



# TEACHING ENGLISH TO YOUNG LEARNERS



**JUDIT KOVÁCS, DANA HANESOVÁ**

**Banská Bystrica 2015**



**Európska únia**  
Európsky sociálny fond



**Agentúra**  
Ministerstva školstva, vedy, výskumu a športu SR  
pre štrukturálne fondy EÚ

**Modern Education for Knowledgeable Society / The project is co-financed by EU.**

Materials presented in this students' book were supported by the Mobility - Enhancing Research, Science and Education project at Matej Bel University, ITMS code: 26110230082, under the Operational Programme Education co-financed by the European Social Fund.

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Published by: © Pedagogická fakulta, Univerzita Mateja Bela v Banskej Bystrici

1st edition, 2015

ISBN **978-80-557-1022-8**



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Dear students,

Welcome to our course. Let us introduce ourselves:

Dr. Judit Kovács, PhD. is an associate professor at ELTE University, Faculty of Primary Education, Budapest, Hungary. She received her PhD in Applied Linguistics. She holds two Masters, one of which she gained at the University of Leeds, U.K. in MEd in Teaching English as a Second or Foreign Language to Young Learners. Her fields of research cover early foreign language education, bilingual education and related teacher training. She has about 100 publications (including 9 books written or edited) in and outside Hungary. She is frequently invited to make presentations at conferences and workshops, as well as to work as an exchange tutor, and an educational expert.

Doc. PaedDr. Dana Hanesová, PhD. is a teacher trainer at the Faculty of Education, Matej Bel University in Banská Bystrica. She has been teaching English both at primary schools and university since 1990. Teacher training is her “professional hobby”. She has written more than 120 studies on the topics of her research interest. In 2004 she was awarded the prize of European Label of Quality for Innovative Initiatives in language teaching. She has been invited to give presentations at conferences in Slovakia, Czech Republic, England, Netherlands, Germany and Norway. She has been an active member of various research teams (Visegrad Fund, VUGA, VEGA, APVV, and ESF) in Slovakia and abroad (USA, Great Britain).

Now we would like to present the aims of our course. It consists of three Modules:

The aim of the Module 1 focuses on training you, future **EFL** (English as a Foreign Language) teachers to Young Learners both in theory and practice.

By the end of Module, 1 you are expected to

- acquire some knowledge of recent theories related to EFL with young learners as well as knowledge of best EFL practice;
- be acquainted with (some of) the methodology of teaching EFL to young learners (to be continued in Module 2);
- acquire the basics of how to plan and implement EFL lessons for Young Learners;
- be informed about recent research findings in **TEYL** (Teaching English to Young Learners);
- develop yourselves into materials-developers and test-makers in the field of TEYL;
- be well-informed on TEYL issues so as to be ready to participate in professional talks in and beyond one's country;
- be open-minded and ready for further professional development in TEYL;
- deepen a positive attitude towards FL and teaching FL.

**Note:** This is a highly interactive course in which your active participation is a must. ***Powerpoint and video presentations are not included in this material.*** Therefore your presence is required in each session.



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Your success is primarily based on how committed and enthusiastic you are. You can meet the requirements of the course best if you

- are actively present in the sessions
- read the assigned literature before the session. Reading in advance is a pre-requisite for effective seminar work;
- perform your micro-teaching session in the circle of your tutor and peers;
- submit your Development Report of 100-120 words on the agreed day. It should contain what you think and feel you have learned during the course.

Module 2 aims at exploring some of the following topics:

- planning in EFL to YLs: curriculum, long-term/short-term planning, thematic planning, lesson planning
- some areas of competence development: teaching grammar through various tasks and activities
- testing, assessment and evaluation in the YLs' classroom
- intercultural learning through some primary EFL lessons
- an introduction to professional discussions through lesson observations and feedback-giving

By the end of Module 2 you are expected to

- gain knowledge of and practice in how to plan and implement an EFL lesson to YLs
- be familiar with areas of development of linguistic skills and competences
- see the role of testing, assessment and evaluation in Young Learners' EFL classroom
- become familiar with some good practices
- get a better understanding on why intercultural learning is an issue in the Young Learners' classroom
- strengthen your professional values through open-minded discussions with tutor and peers
- learn and experience how far having fun in the lesson is an important component of teacher training/teaching
- submit your Development Report of 100-120 words on the agreed day. It should contain what you think and feel you learned during the course.

Module 3 aims at exploring some issues of primary CLIL methodology:

1. recent history of CLIL;
2. main features of CLIL – both in theory and practice;
3. planning and implementation of a CLIL lesson for Young Learners;
4. assessment and evaluation in the Young Learners' CLIL classroom.

By the end of Module 3 you are expected to

- acquiring some knowledge of the recent history of CLIL, theory of CLIL as well as on its good practice;
- comprehension of the main features of CLIL;



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- gaining skills and practice in how to plan and implement a CLIL lesson to Young Learners;
- assessment and evaluation in the Young Learners' CLIL classroom;
- become familiar with areas of development of dual aims in CLIL lesson;
- become familiar with some good practices of CLIL;
- learn and experience how far having fun in the CLIL lesson is an important component for Young Learners;
- submit your Development Report of 100-120 words on the agreed day. It should contain what you think and feel you learned during the course.

**Note:** Please notice that there is a list of Recommended Reading in the end of this publication.



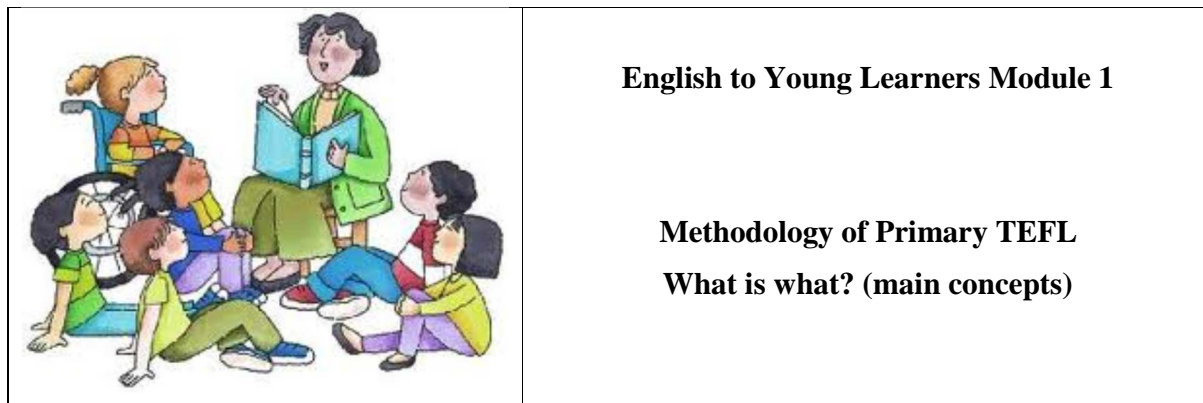
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## Abbreviations

CHL	Children's Literature
CLIL	Content and Language Integrated Learning
EFL	English as a Foreign Language
L1	Native language (first language)
L2	Second language
LA	Language Acquisition
PTT	Pupil Talking Time
TEYL	Teaching English to Young Learners
TPR	Total Physical response
TTT	Teacher Talking Time



## MODULE 1



**1 Starter: Who learns languages faster: adults or the young? What is the key to success for young learners' L2 learning?**

### 2 Quotations on Teaching English to Young Learners

Task after distributing the following quotations to the trainees: Discuss their meaning in your own words.

“Children do not do what they have learnt but they learn what they have done.” (Common wisdom)

“Children deserve teaching that is child-centred, and teachers of children deserve to have their specific requirements and skills recognised” (J. Holderness)

“When children are allowed to be themselves, they will be active. They are irrepressible doers, because it is by doing that they learn” (J. Holderness)

“Children use mental processes which involve the capacity to make sense of interaction and to interact” (M. Donaldson)

“Adults are able to divorce words from their situation in use, and pay attention to word meaning in isolation” (M. Donaldson)

“The child is the agent in his own learning.” (The Plowden Report)

“Perhaps we should concern ourselves as much with making learners efficient learners as we do with making ourselves efficient teachers.” (B. Page)



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"Learning French, or any other language, makes me feel a greater scope of things in this world that I can appreciate."  
(B. Gillette)

"Children do not give the same amount of weight to 'sheer linguistic form' as do adults." (M. Donaldson)

"A critical period for language acquisition centred in early childhood is the inevitable outcome."  
(S. Pinker)

"Acquisition refers to the natural assimilation of language rules through using language for communication. Learning refers to the formal study of language rules and is a conscious process."  
(S. Krashen)

"Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."  
(S. Krashen)

"Foreign language learning should begin at the start of compulsory primary schooling."  
(Sharpe and Driscoll)

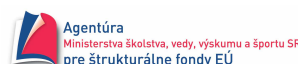
"Children gradually reconstruct rules for a second language that is becoming familiar by imposing rules from their first language on what they hear, and then try to produce talk in the second language guided by those rules."  
(J. Tough)

"The best methods are those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready' recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."  
(S. Krashen)

### 3 'Call my Bluff'

The teams take turns providing (reading) three answers to 1 obscure word/question. Only one of them is correct, the others are "bluffs". Other teams have to guess which is right.

Try to find the correct answers to the following statements:



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5. Complete the sentence: Less than 10% of countries can be considered .....states
- a) bilingual
  - b) a monolingual
  - c) multicultural
6. Educational bilingualism refers to a situation in which
- a) one is being born in a mixed marriage
  - b) one lives in a particular socio-cultural setting where more than one language is spoken
  - c) bilinguals are not born but made
- 'Bilingualism' is 'the .....use of two languages. Complete the definition, please.
- a) regular
  - b) occasional
  - c) perfect
- The theory of multicompetence claims that bilingualism is a
- a) deficiency in first language competence
  - b) common condition for the human mind
  - c) reason for lower cognitive achievement than those in monolinguals
7. What do you think 'immersion' is?
- a) it means that language lessons are taught in a swimming pool
  - b) students get 'immersed' in the foreign language because the medium of teaching is a foreign language
  - c) students undergo a certain process before the programme starts, they get a kind of initiation
8. Immersion schools in Canada offered
- a) English-speaking Canadian children French language instruction
  - b) French-speaking Canadian children English language instruction
  - c) French-speaking Canadian children instruction in both languages
9. In the European model of CLIL the L2 is taught as a subject
- a) at the same time as the subject is introduced
  - b) before it becomes used as a medium

- c) is not taught separately at all

10. What does 'multicompetence' mean?

- a) It is a quality of very brainy people – it means that they are omni competent.
- b) a quality of the human brain, in consequence of which what a child learns in one language, it forgets in the other
- c) a human quality which enables our brain to store more than one language

11. What might the 'balloon-theory' mean?

- a) it might express that the head of bilingual speakers is as empty as a balloon
- b) a theory on bilingualism, according to which language appears in the human brain in a balloon
- c) a theory on bilingualism claiming that once there are two languages in one's head, they resemble two half-empty balloons

12. According to a researcher a child can have only one language

- a) I fully agree with this statement
- b) I disagree with this statement. I think a child might be able to function in two languages on a high level
- c) I think this statement is true, because bilingualism in children might lead to split identity

13. Comprehensible Input (CI), as a concept in Second Language Acquisition means that (more than one answer is acceptable)

- a) the child is able to learn new words once they are put in a meaningful context
- b) a child should only been taught things which it understands
- c) a child learns what it stores in its memory

14. Language learning for young learners takes place when

- a) a child is explained to something thoroughly
- b) a child is allowed to do things
- c) a child is given a chance to memorize things

15. Which of the following statements is true?

- a) there are only 5 countries in Europe which are bilingual
- b) there are only 5 countries in Europe which are monolingual
- c) there are only monolingual countries in Europe



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16. Language teachers to the very young learners should be people who

- a) have a near-native command of the language
- b) know the age group very well
- c) are trained well both linguistically and methodologically

17. What do you mean by the term 'early start'?

- a) It means that all language lessons are held early in the morning.
- b) This is a general term for foreign language learning programmes that start under the age of ten.
- c) The term relates to the fact that once you start learning a language early, you are more effective.

18. What is language acquisition?

- a) This is the way how young language learners get their knowledge and skills through conscious efforts applying grammar rules in form-oriented exercises.
- b) Language learning for the uneducated and the ill-literate, since it does not require formal learning
- c) This is the way how YLs develop their knowledge and skills in a foreign language through activities, senses, and interactions in meaningful situations

19. Total Physical Response (TPR)

- a) means that language lessons are held in a gym hall
- b) is an approach generally used in case of teaching dyslexic and dysgraphic language learners
- c) is a non-verbal approach through which foreign languages can be taught successfully

20. Error correction in the young learners' lessons

- a) should be kept to the minimum otherwise it might develop inhibitions in them
- b) should always be present. Once a wrong structure is learnt, if not corrected, it will fix in YL' minds
- c) should be used to discipline learners, and make them respect the teacher better

21. Low Affective Filter

- a) means that YLs show low interest towards their own learning
- b) is a pre-requisite in YLs' lessons. This means that the atmosphere is safe and relaxed, so, learners do not have to worry about their language production
- c) means that the teacher is under-enthusiastic and shows a low level of affection towards her lesson



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22. LA in language pedagogy means

- a) Los Angeles
- b) 'Learn-in-Action'. This is a method which claims that young learners learn better once they are involved in actions
- c) Learner Autonomy. This means that learners develop a certain ownership over their own learning once they are motivated and challenged to be independent

23. Meaning-making means

- a) that YLs, when being exposed to L2, trying to work out what is going on, using physical or visual clues in the situation
- b) the way how YLs get out the meaning of unknown words through translation into their L1
- c) that the teacher explains to children in L2 what certain words mean

24. Silent period in YL's language development means

- a) that children, in the period right after being exposed to the L2 first become good listeners, and do not show much production in L2.
- b) that both the teacher and the learners are silent in the sessions. Children learn only through visual clues and gestures.
- c) that learners only read and write in the sessions

25. Holistic growth

- a) means that YLs, exposed to languages, generally grow faster
- b) is the non-linguistic benefit of being exposed to languages at an early age
- c) means that teachers of YLs have multiple intelligence

#### 4 Children learn best when ...

Find a suitable word from the box to complete each sentence (Exercise from Curtain, H., Pesola, A. Language and Children: Making the Match. New York: Longman, 1994).

Planning, variety, experiences, conducted, materials, tools, grammatical, consistent, meaning, acquisition, contexts

a) Target language instruction is consistently ..... in the target language with minimal use of the native language. The target language and the native language are kept distinctively separate.



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- b) Teachers recognize learners as active constructors of ..... Rather than passive receivers of vocabulary and information.
- c) Learning occurs in meaningful, communicative ..... that carry significance for the student. For the young learner these contexts include social and cultural situations, subject content instructions, games, songs, rhymes, stories, and experiences with arts, crafts, and sports.
- d) Learning is organized in terms of concrete ....., visuals, props, real objects and hands-on activities are integral components of instruction.
- e) Comprehension is emphasized rather than speaking at beginning stages of the program, shadowing the process of first-language .....
- f) Reading and writing are used as communicative ..... as appropriate to the age and interests of the learners, even in early stages of language development.
- g) Assessment of learning is frequent, regular, and ongoing in a manner that is ..... with program goals and teaching strategies.
- h) Culture is primarily learned through experiences with cultural ..... and practices rather than through discussion and reading.
- i) ..... is organized around a thematic centre and establishes a balance among the basic goals of culture, subject content, and language in use.
- j) Curriculum and instruction are organized according to a communicative syllabus rather than a ..... syllabus. Grammar is presented through and for usage rather than analysis. Grammar for its own sake is not the object of instruction.
- k) Activities are geared to the young learner's interests, developmental levels, and experiential background. They are designed to appeal to a ..... of learning styles and to incorporate frequent opportunities for movement and physical activity.

## 5 Do the memory game by matching terms with their definitions (yellow).

Early start in foreign language learning	Total Physical Response (TPR)	Comprehensible Input
is a theory that holds: a child learns only things which it understands	that once YLs are exposed to an L2, their skills develop in many ways	claims that under an optimal age L2 learning might be more successful than later
which means that children speak little but understand a lot	is a general term for foreign language learning programmes that start under the age of ten	a way of foreign language development through senses, activities, and interactions
if it is allowed to do things	Language acquisition is	A child learns languages well

should be kept to the minimum	In early foreign language programmes there is a silent period	Error correction in the young learners' lesson
Critical Period Hypothesis	Holistic growth means	is a non-verbal approach through which foreign languages can be taught successfully

**6 Classify the statements** in the box below according to whether they characterize language acquisition or language learning:

It is conscious, it senses rules, it is concerned with form, it rewards risk, in it correction is crucial, it is concerned with function, it applies rules, focus is on the learning itself, it is unconscious, it seems slow, correction is potentially inhibiting, it rewards carefulness, communication appears only as a goal, it seems quick, focus is on the message, communication appears as a process

## 7 Age as an important factor in language learning

Young language learners should be viewed differently due to the way they approach languages.

The issue of acquisition and learning a huge step towards paving the way for this new discipline was done by the separation of language learning from language acquisition (Krashen 1981). According to Krashen, the two are absolutely different.

*Acquisition* comes naturally without any obvious effort, while learning requires tedious work.

The table below will show the difference between *language acquisition* and *language learning*:

	Language acquisition	Language learning
processing	unconscious	conscious
goal	delivering the message	delivering knowledge on the language
focus is on	the function	the form
it rewards	risk	accuracy, carefulness
teacher's role	partner, co-communicator	checker, controller
student's role	senses rules	applies rules



error correction	inhibiting	crucial
communication	appears as a process	appears only as a goal
way of learning	integrated	specific

Second language acquisition takes place similarly to that of one's mother language. Mention a few points teachers of TEYL might do to encourage acquisition to happen:

- in creating the right atmosphere
- in incorporating the right amount and quality of language input
- in finding the ways of introducing new language
- in finding the way of checking the knowledge

## 8 Do the great TEYL crossword puzzle

1					2	3
		4				
				5		
			6			
	7					8
					9	
		10				
	11					
12						



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## Across







- 1 Young learners do not learn a foreign language but they.....it
- 7 Young learners learn languages through....., such as seeing, hearing, touching, etc.
- 12 Basic materials for young language learners are....., and .....



## Down

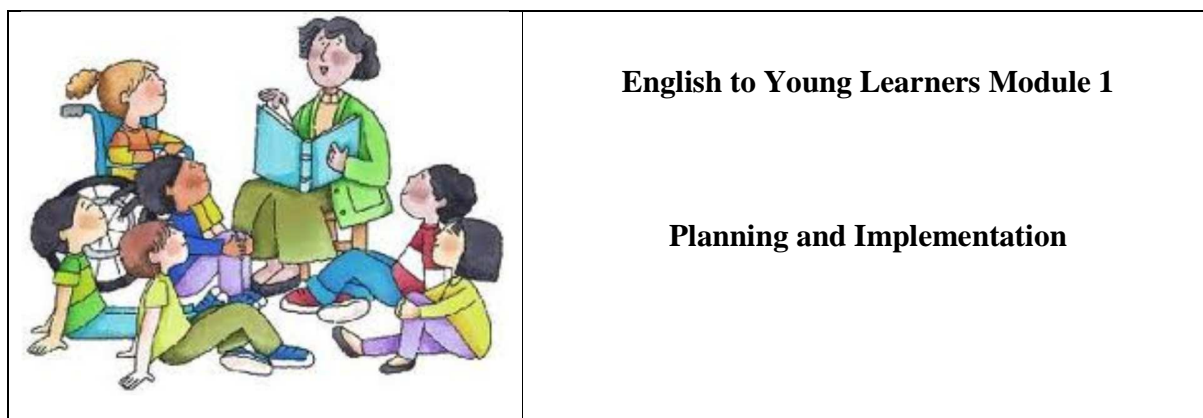
- 1 Doing..... an exercise-type for young language learners, based on learning by doing
- 2 Basic materials for young language learners are Across 12, and Down 2
- 3 English Language Teaching
- 4 .....period. The first period of time for young language learners when they just listen but do not produce much language
- 5 In language acquisition .....are more important than the form
- 6 Rich linguistic.....is important for young learners. It means that they have to be exposed to the foreign language as much as possible
- 8 The early..... This is the name of foreign language learning for the young
- 9 Total Physical Response
- 10 .....-verbal approach. The way young learners learn a language
- 11 ..... approach. This means that young learners are developed in many ways, not only in languages. Beware: the word is coming inversely

## 9 Play the "Young Learners" Domino game

<p>START</p>  <p>Early start in foreign language learning</p>	<p>claims that under an optimal age foreign language learning might be more successful than later</p>  <p>Comprehensible Input</p>
--	--

<p>is a general term for foreign language learning programmes that start under the age of ten.</p>  <p>Language acquisition is</p>	<p>is a theory that holds: a child learns only things which it understands</p>  <p>A child learns languages well</p>
<p>a way of foreign language development through activities, senses, and interactions in meaningful situations</p>  <p>Critical Period Hypothesis</p>	<p>if it is allowed to do things</p>  <p>Total Physical Response (TPR)</p>
<p>which foreign languages can be a is a non-verbal approach through which foreign languages can be taught successfully</p>  <p>In early foreign language programmes there is a silent period</p>	<p>That once YLs are exposed to an L2, their skills develop in ways</p>  <p>THE END</p>

<p>which means that children speak little but understand a lot</p>  <p>Low affective filter</p>	<p>means that the atmosphere of the lessons is safe and relaxed</p>  <p>Error correction in the young learners' lesson</p>
<p>should be kept to the minimum</p>  <p>LA in language pedagogy</p>	<p>means Learner Autonomy</p>  <p>Holistic growth means</p>



## 1 The role and place of planning in the Young Learners' classroom

Some points for discussion. How far do you agree with them?

- Expect the unexpected, or plan continuously?
- How best to prepare for the realities?
- Spontaneity – planning: do we need a delicate balance between them?
- Special factors to be considered: Young Learners are exposed to the L2 in the class, within limited time and Young Learners are not exposed to the L2 outside of the classroom
- EFL lessons to Young Learners should be planned in advance and should be spontaneous in the lesson.
- Strict planning, flexible implementation (it means: to react to anything which occurs in the lesson)

Some tasks that assist spontaneity: warm-ups, open-ended questions, creative tasks

**2 Types of educational plans:** curriculum, syllabus, long-term, short-term planning, thematic/topic-based planning, and lesson planning: an introductory discussion.

Curriculum and syllabus: getting to know the key terms

Read the statements and put an X in the right column if you think the statement is true:

	Curriculum	Syllabus	Both
a statement of approach			
sets institutional goals			

is a localised guide for the teacher			
entails what to teach			
provides a focus for what should be taught			
considers assessment and evaluation in the broadest terms			
may be partly or entirely determined by an external, authoritative body			

### 3 Read the following to know about what topic-based planning is

(Based on: Laidlaw, C. & Enever, J. 1999. *Introduction to Theme Packs*. Budapest: The British Council. Tasks in: Kovács, J. & Trentinné Benkő, É. 2012:65. *A Task-based Reader on Methodology and Children's Literature*. 5th edition. First published in 2003)

“It is now widely accepted that young children best acquire a second or foreign language if they are given opportunities to focus on activities that interest and involve them, so that they may learn, or ‘acquire’, the foreign language indirectly. Lessons which are built around a linguistic focus tend to concentrate on language structure and not on its use in real communicative situations. Such an approach often sacrifices the children’s interest and motivation to the teaching of a specific structure, such as the form of the 3<sup>rd</sup> person, simple present tense. A topic based activity approach in the language lesson gives the learners a much wider educational experience than one built around the presentation and practice of vocabulary and structures. The children will be acquiring the foreign language while broadening their knowledge about the world, and at the same time developing their imaginations, their thinking, and their socialising skills. This is not to say that a teacher should disregard the language syllabus as such, but rather that it should be taught implicitly in the early stages of language learning.

Topic-based teaching integrates the four language skills, speaking, listening, reading and writing (when appropriate). Some activities may contain little if any oral work, but a great deal of listening. This would be the case during total physical-response action games in which children listen to and follow instructions. In some activities the emphasis might be on speaking the target language during a class survey in which the same questions would be asked over and over again. Reading and writing would be practised when children are putting together their own stories, and making books for others to read.

Children who learn a language through topic-based teaching develop a positive attitude towards the foreign language. Later, when making the transition to more formal study at a later stage they have at least a reasonable foundation – a knowledge of language in use – on which to build”.

In your group discuss the following:

- Summarize why topic-based teaching is appropriate for young learners.
- Discuss the following statement: “Children who learn a language through topic-based teaching develop a positive attitude towards the foreign language” (Holderness 1991)
- Why do you think this statement is true?

**4 Now watch part of a topic-based EFL lesson to Young Learners.** In your group find answers to the following:



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- a) What is the topic of the lesson?
- b) Make a list of activities the teacher /the learners are engaging in.
- c) In what way do you think this lesson is different from a non-topic-based lesson?

### 5 By now you are an expert on topic-based planning.

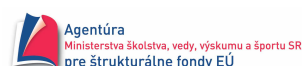
Can you place the following under the appropriate heading?

*Focuses only on subject, structure teaching, is done by the learners, encompasses wider fields of experience, superficial language exercises do NOT stimulate meaning-making, a genuine purpose to learn the language, school day is regarded as integrated, mainly linguistic activities, language is learnt for its own sake, enhances only target language skills, learning fits into learners' experience, meaning is being explored by children, structured teaching is done by the teacher, incoherent linguistic exercises, subjects are taught separately, enhances learners' cognitive and manual skills as well, a wide range of activities*

Subject-based planning	Topic-based planning

Now check your work:

Subject-based planning	Topic-based planning
Focuses only on subject	Encompasses wider fields of experience
Enhances only target language skills	Enhances learners' cognitive and manual skills as well
Subjects are taught separately	School-day is regarded as integrated
Mainly linguistic activities	A wide range of activities
Incoherent linguistic exercises	Learning fits into learners' experience
Superficial language exercises do NOT stimulate meaning-making	Meaning is being explored by children
Structure teaching is done by the teacher	Structure teaching is done by the learners



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Language is learnt for its own sake	A genuine purpose to learn the language
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## 6 Lesson planning and implementation

Parts of a lesson plan – brainstorm

Distributing a lesson plan. Discuss what you have found different/similar.

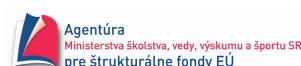
(Budai Kata: My Cat Likes to Hide in Boxes, Spring 2013)

Good practices of implementation (on DVD, by trainees)


- a) a warmer and a lead-in (Szabó Klára Dear Zoo, Spring 2011)
- b) acting out a story (Zeffer Szandra: The Enormous Turnip, Spring 2008), from minute 26 to minute 34)

**7 In your group, sum up** what you have learnt in this workshop about planning and implementation.

**8 Example of a Lesson Plan “My cat likes to hid in boxes”** (in the attachment)



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	<p style="text-align: center;"><b>English to Young Learners Module 1</b></p> <p style="text-align: center;"><b>Activities young learners 'love' ☺</b> (developing listening and reading skills)</p>
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**Task 1:** Get familiar with the following games/ways developing listening and reading skills. Young learners love them!

Read and match the columns:

TPR (Total Physical Response)	A paper and pen game. The players have a sheet which is divided into nine squares. They write a newly acquired word in each square from memory. The teacher calls out words. If players have the same word on their sheet, they cross that word out. Once they have 3 words in one row, horizontally, vertically, or diagonally, they shout ..... (the name of the game)
Odd Word Out	Learners line up in two teams in front of a couple of flashcards on the wall or board. The teacher calls out definitions of the words on the cards. Once a child thinks he/she can identify the card with the definition, runs to the card and touches it. The quicker is the winner.
Domino game	This game can be played with word cards and flashcards alike. There are four words or pictures, one of which does not fit. The task is to spot out the odd one, and give reasons why it does not belong to the group.
Call my bluff	A game for practising the English Alphabet. The master of the game thinks of a word, but does not write it on the board. She only leaves gaps for the letters. Learners call out letters. Once a letter fits the word, it is getting written on the board.
Fruit salad	Learners sit in a circle. They are given fruit names, such as apples, pears, peaches, plums. The master of the game calls out, e.g.: "Apples and peaches, change places! Learners follow the instruction. When he says: Fruit salad! All players change places. The trick is: there is one chair less than the number of players and teacher together. The player who cannot find a seat is the master of the game.
The taboo game	A way of vocabulary practice, in which learners watch the teacher's mouth and this way try to guess the word he/she pronounced.
Chinese whispers	The task is to restore a word or a sentence from jumbled units.
Hangman	A method in which learners respond to commands that require physical movement.


Bingo	A game, which begins with the first player whispering a phrase or sentence to the next player. Each player successively whispers what that player believes he or she heard.
Run and touch	The master of the game says a statement. There are three helpers with different answers. The player does not have to give the right answer. She only has to choose whose answer she wants to hear. Her job is only to refuse or accept the answers.
Lip-reading	Each player gets a card. The player who has the START card starts the game. She reads out her sentence, which is unfinished. The player who thinks she has the second part of the sentence, reads that part. The game goes on with her reading a new unfinished sentence until the last player comes with THE END.
Jumbled letters/sentences	This game is played in pairs. One player picks up a card with a word on it. He must not say this word. There are three other words or phrases below which he can use in sentences to paraphrase the word in question. The task is to find out the 'secret' word.

**Task 2.** Identify the activities in the observed (video) lessons/Find them on the internet.

**Task 3.** Reflect on how they develop the listening and the reading skills.

**Task 4.** Apply them in your microteaching.

**Task 5.** Write your reflection.

	<p><b>EFL to Young Learners - Module 2</b></p> <p><b>Children's Literature (1)</b></p> <p><b>The Role of Rhymes, Poetry and Songs</b></p> <p><b>In Developing Reading Skills</b></p>
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## 1 Pre-reading task

**Selected passage for reading** (Goswami, U. Rhyme in Children's Early Reading. In Pinsent, P. (ed.) *Rhyme, Reading and Writing*. London: Hodder and Stoughton, 1995, pp. 73-76.

Guess the meaning of the following words. Give examples if you understand them.

the alphabet/letters  
rhyme  
rhyming words/sounds  
rime  
onset  
rhyming skills/deficit  
rhyme awareness  
phoneme

orthography  
linguistic unit  
rime analogy  
phonological skills/foundations  
spelling-sound correspondence  
spelling pattern/ sequence / units  
representation of sound  
alliteration

## 2 Reading

### Extract 6.3

".. A series of interesting facts about the development of reading and the development of phonological skills. The first is that an awareness of rhyme, and of the linguistic units of onset and rime, develops prior to an awareness of phonemes. The second is that there is a strong and robust relationship between early rhyming skills and later reading development. The third is that early rhyming ability is partly linked to later reading via the use of rime analogies. A young child who can read the word 'light' can use an analogy to read a new word like 'fight', and children who have better rhyming skills are more likely to make this connection. Children who have poor rhyming skills tend to have reading difficulties.

One implication of this set of facts is that it would be beneficial to give *all* children lots of early experience with rhyme and alliteration before they begin learning to read, beginning in nursery school. This could

either be achieved via the informal use of nursery rhymes and singing games, or could be supported by more formal methods such as teaching children to recognise the rhyming words in nursery rhymes, and playing alliteration games such as 'I spy'. The goal of this early onset/rime experience would be to ensure that *every* child entered primary school with an adequate phonological foundation from which to tackle the task of learning to read.

A second implication is that, for many children, a useful way into reading is to emphasise the links between rhyming sounds and the spelling sequences in sets of words that reflect these rhyming sounds. These connections will usually be consistent in their spelling-sound correspondence, whereas teaching children to 'sound out' words letter-by-letter will demonstrate the many inconsistencies in written English. It is important to note that teaching spelling-to-sound correspondences via rhyme does teach the alphabetic principle. The advantage is that children can learn that the sounds within words that they find accessible on a cognitive level, namely onsets and rimes, are frequently represented by the *same* letters or group of letters when the words are written down. Rhyme-based methods are already used informally by many teachers who teach their children to look out for 'word families'. Words like *ball*, *fall* and *wall* are in the same 'family', the family of words that share an onset. The consistent representation of certain sounds by certain letters or groups of letters within word families may provide a less confusing way of teaching beginning readers to understand how the alphabet works than teaching them to decode words letter-by-letter ...

A third implication of the facts outlined above is that young children should be explicitly taught how to use rime analogies in the classroom. Although some children, usually those with the best phonological skills, will make rime analogies without any prompting, many children will need help in using the spelling pattern of one word as a basis for reading another. Practice is all-important, and the best way to provide this is via rhyming stories."

### 3 Reading tasks

Identify the facts and implications mentioned by the author. Write some keywords onto the corresponding lines.

Facts	Implications
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

On what basis do *ball*, *fall* and *wall* belong to one word family and *cat*, *cup* and *cold* belong to another?

Write examples of different word families.

What is your 'national' equivalent of the 'I spy' game?



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What does Goswami mean by ‘an adequate phonological foundation’?

How can children be helped to achieve ‘an adequate phonological foundation’? Name some useful techniques.

What are the implications for TEYL?

#### 4 Activity: Pair reading to ‘fill in gaps’

Card ‘A’

There is a strong and robust relationship between ....1..... rhyming and later reading development. Early rhyming ability is partly linked to ..2... reading. A young child who can read the word ‘light’ can use an analogy to read a new word like .....3.... And children who have better .....4..... skills are more likely to make this connection. Children who have poor rhyming skills tend to have ....5..... difficulties, and do not show a spontaneous use of rhyme analogies. This is why it would be beneficial to give all children lots of early .....6..... with rhyme and .....7..... before they begin ....8....., beginning in the primary school.

Card ‘B’

There is a strong and robust .....1..... between early rhyming and later reading development. Early ..2..... ability is partly linked to later reading. A young child who can ....3.... the word ‘light’ can use an analogy to read a new word like ‘light’. And children who have better rhyming ....4... are more likely to make this connection. Children who have poor rhyming skills tend to have reading .....5....., and do not show a spontaneous use of rhyme analogies. This is why it would be beneficial to give all children lots of .....6... experience with ....7..... and alliteration before they begin to read, beginning in the ....8..... school.

**5 Activity: Listen to nursery rhymes, singing games and rhyming stories** that you should use in the primary classroom. Try to imagine how you could use the following rhyme:

E.g.

#### ***Sand in your fingernails (John Foster)***

Sand between your toes

Sand in your earholes

Sand up your nose!

Sand in your sandwiches

Sand on your bananas



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Sand in your bed at night  
 Sand in your pyjamas  
 Sand in your sandals  
 Sand in your hair  
 Sand in your knickers  
 Sand everywhere

**6 Activity: Find the rhymes.** Fill in the missing words or expressions from the box:

*Will do, care, shoe, frocks, anywhere (2times), edge, chair, ledge, box*

***Cats (Eleanor Farjeon)***

Cats sleep

.....

Any table,

.....

Top of piano,

Window-.....

In the middle,

On the.....

Open drawer,

Empty .....

Anybody's lap .....

Fitted in a

Cardboard .....

In the cupboard

With your .....

Anywhere!

They don't.....!

Cats sleep

.....!

**Solution: *Cats (Eleanor Farjeon)***

Cats sleep



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Anywhere,  
 Any table,  
 Any chair,  
 Top of piano,  
 Window-ledge,  
 In the middle,  
 On the edge,  
 Open drawer,  
 Empty shoe,  
 Anybody's Lap will do,  
 Fitted in a  
 Cardboard box,  
 In the cupboard  
 With your frocks-  
     Anywhere!  
     They don't care!  
     Cats sleep      Anywhere

### 7 Activity: Read the rhymes and classify them under the following terms:

Chasing rhymes, marching rhymes, bouncing or skipping rhymes, counting rhymes, action rhymes, clapping rhymes, a rhyme in dialogues

1

Hey-hey, look at me,  
 I am waving, can't you see?

See-saw, up and down,  
 In the sky and on the ground

2

Fox is running with a sack full of ginger on his back  
 Chase him, rabbit, down the road. Try to make him drop his load.

3

One, two  
 One, two, sky blue  
 All out, but you

Cups and saucers  
 Cups and saucers ready for tea  
 How many are we  
 One, two, three

Apples, peaches



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Apples peaches pears and plums  
Tell me when your birthday comes.

Eeny, meeny  
Eeny, meeny, miny, mo,  
Catch a tiger by the toe.  
If he hollers let him go.  
Eeny, meeny, miny, mo.

Eenery, meenery  
Eenery, meenery, minery, mo  
Tickle your tummy and tickle your toe  
If you laugh then, out you go, and that means you!  
One for sorrow, two for joy,  
Three for a girl, four for a boy  
Five for silver, six for gold,  
Seven for a secret never to be told.

4  
Oliver-Oliver-Oliver Twist  
Bet you a penny you can't do this:  
Number one – touch your tongue  
Number two – touch your shoe  
Number three – touch your knee  
Number four – touch the floor  
Number five – stay alive  
Number six – stay alive  
Number six – wiggle your hips  
Number seven – jump to Heaven  
Number eight – bang the gate  
Number nine – walk the line  
Number ten – start again.

5  
Ten little squirrels  
Sitting in a tree  
The first two said  
What can we see?  
The next two said:  
A man with a gun,  
The next two said  
Let's run, let's run!  
The next two said!  
Let's hide in the shade!  
The last two said  
We are not afraid!  
But BANG went the gun  
And away they all run

Two little monkeys fighting in bed  
One fell out and hurt his head  
The other called the doctor and the doctor said  
That's what you get for fighting in bed  
Coffee, coffee, milk and sugar



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Strawberry and cream,  
 Chocolate cake and chocolate biscuit,  
 Chocolate cake and chocolate biscuit,  
 Fish and chips, Fish and chips,  
 SOUP!!!


You're a tree grow tall.  
 You're a very bouncy ball  
 You're a lady in the rain.  
 You're a bird, you're a plane.  
 You're a lion, you're a frog.  
 You're a monkey, you're a log.

When Hannibal crossed the Alps

Hannibal crossed the Alps! Hannibal crossed the Alps!  
 With his black men, his brown men, his countrymen, his town-men,  
 With his Gauls, and his Spaniards, his horses and elephants,  
 Hannibal crossed the Alps!

Hannibal crossed the Alps! Hannibal crossed the Alps!  
 For his bowmen, His spear-men, his front men, his rear mean,  
 His Gauls and his Spaniards, his horses and elephants,  
 Wanted the Roman scalps!  
 And that's why Hannibal, Hannibal, Hannibal,  
 Hannibal crossed the Alps!

(Eleanor Farjeon)

	<p><b>EFL to Young Learners - Module 2</b></p> <p><b>Children's Literature (2)</b></p> <p><b>Jokes and Riddles</b></p>
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**1 Task: Read the following jokes.** Find a punchline for each joke from the box.

- a) I don't know. We can't get it on our TV.
- b) Oh, I am using my pencil.
- c) Sure, Mickey Mouse.
- d) I'd have somebody else's pants on.
- e) I don't know. I haven't learnt to read yet.

The class is studying astronomy. The teacher points to a photograph and says:

Does anyone know what this is?

It's a comet.

A what?

A comet. Eddie, don't you know what a comet is?

No.

Don't you know what they call a star with a tail?

.....

The teacher is asking an arithmetic question.

Frank, if you found 3 dollars in your right pocket, and 2 dollars in your left pocket, what would you have?

.....

The teacher is asking a geography question.



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Mary, where is the English Channel?

.....

The little boy had just started school. When he returned home the first day, his mother asked

Billy, what did you learn today?

I learnt to write

Oh, what did you write?

.....

A doctor had an urgent call.

Can you come immediately, doctor? My little son has just swallowed a fountain pen.

I'll be there right away. What are you doing in the meantime?

.....

**2 Task: Describe the way how you feel reading/listening to jokes.**

**3 Task: Group discussion about the possibilities of using jokes in TEYL.**

**4 Task: Find out riddles on the internet. Discuss about their use in TEYL.**

Examples:

<http://www.meddybemps.com/Riddles/index.html>: Animal riddles for children who can read/cannot read

Example:

I live in the woods.

I'm very big and furry.

I have a big nose, a little tail and four legs.

I like to eat fish and berries.

I am a ... (bear)

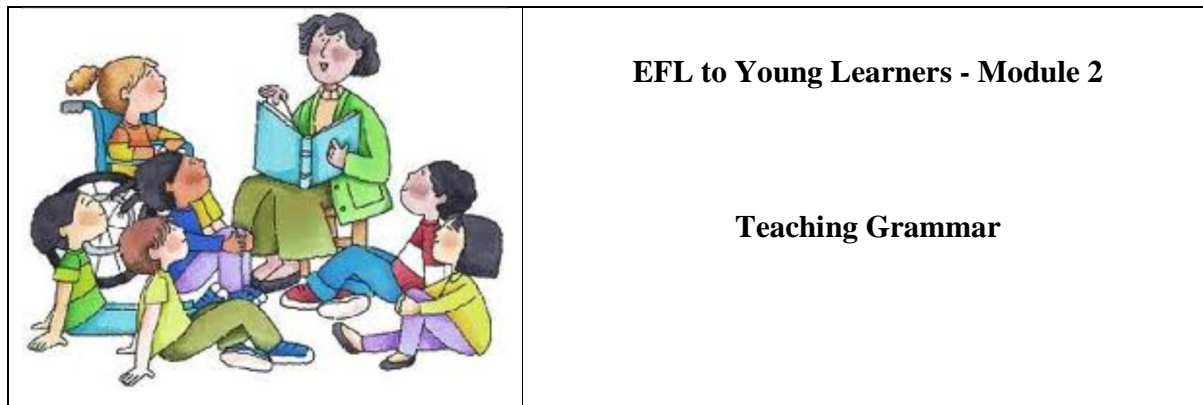
[http://www.eslprintables.com/reading\\_worksheets/riddles/animal\\_riddles/](http://www.eslprintables.com/reading_worksheets/riddles/animal_riddles/): Animal riddles worksheets

<http://www.enchantedlearning.com/jokes/topics/animal.shtml> - Jokes and riddles for children



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## MODULE 2



### 1 Points to discuss:

Try to define: What is grammar?

Is it a competence or a body of knowledge?

Do Young Learners need to be taught grammar?

If Young Learners should be taught grammar, how should it be done differently from teaching other age groups?

### *Historical background*

Teaching a language equals teaching grammar, knowing a language equals knowing its grammar (grammar-translation method). Why? Because of the authoritarian character of grammar teaching. Authoritarian-type teachers prefer grammar teaching for some reasons:

They think it is a tool of power over learners.

Accuracy – errors should be overemphasised.

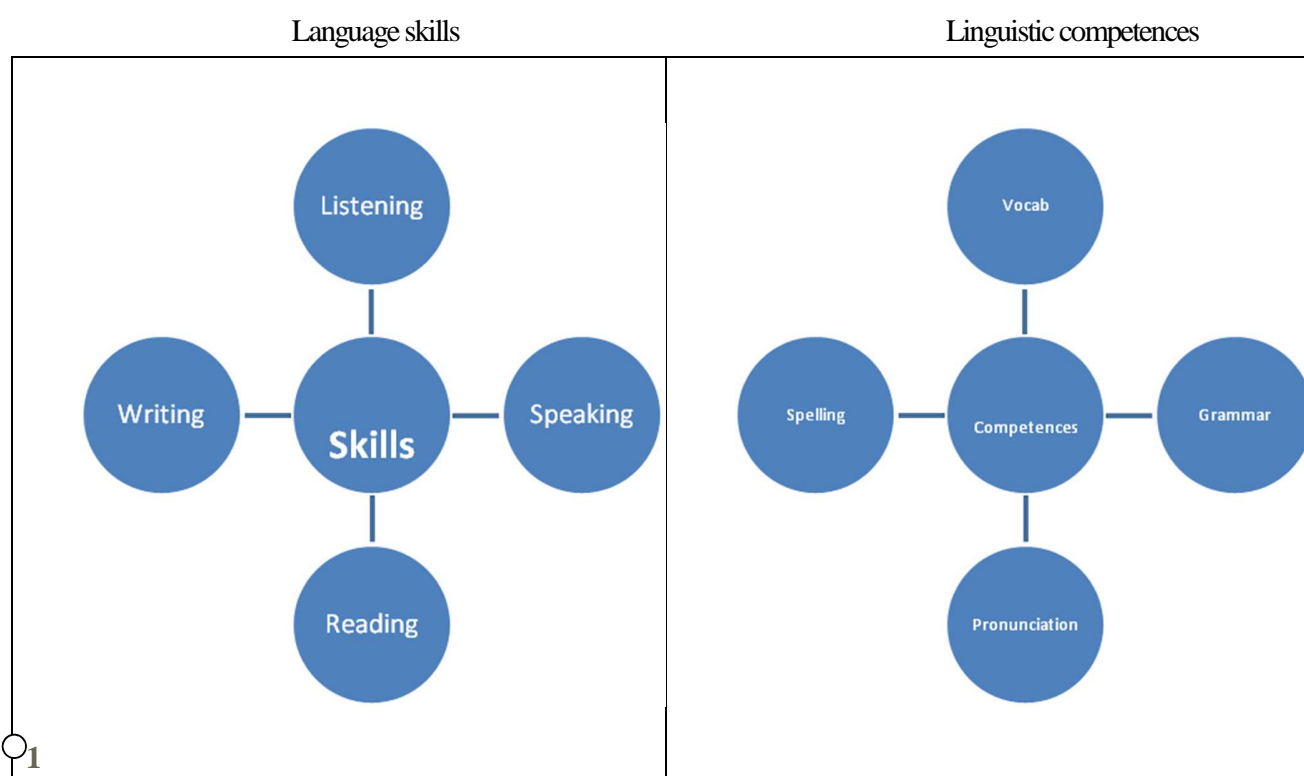
It is easy to be tested.

Changes of life brought about changes in language use. Globalization, mobility, IT. etc., resulted in altered language use, in which the dominance of accuracy is being questioned. From the 1970s: communicative language teaching

## 2 The main changes in looking at L2 teaching:

Before 1970	After 1970
Knowing <i>about</i> the language	Knowing <i>of</i> the language
Knowing the rules: usage	Knowing how to use the rules in context: use
Description of the entire structure of a language	Teaching the 'useful' structures and functions

## 3 The place of teaching grammar in ELT to Young Learners:



- Is grammar a skill or a competence?
- Should it to be taught? Yes? No? If yes, how? What kind of grammar, if at all?
- Should grammar teaching reflect the way YLs learn/acquire languages?

## 4 Two approaches to teaching grammar



<b>Form-oriented grammar teaching</b>	<b>Competence-based grammar teaching</b>
Grammar should be learnt	Grammar should be acquired
Rules are introduced and explained by the teacher	Rules and language use are discovered by the learners
Rules are to be understood	Rules are to be sensed
New grammatical items should be introduced separately	New grammatical items should be introduced in context
New grammatical structures should be drilled before being used in sentences	New grammatical structures should be used in context
Each grammatical error should be corrected	Some errors can be ignored
Accuracy precedes fluency	Fluency precedes accuracy
As long as learners make grammatical mistakes, they are not allowed to speak or write	Learners have the right to make mistakes both orally and in writing

### 5 Some good practices of grammar teaching to Young Learners:

- Secret messages (Kovács, J. 2009 *A gyermek és az idegen nyelv*. Budapest: Eötvös József Könyvkiadó. p. 113)
- Game: No, you aren't doing that (Source: Kovács, J. 2011 *7x7 Activities* Budapest: ELTE Eötvös Kiadó, p. 74-75, 4th edition. First published: in 1995)
- A memory game on tenses
- Biographies of famous people (see Point 6)

## 6 Example of a practice sheet (for teaching grammar)

Read the sentences below, find out who the person is, and put the sentences in order. Then find the verbs in Simple Past. What are their forms in Simple Present?

### Biography No. 1







*He was born in the U. K. in 1940. His parents were Fred and Julia. His aunt and uncle raised him. He started playing and writing songs when he was 15. He was a natural leader of the most successful rock band ever. Liverpool Airport was named after him in 2002. In England his group became a national success. The band toured the whole world with enormous success. He married twice, and had two sons, Julian and Sean. He and his second wife moved to New York in 1971. In 1971 he released Imagine, a hugely popular solo album. In December 1980 he was shot dead at the Dakota building in New York City.*

### Biography No. 2

*His career started when he signed a professional contract with Manchester United in 1992 when he was just 17 years old. He became a powerful advertising image and a top fashion icon. He married Victoria (ex Spice Girls) in 1999. In 2007 he left Real Madrid and he signed a 5 years contract with Los Angeles Galaxy. He was born on May 2, in Leytonstone, a small and beautiful town near London. He left Manchester United to sign for Real Madrid, where he remained for 4 seasons. During his time there, United won the Premier League title 6 times. He earned his famous hundredth cup for England against France in 2008. He was captain of England between 2000 and 2006. He was the first English football player to play 100 Champions League matches.*

Adapted from textbook on interactive grammar teaching: Kovács, J. & Kuti, Zs. 2007 Part of an EFL lesson (Source: *Good practice in teaching foreign languages to 10-14 year-old learners*. A collection of lessons. Budapest: Ministry of Education. (Teacher: Judit Szepesi Track 2)

## 7 Example of a DOMINO game focused on grammar (Simple Past Tense)

<p>START</p>  <p>There are cave paintings</p>	<p>inside their cave.</p>  <p>Sometimes the cave people painted the animals upside down.</p>
<p>in caves in many different countries.</p>  <p>Cave people painted pictures of the animals.</p>	<p>to show that the animals were dead.</p>  <p>They made their paint from different plants.</p>
<p>that they hunted.</p>  <p>Cave people hunted</p>	<p>to make green, yellow and brown.</p>  <p>They kept their paint.</p>

<p>mammoths, tigers and bears.</p>  <p>They painted the pictures</p>	<p>in animal bones</p>  <p>They painted their pictures</p>
<p>before and after a big hunt</p>  <p>THE END</p>	

### 8 Lesson observation - points to observe:

- Teacher as a lesson planner
- Teaching grammar in context
- A task in steps
- The role of teacher's instructions

### Pre-viewing questions:

- Within your group, collect some tasks for introducing and practising making questions
- Think it over: how questions might be put in a challenging context.

### While-viewing questions:

- List the steps of the lesson. State the purpose of each step

- Observe how the certain steps of the lesson are linked. What tasks might have preceded the lesson?
- Make a grid of the teacher's and the learners' activities throughout the lesson.
- Comment on the role of the survey conducted by the learners once questions are practised.

Post-viewing questions:

- Think it over: what makes the teacher's instructions effective, and list some aspects you find important. Select a task, and note the teacher's instructions, and analyse them according to your own points.
- Collect evidence on what makes classroom communication effective, and find some examples of it in the lesson.

## 9 Reflection on teaching grammar

In your group sum up what you have learned about teaching grammar to Young Learners. Do it like this?


I have learnt that.....

I was surprised at the fact that.....

The activity I enjoyed most was.....



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	<p><b>Teaching English to Young Learners - Module 2</b></p> <p><b>Testing, Assessment, Evaluation</b></p>
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## 1 Key concepts: testing, assessment, evaluation

How much do you know about these key concepts? Try to guess.

Read the following statements and arrange them in the grid:

- 1 Some of its types are: diagnostic, achievement, formative and summative.
- 2 It is a typically unaided task.
- 3 It determines the level of quality of a performance or outcome.
- 4 It measures achievement, e.g.: in end-of-year occasions.
- 5 In this process learners are required to answer questions.
- 6 It enables decision-making on the level of quality demonstrated.
- 7 It is primarily concerned with measuring learning through performance.
- 8 The gathering and interpreting information about a learner's progress in order to provide feedback to them.
- 9 Refers to a whole pedagogical process.

Heading	Number of the statement
TESTING	
ASSESSMENT	
EVALUATION	

Have you finished guessing? If yes, turn a page to get some information.

**TESTING** is a technique or method of assessment. It is concerned with measuring learning through performance. It is a typically unaided task, in which students are required to answer questions so as to show what they know and do not know.

**ASSESSMENT** is concerned with learners' learning through gathering and interpreting information about a learner's progress in order to provide feedback to them or provide feedback to teachers on their teaching. This is often referred to as formative or on-going assessment as it is aimed at assisting the learning/teaching process. Assessment may also be concerned to measure achievement as, for example in end-of-year tests or public exams. This is referred to as summative (overall) assessment. This does not normally contribute directly to the teaching/learning process. Two more types are: diagnostic and achievement assessment. Diagnostic assessment tells us where learners are having difficulty. It aims to establish what a learner can do, or cannot yet do, so that further learning opportunities can be provided. Achievement assessment can produce a ranking of learners. Ranking can be done in a norm-referenced, or a criterion-referenced way. The first compares learners' performance to other learners in the class/group, etc. The second ranks them on a scale to a set of criteria of expected performance.

**EVALUATION** refers to a broader notion than assessment. Refers to a process of systematically collecting information in order to make a judgement using criteria governed by a set of standards. It determines the level of quality of a performance or outcome and enables decision-making based on the level of quality demonstrated. It concerns a whole range of issues in and beyond language education

Now, compare your findings with the definitions above. Do it like this:

My results:	out of 9
-------------	----------

## 2 A closer look at key concepts

Now, let's examine assessment types more closely. Read the following statements, and fill in the grid.

Description of the assessment-type	Name of the assessment-type
can produce a ranking of learners	
tells us where learners are having difficulty	
ranks learners on a scale to a set of criteria of expected performance	
compares learners' performance to other learners in the class/group	
My results:	out of 4



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### 3 So, I think assessment

- is a necessary evil
- can bring benefit both to learners and teachers
- can help classroom teachers develop their own expertise
- is associated with an authoritarian classroom tradition
- is associated with competition rather than co-operation
- forces teachers to switch roles from guide to controller
- divides learners into winners and losers
- should be done in a way that learners do not lose face
- has the purpose of ranking learners, or giving them an idea of what they have learnt
- makes it explicit to teachers what they are trying to achieve
- is likely to have an improving effect on teaching
- is a structured form of feedback, which is an element in every teaching

How far do you agree with the above statements? Which point can you agree most/least with? Why?

### 4 Age matters: Young Learners should be assessed against criteria of their own

a) Sort out the following into two columns:

*conscious, the stress is on the message, senses rules, constant feedback is not a first need, product-oriented, intrinsically motivated, stress is on the form, unconscious, error-correction is a must, follow rules, motivated from outside, process-oriented, needs constant feedback, error-correction may lead to inhibition*

The way young learners learn	The way teenagers learn



b) To what extent do you think the above features of Young Learners' learning seem to be in contradiction with traditional testing/assessment? Why?

.....

.....

c) How should primary school learners be assessed?

Here you are a list of ways of assessment. Which of them would you put into your primary survival kit? Write them in or around the kit. Discuss your choices in your group.



Choose from the following:

*word tests, grammatical transformations, role plays, writing letters/giving advice to characters in stories, interactive games, translations from and into L1, TPR tasks, reading comprehension based on cognitive skills, creative writing, copying long texts, making posters, crossword puzzles, assignments, multiple choice tasks, cloze tests, tasks based on reading authentic materials, tasks based on viewing recorded materials, practising sentence patterns.*

## 5 Measuring/assessing Young Learners' achievement

How to design a measuring (assessment) tool?



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a) Age group: Young Learners, age: under 8-9

When designing and producing a measuring tool, the following factors are to be taken into consideration.

The assessment should be done:

- orally
- in pairs
- assisted by visual aids through verbal and non-verbal tasks alike.

The latter means that they include movements and manipulation

Tasks of the oral assessment for 6-8 year old Young Learners

Name of task	Description of task	Purpose of task
1  What do you think I am drawing?	Research team members start to draw something on a piece of paper. They stop doing so halfway, and ask: 'What do you think I am going to draw?'	This task intends to assess to what extent children are able to use cognitive skills such as predicting/guessing in their speech production, (including pronunciation)
2  Odd one out	Children are given 4 pictures, the topic of one does not fit. They are invited to call out the odd one, and give reasons why it is the odd one.	This task aims at assessing learners' vocabulary and speech skills through the use of classification as a cognitive skill
3  Run and touch	Children can see 10 picture cards on the wall/floor. The research team member calls out standard definitions of the pictures, one by one, at random order. The task is to run to the picture which is being described, and touch it.	For checking understanding and vocabulary through using the cognitive skill of description
4	Children are invited to listen to an 8-10 sentence-long piece of children's literature (a well-known	Checking understanding of linguistic input through giving Total Physical Response (TPR)

<sup>1</sup> In the little squares come the names of the children being assessed

Story telling	story). Then, they are asked to act out the story with puppets and props	
5  The teacher is tricky	Commenting on the teacher's description of pictures of a poster (Happy House). The teacher is 'tricky' because her comments on pictures have content mistakes. Children are invited to correct the content mistakes.	This complex task provides opportunity for assessing both listening and speaking. The game-like character of the task increases learners' safety (teacher makes mistakes). Meaning-making is assisted by visual aids.
6  A ball game	The assessor stands opposite the two children. The assessor throws the ball to one of the children, and asks a question from the set of questions which we had decided on in advance. The child throws the ball back and gives an answer.	Creating a situation in which communication comes naturally. Checking speech skills through making children answer short and simple questions.

## b) Assessment tools for 9-10 year olds:

Topic: What do you like doing?

Read the following:

*Jane, Mike, Bill, and Susie are friends. Jane likes singing. She has two singing lessons a week, on Monday and on Wednesday. Mike likes sports, he plays football and basketball. He trains twice a week, on Wednesday and on Saturday. Bill likes cycling. He goes to a sport club three times a week, on Monday, Wednesday and Friday. Susie goes to a drama group every Tuesday.*

Help them find a day when they can meet. Which workday can they meet?

Do it like this:

Names:

Activity:

When:

Free on:

Do it like this:



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JANE	singing	On Mon and Wed	
MIKE		On Wed and Sat	
BILL			
SUSIE			

Now how about you?

Can you find a day to meet?

Ask questions like this:

What do you do on Monday? I have a piano lesson/music lesson/sport training, etc.

c) A crossword puzzle as an assessment tool:

1C	2O	N	3S	T	A	B	L	E
R		4M	E	T				
I			R	5J	U	D	G	E
M			6G	U	I	L	T	Y
E			E	7J	U	R	Y	
S		8W	A	R	D	E	N	S
		9U	N	I	F	O	R	M
10S	C	O	T	L	A	N	D	

### Across

- 1) The lowest police rank in Britain (9 letters)
- 4) The short name of the London Police (3 letters)
- 5) This person decides whether someone is guilty or not guilty (5 letters)
- 6) The judge will decide whether a person is..... or not .....(6 letters)
- 7) In Britain these ordinary people decide what the sentence will be (4 letters)
- 8) Traffic..... These people stop the vehicles when needed (7 letters)
- 9) The cloths policemen wear (7 letters)
- 10) ..... Yard. A name for the Metropolitan Police (8 letters)

### Down

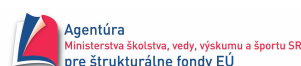
- 1) Murder, robbery, and similar acts are called..... (6 letters)
- 2) An informal name for the Metropolitan Police (7 letters)
- 3) The second lowest police rank in Britain (8 letters)



**Európska únia**  
Európsky sociálny fond



Agentúra  
Ministerstva školstva, vedy, výskumu a športu SR  
pre štrukturálne fondy EÚ



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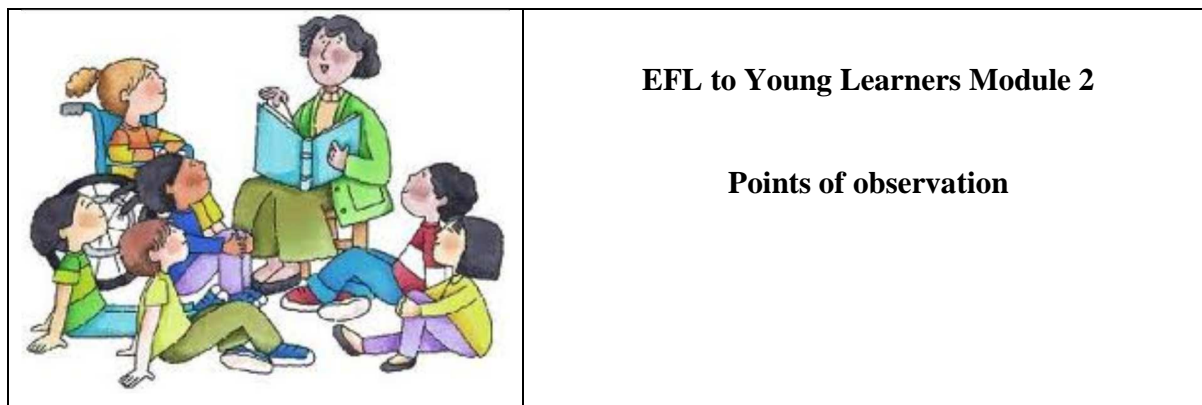
Score:
/13

d) An interactive game as an assessment tool (Domino game)

**6 Examples of self and peer-assessment:** Video and DVD excerpts

**7 Summary: Evaluation of the topic evaluation and assessment**

Which activity type have you found most useful? Why?



### 1 Explain and discuss the following aspects of observation in the Young Learners' classroom.

- Interactivity (TTT – Teacher Talking Time/PTT – Pupil Talking Time)
- Age-relevance
- Progress of the lesson
- Links
- LA – Language Acquisition
- Holistic aspect/use of other than linguistic skills)
- Context-based
- Right amount of challenge
- Involvement of senses, visual/audio, etc. aids
- Cross-curricular elements
- CHL – Children's Literature
- Rapport with pupils
- Evaluation

### 2 Points to observe (simple observation analysis)

- What is the aim of the lesson? (linguistic, non-linguistic)
- What is the topic of the lesson?
- What is the teaching material of the lesson (course book unit, handout, individual tasks, authentic material, or else?)
- How far do you think the topic and the material are age-relevant?
- What are the steps of the lesson?

### 3 Some suggestions of guidelines for more detailed lesson observation

- Can the lesson be seen as a whole, with a beginning, logical progression and an end? Can you name the different parts of the lesson?
- Was there a logical and smooth linking between the stages? Give examples for links.
- Did the pacing fit the needs of the pupils? (Did the pupils get bored, or was the activity finished at the right time, or maybe too early?)
- Were the aims of the lesson at each stage clear to the pupils? Give examples of your experience.

- Were the methods and activities suitable for the pupils (age, group, material)? Could any of the activities challenge the pupils intellectually?
- Were the pupils able to do what the teacher expected by the end of the lesson?
- Did the pupils understand what was wanted at all stages? If not, how did the teacher help pupils understand?
- Were all the instructions clear? How did the teacher make the instructions clear? Give examples for all kinds of giving instructions during the lesson.
- Was each pupils involved at some point?
- Can you measure the time in which a pupil/pupils is/are fully involved in learning activities? What was the rest of the time spent on? Was that time well spent?
- How many and what kind of different interaction patterns did you observe?
- How much were these interaction patterns appropriate for the activities?
- Was grouping appropriate (for the group, age, and task)?
- What was the class atmosphere like? How did it help work?
- Was there a balance of skills development in the lesson?
- Was error correction suitable for the pupils? Can you give examples of error correction during the lesson?
- What kind of feedback did pupils get from the teacher? Give examples, please.
- Did the teacher encourage real communication? Can you give examples for any real communication during the lesson?
- Collect examples for un-planned teacher-pupils interactions. Any spontaneous language use?
- Did the teacher use classroom language which was economical and at the right level of the pupils? Give examples, please.
- Could the teacher keep pupils' motivation? How?
- Were the materials attractive and varied? How did they help?
- How did the teacher use his/her voice?
- Did the teacher help pupils 'understanding using body language, eye contact? Can you give examples?
- What can you say about STT (student talking time) and TTT (teacher talking time)?
- Did any behaviour problems occur in the lesson? How could the teacher handle misbehaviour? What observations did you have about the teacher's movement in the classroom? How much was L1 used and by whom during the lesson? Could the teacher have used English instead of the native language?
- What have you learnt from the lesson?
- What did the pupils really learn from the lesson?

#### 4 Observe a lesson (real/ video recording).

While-viewing questions:

- Watch the children's physical arrangement in the classroom. What arrangements have you seen most frequently? What might be the reason for using these arrangements?
- List the teaching aids the teacher used in the classroom. Find a role for each in the process of language acquisition. Fill in the following grid:



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Teaching aid	Its possible role in the lesson

Discuss within your group the following points:

To what degree did the children stay on task?

How could the teacher manage to involve children in different activities?

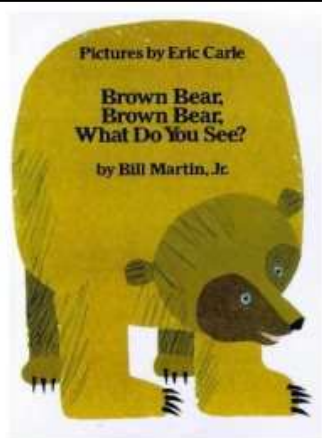
Post-viewing questions:

Think it over: What body of knowledge have the children gained in this session? Use three headings in your chart as below:

General knowledge (knowledge of the world)	Particular knowledge (of a certain subject area)	Language (skills, competences)

Relying on your observation discuss whether or not this session demanded too much of children.  
Was it worth making the effort?





## EFL to Young Learners Module 2

### Lesson (1) – Focus: Story telling "Brown Bear, Brown Bear"

Source of Rhyme: Bill Martin Jr., Eric Carle: Brown bear, 1967

#### 1 Warmer: You can sit down if.....

#### 2 Pre-reading activity: Find out the topic of today's lesson

The picture of a big bear puzzle is cut into 4. Learners are invited to put the pieces together.

#### 3 Bears everywhere





### Find:

the black bear, the panda bear, the koala, the polar bear, the brown bear, the grizzly bear.

**Play a game** with the bear cards: show me the white bear/the biggest bear, the black and white bears, the black bear, the brown bear, the teddy bear

**Sing** the Teddy Bear Rhyme

### 4 While-reading activity: The Brown Bear (rhyme)

**Visual aids:** 10 laminated flashcards (brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, gold fish, teacher, and children)

### Procedure:

- Children stand in a circle. Cards are passed over to each child – they repeat the word after their teacher, and pass the card over.
- All the 10 cards on the floor. Look at the cards/Close your eyes/ what's missing?
- Match flashcards with word cards.
- True chair/False chair I see a green frog, I see a purple horse/I see a black cat/I see a yellow bird/I see a white dog/ etc.
- Actual story telling (shared)

*Big bear, big bear, what do you see?*

*I see a red bird looking at me! I see a yellow duck looking at me!*

*I see a blue horse looking at me! I see a green frog looking at me!*



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*I see a purple cat looking at me! I see a white dog looking at me!*

*I see a black sheep looking at me! I see a goldfish looking at me!*

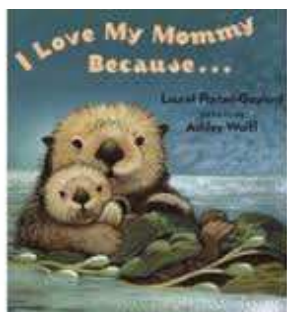
*I see a teacher looking at me! I see some children looking at me!*

### 5 Post-reading activity:

Draw a blue horse, a green frog, a purple cat, etc.

### 6 Evaluation: How do you think you have worked today?

Very well	Quite well	I should try harder
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## EFL to Young Learners Module 2

### Lesson (2): Story telling

"I love My Mommy because..."

Source:

Laurel Porter Gaylord: I Love my Mommy because... (2004)

### 1 Warmer: Animal word square

Can you find all the 10 animal words?

A	O	W	H	A	L	E
L	D	E	E	R	K	K
L	O	L	N	P	A	O
I	L	E	S	A	N	A
G	P	J	H	N	G	L
A	I	H	E	D	A	A
T	N	A	E	A	R	C
O	T	N	P	Y	O	A
R	P	I	G	W	O	T

## 2 I love My Mommy - Story telling

- Brainstorming: List as many animals as you can.
- Shared reading of the book (global reading, providing context)
- Vocabulary: learning 14 animal names: pictures/practising the names
- Practising animal babies' names

<b>CAT</b>	<b>KITTEN</b>	<b>She listens when I talk.</b>
<b>SHEEP</b>	<b>LAMB</b>	<b>She feeds me when I'm hungry.</b>
<b>DEER</b>	<b>FAWN</b>	<b>She keeps me nice and clean.</b>
<b>KOALA BEAR</b>	<b>JOEY</b>	<b>She takes me for a ride.</b>
<b>DOLPHIN</b>	<b>CALF</b>	<b>She swims with me.</b>
<b>PANDA</b>	<b>CUB</b>	<b>She gives me great big hugs.</b>
<b>POLAR BEAR</b>	<b>CUB</b>	<b>She keeps me safe and warm.</b>
<b>HEN</b>	<b>CHICKS</b>	<b>She takes me for a walk.</b>
<b>PIG</b>	<b>PIGLETS</b>	

		<b>She lets me play in the mud.</b>
<b>ELEPHANT</b>	<b>CALF</b>	<b>She is big and strong.</b>
<b>ALLIGATOR</b>	<b>YOUNG</b>	<b>She comes when I call.</b>
<b>GREAT HORNED OWL</b>	<b>CHICKS</b>	<b>She is not afraid of the dark.</b>
<b>KANGAROO</b>	<b>JOEY</b>	<b>She tucks me in.</b>
<b>SEA OTTER</b>	<b>PUP</b>	<b>She rocks me to sleep.</b>

**3** Read the word cards with the animals' and babies' names.

**4** Match the pictures/photos with the word cards.

She listens when I talk.
She gives me great big hugs.
She comes when I call.
She rocks me to sleep.
She swims with me.
She tucks me in.

**5** Recall sentences from the book: I love My Mommy because.....by miming activities (she rocks me to sleep, she gives me great big hugs, etc.)

**6** What is your favourite animal from the story? Why?

Solution of the animal word square:

*alligator, whale, dolphin, hen, deer, kangaroo, koala, panda, pig, cat*


A	O	W	H	A	L	E
L	D	E	E	R	K	K
L	O	L	N	P	A	O
I	L	E	S	A	N	A
G	P	J	H	N	G	L
A	I	H	E	D	A	A
T	N	A	E	A	R	C
O	T	N	P	Y	O	A
R	P	I	G	W	O	T

## 7 Jolly Domino

START	Because they have smelly feet
Why do giraffes have long necks?	What bird never sings?
A ladybird.	Ready, Teddy, go!
How do you start a bear face?	What do frogs drink?
Croak-a-cola	Necks, please.
What do vampire doctors say?	What is black and white, black and white, black and white?

A penguin, rolling down the hill	
THE END	



	<p><b>EFL to Young Learners Module 2</b></p> <p><b>Lesson (3): Story telling</b></p> <p><b>Transport</b></p> <p>Source: Transport songs</p>
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**1 Warmer: Simon says** (instructions: eat your apple, peel your orange, lick your ice-cream, smell your chocolate, drink your milk, eat your soup)

Linguistic purpose: revising the food vocabulary

**2 Silly walks:** walk like a bear/jump like a frog, run like a dog, hop like a rabbit, swim like a fish, fly like a bird, etc.

Linguistic purpose: revising the animal vocabulary

### 3 Introduction of new topic: Transport

3 a) *How do animals move? Song*

Walking, walking,  
 Walking, walking,  
 Hop, hop, hop, hop, hop, and hop,  
 Running, running, running, running, running, running,  
 Now, let's stop, now, let's stop!

Flashcards of:

dogs	cats	horses	fish	ducks	birds	frogs	rabbits
walk, run	walk, run	walk, run	swim	swim, fly	fly	jump	hop

Learners put word card stickers:

Walk	Run	Swim	Fly	Jump	Hop
------	-----	------	-----	------	-----

under the right animal picture.

### 3 b) How do people move?

Two more flashcards (a lady and children)

3 more word cards:

Drive	Ride	Row
-------	------	-----

Vocabulary teaching together with 5 more flashcards of: a car, a tractor, a plane, a bike and a boat

Vocabulary teaching techniques – discussion:

e.g.: Have you got a bike? Can you ride a bike? Can you row a boat, etc., and flashing and slow reveal of flashcards

## 4 Teaching two 'transport songs'

### 4 a) Row, row, row your boat

Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily,  
Life is but a dream.

Introducing and practising new vocabulary:

- Seven learners get sticky word cards with the main words of the song: row, boat, gently, stream, merrily, life, and dream. While the teacher and learners sing the song together, those with a word card have to stand and hold up the word card when they hear their word.
- All seven learners stand in front of the class at random order. A child stands in front of them, and puts the children with the sticky word cards in order as the words appear in the song.
- All learners sing the song again, with the visual help given by the 'living words'.

### 4 b) The wheels on the bus – song

The **wheels** on the bus go **round and round**/two more times/ all day long  
The **horn** on the bus goes **beep, beep, beep** .....  
The **wiper** on the bus goes **swish, swish, swish**.....  
The **motor** on the bus goes **wroom, wroom, wroom**.....



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The **doors** on the bus go **open and close**.....


The **money** on the bus goes **clink, clink, clink**.....

Introducing and practising new vocabulary:

All the blue words are on word cards. Learners get them, and while the song is being sung, they place the word cards to the right place (gaps).

## 5 Evaluation

Teacher draws a smiley face, a neutral face, and a sad face on the board, representing how the learners worked in the lesson. Learners self-evaluate themselves, writing their names under the right headings.

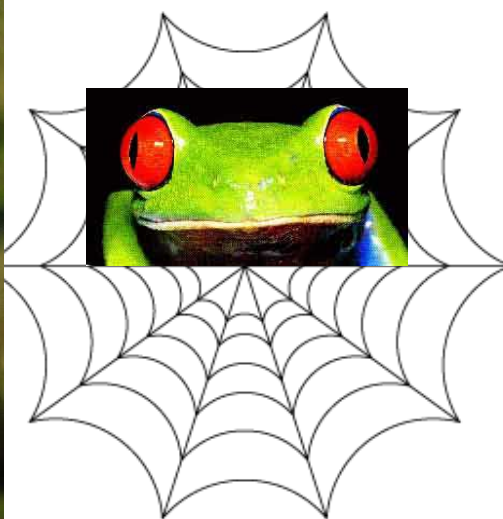
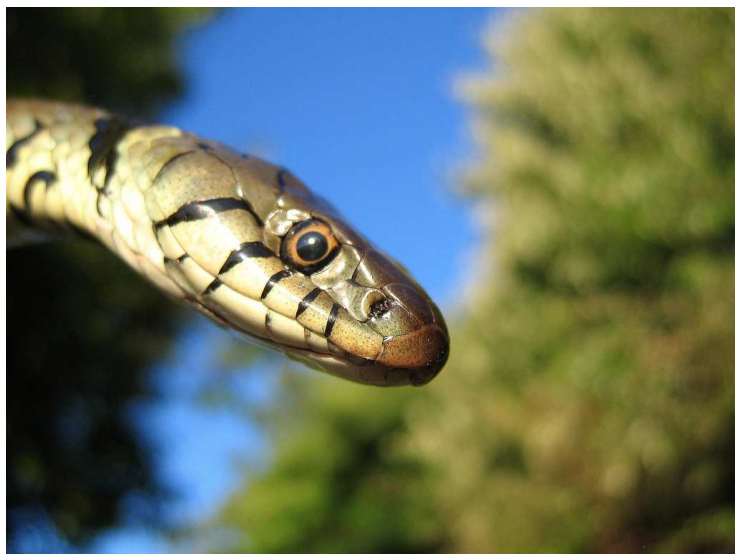
	<p><b>EFL to Young Learners Module 2</b></p> <p><b>Lesson (4): Story telling</b></p> <p><b>Monkey Puzzle</b></p> <p>Source: Monkey Puzzle by Julia Donaldson</p>
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### 1 A Monkey Puzzle (the picture of a monkey cut into 3)

### 2 Introducing vocabulary

- pictures of 8 animals, the characters of the story (monkey, butterfly, elephant, snake, spider, parrot, frog, bat). Techniques: flashing/slow reveal
- Simon says: walk like an elephant, hiss like a snake, jump like a frog, fly like a butterfly, sleep like a bat (upside down)
- 8 word cards – learners should match them to the flashcards
- characteristic body parts of the 8 animals, separately (on flashcards) – introducing vocab.: tail, wing, trunk, head, web, beak, eyes, ears
- 8 word cards to be matched to the body parts







f) funny animals: the 8 animal pictures, each with a body part that does not belong to that animal. e.g.: a monkey with a trunk, an elephant with a wing, etc. The task is: to fix, saying: this is the monkey's tail, this is the elephant's trunk, etc. A non-linguistic aim: having fun

### 3 Run and Touch

a) The 8 animal pictures are on board. Teacher calls out descriptions of the 8 animals. Learners line up in two queues. The first two learners compete who can run to the pictures and touch the right one.

The descriptions are as follows:

It's brown and furry, it has a curly tail.

It's small and has wings. It sleeps all day long.

It has a beak and two wings. It lives in the trees.

It's long and has no legs. It hisses.

It's black and hairy. It has a web. It has 8 legs.

It's small and green. It croaks.

It's small, colourful and can fly.

It's very big and grey. It has a trunk.

b) These text cards are to be matched to the animal pictures and word cards

**4 Find the rhymes:** Separate word cards are on carpet, in random order. Words are taken out of the story. The teacher lifts up one, pronounces the word and calls for a rhyming word. These are the words learners can choose from:

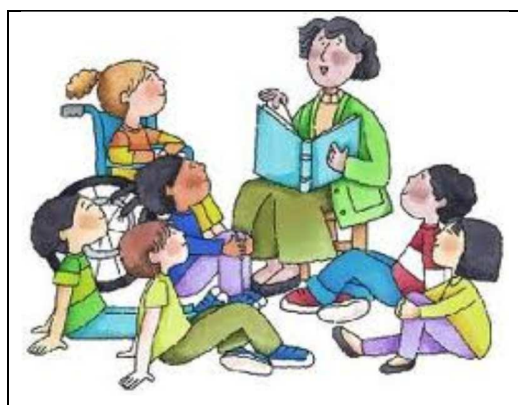


cry	She	mum	say	fly	wings	Wrong	all	eggs	think
butterfly	Me	come	way	high	springs	Long	small	legs	drink

### 5 Shared story telling

**6 Post-reading task:** Name the animals in the book. Which is your favourite character? Why?

**7 Self-evaluation.** Three faces on the board (smiling, neutral, and sad). Each learner writes his/her name under the emoticon according to how they feel about their contribution to the lesson.



## EFL to Young Learners Module 2

### Lesson (5): Food

Age group: 7-8

#### 1 Warmers:

a.) Rhyme: apples, peaches, pears, and plums

(e.g. <http://www.mamalisa.com/blog/birthday-chant-and-jump-rope-rhyme-apples-peaches-pears-and-plums/>)

b.) Game: Fruit salad

#### 2 Introducing new vocabulary:

8 flashcards (apple, orange, carrot, tomato, chocolate, ice-cream, bread, cheese)

Vocabulary teaching:

- Stand in a circle, pass the flashcards over, and repeat the word
- Blind-folded activity: the 8 food items are on a tray, covered. Learners try to find out each by touching (round, big, small, long, hard, etc.).
- What's missing?
- Classification. Questions: Where would you put....? Why?

Veg	Fruit	Sweets	Other food

#### 3 Bill, John, Liz, and Ann have a picnic.

There is an apple, an orange, a carrot, a tomato, some chocolate, some ice-cream, some bread and some cheese. Each child can choose two food-items. Bill likes cold things, and any fruit that is red. John likes



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anything round. Liz likes sandwiches with anything on, and Ann likes brown sweets, and vegetables that she can bite. Who has what?

Bill has .....and.....
John has.....and.....
Liz has.....and.....
Ann has.....and.....

#### 4 The Food train rhyme

Coffee, coffee, milk and sugar

Strawberry and cream/strawberry and cream

Chocolate cake and chocolate biscuit/chocolate cake and chocolate biscuit


Fish and chips/fish and chips

SOUP!!!!

#### 5 Evaluation



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	<p><b>EFL to Young Learners Module 2</b></p> <p><b>Lesson (6): Intercultural learning</b></p> <p><b>School in Britain and in my own country</b></p> <p>Age group: 8-10</p>
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### 1. Introduction to the topic:

- 5 photos on board: Is there anything common in them? (All show school life.)  
Kovács, J. Education in Britain and the U.S. In Angol Tanári Kincsestár (*Treasure for Teachers of English*). Budapest: RAABE, 2012, p. 3-18.
- 5 captions on board: Which caption belongs to which photo?  
Code of conduct on the wall of a British school, A Lollipop lady, British teenagers wearing school uniforms, Students inside a classroom at a college, A graduation ceremony

### 2 Word window

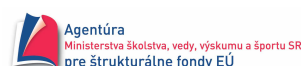
Put the words below into the correct columns. One word doesn't go. Which one?

(Adapted from Window on Britain 1 Activity Book, OUP, p. 11)

			subjects	types of schools	sports
Primary	Football	Science			
Rugby	Independent	State			
Religion	Uniform	Secondary			
Geography	History	Badminton			
Literature	Netball	Boarding			

### 3 Watching a film: School (Window on Britain, OUP 1/2)

- Pre-viewing task: guess



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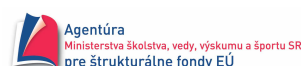
In Britain	TRUE	FALSE
1) Most children start school at the age of 7		
2) School day starts at 8 o'clock in the morning		
3) At most schools students wear a uniform		
4) There are about 22 students in a secondary class		
5) Students begin learning a foreign language at 15		
6) Students have a break of an hour for lunch		
7) School day finishes at 4 in the afternoon		
8) Most parents pay for their children's education		

b.) While-viewing: note-taking

c.) Post-viewing task: check your guesses

#### 4 A 'Find your partner'-game: Questions and answers on schools in Britain (Source: Kovács 2012 RAABE)

1) From 9 am till 4 pm	How many important exams do you have to take?
2) Yes. We have a long break for it	Where does the Assembly take place?
3) No. For those pupils only whose parents have financial problems	How long does a lesson run?
4) 40 minutes	What is an 'A' level?
5) Before lessons	How do you get your marks?
6) In the assembly hall or gymnasium	How long does a school day last in Britain?
7) Oh, no. We go to the teachers' classroom	Do you have time to have lunch?
8) In form of letters	At what age do you have to take your important exams?
9) A is the best and G is the worst	When does the Assembly take place?

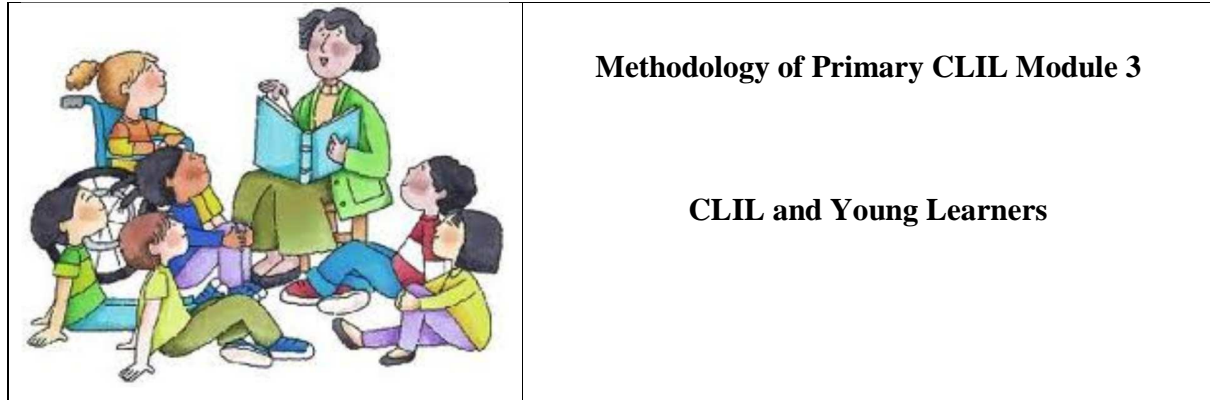


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10) Four. These are called Key Stage Exams	Which is the best grade and which is the worst grade?
11) At the age of 7, 11, 14 and 16	Do you wait for your teachers in your own classroom?
12) This is an exam that students take after their GCSEs.	Does every school offer lunch free to all pupils?

## 5. Evaluation of tasks and self

## MODULE 3



### Methodology of Primary CLIL Module 3

#### CLIL and Young Learners

### 1 What is CLIL (Content and Language Integrated Learning)?

- The acronym CLIL was coined in Europe by David Marsh in the early nineties.
- It has two distinctive features:
  - a) Integration language and content: teaching the content not **IN** but **WITH** and **THROUGH** the L2
  - b) Its flexibility: a wide range of models (theme-based, CBI, cross-curricular immersion, etc.)

The integrated character of CLIL:

“No pure translation”... It is not a matter of simply changing the language of instruction.”

(Coyle 2010: 27)

“The special approach to teaching is that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language.”

(Eurydice 2006: 7)

- CLIL is based on the holistic 4C model (Coyle 2002: 45 in Coyle et al 2010: 27):
- Content
- Communication
- Cognition
- Culture

CLIL takes place through 5 dimensions (Coyle et al 2010):

- Progression in knowledge, skills and understanding of content
- Engagement in higher order cognitive processing



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- Interaction in the communicative context
- Development in appropriate communication skills
- Acquisition of a deepening cultural awareness

CLIL is a dynamic unit that is bigger than its two parts, providing an education that goes beyond subject and content learning. (Coyle 2010)

### **CLIL: Content and Language Integrated Learning: What is it like?**

- Normal, rather than exceptional
- Foreign skills are life skills
- Learn as you use, use as you learn
- Children not educated bilingually are disadvantaged
- CLIL teaching is simply good teaching
- Learning by construction, not by instruction
- Changes the status quo
- Is for all rather than for the élite
- CLIL learners are better language learners
- A catalyst for change

### **Main features of CLIL**

- The most common form of bilingual education in Europe.
- Explicit target language instruction.
- The target language is not widely spoken in the country.
- No majority/minority relations.
- Teachers are speakers of both languages.
- A certain amount of the learners' curriculum should be covered in the target language.



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## 2 Task: Read frequent concerns about CLIL.

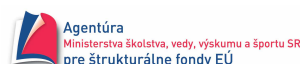
Work in your group. Try to find answers to these concerns.



- Maths, Science, etc. are difficult enough in L1. Why increase the load?
- Young learners won't be able to learn the content in their mother language, once they have learnt it in the foreign language.
- Young learners don't even know the target language. First they should learn the target language, then they may start studying subjects in the target language.
- The native speaker teachers don't know what to teach. They do not know the National Core Curriculum
- Which English (German), etc. to teach?
- What will happen to the child's L1? Will it take the place of the native tongue? Will the child speak L1 worse than its counterparts?
- CLIL will double the teaching time. First they should learn the content in L1, then the same is repeated in L2.
- What if children don't understand the material in L2? Is it going to be translated to them?
- Who is the best person to teach in CLIL?
- How are learners' results assessed? Will they get worse grades because of their deficient language

Match arguments against/for CLIL:

Some arguments AGAINST early CLIL	Some arguments FOR early CLIL
1.Math, Science, etc. are difficult enough even in L1. Why to increase the load at such an early age?	A.It is a very economic use of the curriculum. Two subjects will be done in one lesson.
2.Yls do not even know the target language. First they should learn the L2, then they may start studying the subjects in L2.	B.It is natural to hear different L2 accents. Children soon adapt to and do not get stuck.
3.Yls won't be able to learn the subject matter once it is delivered in L2.	C. CLIL learners' knowledge of their L1 is better than of non-CLIL learners. They are more conscious about language. "A person who does not know a foreign language, does not know anything about his own." (Goethe)
4.Yls won't know the content in their own L1, once they learnt it in an L2.	D. Translation is not the clue. Content is to be built in the L2 with the help of cognitive skills, visuals, well-structured, activity-based tasks.
5.What will happen to the child's L1? Will the L2 take the place of the native tongue? Will the child speak less or weaker L1 than his peers?	E. CLIL is bilingual tuition. It means that children will know the content in two languages. The concept will be built in the L2, but there might be bilingual tasks, and they might use books and materials in both languages.



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6.The native speakers do not know what to teach. They do not know the National Core Curriculum.	F. Language and content are to develop hand in hand, and not one after the other. It is not language or content first, but language and content at the same time. Instead of first learning the language and then using it, we say: we use the languages to learn them.
7.Which English to teach? British, American, South-African, Australian, etc. What if a class has different accent speaker teachers?	G. Children, learning in CLIL do not find it more difficult than learning in monolingual settings. Through activating their cognitive skills, developing their cognitive skills, and developing specific learning strategies they become successful.
8.The subject-matter material should be translated into the learners' mother tongue first. Otherwise it won't work.	H. Most native speaker teachers teach language development. Some of them, with the proper qualifications, teach different curriculum subjects. In CLIL schools, they work in close cooperation with the L1 speaker teachers, so they can follow the National Core Curriculum.

Solutions: 1-A, 2-F, 3-G, 4-E, 5-C, 6-H, 7-B, 8-D

### 3 Task: Read the answers to the worries. Can you match the answers with the worries above?

To what extent are your answers similar?

Possible answers

- Content should be assessed only, not the form.
- It's a very economic use of curriculum. Two subjects are done in one lesson.
- CLIL learners' knowledge of the mother tongue is better than that of non-CLIL learners. They are more conscious about language and what does one know about his L1, if he doesn't know any languages? (Goethe)
- It is natural to hear different L2 accents. Children will soon adapt to, and won't get stuck
- CLIL does not double the burden but halves it. It isn't more difficult to learn in CLIL. It's just different.
- Translation is not the clue. Content is being built in L2 through using cognitive skills, activities, visuals, well-structured tasks, and senses.
- Any qualified teacher whose majors fit the requirements, e.g.: he/she has a major in History and English, or general primary teacher with an English specialization. The best thing is if the teachers have a specific CLIL training.
- Language and content develop hand in hand, not after one another. It is not language or content first, but language and content at the same time. "Using languages to learn and learning to use languages" (David Marsh and Gisella Langé, 2000)
- L2 native teachers generally teach the target language, and civilization.
- CLIL is bilingual tuition. It means that children will know the content in two languages. You might use bilingual tasks in the lesson, and bilingual materials and books at home.

Solutions: 1-B, 2-J, 3-H, 4-I, 5-D, 6-C, 7-E, 8-F, 9-G, 10-A



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#### 4 Young Learners and CLIL. Why is it a Good Match?

The way young learners learn:

- Through senses
- No concepts
- Through message
- Through meaning-making

How should young learners encounter foreign languages?

Not through

- paper and pen activities
- drilling words
- learning grammar in a direct way
- through permanent error-correction
- reading course books

Rather: through

- activities
- being in interaction with others
- perception
- situations that are meaningful to children

#### Content-based instruction is a possible match for the young. Why?

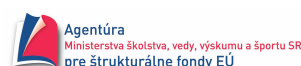
Language acquisition has five attributes which can be realised in content-based educational programmes. These are as follows:

- Their message-oriented character.
- Rules are sensed rather than applied.
- Risk-taking is an important factor.
- Communication in the target language is a process rather than a goal.
- Language learning is integrated rather than separated.

Challenges in foreign language education: do they really exist?

Questions concerning the role and place of language education in the changing world:

- WHY?
- Who?



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- What?
- When?
- How?

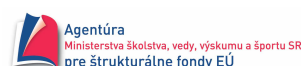
The main questions of language instruction in different cultures (Source: Sharpe: 1991:21)

	In idealistic cultures	In instrumental cultures
The Why question	to preserve and transmit high culture	to promote economic, social and individual benefit
The Who question	élite/selected groups	mass population
The When question	the past	the future
The What question	that which is traditionally accepted as worthwhile, good, true, beautiful	that which is useful
The How question	through teacher-centred didactic teaching	through learner-centred active learning

### Content-based forms of instruction: a possible way, because they

- are based on using the foreign language as a vehicle rather than as a goal in itself (the *why* question);
- are accessible to more and more learners (the *who* question);
- look forward when preparing learners to be competent users of the language (the *when* question);
- teach parts of the school curriculum (the *what* question);
- integrated teaching of content and language (the *how* question);
- involve learners in their process of learning through the **cognitive**;
- languages are taught on a relatively **intensive** basis;
- do not claim an excessive share of the school timetable (**economical**);
- they are inspired by the methodological principles of the need for learners to be exposed to a situation calling for **genuine communication**.

Content-based forms and young learners: a perfect match ☺



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### *Positive outcomes of CLIL instruction*

Research findings have shown positive outcomes!

”Bilingualism makes smart.” (K. Turecek, 2009)

Bilingual children share the following:

- Linguistic and cognitive flexibility: instead of translation they use their problem-solving skills for meaning-making. Learners construct their own learning through using their cognitive skills: matching, guessing, comparing, classifying, transforming information, solving problems, discovering meaning through creative thinking;
- Open personality, positive attitudes;
- Academic gains in other areas of the curriculum;
- New learning strategies. Being exposed to bilingualism, the permanent use of two codes might make them develop certain strategies 'to break the code.'
- Better orientation in everyday life.

CLIL research has showed that it is an *innovative* methodological approach of far broader scope than other language teaching. It

- develops double proficiency
- develops a special approach (methodology) not *in*, but *with* and *through*
- provides an intensive basis without an excessive share of the school timetable
- creates a need for genuine communication

A kind of language instruction which is rich in content and activities, is in line with the way the child understands the world. The practice of the past 25 years shows that the chance for success increases if certain conditions meet. These are provided, for example, by the content-based (CLIL) foreign language programmes.

**What do you think:** Which of the following photos describe efficient/non-efficient activities in primary language classes?




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 <b>USTRALIA</b>	<b>EFL to Young Learners Module 3</b> <b>CLIL lesson: Australia (worksheet)</b>
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**1 Start: What do you think these pictures have in common?**



**2 Discuss the pictures. Which one of them do you know?**

**3 Find the captions for each photo, and match them**

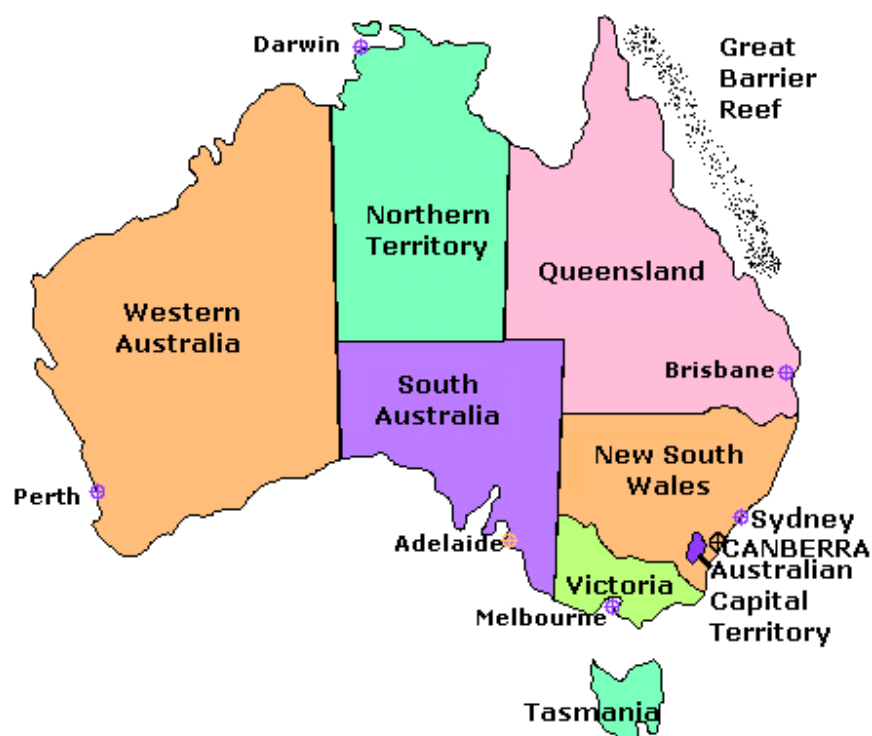


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The Great Barrier Reef	Kangaroo	Sydney Harbour Bridge	Sydney Opera House	Koala
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#### 4 Find Australia on the Globe

#### 5 Look at the map of Australia, and answer the questions:



a) How many states does it have?	e) What is the capital city?
b) Which are the two largest states?	f) Where is the Great Barrier Reef?
c) Which is the smallest?	g) What's the name of the island south of Australia?

Can you think of any other questions? Write them here:



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### 5 Facts about Australia. Do the Australia Quiz. Fill the gaps with one of the words below:

down under, aborigines, United States, outback, sheep, station, pouch, coral, prison, boomerang

### Australia Quiz S

1. Australia is called the land \_\_\_\_\_.
2. The first people to live in Australia were \_\_\_\_\_.
3. Australia is about the size of the \_\_\_\_\_.
4. The middle part of the country is called the \_\_\_\_\_.
5. Australia has about ten times more \_\_\_\_\_ than people.
6. A ranch is known as a \_\_\_\_\_ in Australia.
7. A marsupial is an animal that carries its young in a \_\_\_\_\_.
8. The Great Barrier Reef has the world's largest deposit of \_\_\_\_\_.
9. Australia was first used as a \_\_\_\_\_ colony by the English.
10. The aborigines used the \_\_\_\_\_ as a weapon.

### 6 Check your answers

**7 Play the Great Australia Domino game.** First match the definitions with the words, then enjoy the game

The first people who lived in Australia long ago	pouch
Sheep's hair	boomerang
A hunting wooden weapon used by Australian aboriginals	Captain Cook
A typical Australian animal that jumps along its strong hind legs	The Pacific Ocean
A small bag-like formation in which mother kangaroos carry their babies	kangaroo
He discovered Australia	aboriginals
The name of the Ocean around Australia	New Zealand
Australia's closest neighbour	wool



After having completed the activity, answer the question. In what way do you think information on Australia was delivered? How did it help the learning process?

Draw a mind-map with Australia in the centre. Count the pieces of information you got.

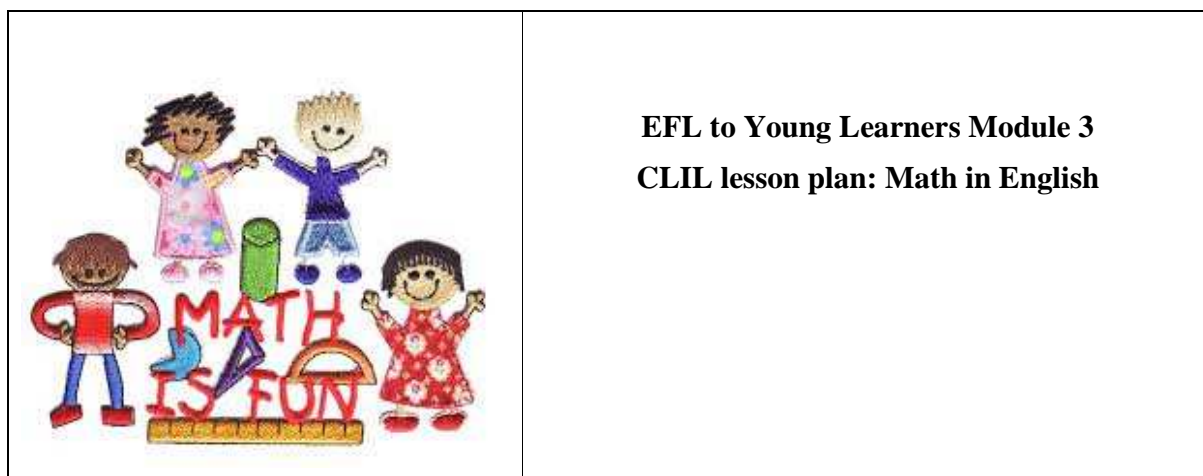
In what way do you think an activity such as the one above might help introduce a new topic?

**8 My favourite word today has been.....**

**9 Self-evaluation with smileys**



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### 1 One-two buckle my shoe (A nursery rhyme)

One two buckle my shoe  
 Three, four, knock at the door  
 Five, six, pick up sticks  
 Seven, eight, lay them straight  
 Nine, ten, a big fat hen  
 Eleven, twelve, dig and delve  
 Thirteen, fourteen, maids a-courting  
 Fifteen, sixteen, maids in the kitchen  
 Seventeen, eighteen, maids in waiting  
 Nineteen, twenty, my plates empty

### 5 Funny counting:

Count from 1-20 loudly, quietly, quickly, every other number, etc.

### 6 Introducing the words: even numbers, odd numbers (with flashcards) + bigger/smaller

I'm thinking of a number. It's an odd number. It's smaller than eight but bigger than six. What is this number? (7) Learners also think of numbers and ask peers.

Language input: odd/even numbers, bigger, smaller

### 7 Multiplications (showing examples of it): Language input: two times two equals four

Activity: Each learner gets a multiplication-sticker. E.g.: four times five, three times six, etc.

There are numbers on the board from 1-20 on a number-line. Each learner puts his/her multiplication where it fits. They come out to the board one by one.

1	2	3	4	5	6	7	8.....
two X one			three X two			etc.	

## 8 Thirty days has September: a nursery rhyme

Thirty days has September,  
 April, June and November;  
 February has twenty eight alone  
 All the rest have thirty-one  
 Except in Leap Year, that's the time  
 When February's Days are twenty-nine

## 9 Multiplication game

Every two learners get a sticker with a multiplication on it. They stick it on themselves.

Two learners are the judges. They put the learners in an increasing order. E.g.: 5x5 comes before 6x5, etc. The learners say sentences such as: 5x5 is less than 6x5, 7x5 is more than 8 times 4, etc.  
 Language input: fewer, more.

## 10 Multiplication Board Game.

Pre-questions on little cards. Once a learner can answer a question, he/she can play the game.  
 Possible questions:

How many days are there in a week/a month/?

How many days are there in February when it is a leap-year/a non-leap-year?

How many seasons are there in a year?




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**11 Which months has 31 days/30 days, etc.: BOARD GAME (Math)**

How many days are there in September?	How many seasons are there in a year?	How many days has February in a leap-year?
How many weeks are there in a month?	Which are the summer months?	Which month has 28 days?
Which is the second day of the week? The week starts with Sunday.	Which months have 30 days?	How many months are there in a year?
Which is the fourth month of the year?	Which is the first spring month?	How many days are there in December?

**12 What is your lucky number? Why?****13 How have you worked today?**

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	<p><b>EFL to Young Learners Module 3</b></p> <p><b>Ways of being effective in CLIL lesson</b></p> <p><b>(Word and text level)</b></p>
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## 1 More effective ways of teaching

### Word level:

Instead of	Try
Giving key vocabulary Asking learners to list/sort key words Make them write a word test	Play games to find out meaning Getting them to 'teach' each other 'their' piece of text Ask them to make a list of priority of the words they have learnt

### Text level:

Instead of	Try
Devising comprehension questions Setting essays Giving framework for summary	Getting learners to devise questions Having a 'graffiti wall' where favourite phrases are written Involving learners in the process

## 2 Comparison of teaching in a classical way/interactive way

Teaching Civilization: the classical approach	The interactive/intercultural approach towards teaching Civilization
Presenting, repeating and memorizing factual information Stress is on following a chronological sequence Culture is a compartmental knowledge-area with no link to other areas of languages studies It relies on rote-learning of data, names and events of a foreign country Culture is considered something to be transmitted to learners through teachers	Cultural information is presented in task-form Learners are actively engaged in obtaining, understanding and interpreting cultural information Learners are encouraged to rely on their own cultural background in understanding/interpreting information on the target country

Teacher transmits – learners accept	Learners become more autonomous by encountering /developing various study skills and strategies through problem-solving tasks Knowledge of culture becomes less compartmental by serving overall educational/cross-curricular aims Provides authentic and meaningful context for language learning
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### 3 Teaching Civilisation: some task-types

Reflect on the type of questions: Which of the following questions do you think 10-12 year old children are more likely to enjoy answering? Why?

- When was the Tower of London built?
- Could the first Hungarian king, St. Stephen congratulate his colleague, William the Conqueror on the occasion of building the Tower of London? Why? Why not?
- How high are the walls of the White Tower?
- In the middle ages the walls of buildings were much thicker than today. What are the advantages of a building with thick walls? What are the drawbacks?
- What are the guards of the Tower of London called?
- Dress up a befeater properly. In an envelope you are given a cut-out boy-doll and different (cut-out) uniforms. Sort them out so that the doll should wear what befeaters do.
- When is the Tower of London open for tourists?
- Imagine you are staying in London in February and want to see the Tower. You plan your visit at 4 p.m. on Saturday. Consult the guidebook whether or not this is a good idea. The Guidebook says:

*'The Tower is open free on Saturdays and Bank Holidays: otherwise you pay – 10.00 to 5.30 on weekdays, 2:00 to 5.00 on Sundays (in winter it closes an hour earlier). The restaurant (the best institutional one in London known to me, and licensed – avoid coffee and custard) is built on the site of the Lion Tower where the royal zoo was installed from the fourteenth century until 1834, when it transferred to Regent's Park. '*

### 4 Teaching Civilisation. A Call my Bluff-game

1) Who do you think a Lollipop Lady/Man is?

- a.) A woman or man employed by a local authority to help children across a busy street on their way to and from school. She/he carries a pole with a disc on the end, resembling a lollipop
- b.) A lady or man who sells lollipop in a sweet shop



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c.) The name of a very popular candy, resembling a woman or a man

2) What do you think Graduation Day is?

a.) This is the day when students take their final exams at schools/universities

b.) This is a fancy-dress party where all students wear gowns and caps

c.) This is a very big ceremony when students leave school or university

3) What is GCSE?

a.) God and Church Save Educators – the first words of a teachers' prayer

b.) General Certificate of Secondary Education – in other words, final exams

c.) Grading Clever Students by Educators – a system according to which the most outstanding students are rewarded with a medal.

4) Who is a freshman?

a.) A newcomer to a class

b.) The name of a student who is the first to get up in the morning in a boarding school

c.) This is the name of first year (9th grade) students at American high schools

5) What is an Assembly?

a.) A gym lesson. Its specific feature is that pupils have to come shoeless into the gymnasium.

b.) A very long tradition in British schools. Pupils come together before lessons and listen to the headmaster's speech.

c.) It is a special class where pupils have to listen to a priest who reads out some parts of the Bible

#### A tip for effective teaching Science through English:

START	Don't spin webs. Bolas spiders spin a single line with a sticky end
Spiders are	Fangs
because they eat harmful insects, such as grasshoppers and locusts which destroy crops	a spider's bite
Spiders also eat flies and mosquitoes	Black Widow is a kind of spider
in snakes' and spiders' body separate from the blood	Is measured 25 centimetres but that is with its legs extended

The way spiders kill insects or other small animals is	THE END
That is harmful to human beings. It lives in North America.	small, eight-legged creatures best known for spinning silk webs.
Spiders are helpful to people because	Spiders spin webs so they can
Fields, woods, swamps, caves and deserts.	Are long, sharp teeth spiders use to capture their food?
The life-span of spiders is a single season.	Poison glands
Catch insects for their food, and even larger and stronger insects cannot escape.	which carry diseases
All spiders spin silk but some	Most females are larger and stronger than
But in warm regions certain groups (some scorpions and tarantulas) live more than a single year.	the males. Females occasionally eat males.
The largest kind of spider, a South-American tarantula	Spiders can live anywhere they can find food like



<p>a spider's bite.</p> 	<p>snakes' and spiders' body separate from the blood that is needed or not needed.</p> 	<p>is measured at 25 centimetres but that is with its legs extended.</p> 	<p>that is harmful to human beings. It lives in North America and Australia.</p> 	<p>small, eight-legged creatures that are best known for spinning silk webs.</p> 
<p>Black Widow is a kind of spiders</p>	<p>the way spiders kill insects or other small animals is</p>	<p>THE END</p>	<p>Spiders are helpful to people because</p>	<p>Spiders spin webs so they can</p>
<p>Spiders also eat flies, and mosquitoes</p>	<p>don't spin webs. Bolus spiders spin a single line with a sticky end.</p> 	<p>START</p> 	<p>fields, woods, swamps, caves and forests.</p> 	<p>are long, sharp teeth spiders use to capture their food.</p> 
<p>Pangs</p>	<p>but in warm regions certain groups (some scorpions and tarantulas) live more than a single year.</p> 	<p>which carry diseases.</p> 	<p>Catch insects for their food, and even larger and stronger insects cannot escape.</p> 	<p>Poison glands</p> 
<p>The largest kind of spider, a South-American tarantula</p>	<p>The life-span of spiders is a single season</p>	<p>Most females are larger and stronger than</p>	<p>All spiders spin silk but some</p>	<p>Spiders can live anywhere they can find food like</p>

### A tip for effective teaching Math through English

The year five class went to a theater production called "Coordinate Crazy". Their seats had numbers on them and they were allowed to sit anywhere they liked. Given the following information about where individuals sat, place each person in the seats they chose on the chart below. Cross off each description as you place their name. The first one has been done for you:

*Judit Néni sat in the fifth column, second row.*      *Everyone piled their jackets in the seat two rows above Judit Néni in the same column.*

*Matthew sat in seat 25, behind Leti.*

*Mr. D sat in the seat furthest from the EXIT.*

*Niko sat in seat 'lucky' number 13.*

*Réka sat in column two, row two.*

*Vince took the seat in the exact middle of the theater.*

*Manna sat in the last column, behind the coats.*

*Mark sat in the third column in the top row.*

*Dani took seat #23, Micheal Jordan's number.*

*Fanni sat between Kiara and Judit Néni.*

*Tomi sat in front of Martin.*

*Bandi fell asleep behind George, leaning against the coats.*

*Levi sat two seats over from Bia.*

*Yoyo sat in the seat nearest to the exit.*

*George and Beni sat beside each other in third row.*

*Leti sat between Dóri and Benji in the fourth row.*

*Benji sat in the first seat of the fourth row.*

*Anna sat in the top row one seat away from the stairs.*

*Bia sat between Olivér and Yoyo.*

*Martin sat three rows down from Mr. D in the same column.*

*Kiara sat in front of Vince, so he traded seats with Olivér.*

### A tip for effective teaching History through English

- A Memory game
- A Domino game
- A True/False game



**Have fun developing not only linguistic skills but also higher thinking skill via English lessons ☺**

**Activity 1:** Analogies – relating things

Guess what the missing words in each statement are:

- a) Talking is to mouth as hearing it to the \_\_\_\_\_
- b) A book is to read as a record is to \_\_\_\_\_
- c) Red is to stop as green is to \_\_\_\_\_
- d) East is to west as north is to \_\_\_\_\_
- e) A frown is to sad as a smile is to \_\_\_\_\_
- f) Fifty is to hundred as four is to \_\_\_\_\_
- g) A lamp is to light as a clock is to \_\_\_\_\_
- h) An apple is to eat as a pencil is to \_\_\_\_\_
- i) A hurricane is a type of storm, an armchair is a type of \_\_\_\_\_

**Activity 2:** Decoding the secret message



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- In the first group of the first box put the twenty-fifth letter of the alphabet; then put the fifteenth letter in the next box; then the twenty-first in the following box; and the eighteenth in the last box.
- In the second group, put the thirteenth letter of the alphabet in the first box; then put the ninth in the following box; then the fourteenth; and the fourth letter in the last box.
- In the last – third group start with the thirteenth letter of the alphabet; continue with the first letter and double the twentieth letter. Then continue with the fifth letter, followed by the eighteenth letter; and last use the nineteenth letter.

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### Activity 3: Matching cause and effect

Read all phrases in the first group. Match them with phrases from the second group.

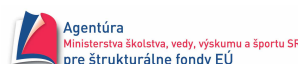
Prepare the sentences according to the level of your students, e.g.

1. The snow is falling down on the flowers	a. so he wants a faster one.
2. Peter cut his arm	b. so he must to go to the doctor.
3. The washing machine does not work	c. so they will freeze.
4. Peter's computer is slow	d. so we must call a repairman.

### Activity 4: What can we learn from the clues?

#### Favourite journals

Every Friday afternoon, Ms Simonds and three of her colleagues go to their university library. Each of them likes to read a different kind of journal (biology, geography, architecture, history). Each of them goes/commutes to the library in a different way (by car, by bus, by bicycle, or walking). From the clues, figure out how each person goes to the library and what kind of journal each reader likes?



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	Bus	Walking	Bicycle	Car	Biology	Geography	Architecture	History
Ms Simonds								
Mr. Black								
Ms Rogers								
Mr. Gibson								

1. Out of the four colleagues, Ms Simonds is older than Mr. Black, but younger than Mr. Gibson, who is not the oldest.
2. The man who rides his bicycle likes to read Biology journals.
3. One lady likes Geography journals, while the older man, who walks to the library, prefers History journals.
4. The oldest person takes the bus and does not like Geography journals.

**Activity 5:** Put in Order: Number each statement given so that it is in order.

*Recipe of easy microwave peanut butter fudge:*

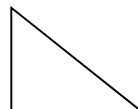
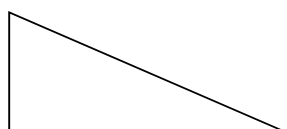
- Heat vanilla frosting in its container in microwave for about 60 seconds or until completely melted.
- Quickly pour the mixture into a 9x13 pan, allow fudge to set, cut into small squares, and enjoy!
- Empty entire jar of peanut butter in a mixing bowl.
- Pour the melted frosting in the bowl with the peanut butter and mix well.



**Activity 6:** Can you make the correct generalization?

Put a check mark before the generalisation you consider most accurate:

1. Look at the triangles:



- \_\_\_\_\_ a) The figures vary in size.
- \_\_\_\_\_ b) The figures are all triangles.
- \_\_\_\_\_ c) All figures have a different shape.

2. My sister likes her violin teacher. She also enjoys the music. She does not mind practising.

\_\_\_\_\_ a) My sister likes all kinds of music.

\_\_\_\_\_ b) My sister does not practice much.

\_\_\_\_\_ c) The violin lessons are fun.

3. Emily told her teacher that some older pupils were selling little red pills near the school.

\_\_\_\_\_ a) Emily likes gossiping.

\_\_\_\_\_ b) The older pupils are selling sweets.

\_\_\_\_\_ c) There might be drug dealers near the school.

4. The sun is sinking. It is quite warm; I have the day off.

\_\_\_\_\_ a) The weather is fine.

\_\_\_\_\_ b) We can go on picnic.

5. My youngest brother lost his books, his pencils and the money from his pockets.

\_\_\_\_\_ a) Somebody has to punish my brother.

\_\_\_\_\_ b) My brother is careless.

\_\_\_\_\_ c) My brother does not have some of the things he had earlier.

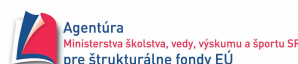
6. Many people are begging in the streets; they wear ragged clothing. Most people are thin.

\_\_\_\_\_ a) The climate is not good.

\_\_\_\_\_ b) The people are poor.

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## APPENDIX

Lesson Plan for 4<sup>th</sup> grade

Topic: My cat likes to hid in boxes (Children's literature / Eve Sutton)

Aims:

- To develop speaking skills by answering questions and learn the story
- To develop listening skills by listening to the teacher and to the others
- To develop reading skills by reading the story
- To develop correct pronunciation by finding rhymes
- To have fun by games and competition tasks, and to enhance cooperation by working in groups
- To develop cultural knowledge by listening to authentic music, learning about countries and getting to know a children's literature book

Tasks	Aims	Language Input	Form	Teaching Aids	Time
<b>1. Introduction</b>  Learners sit in groups. Each group is named by a figure: Garfield, Hello Kitty, Tom. The scoreboard is on the wall.	To introduce myself and tell them about the competition		Whole class	3 little figures	1
<b>2. The English ABC</b>  "I spy with my little eye a J/S ... etc." Learners take the pictures from the wall and everybody chooses one for her- or himself. Learners sit in a circle and we start singing the English ABC song. If a student hears his or her letter, then stands up. (2-3 times with changing the letters)	To energize students and practice the letters of the English ABC	The English ABC		Letter cards	3
<b>3. Flags</b>  "What are these colourful pictures behind the letters? These are flags, do you know which countries have these flags?"					
<b>4. Teaching new vocabulary</b>  <b>a.</b> There is a big map of the world on the board. Learners put each country name to the right place. After this exercise we repeat the countries' names three times (loudly, silently, slowly .. etc.) (Please, put these countries to the correct place. Where can you find these countries? In which continents?	To learn the names of the countries and their place on the map	Europe: France, Spain, Norway, Slovakia, England, Germany, Greece (South) America: Brazil, Asia: Japan		Map, word cards, board	3 (7')



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<p><i>("Please, put these countries to the correct place! Where can you found these countries? In which continents?")</i></p> <p><b>b.</b> Each group gets an envelope; they can find the 9 country names in it. I tell sentences about a country and Ls find out which country I am talking about. They can discuss the answer while I count from 1 to 3, then they raise the answer.</p>	To develop listening skills and practice the name of the countries	The weather is usually cold here. People often eat fish, because it is next to the sea. (Norway) We live in this country. (Slovakia). This country has a queen. The capital city is London (England). The flag of this country is black, red and yellow. (Germany). The biggest city is Sao Paulo. It is in South America (Brazil)	Group work	Word cards	3 (10')
<p><b>5. Melodies of the countries</b></p> <p>Learners listen to some music, very typical ones from the countries. Groups work on the envelope, where they can find the numbers from 1-5. Their task is to guess the countries while listening to the songs.</p> <p><i>("Most of the countries have some typical melodies or songs. We are going to listen to some music. You can write on the envelope. I will show the first music and try to find out which country has this kind of music: Is it typical in Spain? France? Germany?")</i> ONE CORRECT ANSWER = 1 point, max. 5</p>	To develop knowledge about other cultures to listen to some authentic music.	<ol style="list-style-type: none"> <li>1. Japan</li> <li>2. Greece</li> <li>3. Spain</li> <li>4. France</li> <li>5. England</li> </ol>	Group work	Envelope, pen, CD, CD player	3
<p><b>6. Tom, Garfield, Hello Kitty</b></p> <p><i>("And now I will tell you, why you have these cats on your tables: today we are going to read a fantastic book about cats. Not just cats, but some really interesting and special cats! Can you tell me one sentence about your cat? For example: Tom: Who is his friend? What does he like doing? Girls, what colour is Hello Kitty's dress? Do you like pink too? And what do you know about Garfield? What does he do all day long? What is his favourite food? Let's look at the board, I will show you some other cats, before we read the book.")</i></p>	To develop speaking skills and activate learners' knowledge about cats	<p>Tom: His friend is Jerry. He likes playing.</p> <p>Garfield: He likes sleeping and eating. His favourite food is lasagne.</p> <p>Hello Kitty: Her dress is pink.</p>	Whole class		2
<b>7. Teaching new vocabulary II.</b>					3

<p><i>("Look at these cats! They can do some really interesting!")</i></p> <p>We discuss what we can see on the pictures and, through repetition, we learn the meaning of the new words and expressions. We can also mime the actions while saying it.</p>	To teach new verbs and expressions to prepare the reading task.	This cat can fly on an aeroplane. This cat can wave a fan. This very fat cat got stuck in the doorway. This cat is ill, it has a very bad chill.	Whole class	Pictures, green board	(18')
<p><b>8. Storytelling</b></p> <p>Learners sit in a circle on a carpet and I sit in front of them on a chair.</p> <p><i>("Today I would like to tell you a story about cats from different countries.")</i></p> <p>Steps of reading</p> <p>EXAMPLE: 1. Picture – Guessing <i>What do you think where this cat is from? (from France)</i> <i>Why? (Because there is the Eiffel Tower)</i> <i>What is he doing? (dancing, walking, watching the Eiffel Tower ... etc.)</i></p> <p>2. Reading <i>Let's read it! The cat from France likes to sing and dance.</i></p> <p>3. Questions <i>So where is he from? (from France)</i> <i>And what does he like to do? (sing and dance)</i></p> <p>4. Repetition <i>Can you repeat the sentence? (together: The cat from France likes to sing and dance)..</i> <i>Can you say it again? ... Thanks, turn the page.</i></p> <p>We start guessing again, then I read the new sentences and we repeat it. After the new sentence I ask someone to read out the previous and the other sentences too. Others will repeat it.</p>	To develop reading skills and memory to practise the new words and expressions to work with an authentic material	"My cat likes to hid in boxes" (Eve Sutton)	Whole class	The book, pillows	13' (31')
<p><b>9. Act it out</b></p> <p>Learners stand up, and they tell the story by heart, with some movements according to the text.</p>	To develop memory and speaking skills.	The story			2
<p><b>10. What rhyme with ... run and circle</b></p> <p>Learners in groups stand in a line. I tell them some words and they have to run and</p>	To energize students and	blue fan – Japan police – Greece			3 (36')

circle the country names that rhymes with that word.  ONE CORRECT ANSWER = 1 point, max. 5	develop pronunciation	very bad chill – Brazil doorway – Norway dance – France aeroplane – Spain	Individual work		
<b>11. Retelling the story</b>  This is the last competition task. To retell the story learners match the broken sentences, to be able to read the whole story. They work with paper lines. Time limit: 3 minutes  <i>("This is the last competition task. I will give you these envelopes, and try to glue the story lines on this sheet of paper. You have 3 minutes to make the story. Don't forget the order of the sentences: which comes first, second and so on. Ready, Steady, Go!")</i>  When the time is over I change the papers and I ask students to start reading the story. ONE CORRECT LINE = 1 point, max. 8	To develop reading skills and memory	The story	Group work	Envelope, paper lines, glue, paper	6
<b>12. Homework</b>  Gap filling exercise: My cat likes to sleep 24 hours.	To develop reading skills	e.g. The cat from Mexico likes Winnie the Pooh. The cat from Brazil likes to drink hot drinks. The cat from the USA, doesn't know what to say. But my cat likes to sleep 24 hours.	Individual work	Worksheet	1 (43')
<b>13. Prize giving and evaluation</b>  TOTAL: 24 POINTS The members of the winner group get 3 red points, the second place gets 2 and the last ones get one.  <i>("I was really satisfied with the group ... because they worked so hard and they always paid attention. I was glad because ... they worked together and always helped each other. At last but not least I was happy to see how the group enjoyed the tasks and they did their best! Congratulations to all of you!")</i>	To evaluate children		Whole class		1
<b>14. The Good bye song</b>					

Learners stand up and we sing together this song to finish the lesson	To finish the lesson in a relaxed way	Good bye, good bye, I'm sorry to say, good bye, good bye and have a nice day!	Whole class		1
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**Title:** **Teaching English to Young Learners**

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**Issued by:** © Faculty of Education, Matej Bel University in Banská Bystrica, Slovakia

**Number of copies:** 100 copies

**Number of pages:** 108

**Edition:** 1st edition, 2015

**ISBN:** **978-80-557-1022-8**



**Modern Education for Knowledgeable Society / The project is co-financed by EU.**