Teaching English to Young Learners

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Program Description

Young learners should have fun with English! The purpose of this program is to introduce participants to the theory and practice of teaching young learners in the EFL classroom. Participants will engage in enjoyable activities designed specifically for young learners, such as songs, chants, finger plays, and storytelling. In addition, participants will discuss approaches for teaching language within a meaningful context and share effective techniques for making language input comprehensible and encouraging student participation. By the end of the program, participants will be energized and ready to make their young learners have fun with English.

Module I: Learning and Teaching Styles for Primary Students

How do children learn language? This workshop will focus on the characteristics of young learners and their learning styles that affect second language acquisition. In addition to a discussion on learning styles of primary students, this workshop will introduce useful activities and teaching ideas specifically designed for Teaching English to Young Learners (TEYL).

Module II: Songs, Chants, and Poems!

Children love to sing, chant, and be creative! The purpose of this workshop is to teach participants songs, chants and poems in English to use in the young learner classroom. This means learning to sing, chant, and write poems as well as learning how to incorporate them effectively into English lessons as good practice for teaching pronunciation, vocabulary, grammar, and all four skills.

Module III: Storytelling and More!

Children love stories! The purpose of this workshop is to explore the uses of storytelling to teach English to young learners. It gives the rationale for using stories as a meaningful context in which new language can be taught and as a source for cultural content. Demonstrations of storytelling techniques and activities for young learners will be given in order to show participants how to integrate skills and teach vocabulary and grammar in fun and interesting contexts.

Module IV: Increasing Classroom Interaction

Young learners need to speak out! EFL teachers everywhere struggle to increase the quantity and the quality of English spoken by their students in their classrooms. This workshop will introduce the basic interactions found in EFL classrooms and will demonstrate strategies for teachers to create a more interactive and communicative classroom, particularly for young learners of English.

Module I: Learning & Teaching Styles for Primary Students

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Outline of Workshop

I. **Introduction: T-P-S**

II. **Considerations for Teaching Young Learners**

- How children learn

- Characteristics of young learners

- Language Learning Environment

III. **Teaching approaches for young learners**

- Ten Helpful Ideas for TEYL

IV. **Classroom Management Ideas**

V. **Conclusion: Role Play**

I. Introduction: T-P-S

(Think-Pair-Share)

TEYL? Think about it!

1. What is the purpose for starting English instruction in primary school?

2. What kind of approach should we take in a young learner classroom?

_____   _____   _____   _____

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II. Considerations for Teaching Young Learners

As you go through the basic principles of teaching young learners, please think about how these theories can be applied to your TEYL classroom situation.

A. How children learn

Children are active learners and thinkers. (Piaget, 1970)	Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration.
Children learn through social interaction. (Vygotsky, 1962)	Children construct knowledge through other people, through interaction with adults. Adults/teachers work actively with children in the Zone of Proximal Development (ZPD). *Zone of Proximal Development (ZPD) = difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance*
Children learn effectively through scaffolding by adults. (Bruner, 1983)	The adult's role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk. (Cameron, 2001)

Effective Scaffolding (Bruner, 1983)
Parents who scaffolded effectively
- created interest in the task;
- broke the task down into smaller steps;
- kept child "on task" by reminding him of the purpose or goal;
- pointed out the important parts of the task;
- controlled the child's frustration during the task;
- modeled the task, including different ways to do the task.

B. Characteristics of YLs

Adjective Splash

3

VYLs (under 7)	YLs (7-12)
- acquire through hearing and experiencing lots of English, in much the same way they acquire L1 - learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental - love playing with language sounds, imitating, and making funny noises - are not able to organize their learning - not able to read or write in L1; important to recycle language through talk and play - their grammar will develop gradually on its own when exposed to lots of English in context	- are learning to read and write in L1 - are developing as thinkers - understand the difference between the real and the imaginary - can plan and organize how best to carry out an activity - can work with others and learn from others - can be reliable and take responsibility for class activities and routines For more information, see: Slatterly, M., & Willis, J. (2001). *English for primary teachers*. Oxford: Oxford University Press.

C. Language Learning Environment

Although children may use similar processes for acquiring L1 and L2, the environment for L1 and L2 acquisition can be quite different (Brewster, Ellis & Girard, 2004).

| L1 environment	L2 environment
- language highly contextualized - in the real world the language used is authentic - learner highly motivated	- language more decontextualized - in the classroom the language used tends to be artificial - learners may not be highly motivated

Therefore, it is important to remember that an early start alone will not necessarily improve children's ability to learn English. It is also very important that L2 instruction include language structures that are presented within a context that is meaningful and communicative.

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III. Teaching Approaches for Young Learners

Now that we have looked at different learning styles and characteristics of young language learners, try to fill in the boxes in this mind map. With a partner, take turns reading each bubble before describing what word best fits each box.

The challenge of teaching children
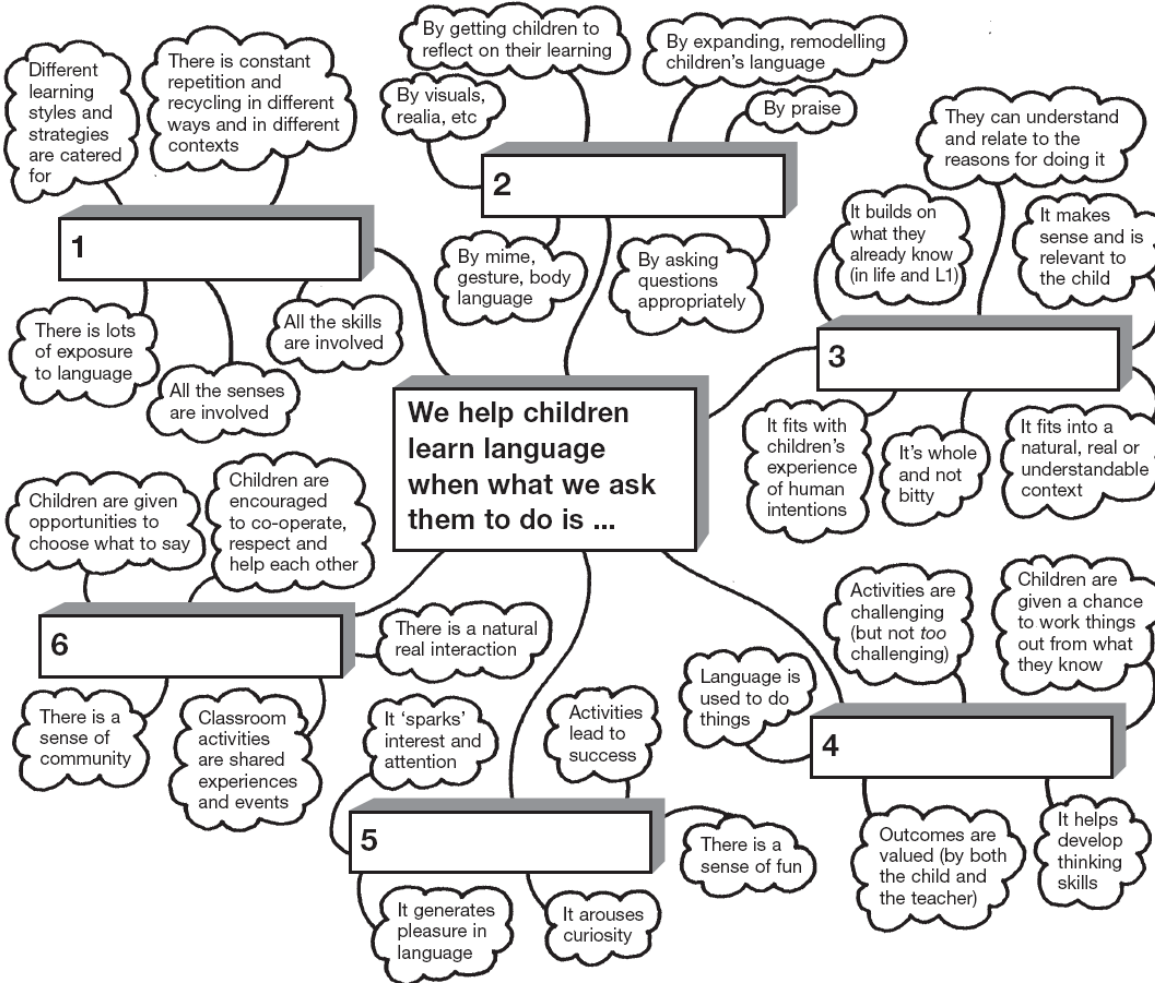
Use these words to fill in the boxes:
**Enjoyable   Full of practice   Meaningful
Purposeful   Social   Supported**

This mind map can be found in the following article:
Read, C. (1998, April). The challenge of teaching children. *English Teaching Professional, 7*: 8-10. Retrieved August 1, 2005, from http://www.etprofessional.com/articles/challenge.pdf

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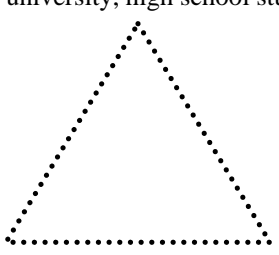# Ten Helpful Ideas for Teaching English to Young Learners
Joan Kang Shin

"Ten Helpful Ideas for Teaching English to Young Learners" is an article by Joan Kang Shin, in the English Teaching Forum (Vol. 44, No. 2) published by the U.S. Department of State's Office of English Language Programs. It can be found online at http://exchanges.state.gov/englishteaching/forum/archives.html.

Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels. However, starting earlier is not necessarily the solution for producing better English speakers. Therefore, what can EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English?

1. Supplement activities with visuals, realia, and movement.	
Young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (1990) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times."	• Use brightly colored visuals, toys, puppets or objects • Community donations for toys and objects • Create a"Visuals and Realia Bank" • Use Total Physical Response (TPR) by James Asher (1977) • Use TPR Storytelling by Blaine Ray http://www.blaineraytprs.com/
2. Involve students in making visuals and realia.	
Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials (Moon 2000).	• Students draw different characters for a story or make puppets, masks, play-do sculptures • Collaborate with the art teacher to make the visuals you need for you activities • Students contribute their own toys for the lesson ("Show and tell")
3. Move from activity to activity.	
Young learners have short attention spans. For ages 5–7, Keep activities around 5 and 10 minutes long. For ages 8–10, keep activities 10 to 15 minutes long. Scott and Ytreberg (1990) suggest creating a balance between the activities in the column on the right side.	• Quiet/noisy exercises • Different skills: listening/talking/reading/writing • Individual/ pairwork/ groupwork/ whole class activities • Teacher-pupil/ pupil-pupil activities
4. Teach in themes.	
A thematic unit, a series of lessons on the same topic or subject, can create broader contexts in which to teach language, recycle language from lesson to lesson, and allow students to focus more on content and communication than on language structure.	• Common themes for YLs: animals, friends, family, environment, citizenship, shopping, or units revolving around a storybooks, websites, celebrities, or movies students like • Themes based on curricula from students' other subjects are also effective (Haas 2000)

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5. Use stories and contexts familiar to students.	
Use of stories and contexts in home country or culture can help YLs connect English with their background knowledge, which is limited because of their young age and inexperience.	• Take a favorite story in the L1 and translate it into English • Allow students a chance to personalize content every lesson

6. Establish classroom routines in English.	
YLs function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners.	• Clap short rhythms for students to repeat. • Start the lesson with song or chant • Add classroom language to the routines as well

7. Use L1 as a resource when necessary.	
Use L1 in the classroom as a resource for forwarding the learning process without becoming too reliant on it. Concentrate on building communicative skills. Save your time for the target language actually within students' reach.	• Quickly make a difficult expression comprehensible by translating into L1 • Use L1 for complicated directions for activities

8. Bring in helpers from the community
9. Collaborate with other teachers in your school.
10. Communicate with other TEYL professionals.

TEFL Community Triangle

English Speaking Community
(parents who speak English well,
student EFL teachers from the
university, high school students, etc.)

Fellow school teachers
(subject/content or grade-
teachers and other
EFL teachers at your school)

Fellow TEYL Professionals
(professional organizations, level
in-service programs, or
special teacher education courses, etc.)

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USING THE BODY

FINGER PLAYS

HERE IS A TURTLE*
Here is a turtle. *(hold out fist)*
He lives in a shell.
He likes his home.
Very well.
When he gets hungry, *(stick out thumb)*
He comes out to eat, *(wiggle thumb)*
Then goes back
Into his house *(tuck thumb back into fist)*
To sleep.

HERE IS THE CHURCH
Here is the church *(interlock fingers under)*
Here is the steeple *(pull index fingers up)*
Open the doors *(pull thumbs out)*
And see all the people! *(wiggle fingers up in the air)*

CATERPILLARS*
"Let's go to sleep," *(wiggle your fingers)*
The little caterpillars said,
As they tucked themselves *(interlock fingers as if praying)*
Quietly in bed.
When they awake
By and by, *(palms up, cross over hands)*
Each one will be *(clasp thumbs, and flutter fingers)*
A pretty butterfly.

2-4-6-8-10*
Follow me.
Two *(clap two index fingers together)*
Four *(clap index and middle fingers together)*
Six *(clap index, middle, and ring fingers together)*
Eight *(clap index, middle, ring, and pinky fingers together)*
Ten *(clap hands together)*
(Put hands in lap)

TPR WITH SONGS

**HEAD & SHOULDERS,
KNEES & TOES**
Head and shoulders
Knees and toes
Knees and toes

Eyes and ears
And mouth and nose

Head and shoulders
Knees and toes
Knees and toes

Peanut Butter and Jelly
Peanut, peanut butter ~ and jelly!

First you take the peanuts, and
you crunch 'em, you crunch 'em
Peanut, peanut butter ~ and jelly!

Then you take the grapes, and
you squish 'em, you squish 'em.
Peanut, peanut butter ~ and jelly!

Then you take the bread, and
you spread it, you spread it.
Peanut, peanut butter ~ and jelly!

Then you take the sandwich, and
you eat it, you eat it.
Mm mm mm mm mm ~ mm mm mm!

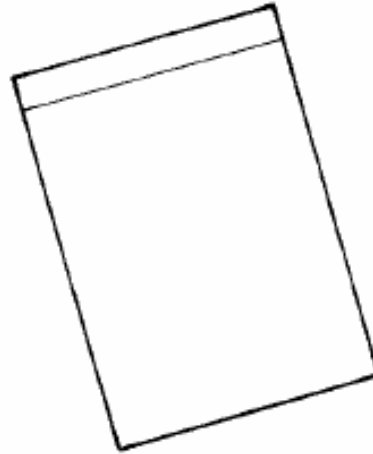*These come from Jean Feldman, *Transition Tips and Tricks for Teachers*

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FOLDABLES
Foldables are a great tool to put the learning into the hands of your students!

Layered Look Book

1. Stack two sheets of paper (8 1/2 x 11), and place the back sheet one inch higher than the front sheet.

2. Bring the bottom of both sheets upward and align the edges so that all the layers or tabs are the same distance apart.
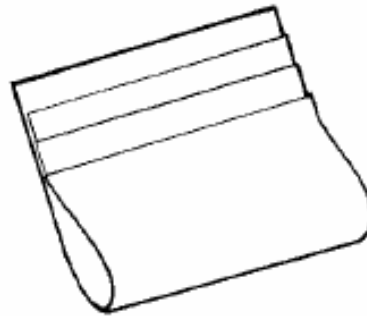
3. When all tabs are an equal distance apart, fold the papers and crease well.

4. Open the papers and glue them together along the valley/center fold.

Source: Dinah Zike's Big Book of Activities, 1992

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Fellow Teacher Survey

Dear Colleague,

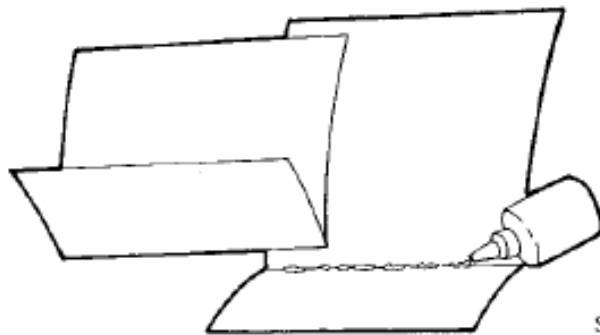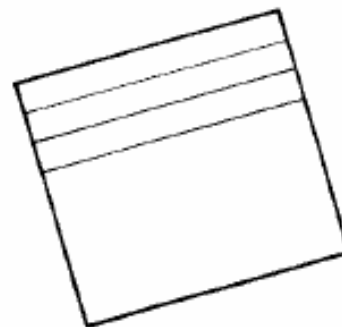In order to enhance students' learning, I would like to use topics that our students are learning in their classes as the content for our English class. In addition, I would love to know how students are performing in your class. It will help me understand their strengths and weaknesses and hopefully improve their experience in school.

If you could help me by filling out this survey, I would be so appreciative. Thank you so much for your cooperation!

Subject you teach: _____

What students are learning this week in your class:

Students who are struggling in your class:
Students who are outstanding in your class:

What students will be learning for the rest of the semester:

Topics that you think will be good to reinforce in English class:

Parent Survey

Name of your child: _____

Favorite story or book: _____

Favorite hobby/game: _____

Favorite class at school: _____

My child is great at …

My child is most interested in …

I have some concerns about my child in English class. These concerns are the following:

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CLASSROOM ROUTINES AND PROCEDURES

Here is a list of many different classroom routines and procedures. Add classroom language in English to them, and you will have a very rich English language environment. Try this: *Establish your routines, link them to certain expressions, and use them as much as possible.*

1) Entering the classroom
2) Tardies
3) Absences/Make-up procedures
4) Announcements
5) Beginning work
6) Teacher's attention signal
7) Getting out of your seat
8) Assignments
9) Getting supplies
10) Getting into groups
11) Working in groups
12) Independent work
13) Working at a center
14) Restroom
15) How to head papers
16) Passing in homework
17) Passing in papers
18) Exchanging papers
19) Asking questions
20) Getting help
21) Finishing work early
22) Visitors to the room
23) Organizing materials
24) Homework
25) Dismissal

Can you think of more…?

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IV. Classroom Management Ideas

Class Structure

Having a defined structure for each day of class helps manage your young learners. Children respond well to routines and rituals. It helps them know what to expect during each part of the class time you spend together. Use the chart below to make a plan for the routines you will establish.

GREETING	
DATE	
DAY / TIME	

| THE LESSON | ATTENTION GETTERS |
| | BRAIN BREAK |

EXIT TICKET	
FAREWELL	

**Don't forget to change your songs, chants, and attention getters periodically. You have to keep your class fresh and fun, and you will be teaching your students more English!

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BEGINNING THE DAY

DAYS OF THE WEEK CHANT*
Sunday, Monday, clap, clap, clap. *(clap 3 times)*
Tuesday, Wednesday, snap, snap, snap. *(snap 3 times)*
Thursday hop. *(hop)*
Friday stop. *(hold hand up)*
Saturday spin around like a top. *(spin around)*
Seven days are in a week. *(hold up 7 fingers)*
Now sit down and take a seat. *(sit down quietly)*

7 DAYS IN A WEEK
(Tune: The Bear Went Over the Mountain)
There are 7 days in a week,
7 days in a week,
7 days in a week,
and I can say them all!

Sunday, Monday and Tuesday,
Wednesday, Thursday and Friday
Saturday is the last day
And I can say them all!

DAYS OF THE WEEK SONG
(*Tune: The Addams Family)*
There's Sunday and there's Monday,
There's Tuesday and there's Wednesday,
There's Thursday and there's Friday,
And then there's Saturday!
Days of the week (SNAP, SNAP)
Days of the week (SNAP, SNAP)
Days of the week!
Days of the week!
Days of the week!

> **BIRTHDAY CHANTS**
>
> **BIRTHDAY CADENCE***
> *(Children repeat each line)*
> I don't know but I've been told.
> Someone here is getting old.
> It is someone's special day.
> This is what we want to say.
> Happy.
> Birthday.
> ***Happy birthday—to you!***
> *(Say the last line together)*
>
> **WHO DO WE APPRECIATE?**
> 2 – 4 – 6 – 8
> Who do we appreciate?
> (Student name) , (Student name)
> Yea ~ (Student name)!

ZIPPITY DO DA
Zippity Do Da, Zippity Aye!
My, oh my! What at wonderful day!
Plenty of (whatever the weather is) heading my way, Zippity Do Da, Zippity Aye!

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END THE DAY

SEE YOU NEXT CLASS
(Tell students to turn to a classmate for the chant)
You were wonderful!
You were great!
See you next class!
And don't be late!

ATTENTION GETTERS

HENRY HUSH* *(Tune: London Bridge is Falling Down)*
Henry Hush says,
"Please be quiet,
Please be quiet,
Please be quiet."
Henry Hush says,
"Please be quiet."
Sh! Sh! Sh!

CRISS-CROSS APPLESAUCE*
Criss-cross applesauce
Give a little clap. (clap hands)
Criss-cross applesauce,
Put them in your lap. (put hands in lap)

Criss-cross applesauce,
Quiet as can be.
Criss-cross applesauce,
Eyes on me. (point to self)

STUDENTS RESPOND

Teacher: Spongebob
Students: Squarepants

Teacher: 1-2-3 eyes of me
Students: 1-2 eyes on you

Teacher: When I say Peanut, you say Butter: Peanut
Students: Butter
Teacher: Peanut
Students: Butter
(French fries, jelly donut, Marco Polo, Goldi-locks, Barack Obama, etc.)

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PUZZLE OF THE DAY

Give your young learners something to think about. Stimulate their brain! Everyday give them a fun fact or a riddle to figure out. Try to connect it with language or content you are teaching. Let's see how good YOU are at figuring out riddles! Work with a partner, and see if you can figure out any of the riddles below.

FUN RIDDLES

1. What has four legs but never stands?

2. Why are Saturday and Sunday stronger than the rest of the days?

3. What starts with e and has only one letter in it?

4. Name one thing you can't hold onto for even five minutes?

5. What has two hands but can't clap?

6. What gets wet while it dries?

7. What becomes smaller when you add two letters?

8. What word is spelled wrong in every dictionary in the world?

9. How does Christmas always end?

10. Which month has 28 days?

11. How does morning begin?

12. What can you break with only one word?

13. What question can you never answer "yes" to?

14. What can you hold without your hands?

15. What is the beginning of eternity; the end of time and space; the beginning of every end; and the end of every race?

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FUN FACTS

1. It takes 17 muscles to smile and 43 muscles to frown.

2. Six-year-olds laugh an average of 300 times a day. Adults laugh only 15 to 100 times a day. Laughing lowers levels of stress hormones and strengthens the immune system.

3. The strongest muscle in the body is the tongue, and every tongue has a unique print.

4. The average human produces 25,000 quarts (23,650 L) of saliva in a lifetime, enough to fill two swimming pools.

5. You blink over 10,000,000 times a year.

6. The average person falls asleep in 7 minutes.

7. Left-handed people make up about 10 percent of the world's population.

8. Enamel, found in your teeth, is the hardest material in your body.

9. The largest human organ in the skin, with a surface area of about 25 square feet (2.25 square meters).

10. The gluteus maximus or buttocks muscle is the largest muscle in your body.

11. Every second, five people are born and two people die.

12. Every minute, 300 million cells die in the human body.

13. The brain consumes about one-fifth of all the calories we take in. It burns more energy than any other organ of the body. Therefore, the "brain power" used in mathematical or linguistic problem-solving can be as effective for losing weight as aerobic exercise.

14. Your heart pumps 3,600 gallons (13,623 L) of blood in one day.

15. It takes about 20 seconds for a red blood cell to circulate through the whole body.

16. It takes about 6 months for a toenail, and 3 months for a fingernail, to grow from the base to the tip.

17. An average human scalp has 100,000 hairs.

18. When you're born you have 300 bones, but by adulthood you have only 206.

19. The vocabulary of the average person consists of 5,000 to 6,000 words.

20. Women burn about 50 fewer calories of fat than men do each day.

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V. Conclusion: Role Play

Think about what you have seen and learned in this workshop about learning and teaching styles for primary students. Now do these two role plays with a partner.

Role Play #1

Person #1

You are an English teacher in a primary school. Your supervisor comes to visit your classroom and is surprised to see your students out of their seats playing games and having fun. She thinks that you are not doing your job. Listen to what she says.

Respond to her and explain why you are teaching English this way.

Person #2

You are a supervisor at a primary school. You visit a teacher's class and are surprised to see her students out of their seats playing games and having fun. You think that this teacher is not doing her job. Tell her that you think she is being irresponsible.

Demand that she explain herself to you!

Role Play #2

Person #1

You are a parent of a primary student. You notice that your child brings back art projects, funny pictures, and strange stories from English class. You think it looks fun, but you aren't sure that he is really learning English. You ask his teacher why he isn't bringing home more grammar and vocabulary exercises. After all, it is English class! Tell the teacher you are not sure this is good English instruction.

Person #2

You are an English teacher in a primary school. A parent of one of your students comes to see you. She thinks that your assignments like art projects and stories are fun but do not seem like good English instruction. Listen to what she says.

Explain to her why you are teaching English this way.

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Module II: Songs, Chants, and Poems!

Children love to sing, chant, and be creative! The purpose of this workshop is to teach participants songs, chants, and poems in English to use in the young learner classroom. This means learning to sing, chant, and write poems as well as learning how to incorporate them effectively into English lessons as good practice for teaching pronunciation, vocabulary, grammar, and all four skills.

Outline of Workshop

I. **Introduction**
- Rationale

II. **Songs for Children**
- TPR Songs

III. **Chants**
- Jazz Chants

IV. **Poems**
- Peace Poems
- Persona Poems

V. **Designing Lessons**

VI. **Conclusion**

I. Rationale
Why use songs, rhymes, and chants?

1. Linguistic resource	
2. Affective resource	
3. Cognitive resource	
4. Cultural resource	
5. Social resource	

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II. Songs for Children

Clementine
O, my darling! O, my darling!
O, my darling Clementine!
You are gone and lost forever.
O, my darling Clementine!

What's the Weather (to the tune of Clementine)
What's the weather?
What's the weather?
What's the weather like today?
Tell us (student's name),
What's the weather?
What's the weather like today?

Is it sunny? (hold arms above head in a circle)
Is it cloudy? (cover eyes with hands)
Is it rainy out today? (flutter fingers downward)
Is it snowy? (wrap arms around body and shiver)
Is it windy? ("blow children over" with a swoop of your arms)
What's the weather like today?

I love English
by Joan Kang Shin
(to the tune of Frere Jacques)

I love English!
I love English!
Yes, I do!
Yes, I do!
Come and be my partner.
We have lots to learn.
Yes, we do!
Yes, we do!

Peanut Butter and Jelly
Peanut, peanut butter ~ and jelly!

First you take the peanuts, and you crunch 'em (them), you crunch 'em
Peanut, peanut butter ~ and jelly!

Then you take the grapes, and you squish 'em, you squish 'em.
Peanut, peanut butter ~ and jelly!

Then you take the bread, and you spread 'em, you spread 'em.
Peanut, peanut butter ~ and jelly!

Then you take the sandwich, and you eat it, you eat it.
Mm mm mm mm mm mm ~ mm mm mm !

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The Itsy Bitsy Spider
The itsy bitsy spider
Went up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy bitsy spider
Went up the spout again.

The Wheels on the Bus
The wheels on the bus go round and round,
round and round, round and round.
The wheels on the bus go round and round,
all through the town.

The wipers on the bus go Swish, swish, swish;
Swish, swish, swish; Swish, swish, swish.
The wipers on the bus go Swish, swish, swish,
all through the town.

The horn on the bus goes Beep, beep, beep;
Beep, beep, beep; Beep, beep, beep.
The horn on the bus goes Beep, beep, beep,
all through the town..

The money on the bus goes, Clink, clink, clink;
Clink, clink, clink; Clink, clink, clink.
The money on the bus goes, Clink, clink, clink,
all through the town.

The driver on the bus says "Move on back,
move on back, move on back;"
The driver on the bus says "Move on back",
all through the town.

The baby on the bus says "Wah, wah, wah;
Wah, wah, wah; Wah, wah, wah".
The baby on the bus says "Wah, wah, wah",
all through the town.

The mommy on the bus says "Shush, shush, shush;
Shush, shush, shush; Shush, shush, shush."
The mommy on the bus says "Shush, shush, shush"
all through the town.

I'm a Little Teapot
I'm a little teapot, short and stout
Here is my handle,
Here is my spout
When I get all steamed up,
Hear me shout
Just tip me over and pour me out!

Five Little Fishies
One little fishie swimming in the sea,
Splishing and a-splashing
And a rocking to the beat.
Here comes another fish
Oh, say "Hello,"
Two little fishies
And away they go.
  Two little fishies...
  Three little fishies…
  Four little fishies

Five little fishies swimming in the
sea,
Splishing and a-splashing
And a rocking to the beat.
Here comes a shark,
And don't you know,
Five little fishies have to go!

Say Say, Oh Playmate
Say, say oh playmate.
Come out and play with me.
And bring your dollies three.
Climb up my apple tree.
Slide down my rain spout.
Into your cellar door.
And we'll be jolly friends.
Forever more, more.
Shut the door!

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III. Chants

Chants are a fun and rhythmical way to get learners of English to practice speaking. They are good way to practice language and can be used for classroom management purposes. Here are some examples:

Example #1 *(from Jazz Chants for Children by Carolyn Graham)*

Stop That Noise!

Teacher:	Sh! Sh! Stop that noise!
Chorus:	Sh! Sh! Stop that noise! Sh! Sh! Stop that noise!
Teacher:	Come on girls, tell all the boys! Tell all the boys to stop that noise!
Girls:	Please be quiet. Stop that noise! Please be quiet. Stop that noise! Please be quiet. Stop that noise!
Teacher:	Come on boys, tell all the girls! Tell all the girls to stop that noise!
Boys:	Please be quiet. Stop that noise! Please be quiet. Stop that noise! Please be quiet. Stop that noise!
Teacher:	Come on girls, come on boys. Tell everybody to stop that noise!
Chorus:	Sh! Sh! Stop that noise! Sh! Sh! Stop that noise! Sh! Sh! Stop that noise!

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Example #2 *(from Jazz Chants for Children by Carolyn Graham)*

When I Was One

When I was one
it wasn't much fun.

What did you do
when you were two?

When I was two
I learned to ski.

What did you do
when you were three?

When I was three
it was a bore.

What did you do
when you were four?

When I was four
I learned to drive.

What did you do
when you were five?

When I was five
I played with sticks.

What did you do
when you were six?

When I was six
it was really heaven.

What did you do
when you were seven?

When I was seven
I learned to skate.

What did you do
when you were eight?

When I was eight
it was really great,
but when I was one
it wasn't much fun.

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Example #3 *(from Jazz Chants for Children by Carolyn Graham)*

What Are You Going To Do When You're Twenty-Two?

What are you going to do when you're twenty-two?
I haven't decided.
What about you?

I might climb a mountain.
I might go to France.
I might write a story.
I might learn to dance.

Where are you going to be when you're twenty-three?
I might be in Paris.
I might be in Rome.
I might be in Turkey.
I might be home.

What are you going to be when you're ninety-three?
I'm going to be old
when I'm ninety-three.

What are you going to do when you're one hundred and two?
I haven't decided.
What about you?

Example #4 *(From Transition Tips and Tricks by Jean Feldman)*

Alphabet Chant *(Children repeat each line after the teacher.)*

A B C D E F G   *(A B C D E F G)*
School is so much fun to me.   *(School is so much fun to me.)*
H I J K L M N   *(H I J K L M N)*
Learn and play with all my friends.   *(Learn and play with all my friends.)*
O P Q R S and T   *(O P Q R S and T)*
We're the best as you can see.   *(We're the best as you can see.)*
U V W X Y Z   *(U V W X Y Z)*
Now it's time to stop and FREEZE!*   *(Now it's time to stop and FREEZE!)*

(When children freeze, quietly give them directions or motion for them to follow you.)

* You can change the last words of the chant to say:
  Now look at your teacher, please OR Now you must get up and leave!

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IV. Poems

Peace Poems

Give your students a chance to express themselves and inspire others! Have students write poems using words like:

PEACE
LOVE
HOPE

Example:

Living for someone

Opening my heart

Giving a **V**oice to others

Energizing my spirit

Persona Poems

(First name)…

_____, _____, _____, _____
_____ of _____

Who loves _____, _____, and _____

Who is afraid of _____, _____, and _____

Who wants to see _____, _____, and _____.

Resident of _____

… (Last name)

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V. Designing Lessons

It's great to use songs, chants, and poems in class. However, you have to make sure that you are using them effectively to teach English. Here is one way to organize a lesson using a song. Use this page to take notes after watching a demonstration of a lesson.

Lesson title:
Song title:

Content: Vocabulary:
                 Grammar:

Objectives: By the end of the lesson, students should be able to…

Warm-up:

Presentation:

Practice:

Follow-up:

Evaluation:

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Food from Around the World
Jigsaw Activity by Joan Kang Shin

<u>STEP 1</u>: *The teacher gives out cards. The teacher can prepare students by reviewing vocabulary for food and actions.*

Japan: Maki Sushi

What are the main ingredients?
- Rice
- Seaweed
- Raw fish
- Cucumber, avocado, or other vegetables
- Soy sauce and wasabi

How is it made?
- Spread the rice on the seaweed.
- Lay the fish (and other vegetables) on the rice.
- Roll the seaweed into maki.
- Cut the maki into pieces.
- Dip maki into soy sauce and wasabi.

<u>STEP 2</u>: *In groups, students learn about one food and write information on the handout. They make a song about it using the song "Peanut, peanut butter and jelly!"*

WRITE YOUR OWN SONG!

_____ _____

~ and _____!

First you take the _____,

And you _____, you _____.

Then you take the _____,

And you _____, you _____.

Then you take the _____,

And you _____, you _____.

Then you take the _____,

And you _____, you _____.

<u>STEP 3</u>: *Students sing their song in groups. Other students take notes on handout.*
Teacher gives a model indirectly emphasizing the nouns as ingredients and verbs to describe how it's made.

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Name: _____
Date: _____
Class: _____

Food from Around the World
Jigsaw Activity

Japan:

What are the main ingredients?
•
•
•
•
•
How is it made?
•
•
•
•
•

Morocco: Lamb Tajine

What are the main ingredients?
•
•
•
•
How is it made?
•
•
•
•
•
* Seasonings can include paprika, cumin, turmeric, cinnamon, ginger, cayenne, cardamom, pepper, coriander, etc.

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El Salvador: Cheese and Pork Pupusas

What are the main ingredients?
•
•

How is it made?
•
•
•
•
•

United States: Cheeseburger

What are the main ingredients?
•
•
•
•

How is it made?
•
•
•
•
•

- -

WRITE ABOUT YOUR COUNTRY!

Name of your country: _____

Traditional food: _____

Main ingredients: _____

_____

_____

How it is made:

- -

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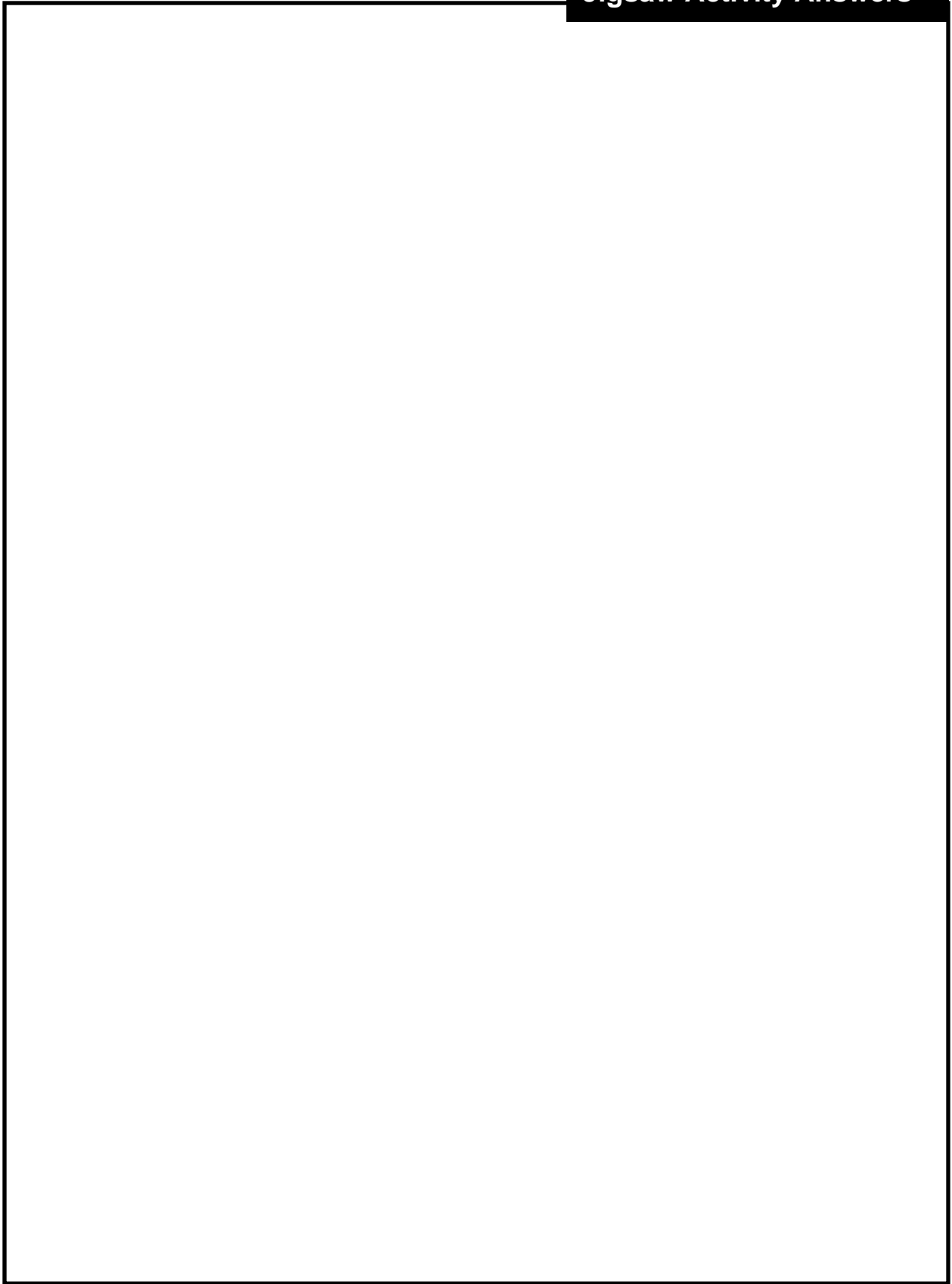
VI. Conclusion

After an active lesson, it is good to finish off with some "downtime." Reflect on today's workshop quietly. Think about the answers to the following questions silently to yourself.

1. Which song can you remember the best? Why?

2. Which chant did you like the most? Why?

3. Which poem gave you a good feeling inside? Why?

4. Do you think you will use songs, chants, and poems in your English class? Why or why not?

5. Which one do you think will be the most difficult to apply to your English class? Why?

6. Do you see any challenges to using songs, chants, and/or poems in the YL class?

Wait for your trainer to end this quiet reflection time.
You will get a chance to share your thoughts with the group.
Maybe your fellow teachers felt the same way you did!
Let's find out!

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Module III: Storytelling and More!

Children love stories! The purpose of this workshop is to explore uses of storytelling to teach English to young learners. It gives the rationale for using stories as a meaningful context in which new language can be taught and as a source for cultural content. Demonstrations of storytelling techniques and activities for young learners will be given in order to show participants how to integrate skills and teach vocabulary and grammar in fun and interesting contexts.

Outline of Workshop

I. **Introduction: Reflection**

II. **Rationale for Using Stories**

III. **Techniques for Storytelling**

IV. **Storytelling Demonstration**

- The Rainbow Fish

V. **Storytelling Activities**

- Pre-Storytelling Activities

- During and Post-storytelling activities

VI. **Conclusion**

I. Introduction: Reflection

*Take a few moments to reflect quietly. Close your eyes.
Let your trainer guide you through a visualization exercise.*

With a partner, share your visualization. Then discuss what you think the most important aspects of storytelling are…

… for the storyteller

… for the listener

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II. Rationale for Using Stories

a. Stories use a holistic approach.

Stories use a "holistic approach to language teaching and learning that places a high premium on children's involvement with rich, authentic uses of the foreign language."

(Cameron, 2001)

b. Stories support natural acquisition of language.

"Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading, and writing."

(Slatterly & Willis, 2001)

c. Storytelling is effective for early foreign language classes.

Storytelling can be effective for teaching English to young learners for the following reasons given by Wajnryb (1986):

    i.   The purpose of telling a story is **genuinely communicative**.
    ii.   Storytelling is **linguistically honest**. (It is oral language, meant to be heard.)
    iii.   Storytelling is **real!** (People do it all the time!)
    iv.   Storytelling appeals to the **affective domain**.
    v.   Storytelling caters to the **individual** while forging a **community** in the classroom.
    vi.   Storytelling provides listening experiences with **reduced anxiety**.

(Curtain & Dahlberg, 2004)

d. Children love stories!

Children love stories. They…

- are always eager to listen to stories.
- know how stories work.
- want to understand what is happening
- can enjoy hearing stories in English when they start English lessons.
- enjoy looking at storybooks by themselves.
- can reread the stories they like when they can read in English themselves.

(Slatterly & Willis, 2001)

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III. Techniques for Storytelling

The following are some recommended storytelling techniques from Brewster, Ellis, & Girard (2004):

- o If students are unfamiliar with storytelling, **begin with short sessions** which do not demand too much from them and over-extend their concentration span.

- o If possible, **have younger children sit on the floor around you**, making sure everyone can see you and the illustrations and can hear you clearly.

- o **Read slowly and clearly.** Give your pupils time to relate what they hear to what they see in the pictures, to think, ask questions, make comment. However, do vary the pace when the story speeds up.

- o **Make comments about the illustrations** and point to them to focus the pupils' attention.

- o **Encourage your pupils to take part in the storytelling** by repeating key vocabulary items and phrases. You can invite them to do this by pausing and looking at them with a questioning expression and by putting your hand to your ear to indicate that you are waiting for them to join in. Then repeat what they have said to confirm that they have predicted correctly and, if appropriate, expand by putting the word into a full phrase or sentence.

- o **Use gestures, mime, facial gestures** to help convey the meaning.

- o **Vary the pace, tone and volume of your voice.** Are you going to whisper to build up suspense? Are you going to introduce an element of surprise by raising your voice?

- o **Pause where appropriate** to add dramatic effect or to give children time to relate what they hear to what they see, and to assimilate details in the illustrations.

- o **Disguise your voice for the different characters** as much as you can to signal when different characters are speaking and help convey meaning.

- o **Make sound effects where possible.**

- o **Ask questions to involve children** *What do you think is going to happen next? What would you do?*

- o **Do not be afraid to repeat, expand and reformulate.** This increases opportunities of exposure to the language and gives children a second (or third) chance to work out the meaning and have it confirmed. If you need to walk around the class to show children the pictures, repeat the text again and again.

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IV. Storytelling activities

a. Pre-storytelling activities

Before you start telling a story, you can do any of the following activities to prepare your students:

- o **Capture their attention.** Introduce the story in a fun and interesting way. If you have supplemented the storytelling with visuals, you might want to preview these pictures or realia.

- o **Connect to prior knowledge and experiences.** Brainstorm or web ideas and concepts related to the story or the characters of the story in order to connect students lives to the story.

- o **Review language students have learned.** If the story contains vocabulary and structures that students have learned, it can help to review this language. This is especially important when the story is a part of a larger thematic unit and recycles language previously learned.

- o **Pre-teach new vocabulary or expressions.** If there are some key words or structures that are necessary to comprehend the story and cannot be inferred from the context, it is better to teach them before the storytelling. Try to do this in the context of connecting to prior knowledge.

- o **Predict what will happen in the story.** Give students a chance to think about what might happen in the story. It is a good critical thinking skill to encourage.

- o **Give students a purpose for listening.** Before you begin, try to give students a purpose for listening in addition to pure enjoyment. If your story has a lesson to learn from it, tell your students to listen for it.

Can you think of any other pre-storytelling activities to do with your students? What else do you do when you begin a storytelling?

Notes

_____

_____

_____

_____

_____

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b. During and Post-Storytelling Activities

During and after a storytelling, the teacher can do the following activities to check comprehension of the story and encourage students to practice new language:

- o **Q & A.** Prepare comprehension questions for students to answer orally.

- o **TPR (Total Physical Response).** If the story has movements, the teacher can do a TPR with the students.

- o **Group retelling.** Have students work with you to retell the story by retelling it with pauses and gaps for students to fill in. Or have students retell the story and fill in their gaps when they encounter difficulty.

- o **Create your own ending.** Tell the story up to the climax, and have students predict the ending. Have students create multiple endings to the story, then finish telling the story.

- o **Drama.** Do a retelling by having students act out the plot of the story.

- o **Story mapping.** Give students a graphic organizer to map out the plot of the story or compare the characters of the story.

- o **Story boarding.** Have students make simple drawings in boxes that show the plot of the story sequentially (like a comic book). The drawing can be accompanied by text or dialog bubbles.

- o **Read & Write Books.** Students create their own storybook by drawing and adding text.

- o **Projects.** Have students work together in small groups to create a wall display for a story or put on a performance of a story. You could invite students' families or other classes to see the students' work. You may want to do this after reading a few stories and have each group work on a different story.

Are there other storytelling activities you would recommend? Please share them!

**Notes**

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Book Title: _____ Author: _____

Follow the Clues

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.

Clue

Clue

Clue

Prediction

The Big Book of Reproducible Graphic Organizers

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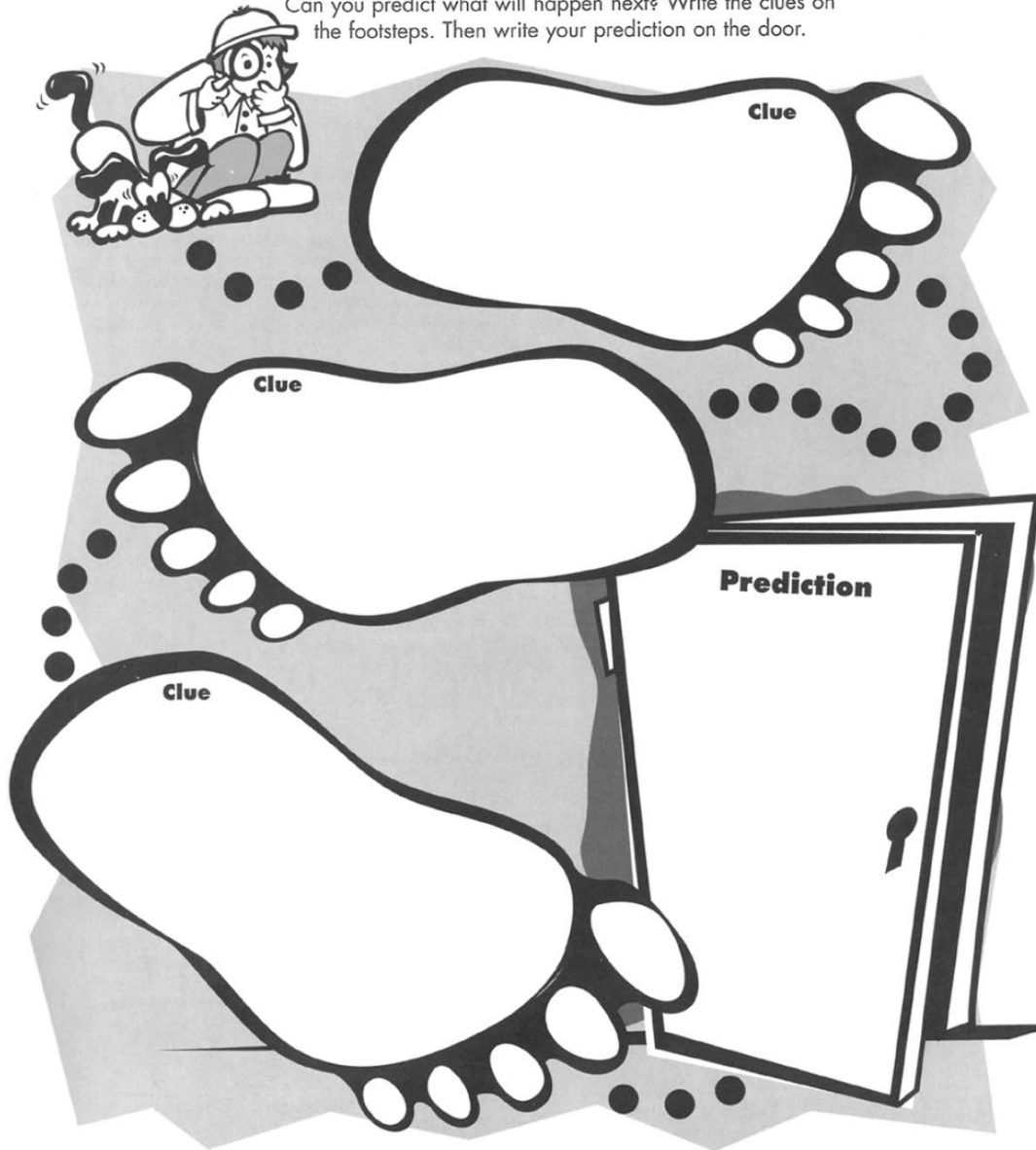
Character √ Sheet and Traits List

Name:
Title:

Character Traits

[illustration box]

Illustration

1. Does the character seem real to you?
   Yes ⅃ No ⅃
   (Please explain on back)

2. Do the character's actions fit what you know of him/her? Yes ⅃ No ⅃ (Please explain on back)

3. This character is: _____ flat (stays the same)

   ◯ round (changes)

Common Character Traits

adventurous	friendly	pretty
awesome	fun-loving	quiet
artistic	gentle	rich
athletic	generous	respectful
active	happy	rad
beautiful	humble	sad
brave	hostile	sloppy
bold	honest	serious
bossy	intelligent	successful
cheerful	independent	shy
curious	Inventive	short
creative	a leader	smart
courageous	lazy	studious
considerate	messy	selfish
daring	mischievious	simple
a dreamer	mean	tall
dainty	neat	trustworthy
dangerous	nasty	thoughtful
exciting	nice	unselfish
entertaining	nosy	warm
energetic	open	witty
funny	poor	wild
a fighter	proud	wonderful

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Character Comparison Sheet

Name:

_____
Title and Author

Character 1:		Character 2:

CHARACTER SIMILARITIES

CHARACTER DIFFERENCES

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SCHOLASTIC

Problem & Solution Diagram

Name:
Book Title:

Problem

Goal

Event #1   Event # 2   Event #3

Resolution
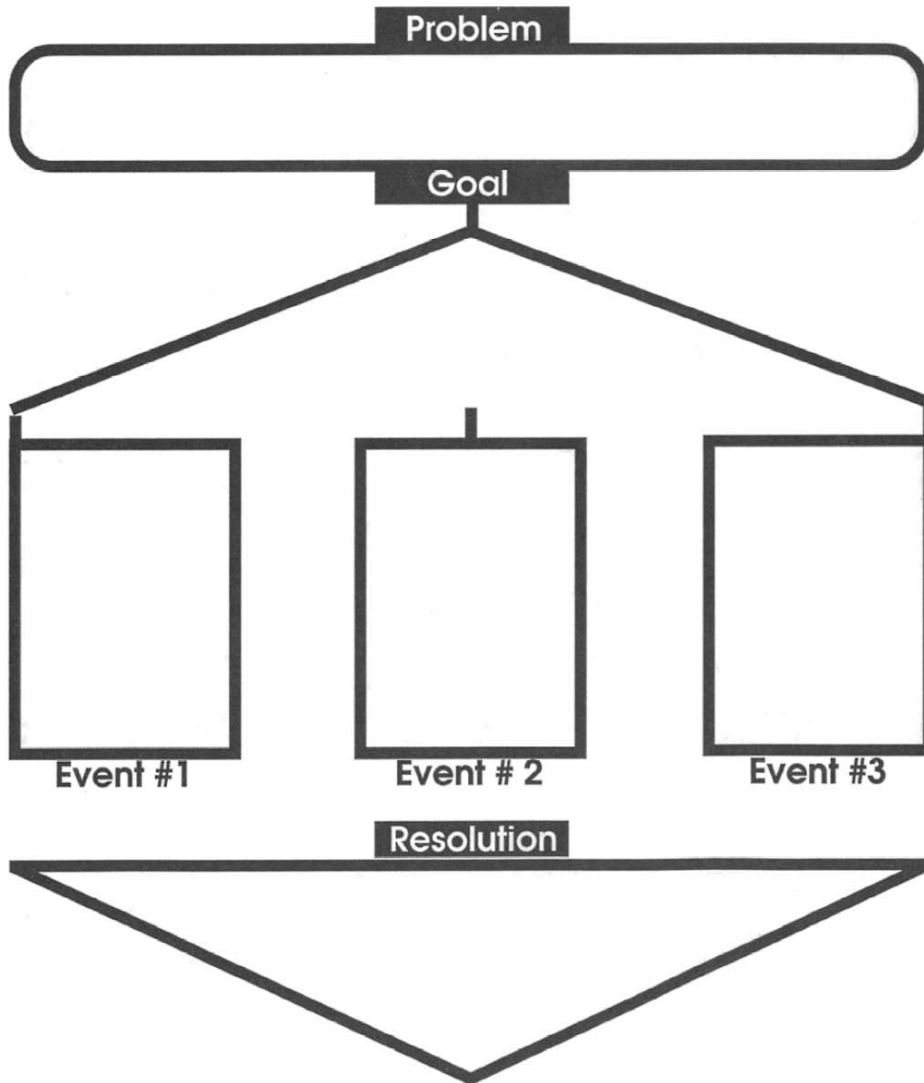
Great Graphic Organizers To Use With Any Book! Scholastic Inc.

http://teacher.scholastic.com

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Name:

Title:

Story Train

What happened first? What happened next? What happened last?

Beginning	Middle	End
Enter text here	Enter text here	Enter text here

Description:

http://teacher.scholastic.com

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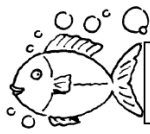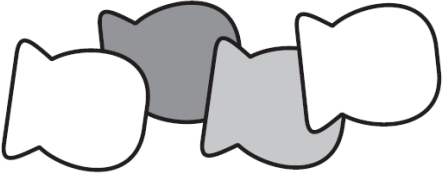
Independent Reading Contract

Book Title: _____

This book was: ☐ **easy**   ☐ **just right**   ☐ **challenging**

Complete the activities based on your independent reading book.
When you have finished an activity, color in the box on the chart.

Activities marked with a star ✦ have an activity sheet.

Reading	Writing
(Choose _____)	(Choose _____)
Read to yourself.	✦ Copy a super sentence from your book.
Read to a friend.	✦ Make 4 fishy word cards with new words from your book.
Read to your teacher.	✦ Describe the main character.

Level 1

• 9

VI. Conclusion

CREATIVITY IS KEY!
GET STUDENTS INVOLVED!
INCORPORATE SONGS & CHANTS!
COLLABORATE & SHARE MATERIALS!

BUT MOST OF ALL… <u>HAVE FUN!</u>
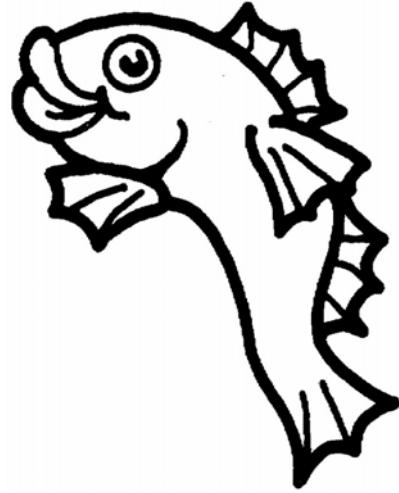
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TEYL Action Plan

We have learned a lot together! Now think about how your approach to teaching young learners changed. Write at least two things you will **start**, **stop**, and **continue** doing based on what you learned in this workshop.

As a result of this workshop, I will **start…** when teaching young learners English.

As a result of this workshop, I will **stop…** when teaching young learners English.

As a result of this workshop, I will **continue…** when teaching young learners English.

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Module IV: Increasing Classroom Interaction

EFL students need to speak out! EFL teachers everywhere struggle to increase the quantity and the quality of English spoken by their students in their classrooms. This workshop will introduce the basic interactions found in EFL classrooms and will demonstrate techniques for teachers to create a more interactive and communicative classroom. The workshop itself will serve as a model for increasing classroom interaction as the trainer includes the participants in the demonstration of all of the techniques and strategies.

Outline of Workshop

I. Introduction: Questionnaire

II. Rationale

- Benefits

- Teacher and student roles

III. Teacher-directed Interaction Techniques

IV. Examples of Classroom Interactions

V. Student-student Interaction Techniques

VI. Conclusion: Role Play

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I. Introduction: Questionnaire

Please fill out this questionnaire related to the interaction in your classroom. Try to reflect honestly and openly on the types of interactions that occur in your class. When you are finished, compare your answers with a partner.

1. On average, what is the ratio of teacher talk to student talk in your classroom?

(*Teacher talk : student talk)*

90 : 10   75 : 25   50 : 50   25 : 75   10 : 90

Put a check mark (√) in the appropriate box.	Often	Some-times	Hardly Ever	Never
2. How often do you ask students questions in class?				
3. How often do you get *your students* to ask questions (to you or another student)?				
4. How often do you use classroom language in English during your instruction?				
5. How often do *your students* use classroom language in English during class?				
6. How often do you ask for volunteers?				
7. How often do you call on students by name to participate?				
8. How often do *your students call on each other* to participate?				

9. What do you usually do when a student cannot answer your question?

   a.   Wait a few seconds while the student looks down at his/her desk and then ask for a volunteer.

   b.   Wait until the student is sufficiently red in the face and then ask your star student who always knows the right answer.

   c.   Rephrase the question, wait a few seconds, and then give the answer yourself.

   d.   Other: _____

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10. When a student gives a one-word response, what do you usually do?

    a.   Say, "Great!" feeling glad that the student said anything at all.

    b.   Cue the student to make a complete sentence.

    c.   Call on another student to turn the response into a full sentence.

    d.   Other: _____

11. Are you satisfied with the **amount** of student participation in your classroom?

        Yes   No   So so   Not sure

12. Are you satisfied with the **quality** of student participation in your classroom?

        Yes   No   So so   Not sure

Share with a partner!

With a partner, discuss the challenges you face increasing the quantity and quality of interaction in your classroom. Write down your answers here.

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II. Why use classroom interaction techniques?

Rationale

"Whereas comprehension of a message can take place with little syntactic analysis of the input, production forces learners to pay attention to the means of expression."

> *(Ellis, 1994, p.282) referring to Swain's Comprehensible Output Hypothesis*

When students listen, they're focusing on meaning and may not pay attention to form. However, when students speak, they must consider form as well as meaning to get their ideas across. In an EFL context, students rarely have opportunities to practice speaking the target language outside of the classroom. Therefore, it is especially important that EFL teachers provide opportunities for producing English *within* the classroom. Classroom interaction techniques can be used to give students a chance to build their oral language proficiency. Students can practice using English in meaningful and communicative contexts with the teacher's guidance and feedback.

Note: This approach is based on the work of Ron Schwartz from the University of Maryland, Baltimore County. The materials in this workshop have been adapted from his Content-Based Proficiency-Oriented Approach.

Benefits of increasing students' oral English production in the classroom

- o Familiarizes students with using English and helps them to feel comfortable interacting in English rather than afraid
- o Motivates students to learn English so that they can communicate more effectively
- o Builds students' confidence in using English as they are able to get their ideas across
- o Gives students the opportunity to "notice the gap" between their comprehension of input and their ability to produce comprehensible output
- o Lets students test hypotheses about how English works and get feedback from the teacher

Classroom interaction is authentic communication

"The language used in the classroom when giving instructions is very similar to real life, basic everyday English." (Willis, 1981, p. 30)

Besides initiating student production of target language structures and vocabulary, teachers can help students build their English proficiency by communicating with them about directions, the learning process, and the organization of the class in general. This language is much like authentic communication, which includes negotiation of meaning, comprehension checks, clarification requests, and paraphrasing (Long, 1983). It is through these real communicative acts in the classroom that students can gain more exposure to interaction in English.

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Teacher and Student Roles in Promoting Classroom Interaction

TEACHER'S RESPONSIBILITIES TO THE STUDENTS

1. Provide authentic language situations and materials.
2. Create a non-threatening classroom environment in which students will be motivated to participate.
3. Make sure that each student has the opportunity to interact during each class.
4. "Push" students into producing output that is concise, coherent and appropriate in order to develop full grammatical competence.
5. Provide each student with feedback on their progress.

STUDENTS' RESPONSIBILITIES

1. Participate and cooperate in classroom activities; interact during each class.
2. Risk making mistakes. Try out, experiment, and create with the language.
3. Learn and use language learning strategies that will enable the student to continue learning English outside of the classroom.
4. Provide feedback to the teacher and supervisors that will help improve the materials and instruction.
5. Ask for help and correction.

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III. Teacher-directed interaction techniques

What are some ways we can promote students language production in our classrooms?

1. Give students opportunities to speak.

After students receive input (from the teacher, another student, a tape, a storytelling, etc.), the teacher can prompt students to

a. Repeat	- Repetition <u>focuses student attention</u> on the lesson and the language item. - A quick repetition in the midst of a communicative lesson helps students <u>practice contextualized language</u> in momentary isolation. - It's helpful for <u>shy/timid/hesitant students</u> to take a step in producing oral language. The model provides students with a crutch. - Advanced speakers can compare their language with the teacher's and <u>refine their own speech</u>. - Repetition is helpful for <u>improving pronunciation accuracy</u> (articulation, stress, rhythm, intonation). - In choral repetition, all of the students can participate at once. This is especially helpful in <u>large classes</u>.
b. Ask and answer questions	- There are three ways Q&A can be used in the classroom: - Teacher-Student - Student-Teacher - Student-Student - Q&A is a natural part of <u>everyday communication</u>. - It's important that students learn to <u>ask questions</u> as well as answer them.
c. Paraphrase the content	- Paraphrasing is retelling all of the ideas that someone said or wrote in <u>one's own words</u>. - By paraphrasing students <u>demonstrate comprehension</u> while <u>practicing production</u>. - Paraphrasing forces students to "stretch" linguistically. They must use all of their linguistic resources to communicate what they've heard or read in a new way.

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d. Summarize the content	• Summarizing is <u>retelling the main idea(s)</u> of what someone said or wrote in one's own words. • Like paraphrasing, summarizing requires that students <u>demonstrate comprehension</u> and tap into their linguistic reserves. • Summarizing forces students to focus on the main point of what they've heard or read, and thus <u>requires their attention and analysis</u>.
e. Give examples	• When students provide examples, they are showing <u>comprehension</u> of a concept. • Providing examples requires students to use English to <u>express their own ideas</u>.
f. Give an opinion on or personalize the content	• This requires students to <u>use English creatively</u> to express their own ideas, focusing on meaning as well as form. • This allows students to <u>connect to the content</u> in their own way and personalize the information through the use of language. • When students personalize the content or give an opinion, they have to explain using <u>extended discourse</u>.

Revised from Ron Schwartz, UMBC, rschwart@umbc.edu

2. Prompt students to improve the quality of their responses.

After students provide some output, the teacher can "push" the quality of it by getting students to work with their output. In addition, the teacher should be ready to assist students when they struggle with correcting or improving their output.

a. After students speak, the teacher could prompt them to

- Clarify their utterance.
- Correct their utterance.
- Extend their responses to a full or more complex sentence.
- Elaborate on their utterance by giving more information.
- Elaborate on their utterance by giving examples.

b. If students struggle, the teacher can help students by

- Modeling correct, expected or possible responses
- Giving students cues through Q&A

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IV. Examples of Classroom Interactions

Instructions: Please read through these samples of classroom interaction one by one as directed by your trainer. As you read through each dialogue with a partner, please think about the significance of the teacher's use of classroom interaction techniques to language instruction.

---

a. Repetition (2)

T: What is the girl in the picture doing?

S: The girl smiling.

T: Great! Everyone, repeat after me: The girl in the picture…

Ss: The girl in the picture…

T: is smiling.

Ss: is smiling.

---

b. S answers teacher's questions (2)

T: The girl in the picture is smiling. Are the cats smiling too?

S: No.

T: Can you make a sentence? *(with gesture)*

S: No, the cats are not smiling.

T: The girl in the picture is smiling. Why is she smiling?

S: She loves cats.

T: Good! Let's put that together. She is smiling because…

S: She is smiling because she loves cats.

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S asks the teacher a question (2)

T: The girl in the picture is smiling. Why is she smiling?

S: *(silence)*

T: Do you need help? Ask me for help.

S: Can you help me?

T: Sure! Ask me the question. "Why is she smiling?"

S: Why is she smiling?

T: She is smiling because she loves cats! Now your turn…

S asks S a question (3)

T: I like cats. Asli, do you like cats?

A: Yes, I like cats.

T: Can you ask Khadija?

A: Khadija, do you like cats?

K: No, I don't.

S summarizes, then S repeats (3)

T: Can anyone tell us what we learned today? Fatima? You can start like this: "Today we talked about jobs."

F: Today we talked about jobs. Doctors help sick people. Teachers teach students. Chefs cook food.

T: Excellent, Fatima! You really paid attention today! Aisha, could you tell us what Fatima said?

A: Fatima said that today we learned about jobs. Doctors help sick people. Teachers teach students, and chefs cook food.

T: Great! You did a good job today!

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| S asks T question, S clarifies utterance, S personalizes content (3) | T: Look at this |

picture. These are my pets. What kind of pets do I have?

S: You have cats.

T: Yes, I have two cats. Do you want to ask me about them?

S: What is your name?

T: My name is Ms. Shin.

S: No… cats.

T: Do you mean, "What are their names?"

S: Yes, what are their names?

T: This is Lee *(pointing)* and this is Jackie. Do you have pets, Zahra?

Z: Yes, I do.

T: Class, let's ask Zahra about her pet. What kind of pet do you have?

Ss: What kind of pet do you have?

Z: I have a dog.

T: Can you ask Zahra about her dog?

| S repeats or paraphrases directions (2) |

T: Write five activities you'd like to do this weekend. Then, write five activities you would rather not do. Is that clear?

Ss: Yes.

T: Huda, can you tell us the directions?

H: We should write five things we want to do this weekend and five things we don't want to do.

T: Okay. Let's do it.

T: Now I'd like you to read the paragraph quickly and underline the topic sentence. Samira, what should you do?

S: We have to find the topic sentence and underline it.

T: Right. Let's go!

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> S gives example, S asks S a question, S gives an opinion, S elaborates (6)

T: Where do people go shopping? How about a mall? A mall is place with many stores where people can go shopping. Can you give me an example of a mall… Suad?

S: Towson Town Center Mall.

T: Right. Towson Town Center is an example of a mall. Can you say that?

S: Towson Town Center is an example of a mall.

T: Good. Now ask your friend for another example.

S: Amal, another example?

T: *(Gesture for complete sentence)*

S: What is another example?

T: What is another example of…

S: Amal, what is another example of a mall?

A: Columbia Mall is another example of a mall.

T: Where else do people go shopping…Fadia?

F: The market.

T: Can you give me an example of a market?

F: Lexington Market is an example of a market.

T: Which do you prefer? Shopping at a mall or a market? Think about your answer. Marwa, ask your friend which she prefers.

M: Jawhara, which do you prefer? Shopping at a mall or a market?

J: The mall.

T: Can you explain why?

J: I like the mall better because I like shopping for clothes.

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S gives an opinion, S elaborates, S paraphrases (3)

T: I don't like traveling in the summer. There are too many tourists then. What about you, Asli?

A: I like traveling in the summer. Last summer I went to Europe.

T: That sounds interesting. Can you tell me about your trip?

A: I went to three different countries and did a lot of things.

T: Which countries did you go to? What kinds of things did you do?

A: I went to France, Germany, and Italy. I looked at castles and other famous things.

T: What were the most interesting things you saw?

A: I saw the Colosseum and the Eiffel Tower.

T: Wow! Fatima, does Asli's trip sound interesting to you?

F: Yes.

T: Can you tell us about her trip?

F: Asli went to France, Italy, and… I forgot.

T: Why don't you ask Asli? Where else…

F: Where else did you go?

A: Germany.

F: Oh right! She went to France, Italy, and Germany. She saw castles and the Eiffel Tower.

T: Right! Have you ever been to Europe, Fatima?

F: No, but I want to!

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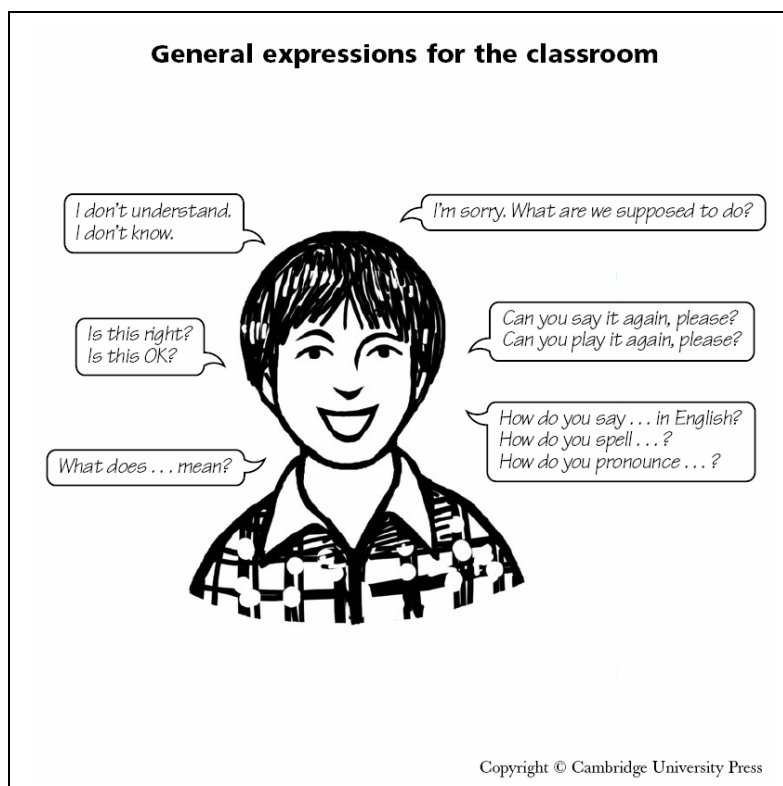*jshin2@umbc.edu*

V. Student-student Interaction Techniques

Both quantity and quality of students can suffer because…

- o Students lack negotiation skills
- o Students are unable to ask questions
- o Students aren't given clear tasks or models

The following activities work well because they…

- o Increase the amount of classroom interaction
- o Give students practice in asking questions
- o Give students clear language models
- o Improve students' accuracy as well as fluency
- o Allow all students to participate equally
- o Build students' confidence in the negotiation process

http://www.cambridge.org/us/esl/letstalk/support/language.htm

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Controlled Pair Work
Little Bit – Check

1. Give a small bit of language input.

A "small bit of input" can mean a grammar explanation, a definition of a word, the answer to a reading comprehension question, etc.

> *T: Skimming means reading quickly for the main idea.*

2. Check comprehension using Q&A.

> *T: Khadija, what does skimming mean?*
>
> *K: Skimming means reading quickly for the main idea.*

3. Have students in pairs do the exact same interaction being sure that you clearly model the interaction desired.

> *T: Ask your partner what skimming means.*

☺ Helpful technique:

o   Have students establish their partner at the beginning of class.

o   Have one person by partner "A" and the other be partner "B".

o   Then throughout the class you can simply cue A to ask B a question, or vice versa.

> *T: "A" people, ask your partner what skimming means.*

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Structured Group Work

GROUP LEADER'S RESPONSIBILITIES

During the discussion, I have to…

Lead the discussion and keep track of time.

Ask questions/elicit responses from my group.

Make sure that all members of my group participate equally.

After the discussion, I have to…

Call on students to share their answers with the whole class.

TEACHER'S RESPONSIBILITIES

Before the discussion, I will…

Be sure that every class a different student is designated as a group leader.

AND… Give the group leader clear language models to lead the discussion.

After the discussion, I will…

Call on each group leader to elicit a response from one of their group members. AND…

Assist the group leader to use the language accurately.

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Textbook Exercise

Instructions: In groups of 4 or 5 complete this typical textbook activity. Use the language models given below.

---

4 Review: Match the question to the answer.

#	Question			Answer
1	Where are your books?	_c_	a	At 1.15.
2	How many classes does José have?	____	b	He's my father.
3	How long is your Social Studies class?	____	c	Under my desk.
4	How many subjects are there?	____	d	There are three posters.
5	Who's Jorge?	____	e	It's 12.15.
6	What time does school finish?	____	f	Very well, thank you.
7	Where are the lights?	____	g	Sixty minutes.
8	What time is it?	____	h	There are ten.
9	What's on your classroom wall?	____	i	He has five.
10	How are you?	____	j	Near the door.
11	Where are the posters?	____	k	I'm 14.
12	What's in Gina's school bag?	____	l	On the ceiling.
13	How old are you?	____	m	There is a book.

one hundred and three **103**

LANGUAGE YOU CAN USE:

GROUP LEADER

Please read number one.
What do you think?
What is the answer?
Do you agree?

GROUP MEMBERS

Oh that's easy! The answer is…
I'm not sure, but I think the answer is…
Yes, I agree.
No, I disagree. I think the answer is…

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Giving Students Language Models

Give students the language they need to successfully negotiate meaning their groups. It doesn't matter what your students' proficiency levels are – you can find classroom language that is appropriate for them. See the examples below.

During the discussion…

Intermediate/advanced students	Lower levels
Could you read question number one?	*Please read number one.*
What do you think about this question?	*What do you think?*
What do you think the answer is?	*What is the answer?*
Do you agree with her opinion?	*Do you agree?*

After the discussion…

Intermediate/advanced students	Lower levels
Could you share what we discussed with the whole class, Aisha?	*Please share our answer, Aisha.*
Please tell the class your opinion of question number one, Huda.	*Tell the class your answer, Huda.*
What did we discuss in our group, Marwa?	*(Reread the question out loud) What is the answer, Marwa?*

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VI. Conclusion

Implementation of techniques

You need to…

- Train your students how to interact.
- Provide plenty of language models.

Start from the first day of class!

- Put models of classroom language on posters and put them on your walls (or carry them to your classroom).
- Give students handouts with the classroom language they are expected to use on the first day of class.

Use the interactions consistently!

- Require that students participate in various types of interactions throughout the whole semester/class term.
- Keep introducing new language structures for students to use for the various types of interactions.

- -

ROLE PLAY

With a partner, role-play two teachers with different points of view.

TEACHER 1	TEACHER 2
Your colleague is frustrated because s/he can't seem to get his/her students to speak out in class. You just attended a workshop about increasing classroom interaction. Try to encourage your colleague to use some of the techniques and activities you learned in the workshop.	You feel frustrated because your students just don't speak out and the same ones keep dominating the class. Your colleague just attended a workshop about increasing classroom interaction. S/he tries to encourage you to use some new techniques and activities.
Give your colleague suggestions for increasing classroom interaction. Use examples to support your point.	Be skeptical about using these techniques and activities. Give your colleague reasons for rejecting them.

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