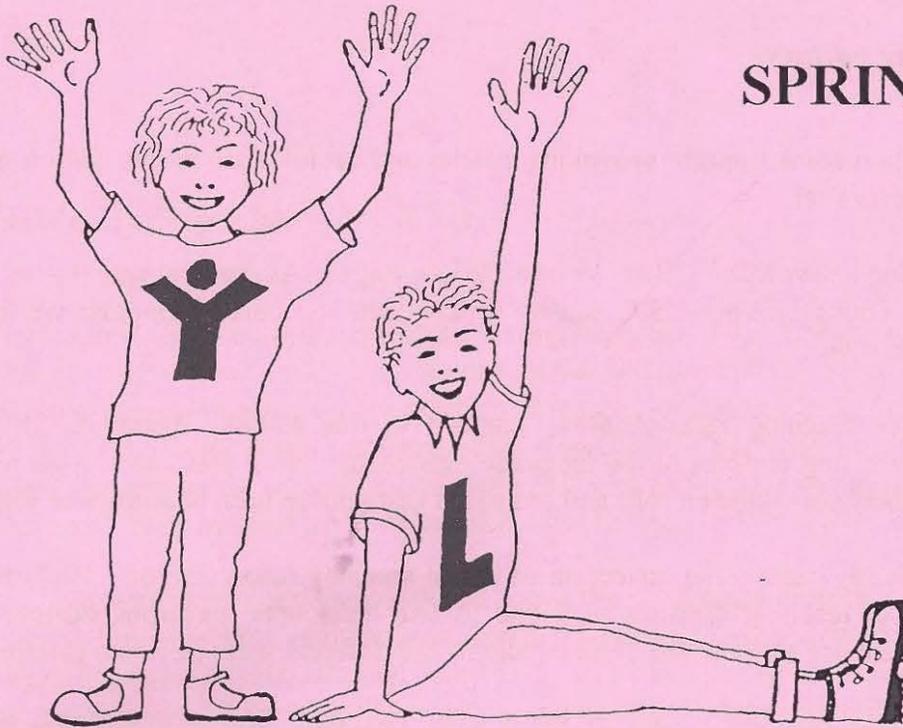


SPRING 1998



## YOUNG LEARNERS SPECIAL INTEREST GROUP

### In this newsletter

- Letter from the editors page 1  
Sarah Burwood and Denise Clenton
- Letter from Joint Co-ordinator page 2  
Wendy Superfine
- The Use of Puppets in the Primary EFL Classroom page 3  
Wendy Superfine
- Effective Young Learner Courses page 7  
Tessa Richardson
- Summary of IATEFL/British Council YL Conference page 10  
Wendy Superfine
- Teaching Children One-to-One page 12  
John Brown
- The Andrew Wright Page page 15
- Book reviews page 18  
Cambridge English for Schools Book 3  
Activity Box  
Teaching Children English

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## *Letter from the editors*

We hope you'll find some thought provoking articles and useful ideas in this edition of the Young Learners' SIG newsletter.

We are introducing a new feature 'The Andrew Wright Page'. As Andrew was one of the founding members of the Young Learners' SIG and his articles and ideas are so popular we felt he should have a page of his own!

In addition to the teaching ideas Andrew suggests in this edition, Wendy Superfine looks at different ways of using puppets in the language classroom. Now you know what to do with all those empty yoghurt pots, kitchen rolls and old socks that you've been hoarding for years!

John Brown probably has a large collection of useful teaching resources too. His article suggests interesting ways of teaching children on a one to one basis with macaroni, buttons and lots of imagination. On a more serious note John highlights the different ways in which children learn.

In her article about organising courses for Young Learners Tessa Richardson examines the ingredients for a successful programme.

Another successful programme is summarised in Wendy's article on the Young Learners conference in Istanbul last November.

We look forward to reading reports from many of the other Young Learners' conferences over the next twelve months.

Finally, you will find three book reviews at the end of the newsletter.

Happy reading!

*Denise Clenton and Sarah Burwood*

## Letter from Wendy Superfine - Joint SIG Co-ordinator

As this is my last letter as joint co-ordinator of the Young Learners' SIG., I am now able to announce the results of the nominations for positions on the SIG committee. Sarah Burwood and Denise Clenton have been nominated for the position of joint co-ordinators from April 1998 and Carol Read, Helen Paul, Elanor Watts and Christopher Etchells have been nominated to join Lynette Murphy O'Dwyer on the committee. Melanie Williams and myself will also remain on the committee at present. Both Melanie and I welcome their assistance and wish them every success.

The events for 1997 were mostly very successful although the conference in Avelino, Italy had to be cancelled due to the low number of registrations in advance. It is always necessary to have a deadline for registrations despite the fact that many participants feel it is easier to turn up on the day! However, there is a possibility that this event will be held in the future near Rome, as we received some excellent proposals and would like every opportunity to hear these presenters speak. The last conference on November 8th and 9th in Istanbul was a great success with an excellent venue and very well attended (see my report in this edition of the newsletter). The proceedings will be published by the Kultur Kolgi, Istanbul. Our next event is the joint British Council / IATEFL YLs SIG conference in Madrid on February 6th and 7th: '*Creating a Positive and Practical Learning Environment*'. This promises to be an exciting event as it is already fully subscribed well in advance! This will be followed by the joint IATEFL Testing and YLs SIG conference in Chile on 21st - 23rd May. For those of you who find South America too far to travel, these two SIGs will be holding a conference in Malta in February 1999. The joint IATEFL SIG / British Council conference on September 18th - 20th in Gdansk, Poland will have Andrew Wright as the YLs SIG plenary speaker. Other events still to come include the joint Media Pronunciation and YLs SIG conference in Estonia. News of this will be announced shortly.

The YLs SIG has received more proposals than we can fit into the SIG track for the main IATEFL Conference in Manchester in April but those that came later are included in the main programme. This promises to be an exciting event and I am looking forward to seeing many members at the Open Forum.

Finally I would like to thank all those who have contributed to this newsletter and please keep sending in your contributions.

Wishing you all a very happy 1998!

*Wendy Superfine*

## The Use of Puppets in the Primary EFL Classroom

Puppets can be used in the Primary EFL classroom in a variety of ways through story, song, role play or pairwork.

It is important to look at the pedagogic and linguistic reasons for using puppets.

### Why use Puppets in Primary EFL?

\*For motivation - it is fun, so the children will try to speak or listen without inhibition

\*For meaning - the pupils will try to understand what is happening so they listen with a purpose.

\*For fluency - in the desire to communicate with the puppets the children will build up a flow of language, learning new words as the play unfolds.

\*For language familiarisation - role play with puppets helps children to become aware of the sound of the foreign language practicing new vocabulary.

\*For communication - listening and responding to the puppets makes even the shyest child become involved.

\*To link with other subjects in the curriculum - puppets can be used in most topic areas of the curriculum e.g. the story of "The Hungry Caterpillar" by Eric Carle can be used to teach the life cycle of the butterfly.

It is an accepted fact that children learn best when they are enjoying a subject and most children enjoy the use of puppets in playacting. Knowing how to introduce playacting into the primary class is a useful skill for the EFL teacher.

Puppetry is a teaching technique which needs guidance and careful organisation. The making of puppets and performing with them helps even the most inhibited child to speak and even make mistakes. Ideas for stories can be produced by using a variety of puppets and involving suggestions from the children.

### Ideas for Language Use

There are no set rules as to how you can use puppets. They have a theatrical function but they represent a particular character which can be used in an EFL situation by encouraging the pupils to take on the role of this character. The teacher may wish to take part in a pupil production or they can act as a guide or informant. If the teacher is using puppets to present language items, the children can practise with any form of simple puppet e.g. simple introductions and greetings;

**Teacher** "Hello, my name is....."

"Hello, what's your name?"

**Pupil** "Hello, my name is....."

**Teacher** "How are you today?"

**Pupil** "I'm fine thanks, how are you today?"

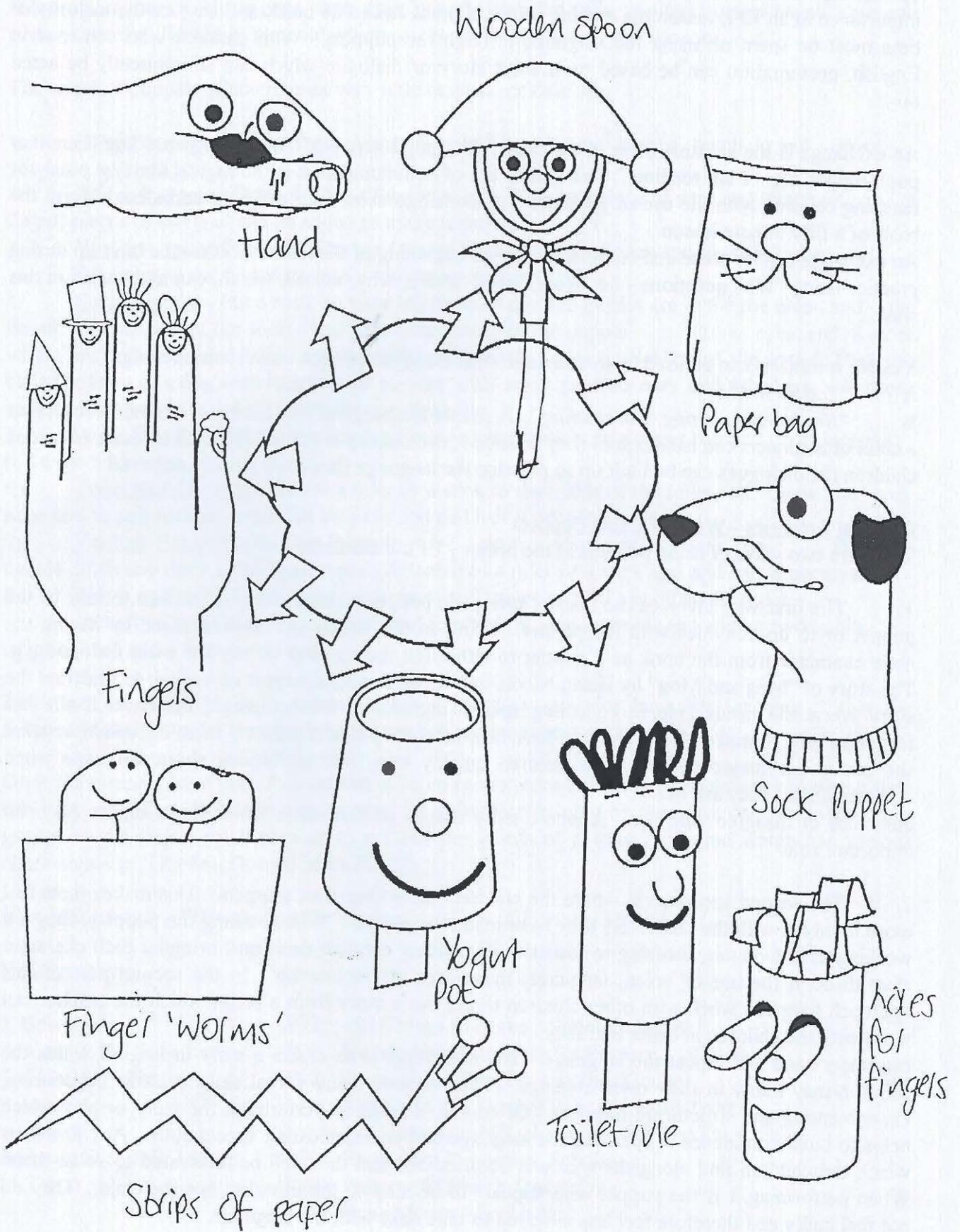
This can be used as a simple role play at the beginning of the year to learn names etc and can be extended using colours and nouns e.g.

**Teacher** "Hello, what colour is your shirt?"

**Pupil** "My shirt is red, what colour is your shirt?"

**Teacher** "What colour is your bag?"

**Pupil** "My bag is green."



However, the intention to present the language visually in a fun and meaningful way can be obtained by making the material simple and helping the children when they need it. As time is of major importance in an EFL lesson the making of the puppets has to be quick and easy as the majority of time must be spent on using the language through the puppets. With children who can read in English, presentation can be based on a short story or dialogue which can subsequently be acted out.

An exchange is the shortest form of dialogue. One pupil says e.g. "What are you doing?" another pupil replies e.g. "I am reading." This simple act of communication is the logical starting point for teaching children with the use of puppets. An exchange using four different verbs could form the basis of a fifty minute lesson.

An exchange can be presented complete from the beginning of the lesson or it can be built up during practice using "Wh" questions - i.e. What, when, where, why, whose, which, can all be used in this way.

Yes/No questions can be used in an exchange where one puppet contradicts another e.g.

**A** "You're writing"

**B** "No, I'm not writing, I'm reading". A simple exchange of this kind may probably be all that a class of beginners can handle until they develop more fluency and confidence. For more advanced children the dialogues can be built up to practice the language they have already acquired.

#### Practical Activities - Ways of Using Puppets

There are two ways of using puppets in the primary EFL classroom.

1. The first way involves the teacher using the puppet to motivate the children to talk to the puppet or to do activities with the puppet. Using stories which can be dramatised by having the main character from the book as a puppet to either tell the story or to say the main dialogue e.g. The story of "Meg and Mog" by Helen Nicoll, can be told using a puppet of a witch to illustrate the story when she needs help in collecting special ingredients for her magic spell which she has forgotten how to make. If the children have heard the story first it will help them to remember what she put in her magic potion. The children quickly lose their inhibitions about language when correcting her - they ask her questions or disagree with her. A whole story can be performed in which the audience plays an important role.

2. The second approach is where the children make their own puppets. This makes them feel more involved with the characters they have made themselves. While making the puppets, they are working as individuals, listening to instructions, making creative decisions, bringing each character alive through the use of voice, language, movement and animation. In the second part of this approach they can work with other children to act out a story from a script which the teacher can write with the children in order that they can understand and repeat the language. The next stage is to create a story in English which the children may know in their own language. This requires many verbal skills such as negotiating, experimenting and structuring meaning. Of course, it leads to performing the story or play which helps to build confidence in speaking the language and communicating successfully. Any problems which the children find along the way will be discussed and they will be motivated to solve them. When performing it is the puppet who appears to be making the mistakes not the child. They do not feel guilty and therefore feel less inhibited to take risks with the language.

### Instant Puppets which can be used with Young Learners'

Puppets can be made from almost any material, stiff card, wooden sticks or spoons, lollipop sticks, coloured crayons or felt tip pens, tape, glue, paperbags, toilet rolls, yoghurt pots or plastic cups and even old socks! Scraps of material which can be easily cut, wool, and scissors.

The simplest puppets which require very little material or time are:

1. Hand Puppets - Draw a face on your clenched fist. By moving the thumb up and down you have a mouth to speak.
2. Finger Puppets - Draw a face or the shape of a head on a piece of card and attach it to a finger, pieces of material can be added to make features.
3. Wooden Spoon Puppets - Draw a face on the back of a wooden spoon with colour felt tip pens and add material for clothes or hair etc.
4. Sock Puppets - Put a sock on your left hand so that the fingers are in the toe area and the thumb is in the heel of the sock. This forms the mouth of the puppet. Draw eyes and a nose with a felt tip pen or glue buttons on for eyes. Stick card ears on the top of the sock. They can be in the form of a dog with long ears or a cat with small pointed ears and whiskers. A green sock can be used to make a caterpillar or crocodile.
5. Paper Bag Puppets - Draw a face to show an expression on a paper bag and tie it around the wrist with help.
6. Toilet Roll Puppets - Attach a ruler or a stick to the inside of the toilet roll. Draw the eyes, nose and mouth with coloured felt tip pens and add hair if necessary.
7. Yoghurt Pot or Plastic Cup Puppets - Use a clean yoghurt pot or plastic cup. Turn it upside down and draw a face on the pot. Attach it to a ruler or a stick and add hair if necessary.
8. Worm or Caterpillar Puppets - a strip of stiff paper or card can be made into a concertina by folding it backwards and forwards at 5cm intervals and adding two thin strips of card and a face at one end.

The most important thing to remember when using puppets for language teaching is that the features of the character bring out the person behind the puppet.

Once the puppets have been finished the children can explore the many possible ways in which they can be used. The characters can be used in a simple role play or the class can be divided into groups to develop a small play or to act out the words of a song or rhyme which has various characters e.g. "Old MacDonald had a Farm".

*Wendy Superfine - Primary Teacher Trainer - Author of Primary Materials.*

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## Effective Young Learner Courses

Tessa Richardson gives us an overview of running summer courses for juniors.

With the main season for Young Learners' courses fast approaching us it might seem a little late in the day to be pondering the factors which contribute to the effective Young Learners' courses. Whilst much can be said for careful pre-planning, some general reflection once courses are under way might make all the difference between a positive or less positive experience for both the course organisers and course participants alike. To this end I shall be examining the following areas: courses overview; definition of Young Learners and their needs; academic matters; links with the social programme; welfare and supervision.

### Courses Overview

Whether you are running independent summer schools or courses which are part of a general year-round school you will find that the most typical course for a younger student is likely to be for 2 - 3 weeks' duration and to consist of a whole 'language plus activity' package: tuition, full board accommodation and social programme. In general, classes will take place five mornings each week with sporting activities, cultural visits, excursions and social entertainment being offered in the afternoons, evening and at weekends.

The younger the students are, the more structured their time will need to be whereas the older teenagers will need a certain amount of freedom built in so they can choose how they spend part of their time. Similarly, the ratio of staff members to students will vary according to the age of the students with greater numbers being required to supervise younger pupils.

One of the key things to have in mind is what are your overall course objectives? In language terms it is important to be realistic about what can be achieved in a relatively short space of time. The situation students are in, of studying in context in the country of the language, will expose them to much more naturally occurring language than they are used to seeing or hearing. This can be capitalised on in lesson time and will enable us to be quite specific about our objectives, focusing on the activation of language already studied but not necessarily acquired in terms of active usage (passive knowledge), consolidation and extension work, particularly with regard to vocabulary and above all confidence building. Further to this we set out to give a student a 'Happy Life Experience'. I say this because for a child, whatever their age, it is a big thing to come away from their home environment and to mix with new people from different backgrounds and cultures. They learn so much more than the language in terms of social skills, making friends and gaining independence from their home life, which enriches their limited experience and can give them very treasured memories.

Naturally they will need help and guidance along the way if they are to make the most of their stay.

### Definition of Young Learners and Their Needs

Although technically this would mean under 16 years of age, for our purposes a Young Learner is anyone enrolled on a junior course. In that you might have 17 or 18 year olds who would still be expected to observe the various course rules. The main age groups to divide into are 8 - 11, 11 - 13, 13 - 16, (or 17/18). Each of these will have a different life experience and their viewpoints will differ accordingly. Interests are confined to specific areas and largely governed by rules and outside

influences (parents, teachers, adults in general). The younger the student the more limited their conceptual world. Therefore, you need to hone in on what is of interest to your particular age group: topics such as home, family, friends, natural history, sports, fashion, music, media stars etc. Where they are in terms of their own first language development will also affect how they learn in that they may actively use language skills before being aware of the grammar or mechanics of the second language. It is true to say that motivation plays a large part. In general, the concentration and attention span is short and a varied approach with regard to activity and pace will help.

Expectations regarding the course may also be mixed and therefore, anything you set out to do must strike a balance between students wanting to feel they are making good progress but also having fun and parents and agents who may want students to do better in their school work or local exams. To this end some evidence of progress such as informal tests, mid course assessment materials, reports and certificates are a must.

### Academic Matters

Having considered the overall course objectives you will need to set these against practical matters of time, teachers' experience, facilities and resources available to you. Your syllabus must contain a wide range of activities, methods and pace to maintain students' interest. You will need to decide how grammar is dealt with: implicitly or explicitly. Students need to know they are working as well as enjoying themselves and should have what they have learnt pointed out to them afterwards.

Syllabus types that are likely to work well include the following:

#### **\* Coursebook based**

This is a useful framework provided the chosen book is appropriate in terms of age, content and length.

#### **\* Project based**

This relies on content teaching with English as the medium for carrying out the project for which ancillary pre or follow up lessons can be used to teach the required vocabulary, language needed and so on. This is excellent if you wish to develop your own materials and as it is personalised for the student it can be very motivating. However, there are time constraints and your staff profile might not include teachers who are experienced enough.

#### **\* Grammar/function based**

This incorporates language for intermediate use, but is possibly too similar to what they are getting at home.

As far as staff management goes, there is a certain amount you can do given that time is short, however, even a little can make a huge difference when you are dealing with a mix of both experienced and newly qualified teachers on your staff. A clear induction session with guidelines for your DOS on how to use the resources you have provided; regular observation and feedback; some form of staff appraisal; an economical (in terms of volume) teacher resource pack that has been carefully selected but which is not too extensive. Far better to provide a core of really useful texts that are user-friendly than to bombard the less experienced teacher with mountains of unfamiliar ones that they can't find their way around.

Clear channels of communication need to be maintained in order to give your staff the opportunity to feedback their comments/ideas to you.

### Links with the social programme

As stated before, a summer course offers the young learner so much more than the opportunity to learn the language but it is true to say that one feeds off the other. To this end the more links you can make between what they do inside the class and what they do outside of it, the greater the benefits. For example, excursion destinations can be planned for in lesson time with information giving exercises that use maps/leaflets/worksheets/pre and post excursion questionnaires; relevant topic areas, particularly for vocabulary fields can be covered, eg terms for playing volleyball, sports rules and commands and so on.

Project work is a good medium for bridging the gap between the two and any survival language, directions/shopping/socialising will be an asset. Some group activities lend themselves to language work in class time, such as devising questions: blind date/family fortunes/karaoke/video nights.

### Welfare and supervision

If a parent has enrolled their teenager on such a course they are expecting a good level of supervision and it is our 'in loco parentis' role that must ensure they are well looked after. For the students, making them feel secure and at ease is paramount. This must be dealt with right from the start. First impressions are very important so staff should be welcoming and friendly. Some kind of welcome pack which is both informative (times of meals, first few days programme, information on staff, etc) but also fun (some sweets inside!) will help. Name badges for staff so they are easily identified, staff being especially alert for the homesick child, helping them to telephone home, will help each child to orientate him/herself. With regard to supervision, it is essential that staff are appraised of the guidelines for staff to student ratios and they are adequately staffed at all times. All medical matters should be dealt with by a professional and no other person should ever administer medication.

Whilst I am sure there is much more that can be said with regard to the provision of young learners' courses I hope that I have given some pointers on the main areas of concern and that these at very least offer some food for thought. More than any other area of English Language Teaching, courses for children and teenagers require us to be extremely committed about the responsibility we take on and therefore the planning and execution must be thorough.

*Tessa Richardson - Marketing Director at Regent Summer Schools*

**THE IATEFL/BRITISH COUNCIL  
YOUNG LEARNERS' CONFERENCE  
KULTUR KOLEJI - ISTANBUL - TURKEY  
NOVEMBER 8TH - 9TH 1997**

**The integration of Information Technology into  
the Young Learners' Classroom**

The joint IATEFL/British Council Conference held at the Kultur Koleji in Istanbul, Turkey was an excellent conference attended mainly by Turkish Primary school teachers who are now expected to teach EFL to young learners from the age of 8 years. This has created a great interest in the methodology and the technology involved in teaching English in the primary school. The title "From Paintbrushes to Mice" reflected the diversity of ideas and technology that are available today. The range of speakers who brought with them a wealth of information gave those who attended an excellent opportunity to have a look at some of these new methods, materials and ideas.

The first plenary speaker was Professor Cem Alptekin, who spoke about the "Neurological Insights into Learning Foreign Languages at an Early Age". The importance of learning an L2 at an early age was discussed in relation to neurological and cognitive variables. He stated that late learning involves functional "deafness" in various linguistic areas due to neuronal disuse; the decentralization of languages in Broca's area and the associating/reactive neuroplasticity was discussed. He said that it also involves separate language proficiencies and an assimilation type of adaptation. He concluded with the educational implications of L2 learning in Cummin's frame work of BICS and CALP.

This was followed by David Eastment's plenary "Using CD ROM as IT with Young Learners". This talk surveyed some current materials with particular reference to those on CD Rom. He discussed what skills are required by teachers, and he highlighted the problems as well as the benefits of using IT with young learners'.

The third plenary was given by Sarah Villiers of Oxford University Press, entitled "Measuring Progress; New Methods for Young Learners".

She asked teachers are forever testing, so why do we test?

- *What should we be testing?*
- *How should we test and how often?*
- *What should we do with the test results?*
- *Should we change our habits of a lifetime when we are involved with young learners?*

*She said "Perhaps it's time to take stock and ask ourselves a few questions about the why's and wherefore's of measuring the progress our students make?"*

The session invited participants to examine their premises, purposes and procedures regarding measuring the progress of young learners and she suggested a few guidelines which could be considered when deciding on assessment policies when working with young learners.

Judy West - Heinemann spoke about "The Wheel of Success: What Technology does it require?" She asked "What is the Wheel of Success?" and explained how the concept helps the teachers and what makes the wheel of success motivating. She looked at areas where technology can lock onto more traditional classroom methods.

The concluding plenary session was given by Barry Tomalin who talked about "the teaching of Cultural Awareness in ELT". This session used video, realia and questionnaires to introduce a number of techniques which teachers can use from elementary to advanced levels and he explained the theoretical role of cultural awareness as part of the language syllabus. He explained that Cultural Awareness involves helping the learner identify culturally significant information in what they see, hear and sense in the target language culture, analysing the information correctly and producing an appropriate response. Cultural Awareness training in the classroom helps learners understand the behaviour and values of the target culture better and become more aware of issues in their own culture and enables them to become better informed and more fluent communicators.

There were twelve parallel sessions which were held over the two days for two mornings and afternoon sessions. These were given by:-

| <i>Speaker</i>             | <i>Title</i>  |
|----------------------------|---|
| <i>Prof. John Rassias</i>  | <i>Rassias Approach I and II</i>  |
| <i>Denise Scott</i>        | <i>Developing Language Teaching Materials for the Young Learner</i>       |
| <i>Wendy Superfine</i>     | <i>Using CD-ROM with Story in the Primary EFL classroom</i>               |
| <i>Dr Mehmet Ali Yavuz</i> | <i>The place of Challenge and Motivation in Foreign Language Learning</i> |
| <i>Fatma Figan San</i>     | <i>Using Songs as Enhancers, Reinforcers and Communicators</i>            |
| <i>Ahmet Sofuoglu</i>      | <i>How do we put them in the Lift</i>                                     |
| <i>Elizabeth Larose</i>    | <i>Technology Woven through the Curriculum</i>                            |
| <i>Martha Badam Oral</i>   | <i>Technology and a Changing Teaching Paradigm</i>                        |
| <i>John Moorcroft</i>      | <i>Using Video</i>  |
| <i>Gulfem Aslan</i>        | <i>Shadow theatre</i>   |
| <i>Manda Brown</i>         | <i>Through the Eye of a Story</i>   |
| <i>Wayne Trotman</i>       | <i>3 Multi-Media CD-ROM Programmes for Learners</i>                       |
| <i>Judy West</i>           | <i>Hands on for Very Young Learners: Cut, Colour and Keep It Moving</i>   |

The wonderful venue and the excellent administration by Prof. Birsen Tutinis and all her colleagues at the Kultur Koleji made this a very enjoyable event.

*Wendy Superfine.*

## Teaching Children One to One

John Brown looks at teaching children one to one utilising left and right brain techniques with multi-sensory methods, thus drawing on the child's natural strengths and responses.

### A Child Centered Approach

In teaching one to one you need to tune in to the person in front of you. This is even more important when teaching children. Most children from 5 to 9 will most likely be with you at their parents' request not their own. Even older young learners from 9 to 12 will mainly be with you under pressure rather than as delight. Your aim is to turn these times into dynamic and stimulating learning sessions for you both, sessions which are fun and based on the child's interests and personality.

From birth children are totally receptive to the environment around them and learn at an incredible speed. This learning slows down as they grow older but they still retain this capacity until adulthood and even beyond. Children learn quickly because they use all their senses. They have not yet selected, as do adults, their preferred mode of receptivity. All the senses of perception are open to take in information.

Children also use both sides of the brain without preference, often up to the age of seven. After this, academic learning slowly erodes the use of the right brain for acquiring knowledge and leans more heavily on the left side for the acquisition of knowledge. Vocabulary for example, can be visual, written, drawn in sand or dust and heard in various ways.

### Learning Abilities of Children

#### *Aged 3 - 5*

Very basic with regard to logic or the written word. They have a wonderful imagination within their area of knowledge, which is based solely on their world and their needs.

#### *Aged 5 - 7*

They can talk about what they are doing. They can tell you about what they have done or heard in relation to their world. They can argue for something they are interested in if dealing with facts, and can use simple logical reasoning. They take things very literally as at this stage of development; there is a thin line between fact and fiction. It is often hard to tell at this stage whether children are telling the truth or not due to this imaginative state. Their imagination is in its most creative and innovative.

#### *Aged 8 - 12*

They have definite views of the world and can distinguish the difference between fact and fiction. They will use more of the spoken word than the physical to convey meaning. This is often the stage of disinterest in things not centered on their needs and wants. They have a strong feeling of right and wrong. Including the child in the planning of the programme will bring positive results.

### Sources of Materials and their Application

Anything from buttons to macaroni will be useful for young learners. Become a collector of pictures and bits and pieces. Throw nothing away and you will have cheap endless resources to aid your young learner along the path to English fluency.

**Projects:** The Language of the project should be the focus, not the English structures you think they need. If you impose your structures of tense and form you will work mainly on the left hemisphere of the brain. If the theme and activities chosen are multi-sensory the child will automatically use both hemispheres in completing the tasks and absorb the language more readily. The language used by the child and yourself is not limited to the project alone; the language of construction, layout, gathering, sorting and filing used while completing the project is also relevant and often more important.

**Stories:** Link their experience to the story and provide a content for the story. Do introduce the main characters before the story using pictures, drawing or colouring in. Provide a lot of visual support throughout the story. Use pictures to get an understanding of the atmosphere and the setting. Make this a collaborative activity with you both working on ideas on large sheets of paper. Use songs and rhymes which link into the story in some way. Make sure that lots of collage and art work is done with younger children.

Stories are an excellent medium for using the senses:

1. Aural - by reading or repeating
2. Visual - by drawing pictures or scenes
3. Touch - making characters from the story or using figures or puppets or masks
4. Oral - retelling the story and dramatisation
5. Smell and taste - use these to enhance learning

### Expectations of Parents and Schools

This can be a problem. Parents are often unaware of learning patterns and will expect to see progress in left brain work; grammar and writing. You can get around this by using poems in a particular tense; stories, spoken by the child, may be copied onto tape to give the parents to listen to. Use a scrap book to set out all the visual work they have done and label them well in English. Use gap fills designed around the project to story. Show progress by work produced rather than by tests. If tests are part of an evaluation process you cannot avoid, then bear in mind the structures and lexis needed to complete them in your lesson plans and you will observe the language needed for the test will have been absorbed through careful use in projects and stories.

### Teaching One to One in the Home

This is ideal as the resources at home are endless. One also has total freedom to use the resources without having to worry about the use of rooms for other teachers or classes. Every room is full of vocabulary items in daily use. Labels put on these aid long term memory. Changing labels so that they are wrong provide a reinforcement game. The house is full of pictures and textures which can be used to create art work using language in a process of creation. This is my preferred environment for teaching One to One as it is rich in natural teaching resources and offers the young child security and familiarity.

### Teaching One to One in School

This can often be a sterile experience as classrooms used for one to one are not usually geared or ideal for children. The schools really should set aside a room or rooms for children to study which can be filled with posters, books, games etc. However, with the heavy demand put on classroom space this is often not the case.

### Dynamics of One to One Teaching

There is no need with young learners to limit your space to that of a desk or table. Use the floor, share the white board and limit your sitting down time. Young children have an extremely short attention span, and a change of pace or environment, however small, are often all you need to refocus the child's attention.

Let them take decisions of what they want to do within your framework. This means being prepared but working as a team not as a teacher. Remember that the child may choose not to respond to begin with. Be patient and results, when they appear, will be good.

Teaching One to One is different. Teaching young learners One to One is both different and challenging. Be prepared to really enjoy yourself. It is hard work, you need lots and lots of mini ideas (short activities) up your sleeve.

Remember that the teaching of one to one is a learning process by both parties and a teacher who thinks they cannot learn from the children should hang up their chalk!

*John Brown is a freelance Trainer/Teacher & EFL Market Consultant. He has recently written and delivered the ARELS Certificate in Teaching One to One. He is a Trinity College moderator and examiner and travels extensively, training/teaching and marketing.*

## Some ways of using stick actions - '1000+ Pictures for teachers to copy'

Andrew Wright

You, the teacher, are the best person to decide which of these activities you can use and whether you should adapt them for your different classes.

You can either photocopy the sheet and give each student a copy or copy the sheet onto an overhead projector transparency and use it with the whole class.

You can also enlarge each drawing on the photocopier and make picture flashcards. You can also make a large poster of the pictures by hand.

### Activity 1

Brainstorm with the class all the verbs of action they know and write the words on the board. Ask pairs of students to decide what each of the drawings represent. Tell the students that the drawings are taken from a book and that the artist has tried to illustrate twenty words. Compare the words I tried to illustrate with the words the students chose for each picture. If there is a difference in some cases tell the students that the artist is not automatically right! Discuss how the drawings could be improved to make them less ambiguous.

### Activity 2

Ask the students to put the actions into their order of preference for themselves. They should write down the words for each one. Ask the students to write down another list of words of action in the order they think one of their friends might have chosen. Compare lists.

### Activity 3

The students take it in turns to mime one of the words and the others try to guess which one has been mimed.

### Activity 4

Ask one student to come to the board and to draw one of the actions. Other students call out what they think the action is. The student can stop after drawing each line saying: 'What's he going to do?' and when the drawing is finished or nearly finished, 'What's he doing?'

### Activity 5

If you let the students cover the board with drawings as a result of the previous activity then you might like to do the following activity which gives practice in the past continuous form of the verb.

Erase part of each drawing so that it is a real challenge to identify what the action is.

Then ask the question, 'What was he/she doing?'

(Class tries to remember)

Then, 'Whose drawing was it?'

Then, 'John/Mary what was he/she doing?'

### Activity 6

Tell the students to copy five of the actions. Ask the students to show their five drawings to at least five other students who should try to guess what each drawing is supposed to represent.

### Activity 7

Agree with the students on ten points of time during the day. Ask them to draw a picture and a clock for each point of time to illustrate what someone does every day and another set of pictures for what they do on Sundays.

### Activity 8

Tell the students to make strip drawing stories by copying the actions. As the student makes up the strip story so the story itself begins to crystallise in his or her mind. Note it is easy for the students to trace the figures through thin paper and to build up their pictures in that way.

### Activity 9

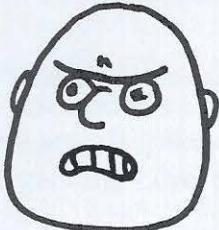
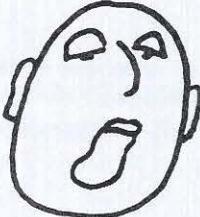
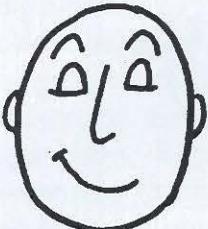
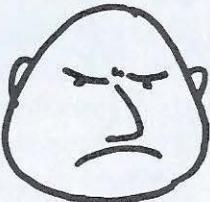
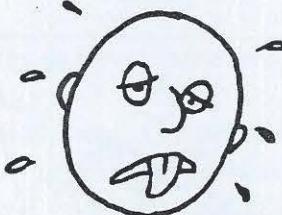
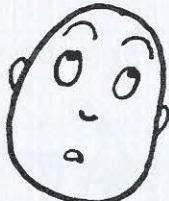
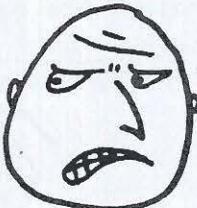
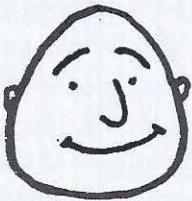
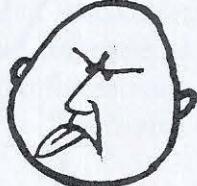
Research into telepathy (communicating without speaking)

Pairs. Students take it in turns to either think of one of the actions or to put their finger on the drawing of an action without their partner being able to see which it is. Their partner tries then to guess which picture their partner is thinking about. Each pair tries this twenty times and keeps a record of how many are successful guesses. Results from all pairs are compared and, using these research results, the class decides if telepathy is real.

### Activity 10

Pairs or triads take one of the drawings and invent as much as they can about: who the person is; where they are; what they are doing; what they were doing just before the picture; what they will be doing just after the picture; what they are feeling, thinking and saying; what other people are thinking, feeling and saying.

The students then separate from their partners and then go to other students and tell them about their person.

|   |   |  |   |
|---|---|--|---|
|    |    |    |    |
| angry   | arrogant  | bored  | cold  |
|   |   |   |   |
| confident   | determined  | disappointed   | frightened  |
|  |  |  |  |
| horrified   | hot   | innocent   | jealous   |
|  |  |  |  |
| kind  | lonely  | lovestruck   | rude  |

Taken from: 1000+ Pictures for Teachers to Copy. Longman

## Activity 11

Pairs or triads take ten of the actions, put them into a sequence and invent a story about them.

## Activity 12

You and/or the students take it in turns to describe (rather than name) an action. The listening students must put their finger on the drawing they think you are referring to.

Speaker: I'm going to kick the ball!

Listeners: (point at the picture of someone playing football)

## Activity 13

Memory challenge. The class tries to remember all twenty pictures. Repeat but remember pictures in sequence. Repeat but this time do the activity in pairs.

## Activity 14

Choose a picture and tell your neighbour what your own personal associations are with that action.



## Book Reviews

### Cambridge English for Schools

**Student's Book Three** ISBN 0-521421171-3 price £7.50

**Teacher's Book Three** ISBN 0-521-42179-9 price £10.95

Andrew Littlejohn and Diana Hicks - C.U.P. - 1997

#### Number of books

Level three consists of a students book, workbook, workbook cassette, teacher's book and class cassette set. It follows the Starter book, Level one (reviewed in the last edition of the YL.s SIG newsletter) and Level two and is followed by Level four.

#### Approach and Level

These books are designed as part of the Cambridge English for Schools course which is aimed at young students who have had approximately two years of English, or have used level two in this series. It is intended to be used with mixed ability classes at Secondary level, in a variety of teaching situations.

It has been based on "the possibilities of English Language teaching with secondary age students and the part that teaching materials can play." The aim of developing the students abilities to use and understand English is explained in the introduction in the Teacher's book under the five headings, Aims, Syllabus, Methodology, Evaluation and Teaching adolescents. This is a very comprehensive explanation which can be used by teachers who are experienced at teaching teenagers or who may be teaching them for the first time. It aims to provide links to current theory and practice in language teaching.

#### Organisation and Content

The Student's book is divided into six themes and each theme covers a topic which is divided again into Topic and Language, Cultural Matters, Out and About with English and Revision and Evaluation.

There are many new features in Level three which claim to give a new design with a more "young adult" feel to it -

\*Topics with a strong social element, appropriate to adolescents

\*Plenty of varied reading and listening texts, plus the features mentioned above

The 'Out and About' social language units focus on issues important to adolescent students, friendship and loyalty, the football team, a sponsored fast. The 'Culture Matters' material focuses on the United States of America and Canada as well as Britain.

The choice of topics is very interesting and appears to be very motivating for this age range and level. The Student's book is very attractively illustrated and it encourages plenty of individual as well as group participation in a stimulating and creative way.

The Teacher's book contains photocopyable worksheets for mixed ability classes, teaching notes on all units which are clear and annotated and give easy reference to the other components of the course, and an "A-Z of Methodology" reference section which is also clear and informative.

This has therefore added another level to what has already proved to be an excellent series for the teenage EFL market.

**Activity Box** - ISBN 0-521-49870-8 price £16.75

Jean Greenwood - C.U.P - 1997

### Approach and Level

This is a photocopiable resource book for teachers of young students in the 11 - 14 age range. It is aimed at teachers who are either new to this particular age range or who are new to the teaching profession. It is designed to be used as supplementary material to an existing course book. It aims to provide opportunities for students to work as individuals, pairs, small groups, teams and as a whole class.

### Organisation and Content

It is divided into eight sections which provide useful suggestions to suit a variety of teaching situations. The activities range from "getting to know you" ideas to games that practise the alphabet, numbers and spelling as well as material that concentrates on vocabulary, writing, grammar and general communication. There is also material for longer project work. The activities range in length from ten minutes to projects spread over three or four lessons. There are also some ongoing activities which take a few minutes from every lesson. Some of the activities are designed to further skills work, some to provide practice in a specific grammar point while other encourage fluency. The activities are designed to develop co-operation, competition, good learning strategies and fun. They can be used with large classes; suggestions on how to organise the groups are given with the activities themselves. The book was written with monolingual groups in mind but with adjustments to the suggested timing it can be used with multilingual groups also. As there is a need for flexibility in the activities used when catering for a wide range of abilities and maturity levels in some classes, there are clear notes which give indications and information with each activity which takes this into account.

This book provides some very useful material which will give many teachers an opportunity to extend and improve their lessons in a stimulating and challenging way.

*Wendy Superfine - Co-ordinator Young Learners' SIG. Primary Teacher Trainer. Author of Primary Materials.*

### **Teaching Children English - a training course for teachers of English to children**

David Vale with Anne Feunteun - C.U.P - 1995 (vi + 280pp)

In a single volume, *Teaching Children English*, combines a fairly complete "short" training course with notes and resources for the course leader. Designed primarily for those who need to integrate EFL teaching experience with the teaching of children, the course would be ideal for teachers about to be assigned to teach English for the first time. Non-native teachers who are not fluent in English (the case with most such teachers in this part of the world) would need approximately one college semester to cover everything thoroughly and reflectively.

Each of the book's two parts has ten matching units. These units cover most if not all the main concerns for teaching children EFL in a practical manner that does not ignore theory. For instance, the author asks learners in the course to compare several lesson plans for the same content and goal. These plans reflect traditional, audio-lingual and communicative approaches to the material

and the children. By teasing the plans out, we come to see how each one addresses young learners, which opportunities each one provides, and what outcomes we can expect from each one. Because the "additional reading" sections are scanty, though, trainers who want to emphasize theory will need to provide a supplementary reading list.

Relying largely on reflection, the first unit gets us to examine our attitudes to children and language learning. The second and third units look at how we start and sequence our lessons. Unit four tackles the important task of adapting for youngsters EFL techniques that have mainly been designed for and implemented with older children and adults. Unit five discusses a "balanced diet" for teaching. The next three units branch out to more specific concerns: storytelling, classroom management, and the use of visual aids. The last two units take us from these "micro matters" into the larger concerns of curriculum and assessment.

Each unit presents one topic and some of the tasks that can be used to bring it to life. For example, with the circus as a focal point, unit two invited us to prepare a lesson using one of three different teaching approaches. Designing a treasure island board game in unit four, for another instance, provides the context for considering techniques from EFL and "mainstream primary education." Even the last unit, on assessment, follows this integrated scheme, aptly employing a "wanted poster" for its focus.

The units in the training course are matched in the trainer's notes that form part two of the book. Here the units have pre-set study plans which not only outline goals and project the time needed for each sub-section but also list additional materials and preparation that are needed. Instructions are clear, not overly detailed, in language that appeals to native and non-native speakers alike.

Rounding off the last section is a resource file for trainers (and those on the course) to bring into the classroom. Extensions for activities, supplemental songs and rhymes, and additional games illustrate how much can be done for and with children without having to go to great expense. The appendix contains photocopiable pages for classroom management and observations as well as scripts for stories presented in the text.

One weakness with this course is that it seems to depend on having trainers who are native speakers or non-natives with a great deal of experience in the "inner circle" of English speaking countries. For example, many of the songs and rhymes in the resources file (p.257 - 62) have traditional melodies and rhythms that some trainers may not be aware of. Though supplying supplementary cassette tape maybe too costly, perhaps the author in a future edition could recommend a commercially available yet inexpensive tape of children's songs and rhymes.

This quibble aside, David Vale's, **Teaching Children English**, is a good compact course for budding teachers as well as for those with experience in different fields or those simply needing a refresher. It is well written, it integrates theory and practice and it encourages ongoing reflection on our teaching.

MontyVierra, teacher, Taiwan.

# ***STOP PRESS! STOP PRESS!***

## **IMPORTANT DATE FOR YOUR DIARY REGISTER EARLY TO AVOID DISAPPOINTMENT**

**18 - 20 SEPTEMBER 1998**

STATE-OF-THE-ART Special Interest Group (SIG) SYMPOSIUM  
GDANSK, POLAND

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(LIMITED PRESENTATION SLOTS)

REGISTRATION DEADLINE - 31 MAY 1998  
(LIMITED REGISTRATION PLACES)

**BUT DON'T FORGET**

**14 APRIL 1998**

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ELT Management SIG

Literature & Cultural Studies & Teacher Training SIGs

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REGISTRATION DEADLINE - 25 MARCH 1998

**15 - 18 APRIL 1998**

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MANCHESTER, UK

REGISTRATION DEADLINE - 25 MARCH 1998

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Tel: 44 1227 276528. Fax: 44 1227 274415. Email: [iatefl@compuserve.com](mailto:iatefl@compuserve.com)

## Teacher's Resource Books for Primary EFL

|  |                   |      |               |
|--|-------------------|------|---------------|
| Activity Box   | Greenwood         | 1997 | C.U.P         |
| 100+ Ideas for Children                                    | Holderness/Hughes | 1997 | Heinemann     |
| 1000 plus Pictures for Teachers to copy                    | Wright            | 1994 | Longman       |
| Beginning English with Young Children                      | Dunn              | 1990 | Prentice Hall |
| Children in Action   | Argondizzo        | 1993 | Prentice Hall |
| Creating Stories with Children                             | Wright            | 1997 | O.U.P.        |
| Developing English with Young Learners                     | Dunn              | 1985 | Prentice Hall |
| Developing Resources for Primary                           | Cant & Superfine  | 1997 | Richmond      |
| Heinemann Children's Games                                 | Toth              | 1995 | Heinemann     |
| Ideas & Issues in Primary E.L.T                            | Kennedy           | 1989 | Longman       |
| Introduction to Teaching English to Children               | House             | 1997 | Richmond      |
| Primary Teachers Guide                                     | Brewster & Ellis  | 1993 | Penguin       |
| Songs & Games for Children                                 | Paul              | 1997 | Heinemann     |
| Storytelling Handbook                                      | Brewster & Ellis  | 1991 | Penguin       |
| Storytelling with Children                                 | Wright            | 1995 | O.U.P         |
| Teaching Children English                                  | Feunteun & Vale   | 1995 | C.U.P         |
| Teaching English in the Primary Classroom                  | Halliwell         | 1992 | Longman       |
| Teaching English to Children-<br>From Practice to Progress | Brunfit et al     | 1993 | Longman       |
| Teaching English to Children                               | Scott & Ytreburg  | 1990 | Longman       |
| Very Young Learners  | Reilly & Yard     | 1997 | O.U.P         |
| Young Learners   | Phillips          | 1993 | O.U.P         |

1998



### Norwich Institute for Language Education

Director: Dave Allan

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## **YOUNG LEARNERS SPECIAL INTEREST GROUP**

The Young Learners Special Interest Group was initiated in 1986 and has now evolved into a network of 465 teachers world-wide. It is for teachers in both Primary and Secondary schools covering an age range of 5 to 17 years.

### **Aims**

To provide information on recent developments in education of Young Learners in the field of English as a foreign language.

To help teachers and teacher trainers circulate ideas, news etc. and to meet the greater demand for communication in the fast expanding world of teaching EFL to Young Learners.

### **What do we offer?**

**The Newsletter** - this is a BI-annual publication. It includes practical ideas on teaching young learners, articles on methodology and theory involved in teaching both primary and secondary EFL with details on events such as conferences and seminars for those involved in teaching Young Learners.

**Other publications** - joint SIG publications are available from the IATEFL office. These are the proceedings of joint seminars and conferences which have been held recently.

**Conferences and seminars** - the SIG organises a Young Learner track at the annual IATEFL conference and other UK and International events which are often in conjunction with other SIG groups, covering topics which include primary and secondary practice and teacher training issues.

### **To find out more about the SIG and IATEFL please contact:**

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The newsletter is published twice a year. We welcome contributions or suggestions for future newsletters on any aspects of teaching English to Young Learners from 5 to 17 years.

Copy should be sent to the editors by the end of May and December 1998.

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