2. the mountains north of the lake
3. the forest to the west of the lake
4. the church on the island
5. where Bled Castle is situated
6. the views from Bled Castle

Writing

Think of a special place you know quite well. Then, write sentences using the sentence stems in the box below.

Useful language

What makes this place special for me is ... The place is really one of a kind ...

What makes this place unique is ...

It's ... that makes the place absolutely unforgettable. The places is renowned for ...

The beauty of the place with it's ... can be compared to nothing else. I get the impression that ...

The views are ...

Now, use some of your sentences to write one paragraph of an article describing this special place.

Theoretical issues of teaching foreign language in the 1-4 forms

1. The core text or the main textbook used in a specific class is a student's
   - [ ] authentic text
   - [ ] graded text
   - [ ] coursebook

Most audio-lingual materials are designed to help learners develop their skills.
   - [ ] reading and writing
   - [ ] spelling and punctuation
   - [ ] listening and speaking

Equipment, supplies, supplementary materials etc that teachers take to a class can be called
   - [ ] authentic materials
   - [ ] teaching aids
   - [ ] realia

4. Teachers use supplementary materials   a textbook or coursebook.
   - [ ] in addition to
   - [ ] instead of

5. A graded reader always targets   reading level.
   - [ ] a specific
   - [ ] an unspecified
   - [ ] a below-average

6. Authentic materials used in a classroom are materials taken from
   - [ ] a self-access centre
   - [ ] the real world
   - [ ] authorized sources

7. Which can be called an "authentic text"?
   - [ ] a graded reader
   - [ ] a newspaper article
   - [ ] 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?

○ supplementary materials
○ really objects
○ realia

9. Supplementary materials for learners such as books, handouts, audio-lingual or AV files, apps etc are found in a school's

○ self-access centre
○ virtual classroom
○ supplementary centre

10. Materials centred around certain skills such as reading, listening, pronunciation etc are called ____ materials.

○ authentic
○ audio-lingual
○ skills-based

1. This connects your head to your body.
2. This is between your hand and your arm.
3. This is between your foot and your leg.
4. This is where the lower part of your leg meets the upper part of your leg.
5. This is where the lower part of your arm meets the upper part of your arm.
6. You see with these.
7. Your arm meets your body here.
8. This is where your legs meet your body.
9. This is the upper part of your leg.
10. This is on top of your neck!
11. You have five of these at the end of each foot.
12. You use this to smell.
13. You have four fingers and one of these on each hand.

A. Use seven different parts of the body from >
B. Use seven different parts of the body from >
A as verbs in the correct form to fill the gaps below.

1. Do you .... your way through queues and crowds or do you wait patiently at the back?
2. Do you know anybody who enjoys .... around, taking a very close interest in other people's lives?
3. Do you enjoy .... a lot of responsibility at work or do you

52

prefer to let others make the decisions?
4. Where are you .... after the lesson? Are you going home?
5. When was the last time somebody .... you up? Did you start flirting back?
6. Have you ever .... a lift? In what situations might you consider travelling in a stranger's car?
7. When you were a teenager did you .... the line or did you break the rules? >

8. Ask your partner the questions in > B. > D. Use the following below in the correct form to fill the gaps in the sentences below. breathe down someone's neck a chip on one's shoulder give someone the elbow see eye to eye fall/be head over heels in love all fingers and thumbs look down one's nose tread on someone's toes

1. Do you .... with all your colleagues? Do you agree with them about most things?
2. Do you know anyone who .... at you? Why do they consider themselves to be superior?
3. Do you know anyone who has .... ? What does s/he resent so much?
4. Does your teacher (boss, etc) .... all the time? Does s/he supervise you too closely?
5. In which situations are you .... ? Why are you clumsy in such situations?
6. When was the last time you .... ? What did you say to offend them?

8. Ask your partner the questions in > D. > F. Put the cosmetic surgeries below into the correct column. There is one you don't need to use. Surgical Cosmetic Procedures Men's Top Four Women's Top Four tummy tuck facelift breast reduction breast enlargement eyelid surgery liposuction (x2) rhinoplasty (nose job)

1. .... 2. .... 3. ....
2. .... 2. .... 3. ....
3. ....
4. .... 2. .... 3. ....
6. Discuss the questions below with your partner.

53

1. How many of the answers in > F surprised you? Why?
2. Would you consider having cosmetic surgery? Why/not?
3. If you had to have one of the cosmetic procedures in > F, which would you choose?
4. Should teenagers be permitted to have cosmetic surgery if they are unhappy with their bodies?
5. How much care do you take of your body? How could you take more care of it?
6. How important is it to stay in shape in your culture? Do you think it should be more or less important?
7. How important is appearance in your culture? Do you think it should be more or less important? Why?
8. What is the difference between self-respect and vanity?
9. What is your opinion of body piercing or tattoos?
10. How have attitudes to people's bodies (both men's and women's) changed over the last 50 years or so

8. CONTEMPORARY FOREIGN LANGUAGE TEACHING METHODS FOR CHILDREN IN THEIR EARLY YEARS

Foreign languages were introduced formally within the primary school curriculum in England in 2014 for the first time. Children at Key Stage 2 (age 7–11) now study one foreign language for up to one hour per week (in 99% of schools, Language Trends 2016/17). It can be any modern or ancient foreign language and the focus should be on enabling pupils to make substantial progress in one language. The Department of Education states 'liberation from insularity' and an 'opening to other cultures' as the principal purposes for introducing language learning in primary school. This makes it an opportune time to reflect on the advantages and disadvantages of an early start, and what challenges it poses.

There are two main reasons behind the introduction of foreign languages in primary classrooms. The first is the belief that 'the younger the better', the idea that young children are intrinsically better language learners, and will therefore become more proficient more quickly. The second is that in an increasingly globalized world, intercultural competence is essential, and that it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. More recent arguments are based on the cognitive advantages that learning a foreign language brings (such as enhanced problem solving, attentional control or ability to switch tasks, and on the claim that it helps with literacy in English but these arguments have not yet filtered into public discourse.

However, the government policy which made learning a foreign language compulsory in English primary schools from Key Stage 2 was almost exclusively linked to the first of these motives. But what is the research evidence? In the first part, I will briefly review how young children learn by comparison with teenagers and adults, and what expectations can reasonably be entertained given this evidence. I will then draw some of the implications of this evidence for policy.

Is younger better? What is the research evidence?
The belief underlying the introduction of foreign languages in primary schools is that teaching foreign languages early to young children, when they are most receptive, could close the gap which currently exists

between our young people and their European counterparts in terms of foreign language capability, making them more competitive on the global market. After all, we just pick up our mother tongue effortlessly as young children, so the logic is that if we teach children early enough, the same will happen with foreign languages. This view was stated, for example, by Prime Minister Tony Blair in 1999: 'Everyone knows that with languages, the earlier you start, the easier they are'. This popular view has its theoretical foundations in the so-called 'Critical Period Hypothesis', which claims that children are born with an innate language faculty which atrophies with age, and that it is therefore important to tap into these innate mechanisms before the critical age when they disappear.

But what is the research evidence? It is important to distinguish between children immersed in the new language they are learning, for example as immigrants in a new country, and children exposed to a foreign language in the classroom, a few hours a week at best, and usually less than an hour per week in the vast majority of English primary schools.

In the case of immigrant children, there is much research evidence that young children are actually slower than older learners at the beginning of the learning process. Many studies have shown that adolescents and young adults are faster learners on all measures of language proficiency. Young children, however, eventually catch up with older learners and typically become indistinguishable from native speakers, which is usually not the case for adults. So, in the case of immigrant children, earlier does seem better, but only in the long run, and only where children are given plenty of time and opportunity to make the most of the abundant language input they are exposed to. This advantage has often been linked to the Critical Period Hypothesis mentioned above.

In the context of foreign language learning in the classroom, are primary school children also more likely than older students to reach native-like proficiency in the long run?

All research investigating whether earlier is better in instructed contexts points in the same direction:

• Young children are very enthusiastic and love learning foreign languages. They find it fun and they enjoy discovering new worlds and new ways of saying things.
• Young children are slower at learning languages than adolescent

learners, in all aspects of language. To my knowledge, only one study by Emilie Larson-Hall found a small advantage for an early start, but in that study, the children had six to eight hours of instruction per week, but 44 weeks a year over six years, making the context of learning very different from the one or two weekly hours in other studies.

Probably the most ambitious piece of research investigating the role of age in early foreign language learning in the classroom is the Barcelona Age Factor (BAF) project (Muñoz 2006). Carmen Muñoz and her team capitalized on the fact that the government changed the age at which English was introduced in the classroom in rapid succession, creating a natural experiment whereby they were able to compare second language learners having started at ages 8, 11, 14 and over 18. Muñoz was able to follow a large number of learners over a long period of time (learners were tested after 200, 416 and 726 hours of instruction). The team then compared their learning on a wide range of measures testing all 4 macroskills: speaking, listening, writing and reading. They found that with the same amount of instruction, late starters were consistently faster and more efficient learners on all measures.

Most of the research to date has focussed on the learning of English as a foreign language, in countries where there is much pressure for children to learn English in order to become successful global citizens. But what happens in England, where children grow up speaking the international language, and where the cultural context as well as inconsistent commitment from successive governments make the learning of foreign languages anything but central to the educational agenda? In a recent study we compared how children aged 5, 7 and 11 learn French in the classroom in England. All children were complete beginners at the start of the project and received two hours a week of similar instruction from the same teacher over 19 weeks. This study found that the older children learned faster, as they were better able to use a range of cognitive strategies to aid their learning, and they also used their more advanced literacy skills to support their foreign language learning. The younger children, however, were the most enthusiastic, as reported by many studies (e.g. Cable et al. 2010).

So, is younger really better when learning a foreign language in the classroom? That depends on what we understand by 'better'. If

'better' means faster linguistic progress, the research evidence tells us that older children outperform younger children; their greater cognitive maturity helps them make the best of the limited input and explicit instruction. The very small number of studies which have found a small advantage for an early start were in instructed contexts with many hours of instruction per week. It seems that young children, learn mainly by doing rather than by conscious learning, that is, they learn more implicitly than older children. As a result, they need abundant input and rich interaction to allow their implicit mechanisms to work.

After all, it is estimated that children learning their native language are exposed to 17,000 hours of input by age 4. The one hour per week in the national curriculum bears no resemblance to this quantity of input, and therefore policy expectations must be realistic in terms of linguistic development of foreign languages. At the rate of one hour per week, it would take 425 years for children in a classroom to match the input of children learning their native language!

If on the other hand, 'better' means developing an enthusiasm for learning languages, as well as changing cultural perceptions about the centrality of languages to education by embedding them in the curriculum from the start, then much of the evidence suggests that younger is better. In our recent study comparing 5, 7 and 11 year olds learning French in England, 96% of the 5 year olds enjoyed learning French, and 88% of the 7 year olds did so too. It seems that even an hour per week has the potential to awaken a lifelong interest in foreign languages, which must be welcome in a country where foreign language learning is undervalued and in crisis.

However, this enthusiasm clearly requires nurturing if it is to persist. In our study, the youngest children expressed short term and intrinsic reasons for liking French. It is fun; it is different from their other subjects, and they like learning about different countries. By the time they reach age 7, however, children have started realising that learning a foreign language is hard work and that it takes a long time to be able to hold a basic conversation. The common belief that learning a foreign language early equates with it being easy to learn does not really match their experience, and the popular belief that the English are not good at learning foreign languages is reinforced, when in fact the likely cause is the lack of time and effort spent on language learning. Further

challenges arise as children get older. Under present conditions in England, they are likely to encounter problems and discontinuity in language learning at the point of transition from primary to secondary school, which may be at least temporarily demotivating. The curriculum also becomes more focussed on examinations, which are perceived as difficult in Modern Languages. More broadly, the misconception grows that if you speak English, you do not need to learn foreign languages as everyone speaks English.

Challenges and implications for policy

In the following section, we discuss the implications of these research findings on the role of age in instructed contexts, for the policy challenges facing the early introduction of foreign languages in primary schools.

Challenges

The rationale behind the introduction of languages was firmly that earlier is better in terms of developing proficiency in the target foreign language. These expectations are problematic for a number of reasons:

• **Limited input:** Research has shown conclusively that language proficiency does not develop faster in younger children, and the expectations placed upon primary school aged children and their teachers concerning the learning that is possible in one hour a week are somewhat unrealistic. The Languages Programmes of Study (Department for Education 2013: 1) specify that all pupils should understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied'. Whilst the curriculum incorporates several hours a week of foreign language teaching these aims are likely to be over-ambitious, as the limited amount of input will not allow for the implicit learning mechanisms typical of early childhood, that is, learning by 'doing', to engage with the input in a meaningful way. Older children are able to use their more developed cognitive capabilities and literacy skills to

support their learning; younger children are not yet able to do so. It is worth noting that the one hour per week is well below the several hours per week offered in many countries (European Commission 2012; OECD 2014). The policy implication is that either the number of weekly hours needs to be increased considerably, or expectations adjusted.

• **Teaching delivery**: Research has shown, unsurprisingly, that specialist teachers are more successful at teaching foreign languages than teachers who have a poor command of the language, and/or who have received little or no training in foreign language pedagogy. There is, however, a huge shortage of specialist teachers, which is unlikely to be solved in the near future, given the decrease in Modern Languages graduates being trained in universities. Consequently, many models of language teaching delivery are currently used in schools, ranging from the employment of one dedicated language teacher for the whole school (only viable in larger primary schools), the use of a peripatetic specialist teacher going from school to school, or, in many schools, the class teacher teaching the language; and perhaps learning it at the same time as the children.

• **Resources**: The introduction of the new policy took place at a time of declining resources, which greatly limited the support available for schools, through e.g. the disappearance of regional languages coordinators. The Routes into Languages project which supports schools in the promotion and delivery of foreign languages, was only centrally funded until July 2016. Schools have had to deliver this initiative with no extra resources and inconsistent support.

• **Transition from primary to secondary schools**: The transition from primary to secondary school has consistently been flagged up as a major challenge to progress in foreign language learning, ever since the first pilot introducing French in primary schools in England in the 1970s, and recent evidence suggests that the problem endures (Ofsted 2015; Tinsley and Board 2016). There is currently very little joined-up thinking about how the transition from primary to secondary schools is managed, with secondary schools receiving children from primary feeder schools with hugely varying practices, not to mention languages, and little coordination between the two. Children are typically taught languages together in year 7, the first year of secondary school, whether

have already studied the chosen language in primary school or not. This does not make for an ideal learning context, and it can be demotivating for learners, as well as for the teacher who typically has in some cases children do not have any language skills.

These issues put together make it very difficult to see how the primary foreign languages initiative can be successful, IF its primary goal is increased proficiency and if its success is measured exclusively in terms of proficiency. The expectations are just too high, given the amount of teaching and the current resources and provision.

Implications for policy

The research evidence we have discussed, and the challenges it raises for the implementation of the primary language policy, do not mean that this initiative is not important and that it cannot be a success. However, it would need to be thought about differently with expectations matched to what research has shown about the way in which young children learn and what motivates them. What is needed is a clear vision of the purpose of introducing young children to foreign languages, and of how the teaching of primary foreign languages can be integrated successfully within the primary foreign languages curriculum as a whole, all the way through to GCSE, paying particular attention to evolving learner motivation and to the transition from primary to secondary school.

Research has shown that what really motivates young children is the fun of language learning; not only the fun activities typical of the primary language classroom, but also learning about another culture and its language; learning about children in other countries, what they do, how like/unlike them they are, how they speak etc. Regular opportunities for direct contact with foreign language speakers (including of course children) are highly motivating. Additionally, learning a foreign language helps children with their literacy skills in English, as well as offering other recognized cognitive benefits. The motivational, cultural, and cognitive benefits of language learning need to be stated more positively to ensure adequate recognition of their importance and value in the national curriculum.

Primary school teachers are usually excellent motivators; they motivate children about learning new topics, and all the evidence shows that children learning foreign languages in primary schools share this

enthusiasm. It is only once children realise that proficiency targets need to be met that their motivation wanes. Focussing less one-sidedly on a goal of linguistic proficiency would help mitigate some of the problems outlined above. Visits to and from foreign countries; internet exchanges with foreign schools, projects about some aspect of the foreign country/people, possibly linked with some other aspect of the curriculum, reflections on positive reasons for learning languages, and on the strategies which will help learners progress, would help foster an enduring enthusiasm for language in its cultural and social context, and thus support gradual linguistic progress. This agenda needs to be much more central and consistent in our curriculum.

The choice of language(s) to be taught in primary schools also merits discussion. The most commonly taught language is French, in over three quarters of schools, but other languages may have greater resonance with the experience of school children. Spanish might be a stronger motivator for children, as many have been to Spain on holiday, and its orthography and pronunciation are more transparent. And in contexts where there are many children with English as an additional language, it might be more appropriate to teach one of the languages of the community. One option could be for all children to start a new language at secondary school from scratch, avoiding the transition problems we mentioned above and which are so demotivating for children. A one size fits all model might not be the most appropriate.

To conclude, the introduction of foreign languages in primary has great potential, but its goals need to be clearly articulated and realistic, taking account of what research has shown about how young children learn and of the context in which schools and teachers have to operate. Foreign language teaching needs to be embedded within the children's overall education from the early years to the end of schooling, to avoid the highly demotivating transition issues. In their comprehensive survey of the state of language learning in English schools, Tinsley and Board conclude 'The vast majority of teachers responding to this year's Languages Trends survey are very clear that there are many benefits of teaching languages to pupils at Key Stage 2, especially widening pupils' cultural understanding and confidence, improving their literacy and preparing them for a world of work.' This needs to become central in the articulation of the primary foreign language policy.

Seminar mashg'ulot

The problem of motivation in early learning English

1 Activities and games that can be used to fill free time during a class are called
[ ] a filler
[ ] warmers
[ ] fillers

2 In which activity are words removed from a text at regular intervals and replaced with blank spaces for students to fill in?
[ ] a filler
[ ] an information gap
[ ] a cloze test

3 Warmers or warm-ups are fun and energizing activities usually used a lesson.
[ ] before
[ ] after
[ ] instead of

4 What do we call an activity in which everyone can share their thoughts and ideas on a topic or a problem?
[ ] brainstorming
[ ] role-playing
[ ] drilling

5 Which are often used for pronunciation practice and in pronunciation drills?
[ ] role-plays
[ ] minimal pairs
[ ] gap-fill exercises

6 Repetitive lines of rhythmic text that learners say out loud in a group are called
[ ] drills
[ ] rhymes
[ ] chants

7 Any repetitive practice with the aim of perfecting a specific language point can be called
[ ] a drill   [ ] a warmer
[ ] a chant

8. Gap-fill exercises are most similar to
O cloze tests
O information gap tasks
O filler activities

9. In a language classroom, role-play is an activity usually used for practice.
O writing
O reading
O speaking

10. Learners must communicate with their classmates to get information needed to complete a task when they're doing _____ activities.
O communicative
O information gap
O gap-fill

Holidays: Phrases and Places
EnglishClub.com Copyright Liz Regan

Activity 1

... forms of the following words and phrases to fill the gaps in the sentences below. Then ... questions from the sentences and use them to begin a conversation with your partner.

| to get away from it all | scenery | look round the shops | packed |
| tourisy | sights | places | nightlife |

- I enjoy _____ when I go on holiday but I don't usually buy anything.
- I think it's a lot of _____ have become too _____
- many tourists these days! The city centres and beaches are _____. There are just too
- If I ever go to London I will visit all the famous _____
- I need _____ next time I go on holiday because I need to relax.
- A busy _____ is important to me when I go on holiday because I love dancing.
- I like going to places that have beautiful _____ because I like taking photos of it.

Activity 2

Match the countries in Column A with the capitals in Column B and famous national sights in Column C.

Column A	Column B	Column C
Italy	Athens	The Parthenon
England	New Delhi	The Fjords
Egypt	Rome	The Tower of London
Greece	Beijing	The Alps
Norway	Cairo	The Taj Mahal
China	Berne	The Coliseum
Switzerland	London	The Pyramids
India	Oslo	The Great Wall

Activity 3

... above, choose three countries which you are interested in visiting and three countries you are not very interested in visiting. Explain your choices to your partner. Don't forget to include ... from Activity 1 in your conversation. Have you ever been on holiday to any of the countries in Activity 2? If so, describe your holiday(s) to your partner.

Activity 4

... the following questions then use them to begin a conversation with your partner.
- Do you prefer staying in hotels or camping in campsites? Why?
- ... the best and the worst holidays you have ever had.
- If you could go on holiday with anyone in the world, who would you go, and ... would you like to do together?
- Would you like to be a tour guide? Why/not? What are the good and bad points of the job?
EnglishClub.com

Contemporary foreign language teaching methods for children in their early years

1. Time spent writing lesson plans, choosing materials, planning activities, etc is called
○ classroom time
○ preparation time
○ pre-teaching time

2. Moving around the classroom observing and assisting your students can be called
○ circulating
○ feedback
○ free practice

3. Students can be left with little opportunity to find their own mistakes when teachers are engaging in
○ over correction
○ student feedback
○ authentic tasks

4. A "pedagogic task" is a classroom task that learners would be to need to do in the real world.
○ certain
○ likely
○ unlikely

5. An "authentic task" is a classroom task that learners would be to need to do in the real world.
○ certain
○ likely
○ 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
○ guided practice
○ free practice
○ teaching practice

7. Part of a lesson in which learners can practise a skill with little direction from the teacher is called
○ guided practice
○ free practice
○ skilled practice

66

8. The term "student feedback" refers to how   react   to or
evaluate what's happening in their classroom.
○ ? teachers
○ ? learners
○ ? teachers or learners

9. The physical and emotional atmosphere or feeling in a classroom is often referred to as the
○ ? virtual classroom
○ ? critical period
○ ? classroom climate

10. An unexpected or unplanned opportunity to teach something as an aside to a lesson's main focus is called
○ ? an authentic moment
○ ? a critical moment
○ ? a teachable moment

67

Food: Sayings

Activity 1

Work with your partner to match the following words with the pictures below:

pie   beans   cup of tea   piece of cake   nuts

1.   2.   3.   4.   5.
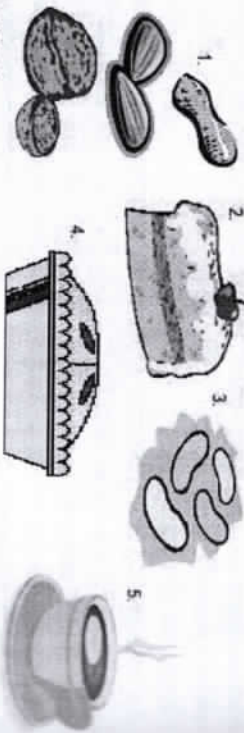
Activity 2

Read all the sentences below then work with your partner and use the following words and phrases to fill the gaps. Then make questions from the sentences and use them to start a conversation with your partner.

as nice as pie   full of beans   a piece of cake   not my cup of tea   nuts

1. I think our teacher is _____. S/he is very kind and patient.
2. I don't enjoy learning English pronunciation. It's _____.
3. I think that learning English grammar is _____. It' s very easy.
4. I know someone who is completely _____. S/he is mad!
5. I am always _____. I'm very energetic and full of life!

Activity 3

Discuss with your partner the difference between:

marmalade and jam   chips and crisps

Activity 4

Read all the following questions then use them to begin a conversation with your partner.

1. Why do you think that British food has such a bad reputation? Have you ever eaten British food?
2. Describe your experiences to your partner.
3. Do you ever go on diets? Do you think diets work? Is dieting dangerous, in your opinion?
4. Do you think that we eat better now than we did in the past? Explain your answer.
5. Do you agree with genetically modifying the food we eat? What are the advantages of genetically modified food? What are the disadvantages?
6. Do you think the following sayings are true? Why/not?
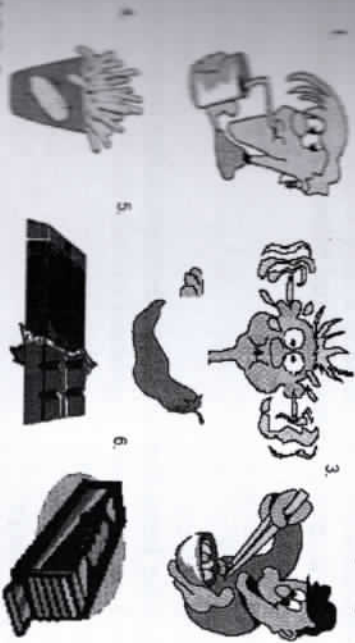
'An apple a day keeps the doctor away'   'Carrots help you see in the dark'

68

Food: Eating Habits

Activity 1

Work with your partner to match the following words and phrases with the pictures below:

fast food   chocolate   chips   chewing gum   eating with chopsticks   drinking through a straw

1.   2.   3.   4.   5.   6.

Activity 2

Read all the sentences below and guess your partner's answers to the true or false questions. Then make questions from the statements and use them to begin a conversation with your partner.

My partner can eat with chopsticks.	True/False?
My partner thinks fast food is bad for you.	True/False?
My partner is a fussy eater.	True/False?
My partner is addicted to chocolate.	True/False?
My partner didn't like green vegetables when s/he was a child.	True/False?
My partner hates people who chew chewing gum.	True/False?
My partner is allergic to some types of food.	True/False?
My partner likes hot food.	True/False?
My partner thinks it is wrong to eat between meals.	True/False?

Activity 3

Read all the following questions then use them to begin a conversation with your partner.

1. Do you enjoy going on picnics? Why/not?
2. Are you a vegetarian? Why/not? Would you like to be one? Why do people become vegetarians? Do you think it's really necessary for us to eat meat?
3. Which famous person (living or historical) would you like to have dinner with, and why?
4. Would you like to be a chef? Why/not? What are the good points/bad points of the job?
5. Who usually does the cooking in your family? Do you enjoy cooking? What's your favourite dish?
6. Do you like fast food? Why/not? How often do you eat it? Why is it so popular?
7. Do you like eating in restaurants or do you prefer eating at home? Explain your reasons.

69

6.GAME AS A MODERN TECHNIQUE OF TEACHING ENGLISH AT THE PRIMARY STAGE

1. People who learn best by having discussions and listening to lectures are referred to as
- ⃝ kinaesthetic learners
- ⃝ visual learners
- ⃝ auditory learners

2. People who learn best though physical response and have difficulty sitting for long periods of time are
- ⃝ kinaesthetic learners
- ⃝ visual learners
- ⃝ auditory learners

3. People who learn best when teachers use body language, facial expression and pictures are
- ⃝ kinaesthetic learners
- ⃝ visual learners
- ⃝ auditory learners

4. Bilingual environments in which L1 learners are taught L2 and vice versa at the same time are learning environments.
- ⃝ two-way
- ⃝ open
- ⃝ experiential

5. Learning based on actual experience is referred to as   learning.
- ⃝ two-way
- ⃝ open
- ⃝ experiential

6. A method where the learner decides what he or she needs and wants to study and practise is known as learning.
- ⃝ two-way
- ⃝ open
- ⃝ experiential

7. Learners who analyse new information and link it to previous knowledge with the goal of long-term retention and understanding are engaging in
- ⃝ surface learning
- ⃝ deep learning
- ⃝ goal learning

8. Learning that starts with grammatical details before learning how to use these details in reading, writing and conversing is an example of learning.
- ⃝ bottom up
- ⃝ one way
- ⃝ top down

9. Learning that begins with a general overview of a topic or skill and proceeds to more specific aspects or details is an example of learning.
- ⃝ bottom up
- ⃝ top down
- ⃝ functional

10. The needs and interests of the students receive priority and the teacher's role is as "facilitator" in learning.
- ⃝ school centred
- ⃝ teacher centred
- ⃝ student centred

> A. Put the following words into the correct column below.

Female	Both	Male

husband sibling man niece
sister wife his aunt groom she
cousin he child son daughter
master nephew bride uncle
spouse brother him her

> B. Read the following story and answer this question. Who is the surgeon?

One day, a father was driving his son to school when they were both badly injured in an accident and had to go to hospital. The doctors at the hospital decided that the boy needed to have an operation at once, so the surgeon was called. A few minutes later, the surgeon arrived, looked at the boy and said, "I can't operate on this boy - he's my son!"

> C. Write the politically correct (PC) version of the words below.

Fireman	Firewoman
Policeman	Policewoman
Actor	Actress
Air steward	Air stewardess
Chairman	Chairwoman
Waiter	Waitress

> D. Make changes to the following sentences so that they are politically correct.

1. Every exam candidate must switch off his mobile phone.
2. Let me introduce you to my new neighbour and his wife.
3. If the consumer is not satisfied with the product he may return it within 28 days.
4. A leopard cannot change his spots.
5. Someone stole my car last night. I hope the police arrest him soon.
6. Darwin claimed that man evolved from apes.
7. A child cannot usually write until he is approximately five years old.

> E. Answer the questions with your partner.

1. George Eliot, the 19th century British author was actually a woman. True or False?
2. The first country to give women the vote (in 1893) was a) Australia b) New Zealand c) Canada
3. Women live longer than men. True or False?
4. Men's brains are larger than women's. T or F?
5. Some women avoid using the title Miss or Mrs and use what instead? a) Lady b) Madam c) Ms
6. Who said, "All women become like their mothers. That is their tragedy. No man does. That is his."? a) Shakespeare b) Oscar Wilde c) Prince Charles

> F. Discuss the following questions with your partner.

1. Are some jobs too dangerous or difficult for women to do? Does your country employ women fire fighters, soldiers etc? Do you think women should be allowed to do jobs like these?
2. In your opinion, why are so many successful artists, chefs and racing drivers (etc.) men? Why aren't there more women in these fields?
3. Generally speaking, what do women tend to be better at than men? Why?
4. Generally speaking, what do men tend to be better at than women? Why?
5. In some countries/schools girls are educated separately from boys. What are the advantages and disadvantages of single-sex education?
6. Do you think that children should receive sex education classes at school?
7. How have the roles of men and women in society changed over the last fifty years?
8. How do you think the roles of men and women in society will change over the next fifty years?
9. In what ways, do you think, the world would be different if more world leaders were women?
10. To what extent do you agree that 'platonic friendships between men and women are impossible'? Why (not)?
11. Do you think men and women should have equal opportunities and rights? Why (not)?

> G. Some languages give nouns a gender, including nouns for new inventions. So, should 'computer' be masculine or feminine? Read the humorous reasons below and decide which gender they support.

no one understands their internal logic!
they are meant to help you solve problems but usually they are the problem!
the language they use to communicate with each other
when you make a mistake it is stored in the memory for ever!
do anything at all to help you, you have to turn them on!

they can store a lot of data but are still unable to think for themselves!
as soon as you choose one you have to spend a lot of money on accessories for it!
no one understands the
as soon as you choose one you invariably find a better one!
in order to make them

> H. Discuss the following traditional saying.

Men make houses, women make homes.

---

7. Revival interest to the storytelling method

1. What is the purpose of oral storytelling?
2. What is traditional storytelling?
3. What were ancient storytellers called?
4. What is the history of oral storytelling?

Magic Mirror storytelling Topic: Telling Personal Stories
Level: SfL Entry 3, Level 1/ SQA Intermediate 1, Intermediate 2 / CEFR B1/B2
Time: 60-75 mins

Aims

To provide speaking and listening practice
To develop speaking fluency
To develop students' ability to tell stories
To give practise in asking questions about the past
To develop teachers' awareness of how to use storytelling as a technique in the ESOL classroom

Introduction: the 'Magic Mirror' technique

This lesson uses a simple storytelling technique (Magic Mirror) to give students speaking practice in a relaxed, non-threatening environment. Magic Mirror can be used at any level, but works best where students have a sufficient level of English to narrate a story orally. The idea behind Magic Mirror is to give students an opportunity to use the language they have to tell each other about something that is personally important to them.

A Magic Mirror is really nothing more than a blank piece of paper, on which the students create a picture to illustrate a story that they will then tell to their peers. The drawing stage allows for individualised preparation time, as the students will think about their story as they create their picture, thus allowing them to think about what they want to say in advance.

During the storytelling phase, students collaborate with each other by actively listening and asking questions about the picture and the story. The picture itself acts as a useful prop for the students in their story telling.

Magic Mirror works best as a mingling activity, with students telling their story a number of times to different partners. This repeated telling

of the story helps the students to build confidence, become more fluent and more adept at relating a story. As they rehearse and repeat the story, they are likely to add more detail and build the story.

In this particular lesson a short language focus is built in to give the students a quick review of question forms. More targeted practice on narrative tenses could also be included. However, the purpose of this lesson is not to focus on accuracy, but rather to allow the students to share their experiences using the English they have. It is an excellent vehicle for building speaking confidence and classroom relationships.

You can familiarise yourself with the value of using storytelling in the classroom by looking at the following resources:

a short article by Mario Rinvolucri http://www.teachingenglish.org.uk/article/story-telling- languageteachers-oldest-technique

Jan Benjamin describing the value of storytelling: http://www.youtube.com/watch?v=HyjpgQeHLAw **Magic Mirror** capitalises on the three main tenets of the **Dogme** Approach to teaching English, insofar as it:

is materials-light (all that is needed is a piece of paper for drawing on)

is conversation driven (the students talk to each other about their personal stories)

uses emergent language (the act of listening and talking about personal experiences mirrors real life talk outside the classroom).

The ESOL Nexus website has an interactive CPD module on Dogme if you want to familiarise yourself with its principles: http://esol.britishcouncil.org/cpd-modules/cpd-module-introduction-dogme-esol

Preparation and materials

Sample materials (Magic Mirror visual and a short story) are provided after Task 1 and Task 2 of this lesson plan (the mirror is also reproduced in the separate student worksheet file). These could be used for the lesson, but preferably you would create your own visual and short story representing a memorable, amusing or surprising event in your life.

Prepare and rehearse the story for Task 2. Make sure you can tell the story without reading from a script, and be prepared to adlib. If using the sample story in the lesson plan, you can adapt it to make it more personal to yourself (bearing in mind that the story is written from the

perspective of a woman).

Prepare the visual you will display in your Magic Mirror for Task 1. If you are going to draw it onto the board, then practise this before the lesson. If you are using the sample materials, a copy of the Magic Mirror is provided in the appendix of this lesson plan.

Access to an interactive whiteboard will allow you to use separate pages for your Magic Mirror visual (Tasks 1 and 2) and the questions (Tasks 1 and 4).

Make copies of the Student's worksheet. Use the first page (blank Magic Mirror template) for Task 3. Blank pieces of A4 paper work just as well. As an alternative, students could use a drawing tool on a tablet computer such as the I-Pad Sketches tool. The second page of the worksheet should be handed out at the Cooler stage.

Procedure

Warmer (5 mins)

Dictate the following quote from Rudyard Kipling to the students.

o "I keep six honest serving men (they taught me all I knew); Their names are What and Why and When and How and Where and Who." Their

• Write the quotation on the board for students to check the accuracy of the text they have written. There is no need for further feedback on this at this point.

Task 1 – Introducing Magic Mirror (5 mins)

• Draw a large rectangle on the board or hold up a blank piece of paper. Ask the students what they think it is.

Display the Magic Mirror template in the Appendix.

• Tell the students that it is a mirror, and that the mirror is magic!

• Explain that the Magic Mirror allows a person to look at themselves at any time in their life — the past, present or future.

• Draw or display your completed Magic Mirror.

• Refer students back to the Rudyard Kipling quote and elicit the question words

who, where, when, why, how, what. Write the question words on the board in a list.

• Elicit questions the students could ask using the question words and build up on the board o Who was there? / Who were you with? o Where were you? / Where did it happen/take place?
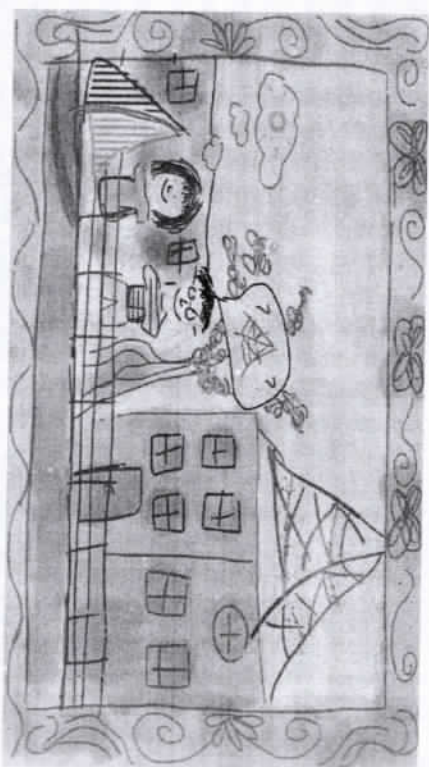
- When/How long ago was it? / When did it happen/take place? o Why were you there? Why did it happen? o How did you feel?
- What did you say? What did you do? o What were you doing in the picture?
- Clarify issues of form such as use of auxiliary did.
- Drill the questions with the students.

Task 2 – Telling the story (10 mins)

- Explain to students you are going to tell them the story behind your magic mirror picture. Remind them they can ask you questions to find out more information as you go along.
- Tell the students your story, pausing to elicit information and answer any questions the students offer. Keep the story dynamic and engaging, encouraging students to ask questions as you go.

Sample Story (Adapt as necessary)

This happened to me a long time ago but I still remember it like yesterday. My boyfriend (girlfriend) invited me to go to Paris with him (her) for a long weekend. We were very much in love and I was so excited about the trip. So what did we do while we were there? Well, It was autumn and we spent the first two days strolling around the streets of the city, jumping on and off the Metro and eating in small French cafes. Then the time came to do what every tourist in Paris must do – the most romantic part of the whole weekend – that's right, it was time to go up the Eiffel Tower. I was very nervous, can you imagine why?

Oh my, I thought, 'He's (She's) going to ask me to marry him (her), he's (she's) going to propose to me!'

So, we walked along by the river and headed in the direction of the glistening tower. But no matter how often we turned left and right, we never seemed to get any closer to the tower. We could see the top of it above the other buildings, but we just couldn't touch it! We kept asking for directions and tried to follow them, but still the tower was no closer. We were tired, bored and about to give up when, suddenly, there it was – the Eiffel Tower – right in front of us. It was majestic, amazing and so, so tall!

We started to climb the tower with all the other thousands of tourists. I was becoming more nervous by the second. How should I respond? Had he (she) brought a ring?

Well, of course, we got to the top and the views were just magnificent. We huddled together, looking at the beautiful skyline, and then he (she) turned to me. I breathed in, my heart was thumping fast... 'Would you like to go for a cup of coffee now?', he (she) asked! No proposal, not even a hint of one. (We did eventually get married and our 20th wedding anniversary is next week!/We only stayed together for 2 weeks after that/ We're now happily married etc).

Task 3 – Magic mirror creation (10 mins)

- Tell the students you are going to give them each their own Magic Mirror. Hand out the first page of the Student worksheet (or a blank sheet of paper) to each student and provide coloured pens.
- Ask the students to visualize a time in their life/a memorable story from their past.
- Tell the students to draw a picture to illustrate the story.
- Give the students some time to work on their drawing. Make sure you give students enough time to think about their story as they draw. (This is an important preparation stage as the students will be thinking about their story as they draw). Emphasise that it is not important for them to be able to draw well.
- Monitor unobtrusively. It is likely that as the students think about the story and the picture, they will ask you about the language they need to tell the story they are visualizing. Be prepared to provide vital vocabulary to students as you monitor.

Differentiation

- Some students may be reluctant to draw anything. Encourage them to take part, reminding them (perhaps by pointing to your own artwork) that they do not have to be very artistic. If they still refuse to draw, suggest that they put down some key words and phrases in their Magic Mirror to illustrate their story.

- The topic of the story can be specified to fit with work you are doing at the moment, e.g. seasons, special occasions, a favourite festival, future plans.

Task 4 – Storytelling mingling (20 minutes)

- Tell the students they are going to tell each other the stories in their Magic Mirror.

- Display the questions from Task 1 and elicit any further questions the students asked while listening to your story. If using an interactive whiteboard elicit and reveal each question, drilling the question for correct pronunciation and intonation.

Who was there? / Who were you with?
Where were you? / Where did it happen/take place? When/How long ago was it? / When did it happen/take place? Why were you there? How did you feel?
What did you say? What did you do? What were you doing in the picture?

- Ask the students to stand up and find a partner to tell their story to. When all the students have found a partner, remind them of the questions that they could use to find out about the stories.

- Allow the students to mingle with different students. Move the students around every three or four minutes, ensuring they don't stay with the same partner for too long, and that they talk to at least three other students.

- When the buzz in the class starts to wane, tell the students to sit down in their original group.

Task 5 – Feedback on content (10 minutes)

- Ask students to work in groups to discuss the stories they have just heard and those they enjoyed most.

- Ask for feedback from the students on the stories. You could ask them some of the following:

• *Did anyone tell you a love/romantic story? o Whose story was the*

most dramatic/exciting? o Whose story had the best ending? What was [...]
o Which story had the saddest ending?
o Which was your favourite story? Why?

• Ask follow-up question about the stories where appropriate, i.e. where something of interest crops up. Invite students to also ask follow up questions.

o At this stage, be sure to praise the students for the wonderful stories they have shared with their peers.

Task – Quotes on stories (10-15 mins)

• The idea here is to consider how storytelling is an important part of using a language. It provides the students with opportunities to talk about the types of stories they tell in their every day lives and their feelings towards stories and storytelling.

• Put the students into small groups. Invite the students to talk about the stories they usually tell their partners/their friends/their children on a daily basis. After a few minutes close the discussion. It is not necessary to take any feedback at this time.

• Provide a copy of the Student Worksheet (page 2) to each student (or cut up and give each student in the group a different quote). Ask students to read the quotes to each other, discuss the meaning behind the quotes, and discuss which quote(s) they like most and why.

• Give the students five to ten minutes to discuss their ideas before taking some feedback.

• Display the quotes on the board and take feedback from each group. Find out from them which quote they liked the most and why.

o Do the whole group agree or have different opinions?

• To finish the lesson, ask the students if they know any quotes or proverbs in their own language about stories. Invite those who do to say it in their own language, and explain the quote or proverb in English to the rest of the group.

Differentiation

• The quotes could be displayed around the classroom. Students go around and read the quotes, deciding which quote they like the most. When they have decided they should stand beside the quote they like most. For feedback, ask a student standing beside the quote to read it out and others to justify why it is their favourite quote.

Students write their Magic Mirror story for homework and bring with them to the next lesson.

Extension activities (follow up)

• Collect in the homework texts during the next lesson. Provide some feedback and correction for the following lesson.

• In the following lesson, the students can work on improving their story. Ask the students to also give their story a title. When redrafted, display the Magic Mirrors and corresponding stories around the classroom.

• Use the texts to create a gap fill exercise/error correction task with sentences from different stories. Concentrate on interesting language items or common student errors you have found itn the students' writing.

Appendix – Magic Mirror Template (For Task 3)
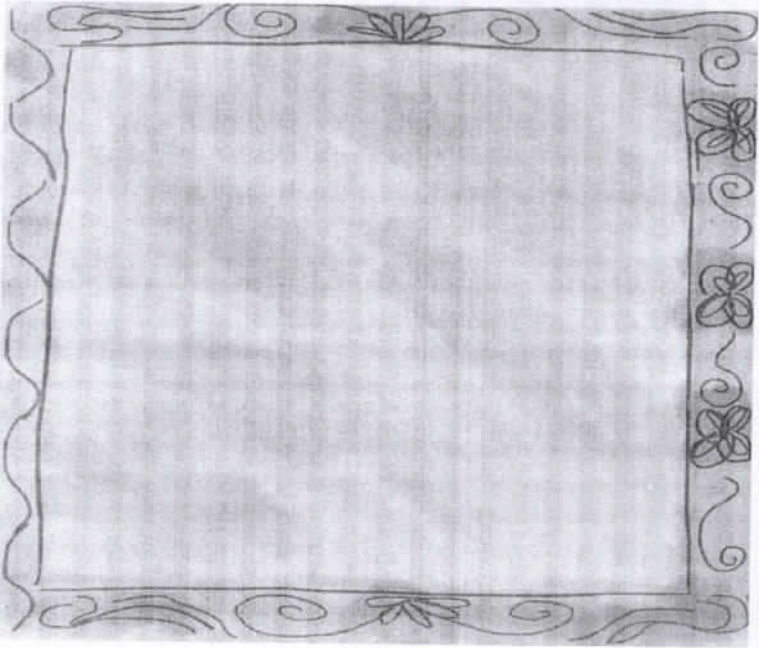
Appendix – Sample Magic Mirror (for Task 1 and 2)

Quotes – Quotes on stories

1. "Stories can conquer fear, you know. They can make the heart bigger." (Ben Okri)

2. "My mother wanted us to know that the tragedies of your life one day have the potential to be comic stories the next." (Nora Ephron)

3. "There is no greater agony than bearing an untold story inside you." (Maya Angelou)

4. "A story is based on what people think is important, so when we live a story, we are telling people around us what we think is important." (Donald Miller)

5. "We're all stories, in the end." (Steven Moffat)

6. "It's like everyone tells a story about themselves inside their own head. Always. All the time. That story makes you what you are. We build ourselves out of that story." (Patrick Rothfuss)

8. FROM THEORY TO PRACTICE: UNDERSTANDING TASK-BASED LEARNING

Task-Based Learning (TBL)

barefootTEFLteacher.com
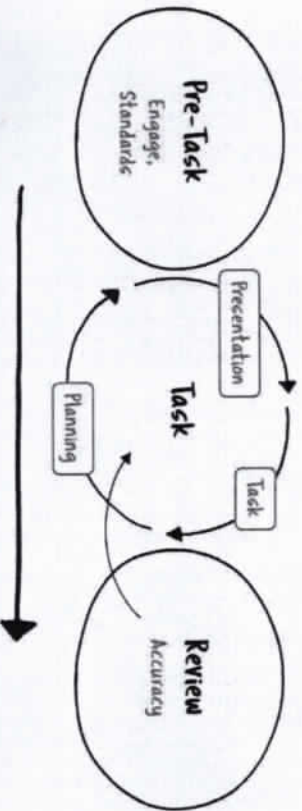
Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in your lessons.

Sometimes called 'Task-Based Language Teaching', TBL lessons students solve a task that involves an authentic use of language, rather than completing simple language questions about grammar or vocabulary.

Task-Based Learning is a good way to get students engaged and using English. That, plus the collaborative element, builds confidence with language and social situations. It's also been shown to be more aligned with how we actually learn a language.

So why doesn't everyone use TBL all the time?

Well, there are a number of disadvantages with task based learning, which we'll look at in a minute. A lot of teachers try it once, it falls flat, and they don't use it again. A big part of that first failure is that the 'task' isn't really a task.

So What is a Task?

Good question. TBL calls for a specific kind of task, one that fits

these requirements:
It involves meaningful communication A 'gap' between what the students know to prompt communication (e.g. they have different information, or a difference of opinion) Students can choose how to complete it, and which language they use to do so There's a clear goal, so students know when it's completed

A task could be to create a presentation, some kind of media, a piece of text, or a recorded dialogue.

It could be trying to work out the solution to a practical problem, like planning a complex journey, or deducing missing information, like working out who started a rumour at school.

It could even be justifying and supporting an opinion, like arguing for your preference in an election or favourite competitor in a TV show.

Whichever task you choose, like 'Present, Practice, Production', Task-Based Learning is a structure with three stages:

1. The Pre-Task

This is where you introduce the task to the students, and get them excited for the task. Once they're engaged, then you should set your expectations for the task. Do this so the 'less motivated' students don't do the bare minimum.

To do this, you could show the students an example of the completed task, or model it.

If you want to differentiate your students [link], then now is a good time to hand out support materials, or scaffold [link] the task appropriately. Group them and give instructions.

In summary; the focus of the stage is to engage the learners, set expectations and give instructions.

2. The Task

Begin the task!

Small groups or pairs are good, rather than a bigger group where shyer students can 'hide'. Ideally you won't join in the task, but you'll be monitoring, and only giving hints if students get really stuck.

A note here on task design - there are several ways to go about designing a task, but usually (as mentioned above) it should involve a 'gap' of some sort. Read this article for ideas on how to do this.

In summary; the focus of this stage is fluency - using the language to communicate without falling into L1 unless really needed.

3. A Review

Once the learners have completed the task and have something to show, then it's time for a review.

Peer reviews are preferable, or if during your monitoring you see an error common to many, a teacher-led delayed correction is also very useful.

For weaker groups, peer correction can be made more effective by giving the students support on how to give feedback - perhaps via a checklist, or a 'Things to Look For' list.

In summary; **the aim for this stage is accuracy** - reflecting on completed work and analysing it.

Advantages for Task-Based Learning
• Student interaction is 'built in' to the lesson, as they need to communicate to complete the task
• Students' communication skills improve
• Students' confidence can improve, as tasks can mimic real life
• Students' motivation can improve due to the same reason
• Students' understanding of language can be deeper, as it's used in realistic contexts

Disadvantages for Task-Based Learning
• Tasks have to be carefully planned to meet the correct criteria
• It can take longer to plan
• It's also time consuming adapting PPP-style course book lessons into a PPP class
• Too much scaffolding in the early stages can turn a TBL class into a PPP class
• Students can avoid using target language to complete the task if:
• Tasks aren't well-designed
• Students aren't motivated
• Students are too excited
• Students are feeling lazy

I believe that there are more ways for a task based learning class to 'fail' (or rather, for it to go wrong) than a presentation, practice, production class. I'd definitely recommend that a teacher has a good grasp of the basics (classroom and behaviour management, especially) before starting to play with TBL classes.

Three Reasons TBL Classes Go Badly

Here are three reasons that TBL classes normally go wrong, and

what to do about it.

1. If Tasks Aren't Well Designed

What happens: Students might get into the task, but if it's designed around communication, then there's no need to talk, and students can just complete the task by themselves. Which inevitably happens.

Why it happens: there's no gap in the task (see earlier)

Solution: design your task with one of the communicative gaps mentioned earlier. Here's a useful podcast where I discuss task design.

2. If Students are 'Lazy' or Bored

What happens: Students will do the bare minimum to complete the task. They'll avoid the target language and use the simplest language they know, even single word utterances, to get by.

Why it happens: the topic isn't interesting, hasn't been presented clearly, they don't understand, or there's no rapport with the teacher.

Solution: choose an interesting topic / context / material for learners, grade your language appropriately, check your instructions, and work on rapport building.

3. If Students are too Excited

What happens: students are so excited to complete a task that they revert to a mixture of crazy interlanguage, body language and shouting ("That. Here! No, wrong, it, it - [speaks own language] - ta-da! Teacher, teacher, done!")

Why it happens: well, they're over-excited and just want to complete the task as soon as possible. The good news is that you chose a topic, context and materials that really connected with them - congratulations! Bad news is, it got in the way of the task...

Solution: If you expect that your task will make the students a little excited, make sure that you set the standards very clearly. Definitely show a model of some kind, and be clear about the minimum standard. If appropriate, quantify it; "you have to record at least 20 lines of speech, everyone must speak at least three times..." and so on.

Further Observations on Task-Based Learning

• I've noticed that with advanced learners that are enthusiastic, a model isn't as important, and might even be a bad idea. Giving a model can steer your students in a particular direction, as they think that's what you want, and try to please you. Not giving a model lets them really use their imagination and creativity.

- Conversely, for younger or weaker learners, a model is really necessary or there's a danger of ending up with low quality work.
- Task-Based Learning seems to be changing its name slowly, as more people are calling it 'Task-Based Language Teaching'.
- You might have heard of 'Project-Based Learning' (PBL) - the only real difference between that and Task-Based Learning is that PBL is usually run over periods longer than just one lesson, and with more review stages.

9. THE IMPORTANCE OF REFLECTIVE TEACHING ENGLISH TO YOUNG LEARNERS. PROMOTING ACTIVE READING TO YOUNG LEARNERS THROUGH INTERACTIVE FICTION (IF)

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

By collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Reflective teaching is therefore a means of professional development which begins in our classroom.

- Why it is important
- Beginning the process of reflection
- Teacher diary
- Peer observation
- Recording lessons
- Student feedback
- What to do next
- Think
- Talk
- Read

- Ask
- Conclusion

Why it is important

Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that "My lesson went well" or "My students didn't seem to understand" or "My students were so badly behaved today." However, without more time spent focussing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. Reflective teaching therefore implies a more systematic process of collecting, recording and analysing our thoughts and observations, as well as those of our students, and then going on to making changes.

- If a lesson went well we can describe it and think about why it was successful.
- If the students didn't understand a language point we introduced we need to think about what we did and why it may have been unclear.
- If students are misbehaving - what were they doing, when and why?

Beginning the process of reflection

You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students, or to look at a feature of your teaching - for example how you deal with incidents of misbehaviour or how you can encourage your students to speak more English in class.

The first step is to gather information about what happens in the class. Here are some different ways of doing this.

Teacher diary

This is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed.

Diary writing does require a certain discipline in taking the time to do it on a regular basis.

Here are some suggestions for areas to focus on to help you start your diary. Download diary suggestions 51k

Peer observation

Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

Recording lessons

Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see.

- Audio recordings can be useful for considering aspects of teacher talk.
- How much do you talk?
- What about?
- Are instructions and explanations clear?
- How much time do you allocate to student talk?
- How do you respond to student talk?
- Video recordings can be useful in showing you aspects of your own behaviour.
- Where do you stand?
- Who do you speak to?
- How do you come across to the students?

Student feedback

You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

What to do next

Once you have some information recorded about what goes on in your classroom, what do you do?

- Think

You may have noticed patterns occurring in your teaching through your observation. You may also have noticed things that you were previously unaware of. You may have been surprised by some of

your students' feedback. You may already have ideas for changes to implement.

• Talk

Just by talking about what you have discovered - to a supportive colleague or even a friend - you may be able to come up with some ideas for how to do things differently.

• If you have colleagues who also wish to develop their teaching using reflection as a tool, you can meet to discuss issues. Discussion can be based around scenarios from your own classes.

• Using a list of statements about teaching beliefs (for example, pairwork is a valuable activity in the language class or lexis is more important than grammar) you can discuss which ones you agree or disagree with, and which ones are reflected in your own teaching giving evidence from your self-observation.

• Read

You may decide that you need to find out more about a certain area. There are plenty of websites for teachers of English now where you can find useful teaching ideas, or more academic articles. There are also magazines for teachers where you can find articles on a wide range of topics. Or if you have access to a library or bookshop, there are plenty of books for English language teachers.

• Ask

Pose questions to websites or magazines to get ideas from other teachers. Or if you have a local teachers' association or other opportunities for in-service training, ask for a session on an area that interests you.

Conclusion

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

• What are you doing?
• Why are you doing it?
• How effective is it?
• How are the students responding?
• How can you do it better?

As a result of your reflection you may decide to do something in a different way, or you may just decide that what you are doing is the

best way. And that is what professional development is all about.

1. What are your biggest challenges teaching English to young learners?
2. How do you become a reflective teacher?
3. What is reflective level of teaching?
4. Why is it important for teachers to be reflective?

Writing a teaching diary

Here are some general questions to get you started:

Lesson objectives

• Did the students understand what we did in the lesson?
• Was what we did too easy or too difficult?
• What problems did the students have (if any)?
• Was there a clear outcome for the students?
• What did they learn or practise in the lesson? Was it useful for them?

Activities and materials

• What different materials and activities did we use?
• Did the materials and activities keep the students interested? Students
• Could I have done any parts of the lesson differently?
• Were all the students on task (i.e. doing what they were supposed to be doing)?
• If not, when was that and why did it happen?
• Which parts of the lesson did the students seem to enjoy most? And least?
• How much English did the students use? Classroom management work?
• What did I use it for? Did it work?
• Did the students understand what to do in the lesson?
• Were my instructions clear?
• Did I provide opportunities for all the students to participate?
• Was I aware of how all of the students were progressing? Overall
If I taught the lesson again, what would I do differently?

Peculiarities of teaching speaking and listening at an early age

1. Which approach allows learners to acquire a language as babies do, beginning with silent listening?

○ the communicative approach
○ the natural approach
○ the direct method

2. Which approach doesn't allow learners to use their native language in a language class?

○ the communicative approach
○ the natural approach
○ the direct method

3. Which approach is geared towards learners whose main goal is to use English to communicate in the real world?

○ the communicative approach
○ the natural approach
○ 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

○ the inductive approach
○ Grammar Translation
○ the process approach

5. When learners of different levels form small groups that must complete tasks together, a method called   is being used.

○ product approach
○ communicative learning
○ 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?

○ Grammar Translation
○ the deductive approach
○ 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?

○ the direct method
○ the deductive approach
○ 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.

○ product
○ process
○ communicative

9. A method for teaching writing that walks learners through the stages of pre- writing, writing and revision is called the   approach.

○ product
○ process
○ 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.

○ form focused task
○ formulaic speech
○ functional language

1. What skills do students learn from speaking and listening?
2. What is the role of a teacher during speaking activities?
3. Why is speaking and listening important in the primary classroom?
4. What are some techniques for developing oral language proficiency?

# 10. CREATIVE TASKS FOR CHILDREN

Aspire to Be an Architect

Help your kid discover a talent for architectural design! Visit your favorite playground and evaluate what your child loves most about it. What equipment does he enjoy the most? Can he think of a new type of slide? What could make the playground more interesting? Use these visits and conversations to inspire him to design an original jungle gym or swing set. Start with graph paper and have him illustrate diagrams and plans with specific placement of each piece of equipment.

Then create a visual representation using straws, cardboard, toilet paper, and paper towel rolls.
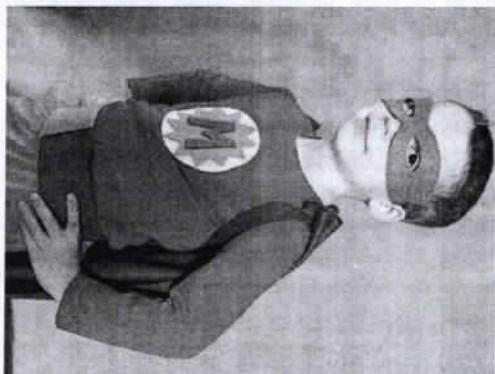
Invent a Superhero Identity

Every child wants to have super powers, so challenge yours to create her own superhero persona. In *You Are Your Child's First Teacher*, author Rahima Baldwin Dancy states, "Children.. .love to transform themselves into characters who can act out roles in imaginative play." Ask your child what super powers she would like to have and what superhero name she would choose. Then draw a superhero logo and use old sheets and scraps of material to create an outfit (and potential Halloween costume).
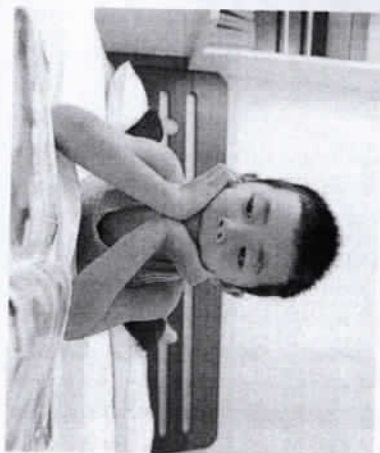
Fill Up on the Funnies

Explore the comics section of the local newspaper with your child and discover what makes him laugh. Use his response to create an original comic strip, complete with characters and illustrations. Create a storyboard and have him fill in each box by drawing a scene with a speech bubble. Come up with a name for the comic strip and each of the characters. "When children realize that writing is a medium for communicating their ideas and stories, the possibilities for expression become limitless" says Mariah Bruel in *Playful Learning*. Discover your child's talent for writing or drawing comic situations through this activity

Form a Family Book Club

Gather other families from the neighborhood or school and take turns choosing age-appropriate books each month and writing a list of questions for discussion about the characters, plots, themes, and settings. Make the meetings a fun potluck dinner with foods that relate to the story -- your children can take part in the cooking and help brainstorm appropriate foods. For example, if you're reading *James and the Giant Peach*, by Roald Dahl, each participant can create a dish incorporating peaches, like peach pie or salsa.
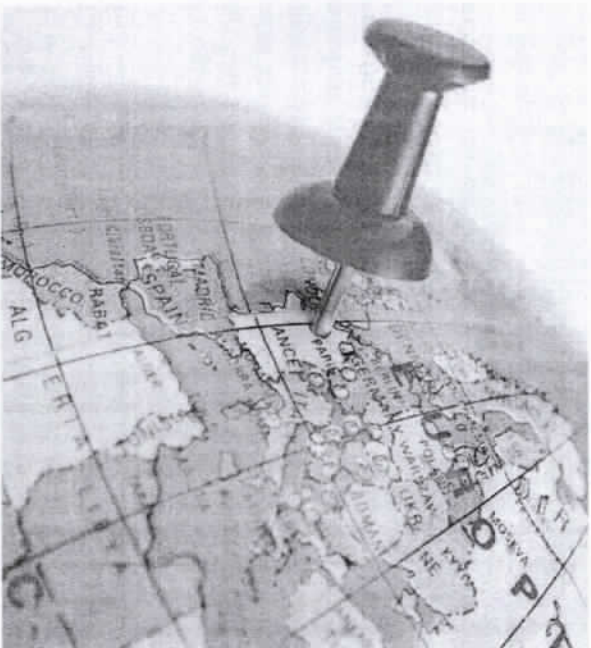
Send a Flat Stanley

With the popular Flat Stanley book series as inspiration, have your child write letters to friends and family around the world. Ask them to take and send back photos of Flat Stanley next to famous landmarks, along with stories of Flat Stanley's exciting adventures. As you receive responses, locate on a map the places Flat Stanley has visited and mark them with pushpins. "Regularly engaging with and keeping track of information on a world map will develop your child's understanding of places around the world on a deeper level," Bruel says.
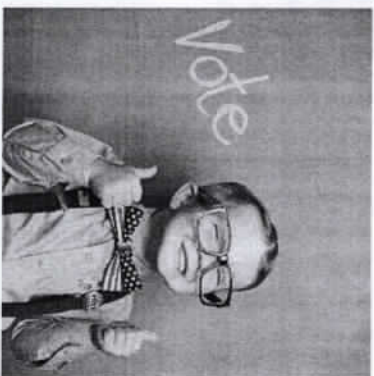
Plan a Political Platform

Your kids are too young to vote, but you can teach them how political campaigns work by holding your own election. Suggest two child-friendly opposing topics (i.e. Candy Land vs. Monopoly, cats vs. dogs, ice cream vs. Popsicles) and have two children choose which topic each would like to represent. Talk about the debates that happen during a campaign and create posters, slogans, and arguments to illustrate why one choice is better than the other one. Then hold a campaign period at home for a week or two, and work on formulating arguments. Set aside a day to have a real debate and have friends or family members as the audience.
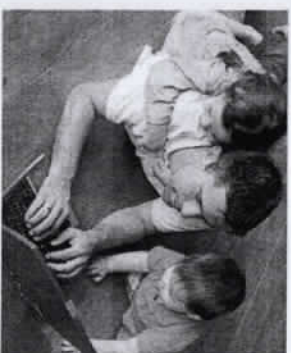
Launch a Family Blog

Design a private family wiki page or blog with updated photos and videos from trips, holidays, and special events. This is a great way to stay connected while enhancing everyone's computer skills. With

adult supervision, each child can add personal (but not too personal) information to the page -- new hobbies, latest accomplishments, goals for the year -- and share the page with family members across the country. You may discover hidden talents and interests -- perhaps one of your children likes to document family adventures through photos and another likes to work on page design.
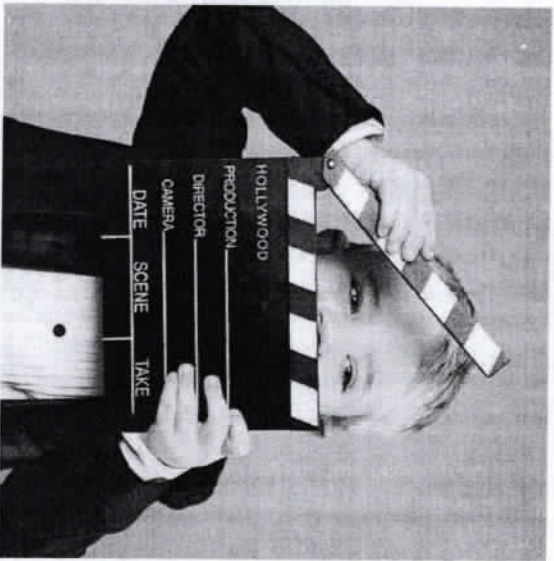
Keep the Camera Rolling

Bring Hollywood right to your living room by putting together a television show (a comedy sketch or a sports program). Together, create a name, outline a basic concept, and write dialogue for a segment or episode. Or assign specific roles to each family member: script writer, director, producer, camera operator, actor, and so forth. Then use a video camera to film scenes from the script. Feel free to shoot retakes or to alter the script to make words and scenes come to life. You can even create a music video with original lyrics and costumes, or recreate a famous music video with your own family twist. For the next family movie night, set aside time to screen the finished product (complete with outtakes!).

Explore Other Galaxies

The mystery of the universe provides an awesome space for imagination to grow. Foster it by visiting a planetarium and then encouraging your child to create a planet or galaxy of his own. Invent the planet's name, characteristics (like rings, red earth, moons), and placement in comparison to other planets. Or create a papier-m?ch? version of the planet. According to Baldwin Dancy, "actually making something is so much more satisfying for children than cutting out shapes or fitting pegs into holes." Take it a step further by splattering white paint on black paper to create new constellations and then suspend the planet against the starry background. Reward your kid for the hard work by making ice cream comets!

Learn a Second Language

Speaking a second or third language is a wonderful skill, so start the process by posting a words or phrases in another language in your home. Connect the words to a milestone or event in your child's lives. For example, mark the start of a school year with the word "school" or the phrase "I love school" in another language.

Each week, practice using a different word or phrase in the car, at the dinner table, or on the way to soccer practice. Introducing one new language at a time will help your child gain a deeper understanding of the patterns and sounds of various dialects. You can also check with your child's schoolteacher to see which language, if any, is being taught and then integrate that language at home. As your child learns new words, keep track of them by adding them to a bulletin board, poster, or scrapbook. For additional resources and reinforcement, parents can download mobile apps by MindSnacks, such as Learn Spanish, Learn French, or Learn Chinese.

Celebrate Moments Every Day

There is something to celebrate every day. Research each month's holidays, observances, and awareness weeks and have your child think of fun and creative ways to honor the occasions. For instance, May 1 to 7 is National Summer Safety Week, so brainstorm a list of ways to ensure a safe summer. August 10 is National S'mores Day, so make s'mores bars over the grill. In honor of Good Nutrition Month, November, involve your children in planning healthy meals and compile the delicious recipes in a family cookbook. Inspire your children to think about original and interesting ways to look forward to days and seasons.

CONTENTS

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MAKTABGACHA
TA'LIMDA INGLIZ TILI

Darslik