Language Talks Webinar Series #7

Teaching English to Young Learners

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Organized by BARU English Language Society

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YÖK ANADOLU PROJESİ

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WHO ARE YOUNG LEARNERS?

‘Young learners’ is a broad term that covers children from 3 to 12 years old.

According to the United Nations Convention on the Rights of the Child, 1989, “A child is defined as anyone who has not reached their 18th birthday irrespective of the age of majority in the country where the child is, or their home country.”

very young learners
(3 - 6)

young learners
(7 - 11)

pre-teens
(12 - 13)

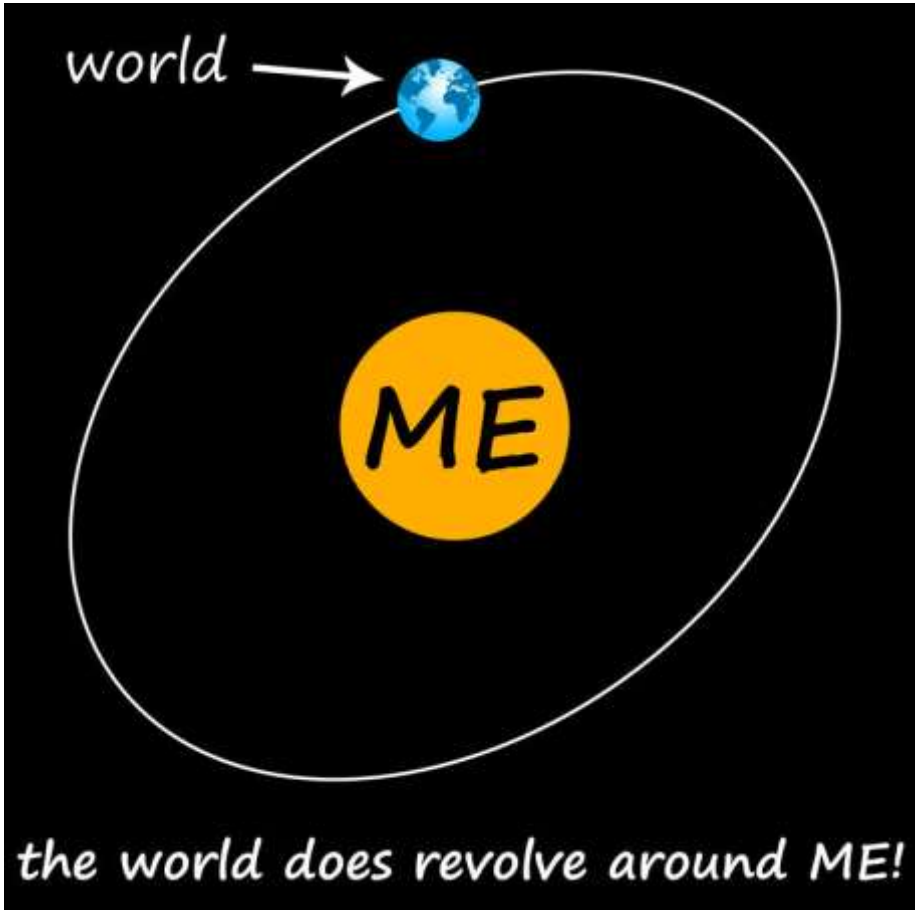
teens
(13 - 18)

Although these age groups are seen as representing one group, there are, in fact, distinctive differences between what children of 7 years old can do/comprehend and what children of 10 can do/comprehend.

WHY ARE AGE GROUPS DIFFERENT FROM EACH OTHER?

The underlying reason is that when we consider children, we need to consider four related but separate developmental areas- *physical*, *cognitive*, *socio-emotional*, and *communicative* growth.

According to Piaget (1970), children at the «Sensorimotor» and «Preoperational» cognitive development stages (up to age 7) are highly egocentric.



They function with the «here-and-now» principle. They do NOT understand what is not present and concrete in their own environment.

At the «Concrete operational» stage (ages 7 to 11), children become less egocentric, and more aware of the outside world and events. Their thinking becomes more logical and organized, but still very concrete.

At the «Formal operational» stage (ages 12 and up), they can grasp and deal with abstract concepts and relationships.

They become more aware about the social behaviors, social rules and customs of their society.

HOW CAN WE TEACH GRAMMAR TO YLs?

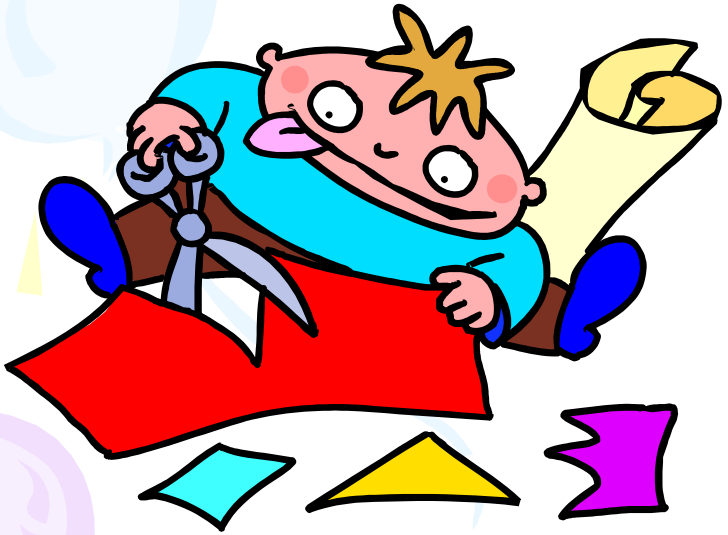
We CANNOT!

Trying to teach grammar in a traditional way, isolated from context, is useless wih young learners.

- **Pure grammar is too complex.**
  - **It is too abstract.**
  - **There is too much of it.**
  - **There are too many irregularities and suppletive forms.**

- **Grammar cannot be isolated from the context.**
- **We don’t use grammar for the sake of using it. It is the servant, not the master. We use it as a means of achieving communicative goals.**

- **Children cannot analyze grammar.**
- **People do NOT learn the way the traditional methods teach.**



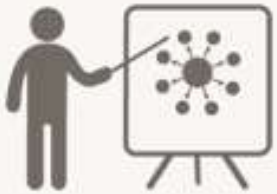
9 WAYS TO LEARN

by doing

by searching inside yourself

by interacting with people

by reading



by reasoning

by facing challenges

by facing fears

by experimenting

by seeing

by Anna Vital

HOW CAN WE TEACH SIMPLE PRESENT TENSE TO YLs?

Tense Rules

Subj + Obj...

	Simple Forms	Pr…	…fect …ms	Perfect Progressive Forms
Present	Ist form + s / es	am…s/ar… Ist…	ha…e/ha… s… IIIrd …orm	have/has been + Ist form + ing
Past	IInd form	was/v… …t form	had + III…	had been + Ist form + ing
Future	will/shall + Ist form	will … Ist …n + ing	…ill have …IIrd f…	will have been + Ist form + ing

We CANNOT!

Children focus on the use (i.e., meaning and function) of a grammar point.

They do NOT care about the usage (i.e. form and notion).

A *function* is the communicative purpose for which language is used

e.g. asking for information, giving information, apologizing, inviting, making suggestions, etc.

A *notion* is the conceptual meaning of any type

e.g. time, duration, direction, size, frequency, cause, equality, existence, ownership

SUBJECT + VERB +
HEV
HES +
BİİN
BİŞEY
BİŞEY
DAHA
EŞİTTİR İNGİLİZCE!
PFF...
?

Simple present tense (or any other tense) has many meanings and functions.

Children can focus on ONE meaning and function at a time.

- **To express habits and routines,**
- **To express general truths / facts,**
- **To express repeated actions or unchanging situations,**
- **To express emotions (such as likes and dislikes) and wishes,**
- **To give instructions or directions,**
- **To express fixed arrangements, present or future,**
- **To express future time, after some conjunctions: *after, when, before, as soon as, until***

Daily Routines

Wake up

Get up

Take a shower

Get dressed

Comb hair

Have breakfast

Go to work

Have lunch

Cook dinner

Have dinner

Watch TV

Go to bed

www.englishgrammarhere.com

HOW CAN WE TEACH VOCABULARY TO YLs?

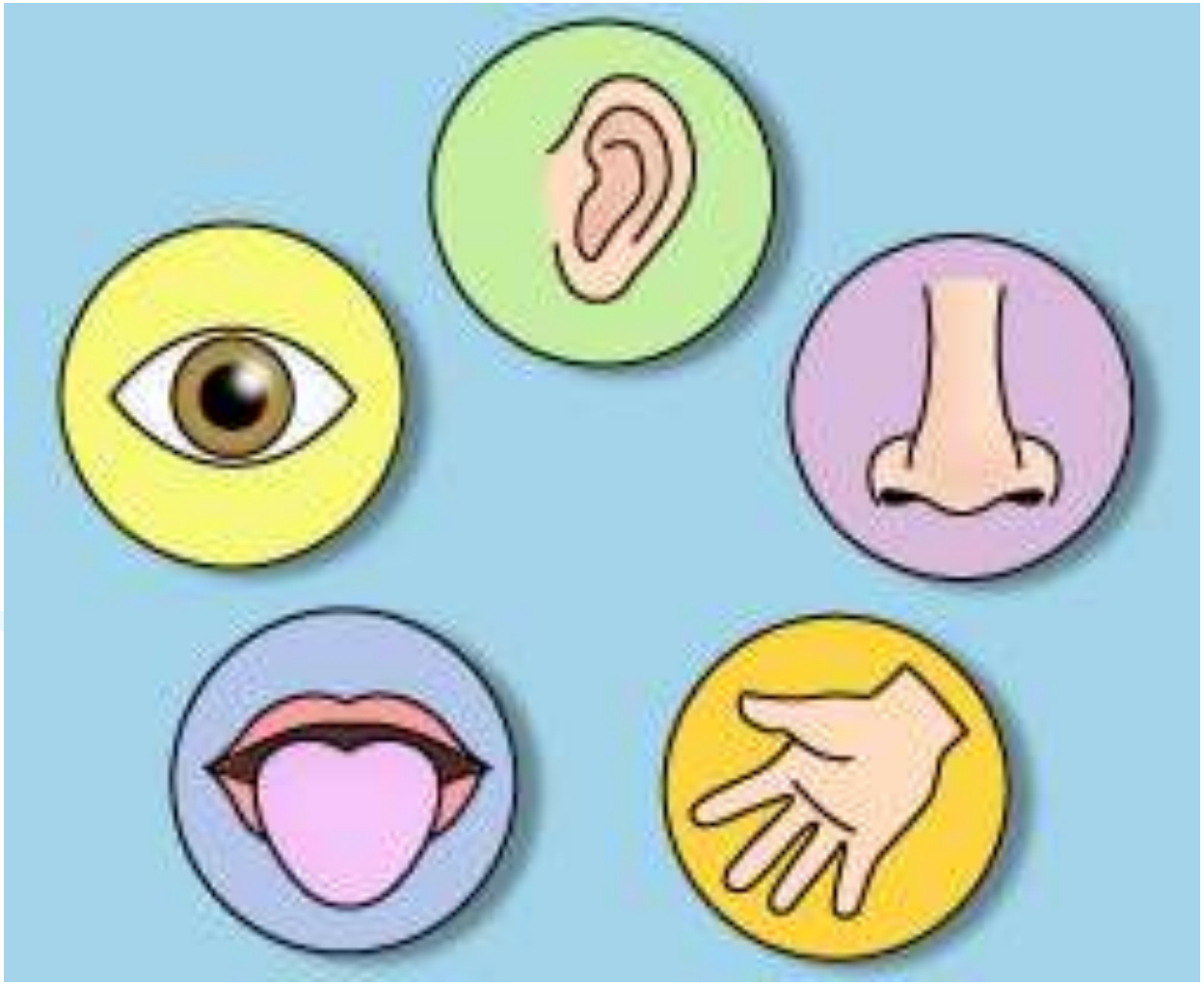
MY FAMILY

Choose relevant and related words to teach.

Teach words in context.

Limit the number of words to teach (5 - 7 words) in a lesson.

Try to use as many channels (or senses) as possible.



Use visuals (pictures, videos, realia, etc)

Act out to demonstrate and ask them to act out

Don’t forget to recycle and revise.

It is possible to teach some structures as «chunks» or «cliches» such as:

What's your name?

My name's ……

How old are you?

I'm ……

Teach language (grammar, vocabulary and pronunciation) in contexts that children are familiar with.

Make sure the materials you use are motivating, engaging, interesting and fun.

stories

drama and dramatization

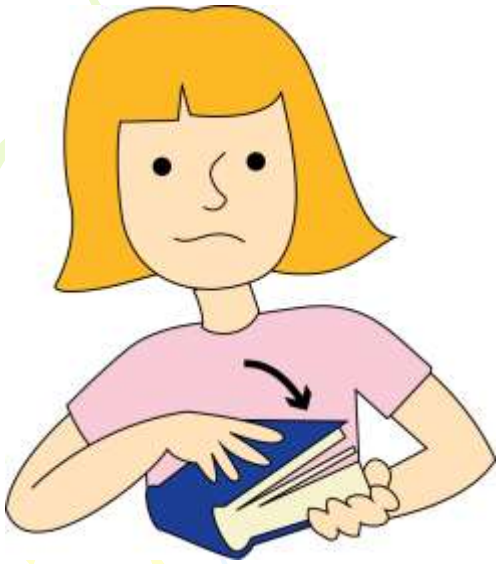
songs

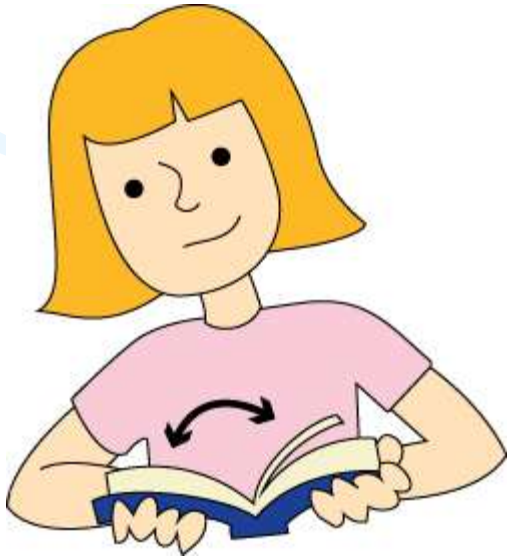
games

art and craft activities

CAN WE USE L1 WHILE TEACHING? HOW MUCH L1 CAN WE USE?

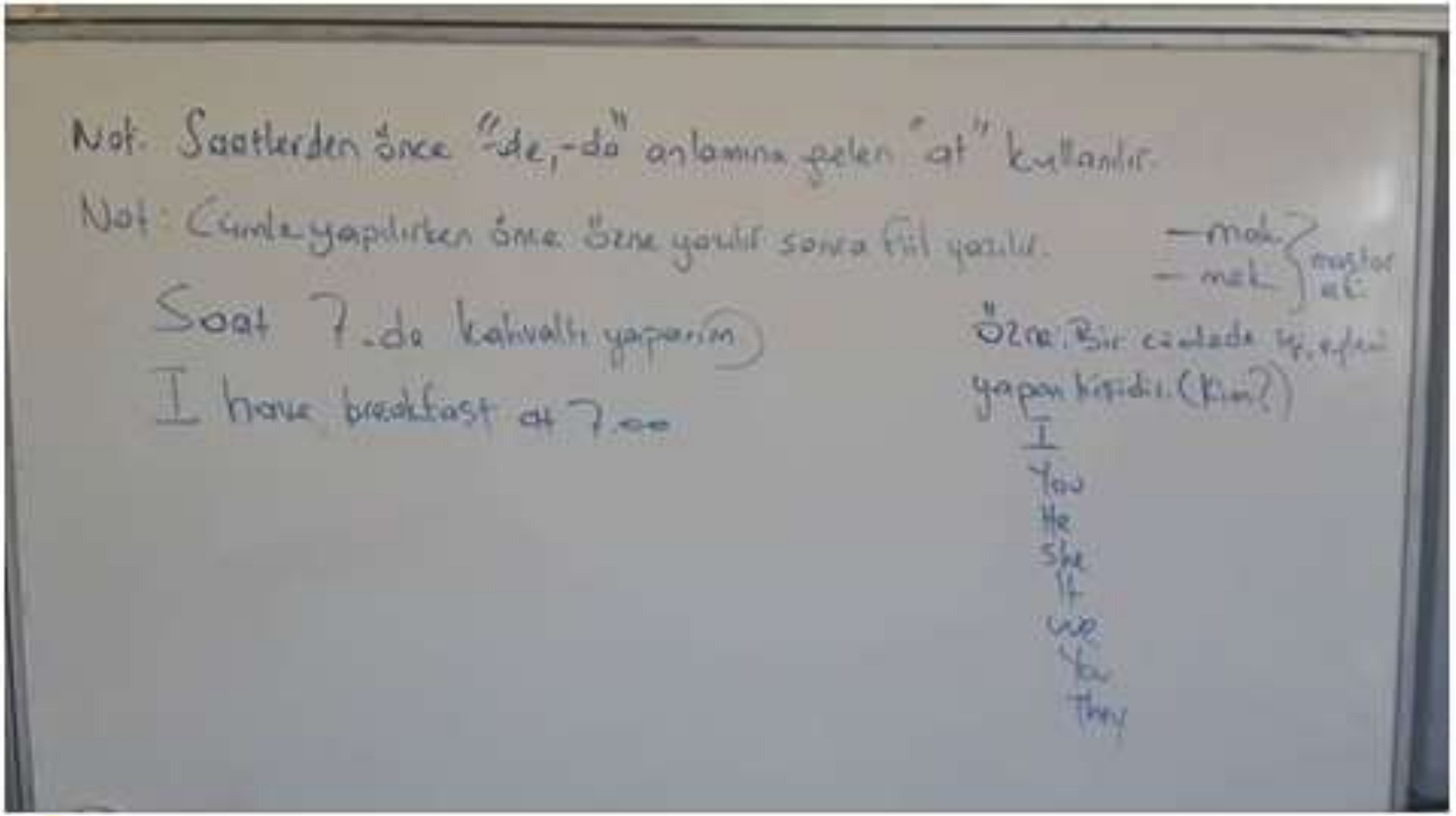
As little as possible!





B[redacted] A[redacted]
11 saat

6. Sınıflara girdim bugün. Cümle kurarken ozne surda fiil surda olur dedim omg o da ne??Çocuklar Türkçede özne, fill ne demek bilmiyor😢 başladım Türkçe öğretmeye napıyım sonra biz neden ingilizce ogretemiyoruz



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Talim ve Terbiye Kurulu Başkanlığı

İLKÖĞRETİM KURUMLARI
(İLKOKULLAR ve ORTAOKULLAR)

İNGİLİZCE DERSİ

(2, 3, 4, 5, 6, 7 ve 8. SINIFLAR)

ÖĞRETİM PROGRAMI

The national curriculum by the MoNE asks the teachers to avoid the use of L1 in the classroom and refrain from the Grammar-Translation Method.

A language teacher SHOULD be able to communicate with the students in the target language.

- Using simple language

- Paraphrasing

- Using body language and gestures

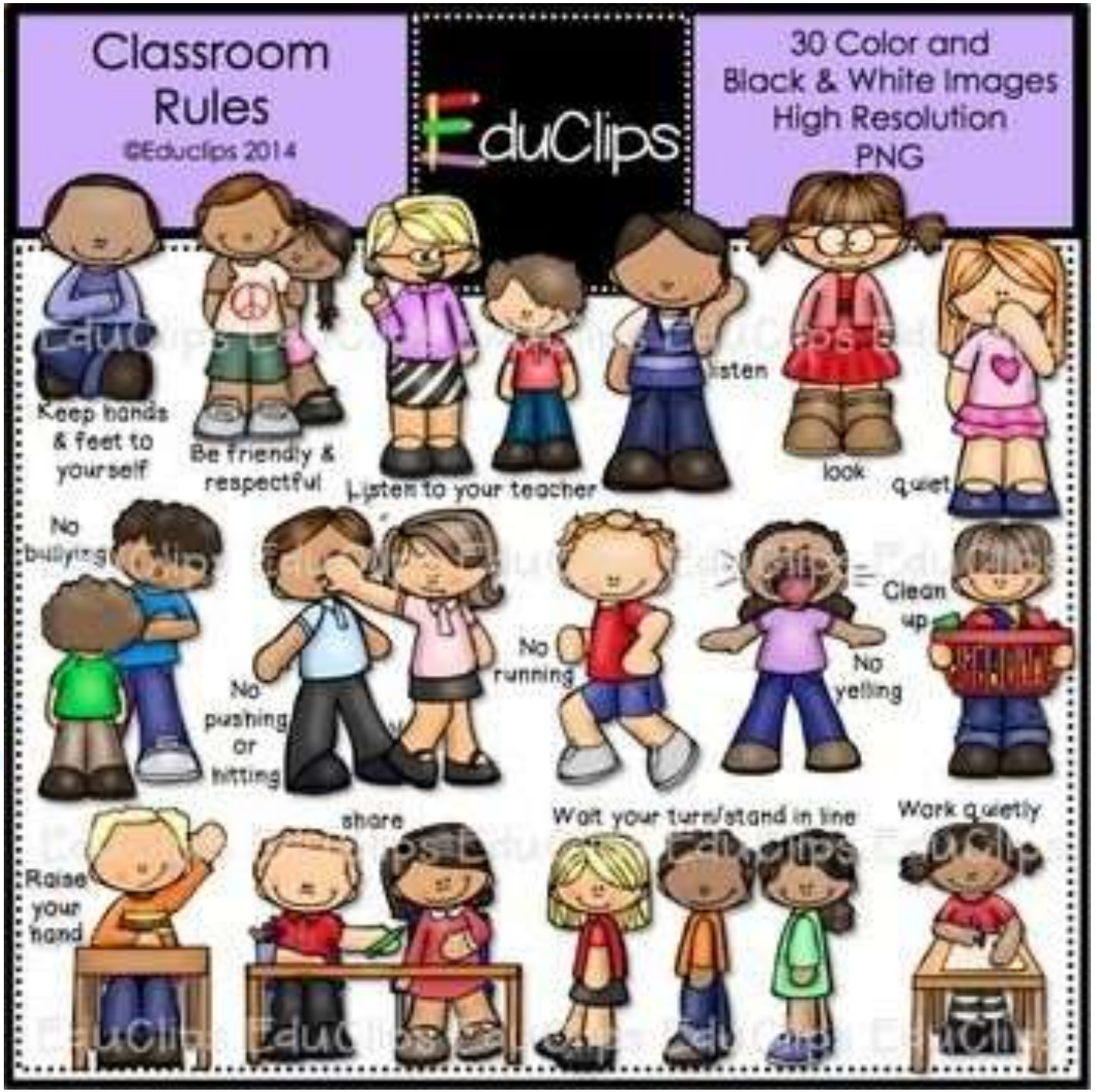
- Demonstrating

L1 can be used if the teacher needs to deal with emotional issues.

WHAT IS THE KEY TO EFFECTIVE CLASSROOM MANAGEMENT?

When classroom management is the case, keep in mind that PREVENTION IS BETTER THAN ANY REMEDY.

- Establishing some rules from the beginning / creating routines.
- NOT stating what the penalty will be for deviation. Each student and each situation may need special attention. The penalty should fit the child, not the behavior.


Classroom Rules
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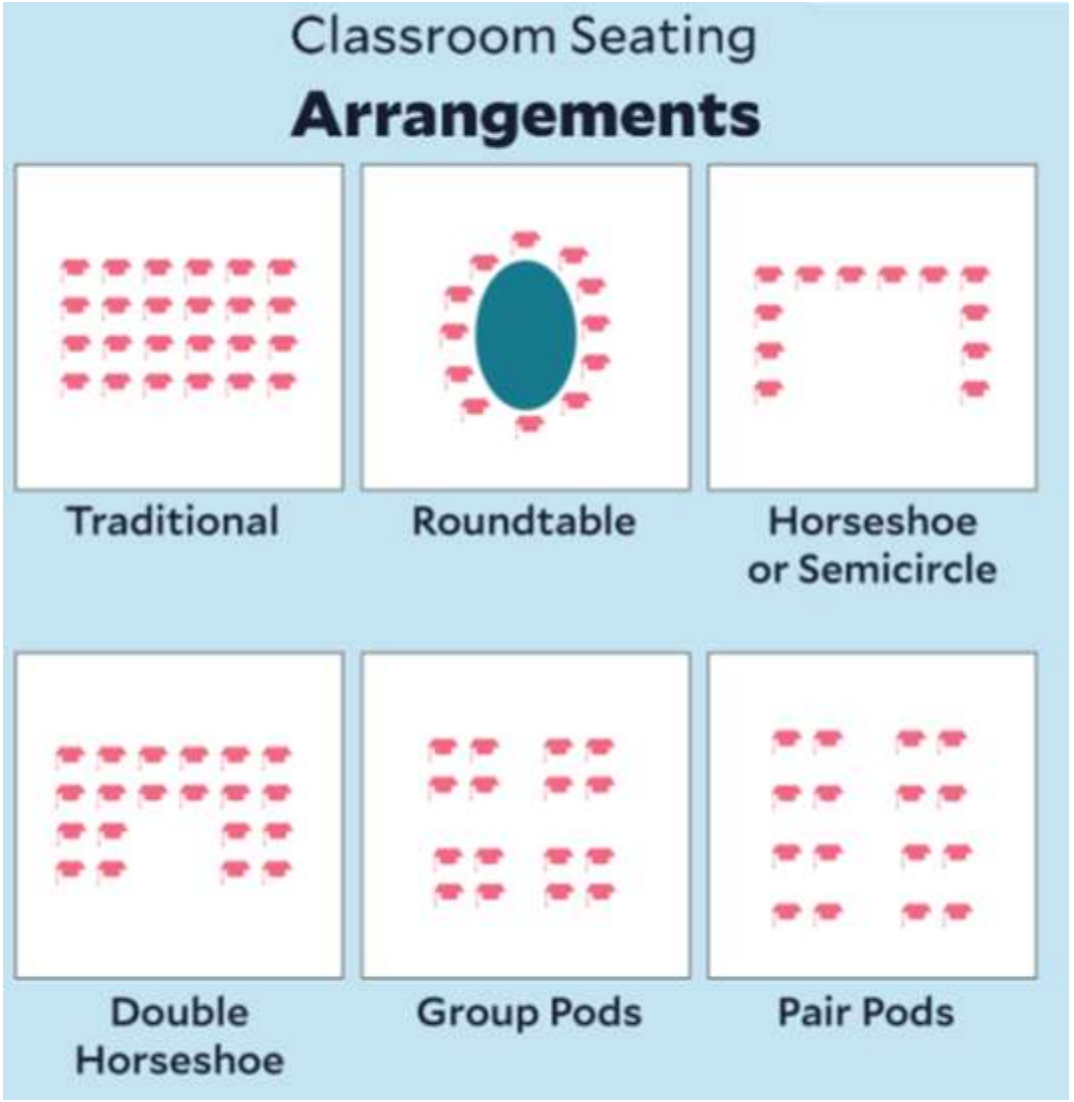
EduClips
30 Color and Black & White Images
High Resolution
PNG
Keep hands & feet to yourself
Be friendly & respectful
Listen to your teacher
look
quiet
No bullying
No pushing or hitting
No running
No yelling
Clean up
Raise your hand
share
Wait your turn/stand in line
Work quietly

- **Keeping the rules in sight and referring to them when there is a problem**

• Using space effectively in the classroom

* ‘Floating’ to facilitate children’s work



- Being consistent, firm and fair
- Splitting / rotating activities
- Placing weak students with strong ones in small groups
- Handling problems quickly, consistently, and respectfully

- **Keeping the students engaged and busy**

Busy and engaged students

* **interact successfully;**
- **cause less discipline problems;**
- **learn more effectively.**

The Pygmalion effect in the EFL classroom

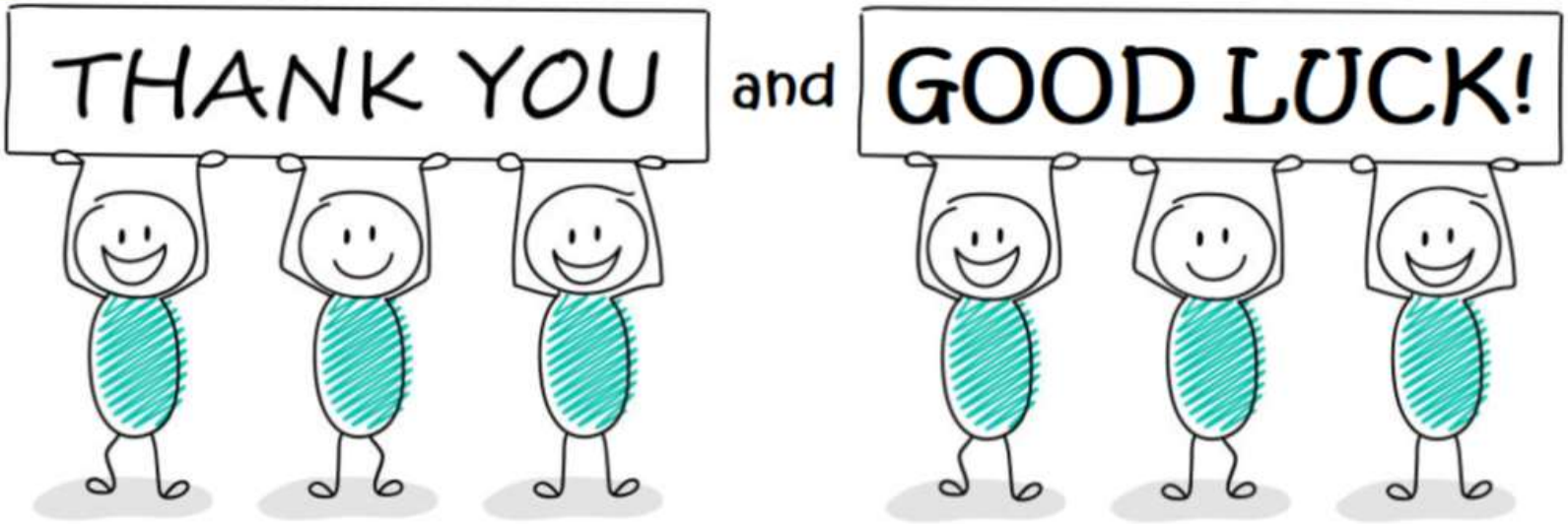
(high expectations of someone seem to increase the person's performance)

vs

the Golem Effect

(low expectations lead to a decrease in performance)

- Pygmalion Effect
  - Someone's high expectations for another person result in high performance
- Galatea Effect
  - An individual's high self-expectations lead to high performance
- Golem Effect
  - Loss in performance due to low leader expectations


THANK YOU
and
GOOD LUCK!

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Any
Questions