



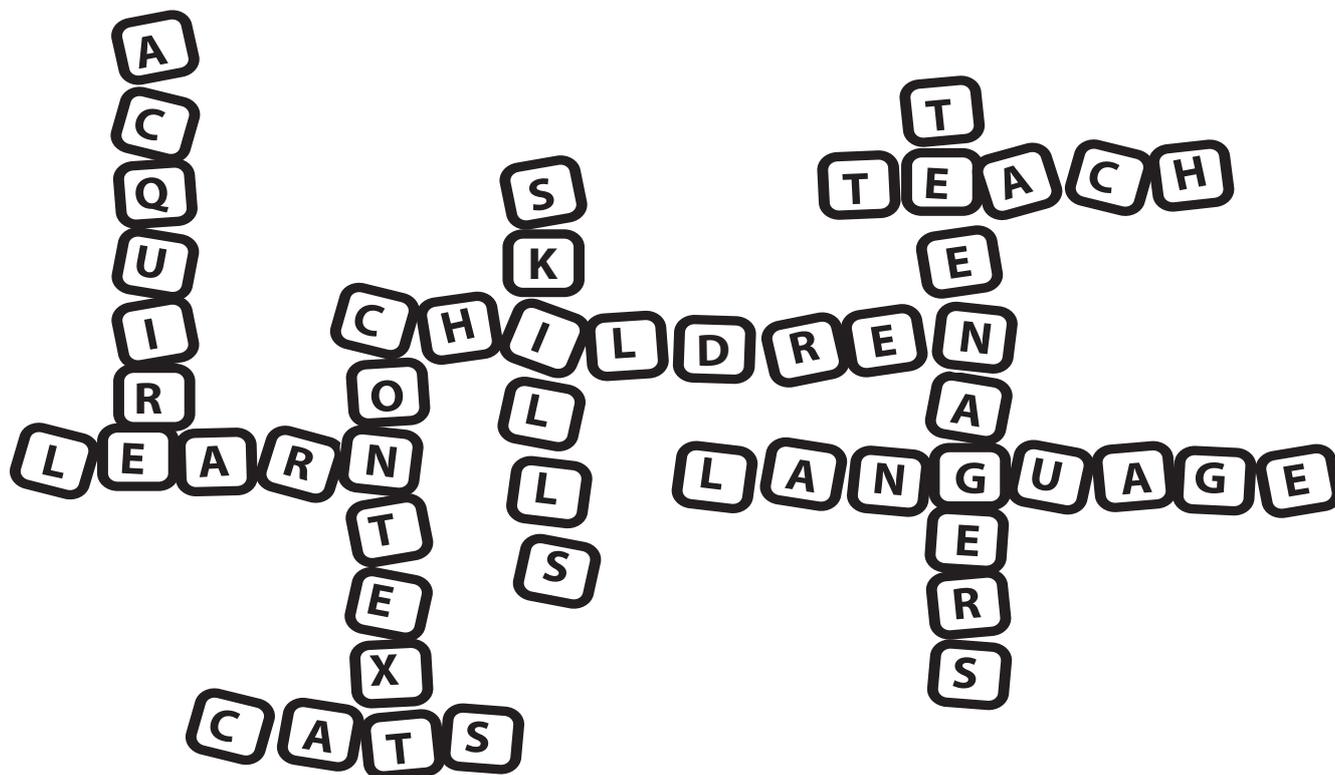
Children and Teenagers CATS

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IN THIS ISSUE

Who's who on the YL SIG Committee..... 1	I like Bananas..... 23 Tim Priesack
Report from Coordinator..... 2 Sandie Mourão	Highlights from the YL Discussion List..... 26 Wendy Arnold
Editorial..... 3 Carol Read	Bilingual Education..... 27 Stephen Krashen
The EYL Teacher's Role in helping Children..... 4 Jayne Moon	Children's ESL Learning and Play at Home.... 32 Chong Nim Lee
Teaching Vocabulary through Rythmic Refrains..... 8 Havovi Kolsawalla	Asessing Young Learners in Serbia..... 36 Marina Velkovski & Olja Milosevic
Using Digital Photography with YLs..... 12 Christopher Etchells	Book Reviews..... 38 Eleanor Watts & Niki Joseph
Encouraging Teenagers to speak English..... 16 Olya Madylus	Future Events..... 40
Preparing Teenagers for the FCE..... 19 Bernadette Maguire	Conference Report..... 42 Sandie Mourão & Gordon Lewis
	About the YL SIG..... 44

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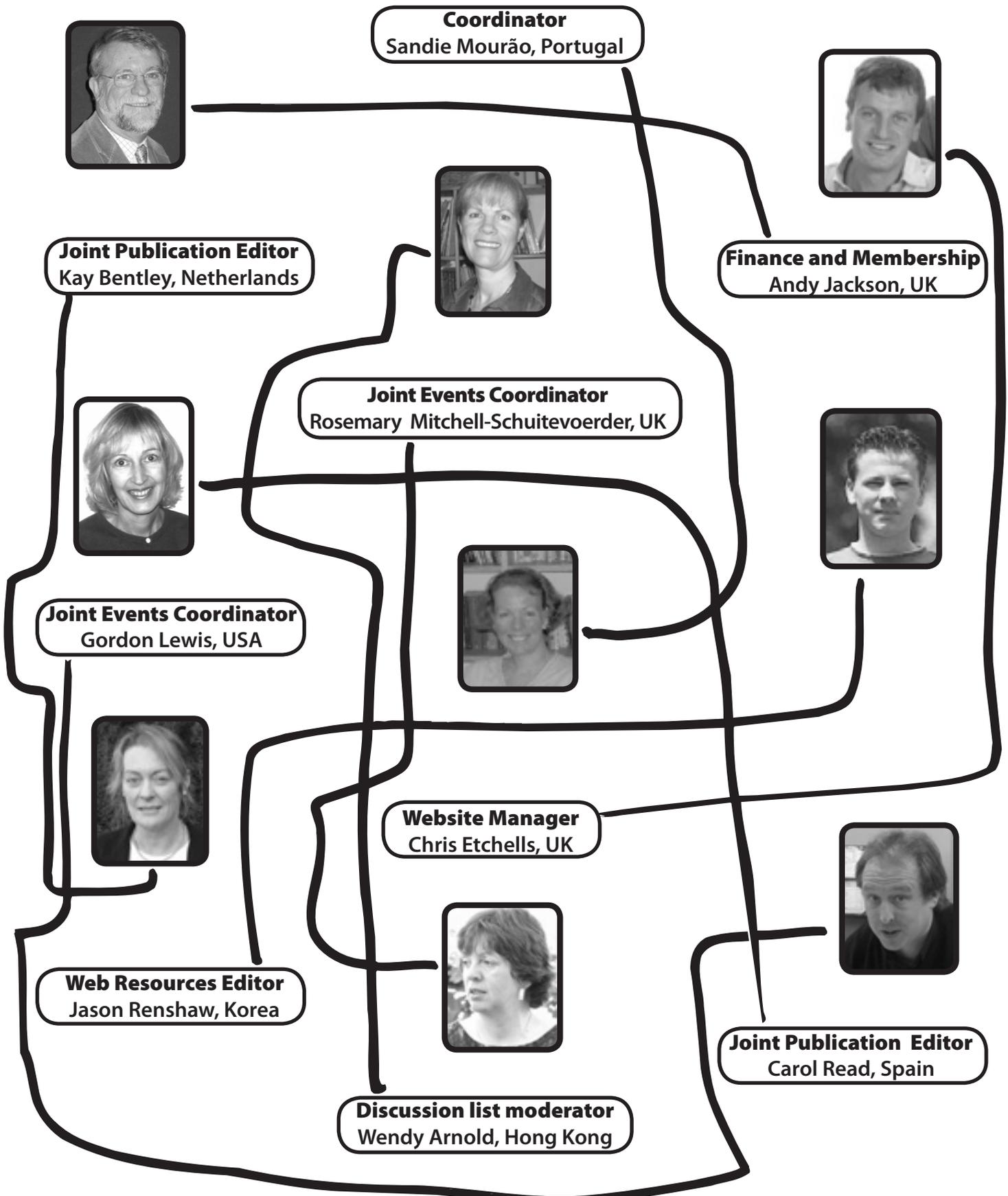


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Who's who on the YL SIG Committee?

Follow the puzzle lines and find out! And if you're at this year's conference in Cardiff, please come and say hello! We'd love to meet you!



Report from the YL SIG Coordinator

Sandie Mourão

2005 has just walked through the door as I write this issue's Coordinator's note. The sun is shining brightly and the sky is the deepest of blues, one of the perks of living in Portugal! There is a saying here that the first 12 days of January depict the weather for the next twelve months. I am looking forward to a sunny year!

As you read this, our IATEFL Annual Conference will be looming ever nearer. This conference marks an important anniversary for the YL SIG, as it was 20 years ago, at the 1985 IATEFL Annual Conference, that wonderful people like Opal Dunn and Andrew Wright got together and created the YL SIG under the watchful, fatherly eye of Peter Strevens. We have come far in those 20 years, and although our membership numbers have decreased in recent years, as is the trend in general, we continue to be one of the most dynamic of SIGs and proudly provide our members with at least two publications a year, a busy discussion list, an excellent website and regular events world wide.

We start our 20th birthday celebrations with our very first solo Pre-Conference Event (PCE) at the IATEFL Annual Conference in Cardiff: **Teachers and young learners : research in our classrooms**. We will be discussing the role classroom research plays in the YL classroom, with presentations given by professionals involved in classroom research and two plenaries given by Annie Hughes from the University of York, and Shelagh Rixon from the University of Warwick. I hope to see some old and new faces there and look forward to blowing out the candles on our birthday cake!

2005 will continue with the first of our Biannual Low Income Country (BLIC) Events, which will be held in Latvia in August. We have plans for future events in Hong Kong, and Austria, so look out for information about those. Thanks go to Gordon Lewis and Rosemary Mitchell-Schuitevoerder for co-ordinating these events.

Discussions on our discussion list began as January peeked, and Wendy Arnold has filled the second half of our year with some very interesting discussion topics. Huge thanks go to Wendy for her constant input on the list. If you aren't a member of our discussion list, get your act together! www.countryschool.com/younglearners.htm or <http://groups.yahoo.com/group/younglearners/join>

Don't forget, all summaries of these discussions are written up and made available to our members on the website, in the members only section. Our Web Site Manager, Chris Etchells, makes sure our website continues to be one of the most comprehensive collections of YL material on the web. More recently Chris has enlisted the help of Jason Renshaw, who is doing a grand job, so thanks go to the two of them for their hard work.

Our hard working publication editor, Carol Read, has brought this publication to you. Huge thanks go to Carol and to Kay Bentley, who together as our CATS editors, make sure fat brown envelopes drop through your door twice a year, full of interesting reading!

Andy Jackson must not be forgotten, he beavers away in his free time making sure we don't over spend and keeping an eye on members!

If it weren't for the energetic and enthusiastic volunteers on our committee over the last two decades, the YL SIG would not have flourished. As we reach our 20th birthday I'd like to thank all those who have been involved in making the YL SIG what it is today and thank you all for being a member.

Happy Birthday YL SIG!

Sandie Mourão
YL SIG Coordinator

Editorial

Carol Read

I'm delighted to be able to announce that, for the first time ever, the Spring 05 issue of **CATS** will be available in its entirety in pdf on the 'members only' area of the YL SIG website. Although all members will still receive their own individual copy by 'snail mail', you'll also be able to easily access the whole publication on-line. This means that, for many (and certainly for me), the days of trying to remember where on earth you last put your copy of **CATS**, or not being able to find that particular article or review that you need NOW, are finally over!

In reaching this new landmark in the publication history of the YL SIG, I am hugely indebted to **Miguel Ariño**, a student of philosophy at the Complutense University in Madrid, whose computer skills, hard work and patience have made the electronic version of this issue of **CATS** a reality.

One of the main threads that runs through the Spring 05 issue is the importance given to context for children and teenagers' language acquisition and learning, whether this is in terms of the country and culture in which they live, the materials that are used, the kinds of classrooms or other environments they are in, or the learning goals and desired outcomes which are achieved. The articles in this issue are mainly by contributors at last year's IATEFL conference in Liverpool, but also by other writers too. Together they represent a lively and varied collection of articles in which an awareness and sensitivity to context is always apparent:

- **Jayne Moon** provides a fascinating account of the different ways in which two teachers support their children learning to learn in two contrasting contexts.
- **Havovi Kolsawalla** provides evidence of the learning power of rhythmic refrains in the context of story telling.
- **Chris Etchells** opens our eyes to a range of motivating contexts for using digital photography with our students.
- **Olha Madylus** identifies seven reasons for the reluctance of teenagers to speak English in the context of typical lessons and a range of ideas for winning them over.
- **Bernie Maguire** provides us with strategies for helping young teenage students in the context of getting through the Cambridge ESOL First Certificate 'Use of English' paper.
- **Tim Priesack** explores the implications of lowering the age of starting to learn English at primary school in the context of many countries' recent decisions to do this.
- **Stephen Krashen** gives us a richly contextualised summary of the YL SIG e-discussion on bilingual education which took place in October 2004.
- **Chong Nim Lee** describes a young Korean child's ESL learning experience in a British context.
- **Marina Velkovski & Olja Milosevic** explore the role of assessment tools in the context of primary schools in Serbia.

In the context of the rest of **CATS**, **Wendy Arnold** reports on the YL SIG's Internet Discussion list, **Sandie Mourão** and **Gordon Lewis** report on the Picture Books conference which took place in Munich in November 2004 and **Niki Joseph** and **Eleanor Watts** contribute two interesting book reviews.

Why not take a break, take off your shoes, get a cup of tea (or whatever) and curl up with **CATS** in your own favourite context now?

Happy reading!





The Teacher's Role in helping Children Learn how to Learn



Jayne Moon

Introduction

Over the years, I have been struck by how difficult many young learner teachers find it to implement 'learning to learn' (LTL) in their teaching. Many teachers are now aware of the notion of LTL but there is often a gap between awareness and actual implementation. In this article based on a talk I gave at IATEFL in 2004, I am going to argue that a critical (though not the only) factor in the successful implementation of learning to learn is the nature of the teacher's understanding of, and belief in, the importance of this notion. Using examples from two cultural contexts, I will show how teachers can support children's attempts to learn how to learn, even in poorly resourced contexts.

Teacher's Role in Supporting LTL Development

Children are still developing metacognitively during their school years or to put it another way, they are 'learning how to learn'. Learning to learn means 'becoming more aware or conscious of how you learn language, what will best assist your language learning and how to take greater control over it' (Moon 2000:176). The following framework may be helpful in thinking about the areas involved in the concept of LTL:

- Awareness of the learning process
- Planning/setting goals for learning
- Managing the process/ managing feelings
- Evaluating/monitoring learning (Moon 2002)

As children's LTL development is still on-going during schooling, YL teachers play a key role in supporting that development. However, LTL is a complex notion and so it is not surprising that teachers may take time to successfully implement it. It is more likely that teachers will be able apply the concept to helping learners if they have already developed awareness and

understanding of the concept as it applies to themselves. It needs to be a notion which informs their own lives and practice. In other words, they need to be aware of themselves not just as teachers but also as 'learners', be open to learning opportunities and to exemplify 'LTL practice' in the way they approach their work as teachers. This is based on our current understanding that teachers' classroom practices are informed and shaped by their beliefs and theories. If teachers understand what LTL means and have embraced the values which underlie the notion, then it is more likely to be an idea which will inform all of their teaching and not something they do only on Fridays.

In the next section, I will provide examples from two teachers' lessons (videoed lessons) to illustrate how they are implementing LTL ideas, though in very different contexts, in culturally appropriate ways. I will briefly describe some characteristics of their teaching context and then describe and discuss, in more detail, particular activities from their lessons which illustrate LTL.

Characteristics of Two Teachers' Teaching Contexts

The first teacher is from Denmark (Hanne Thomson). Her pupils are a group of 18 beginners, aged 11 in Form 5. She has 4 lessons a week (x 45 minutes) which includes one double lesson a week. The pupils have had 110 hours of exposure so far by the time of the lesson described below. Her rationale for her approach is that she wants learners to take responsibility for their own learning, leading to deeper involvement and better learning. The classroom is a large airy, well resourced room. Hanne views it as a 'laboratory' which provides a range of resources (e.g. learner notebooks, textbooks, picture dictionaries, storybooks, language magazines, materials brought in by or made by children) for children to explore,

try out and experiment with for learning. There is no pre-planned curriculum as her learners' own ideas about learning form a starting point for joint planning and organizing of learning by the teacher and learners. Her role is primarily to facilitate group learning and to take part in what is going on, learning herself about the learning process. She views assessment as an on-going part of the learning process. Her guiding questions with pupils are: *What are you doing? Why are you doing it? What can it used for? How can this be improved?* (Thomsen & Gabrielsen 1991)

The second teacher is from Bhutan. Yenti works in a primary school attached to a teacher training college. He teaches a multi-grade class (Class 2 & 3 combined) of children who are in their 3rd and 4th year of learning English as a second language (approximately 36 children in the class). They are aged 8-10. Children learn all their curriculum subjects through English and, in addition, have 40 minute daily lessons of English. The approach to teaching is laid down by the Ministry of Education and Yenti follows the prescribed curriculum and textbooks in deciding what should be taught each day, but he believes in giving children some choice and responsibilities. Children work in groups, individually and as a whole class. There is no furniture, apart from a blackboard and some low tables and children sit on the floor. There are limited resources but the wall is covered in children's work, plus teacher-made charts, wall dictionary etc. Some reading books & games (teacher-made) are available if children finish work early. Assessment is mostly conducted by the teacher but children are also encouraged to self correct/ monitor their own work. Peer correction is also encouraged.

In discussing aspects of their lessons, I will consider two questions

- 1) What is the teacher's role?
- 2) How are their lessons assisting children to become better learners?

How does Hanne's lesson promote LTL?

Following is Hanne's overall lesson plan for her double lesson. I will focus mainly on the Group Work section of the lesson to exemplify how LTL is implemented.

Overall Plan for Lesson

1. Show my homework
2. Presenting a play
3. Group Work
4. Comments on Today's Work
5. Sing a song
6. A story: Hungry Caterpillar

Hanne begins the lesson by writing up the day's plan for the lesson so modelling a plan until children get more confident and can contribute to planning the day's activities themselves. In the Group work section of the lesson, learners can freely choose what activity to work on and who to work with and a poster of current activities suggested by learners is on the noticeboard. Children are responsible for their chosen activity: one group is playing bingo, one group is writing a play, one girl is writing a story, one group is rehearsing a play already written for homework. Giving children choice and responsibility for their learning gets them more involved in the process. It helps them to realize that they can contribute and that this is valued by group and teacher.

As children have had little previous experience of group work, certain rules have been agreed on beforehand e.g. *don't interrupt someone if they are talking* so children gradually learn how to manage the process of working together. In the Group Activity, we see children getting the chance to work co-operatively e.g. by providing suggestions to their group for their play, by prompting the classmate who was not sure of some of the pronunciations in the bingo cards he was reading aloud, prompting classmates in the play rehearsal. These experiences help them to realize that they can learn from classmates as well as the teacher. They will work on the group task maybe over several sessions until they have finished and because it takes time and effort, they value the outcomes more. After the period of Group Work, the teacher encourages children to reflect on their activity, saying whether they enjoyed it, how it went, what they learned from it etc.

They also write their individual comments in their notebooks so encouraging children to monitor and to self evaluate their learning. They are also encouraged by teacher's questions to reflect on how to change things if their comments are negative. e.g. *'I think it is more fun to write a manuscript to a play than bingo game. If I shall play bingo again it haf*

to be more difficult words, because it is more challenging' (sic). Hanne gets them to consider the learning potential of different activities so raising awareness of the learning process and the fact that not all activities are necessarily useful for learning. During group work, Hanne decides to work only with some children so she does not spread her help too thinly. Her role as a facilitator is evident in the way she checks on group progress, provides feedback on work in progress or completed and suggestions on how to improve it, motivates through praise, and helps learners with activity management by encouraging them to think about whether additional work is needed before completion.

How does Yenti's lesson promote LTL?

Yenti had previously carried out some reading activities with his class 2 & 3 children where they read simple instructions and then drew pictures according to the instructions. E.g. *Draw a tree. Draw three red flowers under the tree.* Then Class 3 children had individually prepared their own instructions and these were given to pairs of Class 2 children to read and carry out. The videoed lesson shows Yenti conducting a whole class discussion, a review of the experience with Class 2 & 3 after the activity.

In carrying out the instruction/writing task initially, Class 3 children were given choice, both in terms of the content of their instructions but also in choosing which Class 2 children should read their instructions so increasing involvement and giving responsibility. In the class discussion, Class 3 children are invited to share their experience of how Class 2 children responded to their instruction cards. Children report on several difficulties experienced by the younger children. e.g.

P1: They can read but cannot understand the problem

T: They cannot understand the meaning?

P1: Yes.

By giving children an opportunity to report on their experiences in this way, their contributions are being valued and they are placed in the 'expert role'. The discussion centres on the child readers' problems and Yenti's gently probing questions helps to make Class 3 children more aware of the source of the problem and the difficulties faced by their Class 2 readers and so raises children's awareness of their responsibility as writers. Children's attention

is, therefore, being drawn to aspects of the learning process, something of which they would not normally be aware.

P5: They can draw picture but they cannot read.

T: They cannot read. Did you help them to read?

P5: Yes

T: Did you read all or just a little?

P5: A little

T: Very nice

P5: Only one

T: Only one? What was the word they could not read?

P: Cat

T: Cat? (*Queries in surprise as this is an easy word*)

P5: Because 'a' is like 'o'

T: Oh

P5: Then they say 'cot'. Then I say 'cat'

T: So what do you have to remember when you write next time?

P5: little space

T: little space. Did you write 'a' like this? (*T writes on blackboard*)

P5: No sir.. I can write 'a' like this and 't' is..

T: How did you write? Can you show me? (*Pupil shows T how he wrote the letter 'a'. It was written rather close to 't' with no space between the letters*)

When Yenti invites children's help in drawing up a list of things for them to remember next time they do this type of task, he is helping them to become more aware of some of the criteria for writing (e.g. *writing legibly*) that they need to internalize so that they can gradually learn to monitor and direct their own writing. This will gradually encourage them to self evaluate. The discussion also encourages the idea of collaboration, working together as a class with teacher to produce some guidelines for writing so helping children to realize that they also can contribute to lessons.

Yenti plays a key role as a facilitator of the discussion through his gentle probing, prompting, supporting, highlighting important points and finally summarizing the points which came out of the discussion. He is scaffolding children's learning by raising awareness about the reading/writing process, drawing

attention to things they would not normally notice. Children need to gradually develop this reflective awareness so that they can take over more responsibility for their own learning.

Both lessons are contributing in different ways to assisting children to become better learners, in terms of the aspects of LTL mentioned above. They raise awareness of aspects of the learning process and encourage monitoring and self evaluation; they also provide opportunities for learners to become more autonomous/self directed through taking on more responsibility. The Danish lesson, in addition, provides opportunities for children to be involved in planning learning activities and for managing the learning process, perhaps reflecting the greater freedom to innovate in that context.

As will be clear already, the teachers work in strikingly different cultural contexts:

Denmark	Bhutan
More egalitarian, open society	More traditional/ hierarchically organized
Informal style of teacher/learning behaviour	Formal style (children stand up to talk in class)
Teacher has greater freedom to innovate	Teacher has to follow prescribed curriculum
All children attend school	Not all children have access to schooling
Well resourced classroom	Poorly resourced classroom
More highly educated teacher with a degree plus training	Fewer years of education overall -10 yrs of schooling plus a rather basic 2 yr teacher training course

Despite the differences, however, these two teachers and their classrooms have some things in common:

- Good teacher-pupil relationships with a friendly atmosphere.
- Learning /teaching seems to be a joint,

collaborative exercise in which learners seem fully involved.

- Both teachers had an overall plan but gave learners opportunities to contribute
- Both teachers are concerned with the learning process and use opportunities to draw attention to the process and to help children to reflect on the process and to self evaluate.

As these teachers work within very different socio- cultural contexts and with different kind of constraints, the outward expression of 'LTL may be different. Despite the difference in contexts, however, both teachers appear to be successfully implementing LTL, reflecting their beliefs in the importance of helping children to become better learners. Their classroom practice seems to model LTL in the way they interact and work with learners. Each teacher works effectively within the possibilities offered by his/her own context.

A very important implication for teacher training is the need to help teachers to become aware of the links between their beliefs and practices and to enable them to understand and apply ideas about LTL reflexively. This will then provide an effective base from which they can begin to learn how to help children to become better learners.

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Video Extract

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Copies of the video available from: The Dept of Foreign Language Teaching, Danmarks Lærerhøjskole, Emdrupvej 1001, DK- 2400 Copenhagen NV

Jayne Moon is a freelance ELT Primary consultant and teacher educator. She has extensive international experience in Asia, Europe and elsewhere. She is author of Children Learning English (Macmillan) and co-editor of Research into Teaching English to Young Learners International Perspectives. Pécs: University Press ISBN 963 641 568 4



Teaching Vocabulary through Rhythmic Refrains in Stories



Havovi Kolsawalla

This talk is based on an academic study that I had conducted and the article published in Young Learners of English: Some Research Perspectives Shelagh Rixon (Ed.) (1999) Longman in association with the British Council.

Introduction

Academic literature provides a lot of information on second language learning by children and adults but in spite of past and recent experimentation no one method has been found to be successful in facilitating second language learning. What has been accepted conclusively are the conditions that facilitate second language learning whether it be for children or adults. This article will first introduce these conditions and how story telling, and particularly rhythmic refrains in stories, fulfil these conditions.

Conditions for second language development

Exposure to the language: The most important condition is exposure to the language. This exposure can be provided in two ways. Either by growing up in a specific language environment or by creating adequate opportunities for exposure to the target language in a learning situation. Wells (1981) has pointed out that on receiving input from the adult a child creates a connection with the object or situation at hand thereby constructing a linguistic representation of the same. In order to do this, the age, interest and background of the students have to be taken into consideration .

Repetition: Linked with this idea of exposure or 'input' is the principle of repetition as is evident in first language learning. In the case of first language learning repetitions are

innumerable, just as exposure is unlimited as there is no pressure of time. Second language learning is not as leisurely. As much as we recognise the importance of repeated exposure to various elements of language, exposure to the same syntactic or lexical items is limited by constraints of time and situation. Therefore it is imperative that a young learner is exposed to language in a manner in which he/she has ample opportunity for repetition.

Silent period: It is observed that learners do not start speaking the first or second language immediately. There is a 'silent period', which can last from a few minutes to days to months. During this time the learner is consciously or unconsciously tuning in to the phonology of the language in particular and then to the morphology and semantic system of the language. It is important that this time is provided to the learner to merely listen to the language till he is ready for production of the same.

Interest and motivation: Two other conditions for language learning are interest and motivation. It is therefore imperative that a young learner is introduced to topics and activities that hold the child's attention in order to sustain the interest in learning the language. This is done by referring to reality, objects and pictures as points of reference, immediate circumstances and the environment together with the events that the child has experienced. All these provide the basis for comprehensible context which in turn leads to what Krashen (1985) calls "comprehensible input" (1985) which is also a condition necessary for language learning. If this condition of input being comprehensible is not fulfilled, there is no reason why the learner would want to acquire the target language (Chomsky 1975). The fact that

the input is comprehensible, the 'affective filter' is also low and this facilitates greater comprehension. In this way the focus of attention is on what is being said and the message that is being conveyed resulting in language development (Brumfit 1984).

In support of Storytelling

Story telling is one such activity that supports all these conditions. It provides a rich and varied exposure to the language which can be finely tuned or roughly tuned. It provides language in a meaningful context and a manner in which the young learner enjoys the input. That children love a story is evident from the attention with which they engage in the activity and also from the fact that they ask for repetition of the activity i.e. either the same story or another one. A story is therefore more than mere play. It is a pedagogical tool that facilitates language learning (Barton 1986, Stewig 1978). For learning to be effective at the elementary level, it is important that the whole personality of the learner is involved. A story engages the listener intellectually and emotionally and creates the motivation and interest in the learning process. In addition to this the "affective filter" is low as enjoyment is the key note of the process and therefore the learning and assimilation of new words and phrases is easily facilitated.

Vocabulary teaching

Vocabulary teaching has now come centre stage in the process of teaching a second language and academic literature advocates thematic teaching of words rather than engaging the learner in lists in isolation. A story thus provides a meaningful context in which words and phrases are introduced. It also provides learners with the opportunity to meet words and phrases repeatedly either in the same context or new ones. In this way it not only helps them to learn the words, but also helps them to infer the meaning and gradually accommodate them in their growing lexicon. (Thomas et al 1980, Kerweit 1989 and Barton 1986).

Rhythmic refrains

In addition to providing multiple opportunities for learning, rhythmic refrains in stories have an added charm for young learners in particular. They begin to anticipate these refrains and join in when repeated. In this way a story as a 'vehicle' for language learning is child centered as it allows the 'silent period' for the learner to merely listen and then encourages him/her to join in only when ready to do so. Gradually this verbatim participation transfers itself to production of language in similar or different situations (Ellis 1982).

Rhythm in these refrains has a very important role to play. There isn't much literature explaining why rhythm is so memorable, but some academicians have explained the importance of it. Clark and Clark (1977:288) have pointed out that "regular articulatory patterns are easier to pronounce than irregular ones," and disruption of rhythm has a negative effect on the immediate recall of words. (Du Preez 1974). This may be because rhythm provides listeners with a "predictable structure on which to hang their linguistic processing." (Taylor1990). Rhythm therefore is both liberating and arresting. Liberating because the listener doesn't have to make an effort to pick up the important words as the regular pattern highlights them and arresting because the periodicity of the stressed and unstressed syllables captures the attention of the listener.

Rhythm caters to the young learners efforts to learn a language. "Among the various methods used by children in their efforts to learn their spoken language, the arrangement of words in certain patterns plays a significant role" (Chukovsky 1971:61). This is very evident when children are exposed to rhymes. Words and lines are first repeated mechanically which are then absorbed into their language repertoire.

The experiment

This experiment was conducted in the reception class in a school in Coventry where the majority of students came from Asian homes. English was a second language as L1 was used at home and in the neighbourhood.

The procedure

Introductory visits were made to the school to develop a rapport with the students and to observe their reactions to story time in class and their recall of parts of the story.

Structured interviews with students were conducted to determine the language spoken at home and that English was being used only in school.

The teacher was given a *questionnaire* to assess the language ability of each student. This was done to be able to divide the number of students into two mixed ability groups.

In order to get the students to respond to the experiment during visits to the school the experimenter narrated *stories* to acquaint students with her style of story telling and to gauge their reaction to her. Immediately after each story was told the students were asked to *recall* certain details in order to see what the learners had absorbed.

Material for the experiment:

An original story was created based on *Granny Sticklebeck* by J. Moore and M. Wright. This was done to guard against any possibility of the children having heard the story earlier. While writing the story criteria stipulated by various scholars on story telling were borne in mind.

Nonsense words such as 'jakus' and 'deekans', 'toodles' and 'pollars' were created for words which had to be taught so that there would be no possibility of the children having heard these words before. Two of these words were introduced in the rhythmic refrain and two in the prose narrative. Since repetition is the keynote of learning, the nonsense words were repeated four times in the story either in the rhythmic refrain or the prose narrative. Two versions of the same story were used. Group 1 was told the story with 'jakus' and 'deekans' in the rhythmic refrain and 'toodles' and 'pollars' in the prose narrative. Group 2 was told the story with the words 'toodles' and 'pollars' in the rhythmic refrain and 'jakus' and 'deekans' in the prose narrative.

This would help to determine whether it was easier to pick up the words from the rhythmic refrain or the prose narrative and whether the phonological quality of the words would have any bearing on memory and recall.

In order that the children would be able to infer the meaning of the nonsense words a clue was provided in the narrative. It said that these were things to eat. This prevented the listeners from misinterpreting the meanings of the words used. However, what these particular things were, was left to the imagination of the children.

It was evident from the pilot study that after the first narration of the story, students picked up merely the gist of the story while the details could be recalled after the story was repeated a number of times. It was, therefore, decided to narrate the story twice. It is normally recommended that new vocabulary should be pre-taught through narration or pictures but this was consciously avoided so that there would not be any trace of other influences on the learning process.

Recall

After the story was told, each student was asked "What did Mrs Sticklebeck bring for the children?" The responses were written down as dictated by the students.

As hypothesised the subjects had picked up words from the rhythmic refrain. 'Sweet' and 'green' were picked up after the first narration. Though these are familiar words, it indicated that they had been focusing on the rhythmic refrain rather than the prose narrative. After the second narration 'jakus' and 'deekans' and 'toodles' and 'pollars' were picked up. Some recalled them verbatim while others created words that were phonologically close to the original ones. This takes us back to the fact that repetition is an important condition of learning and that rarely anything is learnt after the first exposure to the learning material.

Conclusion

Though a number of questions remain to be answered, the experiment amply supported the hypothesis that a rhythmic refrain is the most salient part of the story and attention is

focused on it more than on the prose narrative. Therefore, it could be used to teach new words or maybe even 'chunks' of language, which then could be absorbed in the individual's language repertoire.

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Using Digital Photography with Young Learners



Christopher Etchells

Why?

The use of photographs in teaching English to young learners is not new, for example as flash cards, illustrations in books and on classroom walls, as stimulus material in examinations, etc.

These are essentially passive uses of photography however: students are on the receiving end. Digital photography on the other hand enables our students to become much more active: they can choose and shoot their own photos and express themselves creatively.

Photography allows us to bridge the gap between our classrooms and the real world. It can help our students to be more observant of the people and environment around them.

Digital photography in particular gives instant feedback: a student can view a photo as soon as it is taken and either keep it or erase it and try again.

There is an opportunity to improve students' photographic skills, giving them ongoing enjoyment and maybe even assisting with their careers.

In the process we can improve our students' technical English. The graphic format produced by digital cameras is relatively easily transferred, enabling students to include personally important images in their work. This is highly motivating and can provide the basis for meaningful language work.

How?

1. Using a camera

Depending on the age of the students you will need to cover some or all of the following:

- The basic controls and functions of the camera
- Basic photographic techniques. Nearly all students will benefit from some simple guidance regarding:
 - o fuzzy / blurry pictures
 - o red eye
 - o too light / too dark
 - o lens obstruction
 - o unusual colour
 - o reflections / light streaks

- Kodak offers excellent advice in the 'Taking Great Pictures' section of its web site at www.kodak.com If your students can go on-line the interactive demos – particularly the Troubleshooting demo – are excellent.
- Discuss what the students are going to photograph. Talk about care of the camera(s) and about personal privacy and appropriacy. Discuss the end product so the students know why they are taking the photos.

2. Transferring the photos to computer

- If there is just one camera and one computer you should be able to use the computer cable and software that came with the camera.
- Windows XP will recognise most cameras and import the images without the need for separate software (useful if, for example, you don't have permission to load new programs onto your school computer).
- If there is more than one camera, or if you need to transfer images onto a computer network, I suggest you invest in a portable CD burner that can copy digital camera memory cards straight to CD without the need for a PC. The images can then be transferred to PCs via their ordinary disc drives. At English Country Schools we use a machine called the Apacer Disc Steno. This costs about £150 and is very easy to use.

3. Editing the photos

This can be as simple or as complicated as you wish and will depend on the type of photo editing software that you have available. If you're not sure what is available insert a photo into a Microsoft Word document, right click on the photo and then choose 'edit'. Many programs have a 'quick fix' or 'auto' facility that automatically adjusts brightness, sharpness, colour, rotation, etc. In most cases this will be all you need.

It's worth providing some time for students to play and experiment with different visual effects: this is fun and can lead to some creative results.

If your images are destined for the web - e.g. as an online document or web page - you will need to reduce the file size of the photos otherwise they will take forever to download. This is a simple process, usually found under File > Save for Web. Check your photo software help file under 'reduce file size' for instructions for your particular program.

Save the edited images in folders named for each class and/or student for easy retrieval later.

4. Making use of the photos

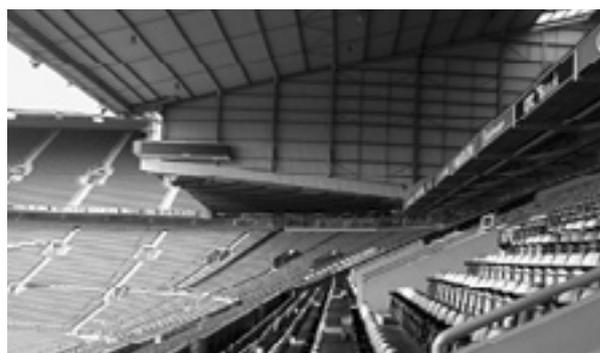
There are many possibilities. For example:

- Paper or web journals. If the latter, photos can be in full colour.
- Photo stories (see next page)
- Critical appreciation / quizzes
- 'Talk about' each other's photos – eg. in preparation for an exam
- To illustrate essays and compositions
- To illustrate letters of the alphabet
- To create class calendars (great for developing a sense of class community)
- To illustrate a process
- To document changes or cycles (eg. the seasons)
- For use in Powerpoint presentations

On the next page there is a page from a photo story created by teenage students at English Country Schools last summer.

As you can probably imagine, creating a picture story like this is an entire project in itself, involving the students in planning, directing and acting, taking the photographs, editing them and adding text (in this case using nothing more complicated than Microsoft Word). If you'd like to see the entire story in colour you can download it at the English Country Schools web site at <http://www.countryschool.com/documents/WSA2004Journal/murder.htm>

At English Country Schools we have taken things a step further by offering our teenagers 5 x 90-minute workshops in digital photography. As well as the basics, students learn how to take better photographs of people and landscapes, how to take action and nature photos, how to look for interesting and unusual subjects and angles, how to take trick photos, how to modify images, etc. Here are a few (necessarily black and white) examples.



I hope you will agree that these are impressive results. You can see the originals and other examples at:

<http://www.countryschool.com/quiz.htm>





What have you done to your knuckles, Nick?

Charlotte noticed that Nick's knuckles were grazed and bloody.



Something isn't right here!

Even though Nick assured her that he had fallen over, Charlotte didn't believe him.



Back in the classroom, everyone tried to think when they had last seen George.



I saw George yesterday and guess who he was with?

Toufik confided something to Diletta.



"I saw George walking up to the woods with Nick....."



Where is George?

...and about ten minutes later Nick came back alone!"

It's too early to say what effect the workshops will have on the students' English. I have been following the discussion on Content and Language Integrated Learning (CLIL) on the Young Learners discussion list with interest. My feeling is that at this age (13 – 17) motivation is crucial: when students are engaged in an activity which they enjoy for its own sake, if this takes place in English, language learning will result. At the very least, students will return home with new skills which will give them lifelong enjoyment and a greater sensitivity towards the people and world around them. That will do for a start.

Christopher Etchells is Director of English Country Schools, a residential English Language and Activity summer schools organisation in the UK for children and teenagers. He is also Web Site Manager for the YL SIG.



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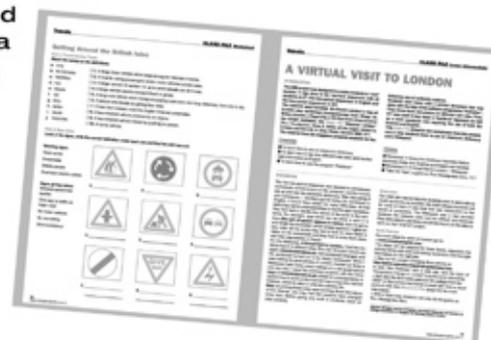


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Encouraging teenagers to speak English



Olha Madylus

Is it hard to get your teens speaking English in their English lessons? Once your back is turned do they lapse into mother tongue during group or pair activities? However much we cajole and encourage them to practice speaking English in class, often we just don't seem to be getting anywhere.

I have identified seven of the most common reasons that I believe students fail to speak English in the English language classroom and suggest ways of surmounting these obstacles.

1. They do not understand the point of speaking English most of the time in class.

By the time your students are teenagers they won't simply do what you say simply because you are the teacher or they like you or think it's all a game. Teenagers are very analytical - always asking themselves what the point of things is - as well as very sensitive and prone to shaky self-esteem – they do not want to look silly in front of their friends. It is vital that we as teachers explain to them why we do the things we do in class. Explaining methodology helps teens to understand how they are learning and the benefits of different class activities to their long-term development of English. Step into their shoes and imagine what it is like to be constantly told to do or not to things which may seem very arbitrary and useless, for example, *Take off your baseball cap, Sit up straight, Do exercise two.*

The role of speaking in class is not just to develop speaking and listening skills – reason enough to do it, but has other benefits, too. By practising speaking English students are improving the speed at which they retrieve English vocabulary and grammar from their brains, they build confidence and their general level of English also improves.

Nowadays English examinations give substantial marks to the oral part of tests. If students want to do well academically, this is even more incentive to practice speaking.

Discuss these reasons for encouraging them to speak English in class.

2. Translation is a way of learning that (a) comes naturally or that (b) they have been encouraged to use in earlier language learning.

Translation is a natural strategy for many learners in approaching language learning. Rather than fight it, try to integrate it into lessons. While translating, students will focus on meaning and form and make comparisons between the language systems of English and their Mother Tongue. If it helps your students learn and participate in class, it can't be all bad.

Here are some activities that are particularly appealing to teenagers.

Wall posters

Students can collate words on posters that either (1) have direct translations and are very similar in both L1 and English (2) false friends – words that seem similar but are actually different in meaning and often cause confusion (3) words that they often want to use but find hard to remember in English. Students can choose their own criteria for such word banks. They can also expand into collecting grammatical structures in similar groups

Idioms

Students can collect local idioms and expressions with literal translations and then the English equivalents (e.g. an Arabic idiom translates into 'The son of a duck is a floater' and the English equivalent is 'Fruit doesn't fall far from the tree'. It is interesting to discover how similar many such expressions are even when countries and cultures seem very distant. Students and teacher can discuss the precise meaning of the English in L1. Students can also add L1 translations/explanations to their language records where appropriate.

Soap Operas

Students choose a scene from their favourite soap opera or movie and translate it into English. They can act these scenes out in front of the class later

Dubbing

Students can do the soap opera activity using a videoed episode of the programme, turn down the sound and speak over their English versions (this may be more appealing to more self-conscious students).

Interpreters

In threes, students take on the roles of an interviewer, a famous person who can only speak L1 and an interpreter. They must carry out an interview (TV interviews are good as students think about body language too) with the interpreter facilitating communication. This is possible at low and high levels.

Tourist / Alien Role Plays

In pairs students are (a) themselves (b) a visitor from another country or planet where only English is spoken. (a) must explain either an L1 instruction, menu, set of rules, advertisement etc to the visitor.

Translation chains

Students stand or sit in lines, the first student is given a sentence in L1, they must translate it into English and tell it to the next person, who then translates it back into L1 and tells it to the next student etc until the end of the line. This can be done orally or can be written. This can be hilarious and can lead into interesting discussions about how the translations went wrong.

3. Speaking English is difficult

Make English use achievable. Especially with low-level classes, it is hard for students to use English without sufficient support. Provide classroom language (in the form of posters) that students can use throughout the lesson. Phrases such as *I don't understand*, *How do you say X in English?*, *How do you spell X?* can be introduced, drilled and students encouraged to use these instead of L1 equivalents.

Make activities, such as pair work, achievable

in English by ensuring as much of the English as possible that is needed for the task is pre-taught, drilled and practised before students are put into pairs/groups and expected to use it.

A survey such as this:

TV	Student 1	Student 2	Student 3
Film			
Sports			
Comedy			
Nature			

can be a useful support for students to use in order to practise 'Do you like watching X on television?' Students go round the class and ask four fellow students the four questions. They have all the language they need to do the task successfully and if they want to add more information in English they can do so under no pressure.

4. They do not have the English to talk about English

Talking about language is very difficult in a foreign language. When students are asked to do grammar exercises, write together in English, do any work where they need to think about how English works, this is a situation when students may benefit from being allowed to use their L1 together. In these situations students often usefully explain grammar/lexis to each other, share ideas about how English works and actually engage in a much deeper exploration of language than one that might occur when their teacher tries to prohibit use of English. Teachers can make it clear that at such times L1 use is OK!

5. They feel silly speaking a language in which they know they are making mistakes.

Here are some different tactics I have used successfully to help teens overcome their self-consciousness in a very fun way and feel less inhibited about speaking in English together.

Famous People

At the start of a lesson put stickers on the front of the teenagers' shirts – these stickers have on them names of famous international figures that all the students will know (George Bush, Arnold Schwarzenegger, Che Guevara etc).

Tell the students that for the entire lesson they will *BE* this person.

Students must walk around the classroom and greet each other *without speaking* to encourage students to internalise the characteristics of these people. Next they can speak and say hello. At this stage students will tend to speak in another voice to their own – they are ‘not themselves’ but have taken on a ‘mask’. During the lesson, which can be a typical one, remind students who they are and that the only way to communicate with such an international group is through English. Set up a discussion on a topic – the next one in the course book will do. Students must discuss the topic in role. You can also get students to do group language work like grammar exercises still in role.

This approach may not work with all groups of teenagers but has worked very successfully with groups I have taught, especially in the 11 – 14 age group, once they trust the teacher.

Hats

Similarly get students to wear funny hats or use props like sunglasses, a scarf etc to denote that they are in role as an English-speaking person during part or all of the lesson.

Set an example

If you share the same L1 as your students, stick to the rules that you set for your students. Use English as much as possible for class routines and for managing the class as well as for ‘direct’ language teaching.

6. It is artificial to communicate with their classmates in a foreign language.

If students feel strongly about a topic they are discussing in class, the way they are learning, issues outside the classroom etc., it is only humanistic to allow them to express themselves in their L1 within the classroom. So I allow for a time (e.g. the first or last five minutes of any lesson) that is free for discussing their learning, the topics of the lesson, or just telling their teacher and fellow students a funny story that would take forever to tell in English and would lose all the humour, etc. Making it a clear place or time can instil security, but maintains an ‘English as much as possible’ classroom for the rest of the time.

Or we establish a sign – the students use the time out gesture that basketball players use to show that they want to say something in L1. This helps make them aware that they are changing language. Conscious switching is preferable to lazy lapsing, as the student has to think carefully about which language they are using and why they have swapped.

7. The topic that they are supposed to be talking about in English is boring, so they talk about something else in their mother tongue.

There are lots of fabulous ideas and activities available in course books, supplementary books, journals like the very one you are reading now and internet sites that provide challenging and interesting topics and task for teen students to be interested and absorbed by.

Reminders

Sometimes students lapse into L1 because they simply forget they should be using English. I introduce playful reminders into lessons. For example, if students lapse into L1, I shake a paper cup with a few coins in it that has \$10 or similar written on the outside and threaten to fine them. I never take any money! But it becomes a joke and students remind each other to speak English saying e.g. *You must pay the teacher a thousand dollars*, so it focuses them back on to speaking English.

Similarly I have used a football sign that is easily recognised by students - a red card – a card I pass to the first student I notice using L1 excessively or inappropriately during the lesson. It is then her/his job to pass it on when they notice another student doing the same. The student with a red card at the end of the lesson has to do a job for me like clean the board or carry my books back to the teachers’ room. Again it just makes them more aware of using English. And the policing is done by the students and not by me as I have more important things to do during the class.

Conclusion

To deal with the reasons that my teens use mother tongue more than English in class, my first strategy is to stop being too concerned at the presence of mother tongue in the classroom. Why? Because I want my

classroom to be a comfortable and supportive learning zone and not a battle ground and I believe we should first understand why our teens don't speak English and think of win-win situations, where we can encourage and gradually build up the amount of English used in the classroom.

Olha Madylus began teaching teenagers over twenty years ago in the British secondary state system before joining the EFL profession. She has taught, trained and managed EFL in the UK, and with the British Council in Hong Kong, Venezuela and Greece. She is currently working as a freelance YL trainer and consultant. She also writes the YL pages on Macmillan's website: www.onestopenglish.com.



Preparing teenagers for the First Certificate Exam (FCE) 'Use of English' paper

Bernadette Maguire

The international average age of the Cambridge ESOL First Certificate Exam (FCE) candidate is around 23 but in the British Council Madrid teaching centres, young learner candidate average age is around 14½ and getting younger, with candidates sometimes as young as 12. While carrying out some research into the teaching/learning of grammar at upper-intermediate level and more specifically during preparation of these young learners for the FCE *Use of English* paper, I interviewed a group of teachers about their opinions on young candidates and *Paper 3*.

Teachers were of the opinion that the tasks their YL candidates found the most difficult were the open cloze (part 2) and the word-builder (part 5). These two task types are both gap-fills. Further research into students' performance proved this to be the case, parts 2 and 5 ranking higher in the failure stakes than any other of the Paper 2 tasks. Adult candidates seemed to find transformations (Part 3) more difficult. Most teachers also coincided on the need for a systematised approach to exam preparation for the *Use of English*.

Students whose general level of English is quite high have fewer problems with *Paper 2*, especially if their speaking skills are good, since the 'instinctive' nature of their language control brings them through the technical difficulties.

Those whose language control is of a more 'academic' and less 'integrative' nature, however, are clearly in need of a more systematised approach to exam preparation than that which appears in most FCE preparation text books.

I had carried out some research into the reading habits of young learners and found that, hardly surprisingly, young candidates have had practically no previous or 'natural' exposure (other than that which they get during the course) to the type of texts they are expected to deal with in the *Reading* and the *Use of English* papers. These, described by UCLES (for the *Reading* paper) include 'advertisements, correspondence, fiction, informational material (e.g. brochures, guides, manuals etc.), messages, newspaper and magazine articles, reports.' In fact, they are mainly magazine articles of the 'colour supplement' type and the subject matter, described by UCLES as 'informative and [of] general interest' seems to be of little interest to our average 14 year-old teenager. The magazines Spanish teenagers are interested in are mainly about sport (mostly football), cars or motorbikes, computers (mainly games) and music in the case of the boys and beauty/fashion and gossip magazines, in the case of the girls – needless to say, they rarely read the Sunday colour supplement. To activate

candidates' 'schemata' (necessary, or at very least helpful for dealing with any text) on articles entitled: *An art competition*, *The importance of work*, *My chemistry teacher*, *Made in China* (FCE March 2003), *Mountain climbing*, *A new cruise ship*, *The train journey* or *Putting on a stage show* (FCE December 2003) is quite a tall order for an adult newspaper reader – for a teenager the task of dealing with the texts is much stiffer.

Theories of learning

Vygotsky, the Russian educational psychologist, places talk and socio-cultural exchange at the centre of the learning process. His ideas contrast with those of Piaget, who stresses the individual rather than the social group and the biological/innate component as opposed to the cultural one. In his critique of Piaget, Vygotsky challenges his ideas regarding language and thought: 'In Piaget's view, the two functions follow a common path, from autistic to socialised speech, from subjective fantasy to the logic of relations.' He goes on to say that his own hypothesis 'reverses this course' (1994:45): '... our schema of development – first social, then egocentric, then inner speech – contrasts with the traditional behaviourist schema...'

Talk and learning, therefore, go hand in hand, from the social to the individual and back again. The process which the child undergoes when learning to speak is inextricably bound up with the extent of her engagement in the social relations and the culture into which she is born. The essentially social nature of the adolescent classroom is something which escapes no teacher of any subject. When the classroom is a language one, the social component is a resource and indispensable to learning.

ZPD & Scaffolding

The learning processes occurring in the adolescent classroom share most of the characteristics of those at large in the outside world, the teacher taking over the parental role and guiding students through learning. This occurs in what Vygotsky describes as the 'zone of proximal development' (ZPD) which he defines as being 'the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through

problem solving under adult guidance or in collaboration with able peers.' (1978:86). This occurs through 'scaffolding' and collaboration.

'Scaffolding' as defined by Maybin, Mercer & Stierer (1992) is 'help given in the pursuit of a specific learning activity, one which has finite goals.' It is the essence of teacher activity. The 'scaffolding': explanation, instruction, questioning and facilitating etc. and the learning: co-operation, explanation, questioning, practice and action etc. all occur through talk and all form the activity. The classroom is the scenario of the students' ZPD and classroom activity occurs within. This activity should provide the necessary 'scaffolding' for learning.

There are two types of talk occurring in the EFL classroom: scaffolding talk and collaborative talk, both of which form classroom discourse. The scaffolding talk is normally that which occurs during teacher guidance of the activity; it can take the form of instruction, elicitation, reconstruction, presupposition, paraphrase and silence (the absence of talk) on the part of the teacher. It is in collaborative talk that the learning is negotiated, practised, and consolidated, leading to the final 'handing over' of the new knowledge/skill so necessary to the completion of the process; this may take place in one lesson or it may take years to complete. During this talk, the students begin to 'take possession' of the new language and in this case, of the new skill.

It was with the importance of the group and the role of talk in mind that I developed a way of dealing with the parts of *Paper 3* which were posing the most problems. Like my colleagues, I had often seen students 'diving into' the gap-fills, hell bent on filling them in as quickly as possible and with no more than a cursory glance at the words before the gap, and virtually ignoring those following it, often without seeing the words they are required to provide as part of a larger whole.

The instruction

The strategies specific to the successful preparation of *Paper 3* are: *scaffolding*: good general classroom management, engagement with learning styles, controlled practice, time to think, monitoring and learner training, questions and discovery; *collaboration*: pair work, group work and individual contributions,

and *handover*, (Vygotsky, 1994) consolidation & recycling. The technique developed for young learner candidates is thus specific and systematised.

Open cloze and word-building

Stage 1

The students are taken into the text little by little and, with the target text on the board (chalk, interactive white-board – whatever is available) the teacher reads it aloud to the group, inserting ‘beeps’ or the word ‘blank’ in the gaps. She asks gist questions with the class as a whole. This helps to activate students’ ‘schemata’ and discourages the ‘plunging in at the deep end’ referred to above. This first part of the teaching/learning capitalises on the strength of many YL students: their instinctive language control, shown in their relatively successful production of the sentence transformations, their ability to perform well in the multiple choice and the error correction, (which I believe responds to their ability to spot something which sounds/feels wrong.)

They are then given the opportunity to fill in the gaps according to how something sounds/feels. They do this collectively, with the teacher firmly in control. Spanish adolescents enjoy working as a large group and seem to suffer from none of the embarrassment felt by adults when required to speak out in front of the class. The fact that they do this collectively, rather than in smaller groups or individually allows the stronger students to support the weaker ones and also helps the teacher to pinpoint potential problems. In this way ‘scaffolding’ takes place on several levels: both on the part of the teacher and that of more able peers.

Problems are dealt with together and students are required to apply a systematic analysis to the gaps, both from the point of view of function and form. They are encouraged to take note of typical difficulties, organising them into categories depending on the error type. They are encouraged to make note of unknown vocabulary - in the form of word families in the case of Part 5 preparation for example – and discussion and explanations from the floor are encouraged and shared. The exercise is completed.

Stage 2

With a new text, the teacher continues to lead students in gently. This time she asks them to read it twice, individually and quietly and then asks gist questions to consolidate basic understanding. This time students carry out the tasks without quite so much teacher support, (in groups of three) relying on their combined ability to go through the task systematically. The teacher monitors, dealing with difficulties by probing and eliciting. Students place the word grammatically but now find it easier to do so, having exposed their understanding quite exhaustively to the context: the phrase, the sentence, the paragraph and the whole text.

Stage 3 (handover)

This stage involves the individual and depends less on the group. Students are now ready to go through the first stages (gist reading, attempting to fill the gap instinctively) individually. (Teachers should never hesitate to go back a stage if they feel students are jumping into the text too hastily). If a student is particularly resistant to ‘stopping and thinking’ they can be given a checklist of their own particular pitfalls, which they can develop themselves: check negative? part of speech? etc.

So, the young candidates are ‘trained’ to go through the following steps:

- 1 Read (twice) for gist, without filling in gaps, but (mentally) ‘speaking’/noting the gaps.
- 2 Fill (in pencil) gaps which ‘jump out’ naturally.
- 3 Check these within context of the sentence, taking careful note of what goes ‘before’ and after the gap. (part of speech, negative, etc)
- 4 If/when sure, insert definitively.
- 5 Read again, making a mental note of remaining gaps.
- 6 Fill in any more which occur naturally
- 7 Check as in (3) ‘before’ and ‘after’, etc

And so they continue, from (2) until they finish.

I have found this systematised approach works well for my young candidates. It’s a way of ensuring that exam preparation is meaningful and an essentially learning experience. It helps them identify their own areas for improvement and encourages self-awareness. It contemplates different learning styles and capitalises on adolescents’ very

real ability to work together, whilst constantly providing them with the support and resources they need to acquire the confidence to take over the process themselves.

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I like bananas



Tim Priesack

'I like bananas' was the title of my presentation at the IATEFL Liverpool Convention. The words in the title sentence were used as example models for the session and much of the content of the session was generated in pair and group tasks.

Changes in national guidelines

Many countries have recently changed, or are in the process of changing, the organisation of language teaching in Primary schools to introduce English language training from the first years of compulsory education.

At the same time, new national syllabi infer that English is to be taught as a language of communication that will accompany the children through secondary education and into life-long careers.

Implications for language content and tasks

These changes inevitably generate discussions regarding both methodology and course content. Course designers have to consider the choice of exercise types for children who are learning and consolidating the English language as an instrument of communication as well as the choice of language items to be included in a course.

If the English language is to be taught as an instrument of communication the teacher must give the children the opportunity to practice communication in the classroom. For the great majority of young learners this will be the only opportunity they will have to use the language they are learning until they reach maturity and can personally experience the world outside their classroom, family and town.

Learning to learn

Language learning exercises and tasks such as working in pairs and groups, role play activities, dialogues, controlled oral drills as

well as activities involving physical movement are part of the methodology used in the second language classroom. However, it should be remembered that, although these activities are part of EFL methodology, they are certainly not the norm for the children, who are used to more traditional learning patterns in the other subjects they study at school.

The EFL teacher is given the task of teaching a language, which the children will have no opportunities to practice outside the classroom, using unfamiliar learning exercises and tasks.

The Primary teacher must, therefore, dedicate a lot of time and energy to teaching the children the rules of learning a second language. The methodological framework of the exercises must be revised in the same way that the language content of a course is continually recycled.

If the children are unable to complete a language task successfully, the first reaction of the teacher should not necessarily be to consider the level of the language required to be beyond the knowledge of the learners. The most common reason that children fail to perform well during L2 learning tasks is that the children do not remember exactly what they have to do within the task. They do not remember the methodology of the exercise. When asked to work in pairs, for example, the children must understand not only what they have to say but also what they have to do with the information they receive.

Teaching the rules of learning, especially through giving models and examples of exercises, is an important step in creating a good learning environment, especially in the first class, as this will form habits which will accompany the learners as they move through the levels.

Personal language portfolios

Teachers should ensure that the instructions given before children begin a language task are crystal clear and encourage the learners not only when they do well but also when they try hard. Children should get enjoyment and satisfaction from learning as well as having a clear vision of the progress that they are making .

Many teachers ask their learners to build personal language portfolios of their best work and spend time with the children finding out what language they really want to learn. Children should be given a framework for judging their own performances to help them feel and appreciate the progress they are making. An effective guide for this type of work can be found in the various sections of the European Language Portfolio (ELP).

Course content – language

As children are required to begin learning the English language at an earlier age than in the past, teachers need to spend time deciding exactly what language should be included in early syllabi.

Research into the frequency of words used by children reveals that, not unexpectedly, the most common word uttered by children is 'I'. Children love talking about themselves saying what they can do, what they want and think, what they like and dislike as well as how they spend their time outside school.

It is not by chance that the language descriptors listed in the European Framework of Reference Levels, part of the ELP, all begin with the word 'I'. The second word is also important 'can'. The statements are not *I understand (a particular language item)* but *I can (use this item)*, for example, *I can tell you where a person or thing is*.

Course content – language tasks

The role of the teacher, therefore, must be to design language tasks which give the children the opportunity to talk about themselves. An implication of the latter statement is that as we do not spontaneously produce language but respond to an input, the teaching of the

forms for asking questions must also be given high priority in our teaching. Without learning the question form the children cannot use the language that has been taught to talk about themselves in pair or group work.

Another implication of giving children the opportunity to use the language we teach them to talk about themselves is the vital importance of teaching the learners the framework of working in pairs and groups. Conversation between an individual child and the teacher is a rather sterile moment for the rest of the class but the same language exercise with the children working in pairs or groups offers the whole class the chance to express their opinions.

Language task example – group work

The framework of a group exercise which gives the children the opportunity to talk about themselves could be to divide the children into groups of six, (an optimum number for group work), and ask them to list a fact that they all have in common such as, for example, foods they all like or do not like, things that have all got or haven't got, sports they all can or all can't play. Groups can then be mixed and lists exchanged to draw up a list of things that the whole class have in common.

Language task example – pair work

Another type of student generated exercise, giving the opportunity for the children to talk about themselves, is a pair work task when the children are first asked to guess something about their partner and then have to check their guesses. For example, ask the children to write sentences about what they think their partner normally does on Saturday afternoons. Then each child describes their Saturdays and the other ticks sentences from the list when they are mentioned.

The final part of the activity is to get the children to ask questions about the sentences they have not ticked.

This type of activity can be used for various language items from making lists of objects they possess to things they can or can't do. An important aspect of both the groups and pair work exercises described is that

the children both talk about themselves and are involved in generating the learning materials.

Course content – choosing verbs

If children are to be given the opportunity to talk about themselves, consideration must also be given to the choice of verbs to be included in a course. A survey of verbs included in a major international course for children revealed the following list:

Be	Speak
Brush	Spend
Collect	Start
Comb	Study
Come	Swim
Cook	Talk
Cut	Touch
Dance	Want
Drink	Watch
Eat	Skate
Feel	Ski
Finish	Sleep
Fly	Finish
Get	Fly
Get dressed	Get
Get up	Get dressed
	Get up

This list does not take into account the passive verbs of instruction used in the course.

Obviously no list can be comprehensive for more than one particular class as children need to learn all the verbs they want to use to talk about themselves and each class will have different priorities for the language they want to use. The onus is on the teacher to discover each group's interests and supplement the verbs introduced in the language course used by the class.

Course content – lexical sets

The choice of lexical sets to be included in a course for younger learners of English follows the same markers as mentioned for the choice of verbs. The vocabulary sets included in the course materials should be supplemented by the teacher to include those sets that the children are particularly

interested in at the time. These sets are often connected to external events such as international sports events, sessions of the Olympic Games and aspects of national or local interest. These will change each year and, therefore, the sets included in the same level class in different years will inevitably vary.

Pointers

In conclusion, teachers should:

- give the children opportunities to talk about themselves;
- make sure that the learners understand the mechanics of an activity before beginning an exercise;
- find out about the children's interests which will reflect both on the verbs and lexical sets that are to be included in a language course.

Tim Priesack is a teacher, EFL author and teacher trainer who has lived and worked in Italy for many years. He has held workshops on teacher development in Cyprus, Spain, Portugal and Italy and is the author of language courses and supplementary materials for the English language teaching sector. At present he is Project Editor for LANG Edizioni.

Young Learners Special Interest Group e-discussion List

Wendy Arnold

What a wonderful start to the 2004-5 academic year! As frenetic as a new term/year always is, Professor Stephen Krashen managed to squeeze us into his very busy schedule. This fielded discussion was held in October 2004 and was titled 'Bilingual education' (see summary on page 27). However, I should add that the discussion started well before October, as teacher's were asking related questions during the summer holidays and probably got a surprise when Stephen who had been lurking, answered!

Summaries of all our discussions are available on our website. Log on to <http://www.iatefl-ylsig.org> and go to web resources, discussion summaries. Or check out the following URL address for archived messages <http://groups.yahoo.com/group/younglearners/>

What I'd like to see this year is more of our YL SIG subscription members (at the time of writing more than 370) join in with the discussions. We have increased our e-discussion group members to nearly 300 from all parts of the globe, representing every single aspect of teaching English from grass roots teachers (both non-native and native speakers), researchers, writers, publishers etc.

And onto why you should continue to be part of our e-discussion group or join it! Our discussion group comprises two kinds of discussions, proposed by our e-members and being ad hoc and invited 'experts'. I've added where the 'expert' discussion fielders are based so you can see how small our world has become, the archived discussion summaries also identify the country (where possible) of our members. We are truly a multi-cultural group!

Our invited discussion 'fielders' this year include:

Discussion no.2

14-21st January, 2005

Jean Brewster (Hong Kong), John Clegg (UK), Keith Kelly (globe trotting)

Content and Language Integrated Learning-CLIL

Discussion no. 3

11-17th February 2005

Brian Tomlinson (UK)

Materials development

Discussion no. 4

March 2005

Susan Norman (UK)

What exactly is accelerated learning?

Discussion no. 5

May 2005

Susan Hillyard (Argentina)

Teaching Thinking skills in school

In addition to the scheduled discussions we have also made 'coach trips' to other special interest groups discussions, which have included 'Task based learning' fielded by Dave and Jane Willis (many thanks to the Global Issues Special Interest Group). This reinforced the YL SIG's discussion earlier in the year, fielded by David Nunan, on the same topic. At the time of writing we are about to embark on another coach trip to share 'Second Language Acquisition' fielded by Scott Thornbury (thank you Teacher Trainers and Educators Special Interest Group.). All this cross-pollination of ideas will give all of us cutting edge information to feed into our own practice.

Our own e-members have proposed ad hoc discussions in this short period on:

- teaching a foreign language to very young learners
- grammar teaching
- dyslexia and pictographic languages
- Waldorf/Steiner pedagogy
- Helen Doron system
- books that link to topics/themes – further developing previous discussions
- picture books – further developing previous discussions
- pros and cons of early language learning

So you can see there is an incredibly 'rich' dialogue being exchanged. I hope that by the time you read this, I will have been able to write up the ad hoc summaries for 2004. Many of them are new but some keep coming back to some fundamentals and that is very healthy that we keep reflecting on what makes good practice, what materials help us to teach and revisiting methodology and pedagogy.

And don't forget if you have any 'burning questions' of your own, please DO SHARE. Often the most exciting impromptu discussions are started by our members questions!

Looking forward to some more 'voices' taking part in 2005. May 2005 be the most successful ever for the YL SIG and English language teaching around the world in general.

Here's to a fabulous year of YL SIG discussions! Hope to catch up with some of you at the IATEFL Conference in Cardiff. Please do come and find me!

Wendy Arnold lives in Hong Kong and is the YL Discussion list moderator

Bilingual Education:

A summary of the YL SIG e-discussion in October 2004

Stephen Krashen

A number of very different issues were discussed in the Young Learners Group Discussion on Bilingual Education. I will attempt here to discuss only some of them.

Some definitions

Wendy Arnold asked for clarification on terminology used in the field. I present here those terms she inquired about, as well as some others that I think require some explanation.

ESL stands for English as a second language, and usually refers to situations in which English is widely used outside of class. A student acquiring English in the United States, for example, is in an ESL situation.

EFL stands for English as a foreign language, and usually refers to a situation in which English is not widely used outside of class. A student studying English in Taiwan, for example, is in an EFL situation.

Sheltered subject matter teaching refers to a subject matter class made comprehensible for intermediate second language acquirers. The focus is on subject matter, not language; subject matter is tested, not language. No native speakers or very advanced acquirers are allowed, nor are beginners allowed. Studies show that students in these classes acquire as much of the second language as those in regular intermediate classes, or more,

and also learn subject matter at the same time (Krashen, 1991).

Recreational reading means reading because you want to, no book reports, and no questions at the end of the chapter. If you don't like the book you can put it down and choose another. After reviewing the extensive research done on recreational reading, I have concluded that it is one of the most powerful means we have of improving both first and second language proficiency (Krashen, 2004).

Bilingual education: I have two definitions and both, I think, are valid. The first: A way of using the child's first language to accelerate second language development. The second: A means of allowing the child to continue developing the heritage language, after the second language has been acquired. These two definitions attempt to capture the two goals of bilingual education. Studies confirm that using the first language in school can indeed accelerate second language development (Willig, 1985; Greene, 1997; Krashen, 1999).

Heritage Language: A family language that is not the official language of the country.

Comprehensible input

In response to several points brought up, I repeated my hypothesis about how language is acquired: there is only one way

– comprehensible input. We acquire language when we understand what people tell us or what we read. This is a necessary, but not sufficient condition for language acquisition: in addition to comprehensible input, acquirers need to be “open” to the input (a low “affective filter”) and the input needs to contain aspects of language that are not yet acquired, but the acquirer is “ready” to acquire (i+1).

Some critics have claimed that this hypothesis is too simple and too sweeping. It is, however, very consistent with the empirical evidence, and rival hypotheses have serious flaws (Krashen, 2003).

Language Production

The Input (or “Comprehension”) hypothesis maintains that we don’t learn to speak by speaking. Rather, the ability to speak emerges as a result of language acquisition. Real “practice” in speaking consists of obtaining comprehensible input.

David Hogg commented on this claim, pointing out that we often see cases of those who appear to have high levels of comprehension in English but tend not to respond in English. This is also the case for speakers of a heritage language. There are several possible explanations for this phenomenon.

The first is simply a lack of comprehensible input: the acquirer, is not yet ready to produce. Comprehension is not as great as it seems to be. The cure is more comprehensible input. Another explanation is that the acquirer is going through an extended silent period; there is considerable individual variation in how long acquirers with similar levels of competence “wait” until they start to produce. The third explanation is that there is an affective block. This could be caused by very high standards imposed by others and/or by the acquirer him or herself. This is quite common in heritage language situations (Krashen, 1998). It could also be caused by the tremendous pressure felt by immigrant students to speak the language of the country and to reject the heritage language (Tse, 1998).

Issues related to reading

Vocabulary and spelling

Recreational reading is, of course, comprehensible input in a relaxed, low-pressure situation, and should result in a great

deal of language and literacy development. The research confirms that it does. In addition to improving writing style, reading comprehension, and control of grammar, recreational reading is the major source of our vocabulary and spelling competence. In response to a question from Wendy Arnold, I noted that research suggests that acquisition of vocabulary (and probably spelling) is gradual; readers acquire aspects of the meanings and spellings of new words as they see them in comprehensible texts, a little at a time (Nagy, Herman and Anderson, 1985; for a short summary of my position on spelling, see <http://www.trelease-on-reading.com/spelling-krashen.html>; for more detail, see Krashen, 2004). With wide reading, this gradual process results in a great deal of acquisition of vocabulary and spelling.

Estelle Angelinas (Costadina) pointed out that some parents regard spelling as an important measure of school progress. The problem is that if you only study spelling, you won’t be able to read. But if you learn to read for meaning, you will gradually develop the ability to spell. Wide reading will make you a good speller, but it will not make you a perfect speller; Most good writers have a few spelling demons. But there are ways of helping writers deal with the relatively small number of words that give them problems (eg the spellchecker).

Access to books

Wendy Arnold described a program that contained a “vast” number of books, which I think is absolutely essential for reading to have an impact. Jason Renshaw described a program that allowed children to select whatever book they wanted to, a program that “encouraged ‘reading according to interest’ (sometimes involving kids selected and trying to read books ‘above’ their level.) Renshaw believes that “children themselves appear to be able to determine which ‘input’ is potentially ‘comprehensible’ to them rather than teachers sticking to a syllabus and level system.” Renshaw also noted that he makes a wide range of books at different levels available.

Both research and theory support Renshaw’s approach. In *The Input Hypothesis* (Krashen, 1985), I reviewed the research on parental speech to children as well as input to adult second language acquirers, and concluded that it was consistent with the view that if acquirers are provided with enough comprehensible input,

i+1 is automatically provided. We do not, in other words, have to make sure that we proceed along a predetermined syllabus. All we have to do is make sure that students are involved in interesting, comprehensible reading, and hear interesting messages, and vocabulary and grammar will take care of themselves. It is, in fact, hard to me to imagine how language acquisition could take place any other way.

Research also tells us that we don't have to be concerned that students will stick to very easy reading, and never progress to more demanding books. Labrant (1958) reported that children's tastes gradually expand as they read more. In Krashen (2004), I reported several case histories of readers who said that comic books served as a conduit to "heavier reading."

Of course, some reading will appear to be "below" the readers' current level. This is not a problem. "Grade level" is an average – a book that appears to be at the fourth grade level will contain some text that is above and some that is below that level. Thus, an "easy" text might contain some language that is at or beyond the reader's level. Also, easier reading can serve to supply background knowledge in a new area and/or introduce the reader to reading in a different genre.

The first language

The first language can help with second language acquisition in two ways: (1) The subject matter knowledge the students learn in their first language helps make the input they hear and read in the second language much more comprehensible. (2) Literacy developed in the first language facilitates the development of literacy in the second language, even when the writing systems are different. The validity of this explanation is supported by the many students showing that bilingual programs are effective in helping language minority children acquire the second language of the country, as noted earlier.

If the above is correct, it predicts that reading in the first language will help second language acquisition, by providing background knowledge and literacy development. Ozbek Inan asked this question: What if students don't want to read in their first language? There are two explanations for this phenomenon: (1) children do not have access to interesting and comprehensible reading material, or (2) children

are more attracted to the second language. According to Costadina's description, condition (1) may be true for at least some parts of Greece. Discussing the case of children who grow up in small villages, she wrote, "I'll bet they have VERY little access to reading material in Greek. I think this is the true cause of low levels of literacy development. Few books in the home, poor school libraries, poor public libraries."

In the United States, both factors are present with respect to Spanish. Very little reading in Spanish is available, both in school libraries (Pucci, 1994) and bookstores (Pucci and Ulanoff, 2004). Also, as children enter the teenage years, many develop ethnic avoidance (Tse, 1998) and prefer to identify with the majority culture and the majority language.

It remains to be seen whether the phenomenal growth and power of English will result in negligence of the first language and the loss of interest in reading in the first language in all countries. As Jason Renshaw noted in one of his contributions to the group discussion, there is tremendous concern among parents in Korea about how well their children will perform on English tests. This could result in an (over-) emphasis on reading in English. My own visits to book stores in Taiwan revealed that children's sections are well-stocked with English books (and tapes), and customers with small children showed a great deal of interest in these books. Ironically, Renshaw reported that he did field trips with his EFL students to Korean public libraries, "where we would spend a few hours letting (the children) read Korean literature. Quite unusual, if I say so myself, English kindergarten teachers escorting Korean kids to a library in Korea to read Korean books!" Unusual, but important.

Age

The most frequently discussed question in EFL also came up in the YL discussion, thanks to Wendy Arnold: What is the best age to start EFL classes? The public, of course, assumes that "earlier is better" – English should start at Kindergarten or even earlier. This assumption is not correct. The research consistently shows that older children make faster progress in second language development than younger children (Krashen, Scarcella and Long, 1979). It is much more efficient to start later, at grade three or four, for example, rather than at kindergarten or grade one.

One reason starting later leads to more rapid acquisition is the fact that children at this age have more literacy and more background knowledge, thanks to their education in their primary language. As noted earlier, background knowledge makes English input more comprehensible.

In second language situations, children must begin to acquire the second language right away, because it is used all around them. But there is no practical need to start English super-early in the EFL situation.

Note that I am not arguing that early exposure to English should be forbidden, only that it should not be required.

Our goal

A consideration of our long-term goals should help EFL professionals and the public relax a bit. In my view, it is not important how much of the foreign language students acquire while they are in school as long as they reach a certain threshold. They need to acquire enough so that they can continue to improve on their own outside of school, after the program ends. To ensure long-term progress, we also need to provide our students with the proper tools. The tools include some knowledge of how language is acquired, and how to obtain more input, e.g. what books are available for recreational reading and where to find them. In declaring this to be our goal, and not perfection, we are following a common-sense philosophy common to education in general, to enable students to continue growth after school ends.

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Stephen Krashen is Professor Emeritus of Education, University of Southern California. His recent books include Explorations in Language Education and Use, and The Power of Reading (second edition). He now has a website <http://www.sdkrashen.com>, which offers lots of keen stuff for free. He also holds a black belt in Tae Kwon Do and was the 1975 Incline Bench Press champion of Venice Beach, California.

MA in Teaching English to Young Learners (by Distance)

The English as a Foreign Language Unit of the Department of Educational Studies, University of York, was the first unit to run this highly specialised MA in TEYL in Britain. The course starts in July of each year (or in-country at other times of the year).

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"This MA has been extremely valuable for me, especially because of its practical nature. All the modules have directly influenced my day-to-day working practice. I think that the programme structure, documentation and supervision have been excellent"

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MA in TEYL Graduate

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Children's ESL Learning and Play at home: from Caterpillar to Butterfly



Chong Nim Lee

Caterpillar

In my garden, I got a caterpillar.
He always eats the leaves.
And there are only two leaves left.
Suddenly, that caterpillar changes into a butterfly.

by Amy (29th June, 2003)

Introduction

This poem was written by Amy, a Korean native speaker aged 7 who had been in England for nine months, after playing with a sleeping bag. (*Amy said that a caterpillar crawling inside a sleeping bag became a butterfly, creeping out of it and fluttering blanket as if she had a wing.* from Mother's field notes, 29/06/03). The poem reminds me of the significance of informal learning strategies and materials for children's L2 proficiency. Furthermore, it provides a metaphor for my beliefs about children's learning and development: as parents, we should support our child's learning environment (*leaves in the garden*), in which s/he (*a caterpillar*) can play and turn out to be an independent and autonomous learner (*a butterfly*) in the end, with space (*two leaves*) remaining for them to return anytime if necessary.

This ethnographic case study offers some suggestions about how parents can help their child develop English literacy and improve English proficiency at home either in an ESL or an EFL context. It presents in some detail how Amy who had difficulty adjusting herself at English school due to target language incompetence at the initial stage could reach the most dramatic improvement in her English proficiency in rather a short time. In addition, Amy's products show that second language learning can also be a tool for cognitive development.

Theoretical background

According to Vygotskian views (1978), learning is the development of cognition as a result of participation with others in goal directed activity. In other words, learning occurs by assisted performance in the context of activity. The gap between the actual development level and the potential development by assistance is called the Zone of Proximal Development (ZPD: Vygotsky 1978: 86); support for learning in the ZPD is called 'scaffolding' (Wood, et al. 1976). Effective scaffolding should improve children's task performance by making it more likely that a difficult task will fall within the child's ZPD, and should maintain or increase a child's use of private speech (audible to oneself) because it has been shown that private speech is most frequent on moderately difficult tasks within the child's ZPD (Behrend et al. 1992). Vygotsky (1978: 102) points that children's play as an activity creates a ZPD and in play children may behave beyond their average age, above their daily behaviour. Tough (1977) advises that through dialogue in (imaginative/ symbolic/ pretend) play, parents can help the child consider the lives and feelings of other people and reflect on the consequences of action. This not only leads to expressions of thinking through language, but also extends the meaning of play.

Home learning context and children's learning strategies

In this study, **Amy** (7 years old) lives in England with her sister Susan (10), cousin, Diana (8), grandmother and mother/ researcher. All three children attend English primary school in classes appropriate to their age. Based on ethnographic research

method, children's home activities were observed from the 6th month after Amy and Susan arrived in England; Diana from 1st month, i.e. from February, 2003.

Even though Amy attended a private language institute with native English teachers for one year in Korea before coming to England, she had much difficulty in understanding English at school during her first few months. However, with assistance and effort from her classmates and their mothers as well as her family members, she has made the most dramatic improvement in English proficiency. Now I'm sure she is almost equally fluent in English and Korean. She leads her own writing club every Monday after school. She designed her writing club plans with her own ideas in advance without help as in the following example:

1st December 2003

Make a telescope.

Write a plan about the space.

Write a story about the space.

Tell us about your story.

The following is the letter she wrote to her club members' parents for the above topic, 'space':

Dear Parents,

Please can you save some kitchen tissue rolls. You only need 2 because we are making a telescope. Can you try to bring on 1st December. And we're having a show. So, can you come a bit earlier about 5:55pm on 15th of December? Can you tell your child bring all things she has done on 15th of December?

Thank you.

Amy XXX

Amy enjoys talking, reading aloud, and writing stories and poems in English. She much prefers output-centred learning (e.g. she always tries to confirm her learning by talking aloud and even writing aloud, especially to her mother). She never worries about spellings and even hates her misspelling to be corrected by others, though she uses a spelling checker when she types on computer keyboard. She is an active user

of private speech and inner speech while learning new words and sentences (e.g. she tries to activate internalised concept of English words by murmuring 'what is it called?' and subsequently replying by herself 'oh, yes. it is...'; she asks frequent questions on the meaning of the words she heard from peer activity, teacher comments, etc.)

As for the other family members, **Susan** has a comprehension-input centred learning style (e.g. she enjoys silent reading and seldom talks aloud) and strong self-responsibility/autonomy in learning (e.g. she practises composition with a writing workbook; learns grammar with a reference book for herself, etc.). She started English school with a certain level of English proficiency especially in reading. She often uses a computer either to save her writing into a word processing programme or search for information. She plays a role in scaffolding her sisters as a more competent peer. **Diana** is very active and cheerful in her personality. She started learning English by copying sentences and reading together with helpers. She enjoys silent reading but sometimes a shared reading activity such as role-play. **Grandmother** is a Korean monolingual and concerns herself with the children's education. Amy has more often read her English book aloud to Grandmother and explained the story in Korean than the other children. Children understand their **mother's** work as a researcher and are willing to help make sure their activities were audio-recorded even in her mother's absence. Amy wrote about her mother in her writing titled *Amy Wang writes* (04/02/2004): "...*She (mother) likes me when I write storeys (stories). My storeys help her work*".

Family context and language choice

The children could be seen to manipulate their language use to create a desired meaning through code switching in the home context: Korean to grandmother; English to mother and between siblings. They code switched to gain control of the conversation according to different play contexts: English to Korean ('we' code); or Korean to English ('they' code). They usually preferred writing

their diaries and emails in English, by the time they had attended English school for six months.

Strategies for L2 proficiency in children's play at home

Among the three children, Amy participated in different types of play at home in the most active way, with siblings, English-only-speaking friends, and sometimes Korean-English speaking Korean friends. Amy used dialogue, monologue and narratives as her language use type. These are Amy's play types: role play as a news anchor, storyteller etc.; fantasy play, pretend play, etc. e.g. play school, play with a doll house, play nurse/hospital/ veterinarian, mobile phone play, play shopping, play alone with toys; a variety of writing (story making, letters, emails, invitation cards, diaries, etc) drawing; making artwork, etc.

The following example shows how Mother helped Amy extend her narratives and what learning strategies Amy used:

(A=Amy; M=Mother; ° ° = private speech; *italics* = Korean translation into English)

T1 A: (making music sound) Ding ding ding ding. Good afternoon.

T2 M: (in a whispering voice) Good afternoon, yes.

T3 A: Yesterday, one dolphin died. Dolphin was jumping and shark was jumping up and bite the dolphin. My friend, Hazel found that. And it was all red because it was all bleeding. We put that on the hospital. See you at night. Ding ding ...

T4 M: *Has it been done already?*

T5 A: *yes*

T6 M: *What was the news about?*

T7 A: Dolphin

T8 M: *Why did the dolphin die?*

T9 A: *Pardon?*

T10 M: *Why did the dolphin die?*

T11 A: Because shark bite it. Look at that picture I (make sound effect of drawing) chic it chic chic I'm, I that did that. Look! (a short time later)

T12 A: Bang, bang bang bang. This is the dolphin that dolphin died. We had to put this dolphin into hospital we already did. and the good news was a they was they

were a bit okay. So, if seagulls um nothing they can't bite them because they are too little to bite them. And this dolphin is jumping Over like a sea at sunset. It was so proud of it. But the shark was behind it and dolphin didn't know that. And she jump over like that and bite on her tail. (mutter to herself)°here bit. I can do the red mark.° (try to draw something so as to describe the situation in detail) (to mother) Can you pass me the red please over there.

T13 M: what?

T14 A: Red.

T15 M: Red?

T16 A: yea. ... This bit, look how it bleed. Okay? (draw red mark on her poster on the wall and try to describe it) this bit was a bleed. And this sunset was a sunset. It was all that night and the shark was looking at the ceiling. and Jump up and bite the dolphin. How did it work? Can you give me a paper please. ...

(part of 20-minute narrative presentation play, 16/07/2003)

As examples of parent's scaffolding, the interactions between Mother and Amy while Amy was playing as a news anchor show how family members can use social interaction techniques to increase children's speaking chances or expand their utterances with open-ended questions and use a game-like turn taking approach. Mother, above all, attended to Amy's play and showed her interest with short replies (T2, T4). She encouraged Amy to speak further by asking 'what' (T6) and 'why' questions (T8, T10), which led to a request for more information and then stimulated Amy's motivation for further report (T12) by activating ZPD (T11).

On the other hand, the extract also illustrates Amy's use of learning strategies. Amy played the role of news anchor (T3, T12, T16), using a poster which she had drawn at school, brought and put on the wall in the living room; attracted an audience to listen to her reports; and expanded her story telling further, using her scientific information with the support of her mother's questions. Amy also used private speech (T12, T14) and continued her talk with imagination, drawing

a supplementary picture on the spot. She also extended her narrative styles from news story (T3) to feature stories (T12, T16). Even with Mother's scaffolding of one or two short words only, (compare the length of all the interactions between Mother and Amy), children can move through the ZPD, i.e. improve their English proficiency in an ESL learning context.

Conclusion

Through analysis of examples in Amy's play at home, I have pointed out that any family members, regardless of their L2 use, can encourage or stimulate children's opportunities to speak, read, and write through social interaction/ dialogue to expand the ZPD and that anything around children can be learning materials or media to improve L2 proficiency, just as they can be tools for children's play, for example, a sleeping bag, kitchen tissue rolls or a poster on the wall.

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IATEFL Young Learners SIG WEBSITES

Did you know that the YL SIG has two websites, including one with content exclusively for members?

Check them out at

<http://www.iatefl-ylsig.org> (resources)

<http://groups.yahoo.com/group/younglearners/join> (discussions)



Assessing Young Learners in Serbia - Make it painful or painless



Marina Velkovski & Olja Milosevic

How it all started

The last decade has witnessed a marked shift of teaching English as a foreign language to the very beginning of primary level in many European state schools.

Likewise, last school year, English became a compulsory subject for seven-year-olds in Year 1 of primary education in state schools in Serbia. This situation presented teachers of English with many challenges, especially in the very important area of assessing young learners. Important issues, such as creating standards for pupils' language profiles and ways of getting students to assess themselves had to be resolved.

Creating assessment tools

The Serbian Ministry of Education gave a very flexible framework as regards assessment. In fact, teachers were given complete freedom to design assessment tools to serve their purposes. The only guidelines that they were given, were that they were expected to assess in accordance with so called "aims and outcomes", anticipated for that subject and age. At the end of each term, they also have to produce feedback on their students' performance in the form of narrative or anecdotal report. Here is an example of what a child could get at the end of school year:

He or she:

- uses the simplest language structures to talk about himself/herself and other people as well as about objects from the surrounding area.
- pronounces acquired vocabulary correctly
- takes part in group activities, helps peers in their work
- understands the teacher's instructions, songs and rhymes and reproduces them successfully.

Tests

Here is a test that I have designed for my pupils in Year 1. It is a comprehensive test, but most of all it tests children's listening and speaking skills.



Stage one

1. Put the children in groups of up to ten – it is not advisable to test more at the same time.
2. Explain the symbols and what they were supposed to do.

During the test

1. They do the test individually but when testing speaking skills, they can do it together, as a kind of a group response.

After doing the test

1. I asked them how they felt and they said that they had enjoyed doing it, and wanted to know if they were going to have a similar test soon.

Designing Development Continuums

However, in our situation, there was also a need to design another kind of assessment tool in addition to tests. Since a numerical marking system was abandoned for Year 1 and 2, we decided to design developmental continuums, with the examples of observable behaviours in the order they are most likely to appear in majority of children.

Another reason for using developmental continuums was the new emphasis on parental involvement in the learning process of their children. For assessment purposes this means that teachers need to communicate clearly to the parents how their children are getting on. Developmental continuums give good visual support of students' progress as well as a thorough description of students' achievements. Parents can easily see what a child is expected to do during the school year and where the child is at that point.

For Year 1 we have designed only the continuums for listening and speaking since only these two skills are introduced. For each skill there is a different standard. A standard is "a general statement that represents the skill that students should be able to do" (Bodorova at all, 2002, iv). Therefore, for speaking skill the standard is "Demonstrates competence in the general skills and strategies of the speaking process".

For each standard three benchmarks have been identified. They translate the standard into what the student should be able to do at certain times during the year.

And finally, for each benchmark there are examples of observable behaviour put in logical order, that is, the order in which they are likely to appear in most children.

Below is an example of the listening standard that we used in our situation, for our students.

Conclusion

Developmental continuums have proved to be very helpful in assessing seven year old beginners of English. They have provided a tool to identify the stage a student is at in the process of listening and speaking. Examples of students' behaviours have also helped us identify the stage they are at and to communicate the students' process accurately to the parents.

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Olja Milosevic is also a primary and middle school teacher of English. She particularly enjoys teaching through drama and ICT.

Figure 1.

Student's name: _____

Standard 1: Demonstrates competence in general skills and strategies of the listening process

Benchmark <i>Demonstrates comprehension of English words and phrases</i>	Benchmark <i>Knows the basic conventions of listening (Purpose, elements, procedures)</i>	Benchmark <i>Demonstrates comprehension of main ideas (e.g. in a story)</i>
<ul style="list-style-type: none"> - Recognizes and imitates correctly particular sounds (e.g. rhyming words) - Distinguishes English from Serbian sounds - Repeats words and phrases accurately (e.g. matches words to sounds heard) - Recognizes cognates (lemonade, hamburger) - Identifies an object when it is named or described - Follows a sequence of instructions in a listening activity 	<ul style="list-style-type: none"> - When listening to teacher speaking distinguishes intonation of a statement or a question - Follows and understands the meaning via contextual clues (identification of a speaker, tone of voice and sound effects) - Sustains attention when listening for pleasure - Identifies different speakers, tone of voice and intonation - Identifies which role play is being performed when presented with several short plays 	<ul style="list-style-type: none"> - Listens for overall meaning by the support of pictures or posters - Matches sequences of a story with the picture numbers - Matches story parts (presented out of order) with the corresponding picture number - Identifies specific words in a story - Predicts the next step/ending of a story - Joins in with the telling of the story by non-verbal response (acting out non-verbally)



Book reviews



Global Issues

Ricardo Sampedro and Susan Hillyard

Resource Books for Teachers

Alan Maley (Ed) Oxford University Press (2004)

Reviewed by Eleanor Watts

'What *are* global issues?' I wondered yet again as I read this book. For a long-time member of the Global Issues SIG, it seems a silly question and one I should have answered long ago. The authors of this excellent resource book define Global Issues as 'issues that affect (or have the potential to affect) large numbers of people, animals or the environment worldwide.' (page 75). This definition comes perilously close to 'life, the universe and everything'. I tossed about a few alternatives in my head – *Ethics through Language Teaching? Social and Environmental Issues through Language Teaching? Western Liberal Values (to which I usually subscribe) through Language Teaching?* Perhaps, after looking at the content of the book, I'll be a bit clearer.

Global Issues sets out to:

- provide easy-to use classroom activities to enrich language classes,
- promote a fresh and questioning approach to global and social issues,
- foster cross-cultural, cross-boundary understanding,
- promote interactive, learner-centred teaching styles,
- develop critical and creative thinking skills,
- encourage students to do their own research.

As the authors say in their introduction, 'The primary aim of language teaching is to communicate with people from other cultures. It is a natural extension of this to challenge cultural and racial stereotypes, promote tolerance and work to reduce conflict and inequality.'

At a time when three English-speaking countries form a coalition of invaders in Iraq, there is all too great a danger that the English

language itself will be perceived as an instrument of colonialism, not a tool for peace-making. The book's emphasis on the ways a common language can help diverse peoples to understand each other is timely. The varied, thought-provoking lesson plans will motivate young people to learn the language by using it about issues that matter to all of us.

Readers of **CATS** should be aware that the book is aimed at teenagers, not primary school children. The general language level is high and the concepts handled quite complex. As the focus is on content, not form, fluency is given greater emphasis than grammar (apart from modals like *should* which crop up frequently!). The 59 lesson plans are divided into four sections:

1 Awareness raising: This section includes activities developing a knowledge of the world through such means as newspapers, the labels of products and individual research. Knowledge of key facts is built up through quizzes dressed up in various guises such as Bingo and 'Drains and Ladders'.

2 Personal experiences: These activities start from students' prior knowledge of the world and make use of a variety of investigative techniques such as analysing the advertising, sales techniques and types of customer in a shopping mall. There are plenty of interesting ideas. I particularly like the graphic technique of adding building bricks to a tower while analysing the elements of bullying and taking the bricks away each time a possible solution is offered.

3 Major Global Issues This section is organised thematically. Key issues such as racism, globalisation, AIDS, GMOs, war, child labour and gender are addressed. In all cases, there is a strong concern to present both sides of a question, though most of the suggested references tend to be loaded – the recommended resources on the death penalty are all against it.

4 Music, drama and communication skills: One song by Dire Straits provides the stimulus for several lessons and these ideas could be adapted to other popular songs

of the day. There are some good ideas for drama, such as the use of cue cards to help look at homelessness from the perspectives of the homeless and other members of society.

There are many useful features to the book. Each lesson plan has a clear introduction to the theme. The procedure is explained in steps and there are ideas for follow-up. The teacher is given resources such as photocopiable worksheets (but note that some require an enlarging facility), photographs and the words of songs. At the end of each lesson plan there are suggestions for further resources and there is an excellent reference section at the end suggesting useful books, teaching packs and websites as well as the addresses of NGOs and government related agencies which could provide further information.

No book can be useful to everyone and this has its limitations. Some of the activities are only suitable for small, well-motivated classes. There could be classroom management problems in expecting a large class of potentially disruptive teenagers to walk around the room searching for the missing part of a picture (page 46). Many assume the availability of a photocopier, library, computer or video machine – in short supply in most developing countries. The general language level is high and few activities are suitable for learners who are not already able to communicate effectively in a second language. Because of this and the conceptual complexity of the issues discussed, it will be of limited usefulness to primary school teachers.

Teachers who do not believe in the importance of student participation or who are expected to teach grammar for a summative exam may find the activities too open-ended. In schools and cultures with a top-down approach, it could even be seen as subversive. Encouraging students to think critically and express their own ideas is not the norm in cultures where the learner is expected to follow obediently in the teacher's footsteps. In this sense, it is very much a product of a liberal westernised value system and would not be tolerated by those it is so anxious to tolerate. I am uneasily conscious that my own value for independent thinking

and discussion arise from the culture that raised me, that these teaching methods may be appropriate only in some situations.

But for those teachers who *do* want to educate their students to think critically about key social, environmental and ethical issues – yes, let's say Global Issues – this book will be a jewel.

Eleanor Watts writes primary school textbooks for South Asia. Her main interests are in training teachers and developing materials for large classes with minimal resources.

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Puzzle time for starters

Jon Marks

Delta Publishing (2003)

Puzzle Time for Movers

Jon Marks

Delta Publishing (2004)

Reviewed by Niki Joseph

How many times have you devised as puzzle for your class? A little crossword or a riddle? Most children enjoy doing them as they are not only linguistically challenging but also cognitively challenging – they make them think. These books set out to provide just that. And the back cover adds 'They can be used as the basis for a whole lesson, as a supplement of a course book, as end of lesson fillers or as homework'.

The puzzles

What kinds of puzzles are involved? There are the usual crosswords, finding the way, riddles (what am I?) – but also mirror writing, jumbled words (but the letters are lying down, or back to front!) and an editing exercise – where the words look to be correctly spelt but upon closer inspection you see that there are 2 'ls' where there should be one, for example.

Cambridge YL Tests

Both books claim to be based on the respective Cambridge syllabus (the word lists) but can obviously be used with classes that aren't doing the tests. However, this doesn't mean that all of the words are there – I was unable

to locate 'supper' in the Starters book. But on the other hand, one of the movers puzzle does include all of the animal vocabulary. So you need your own copy of the word list to hand.

Layout

The beginning of the book has an introduction with the rationale clearly explained and some useful information. Then there are 10 general activities which teachers may or may not be familiar with – from *Simon says* to Hangman (but it's an elephant!). Even if you know these activities, it's always good to be reminded of them.

Each book has 30 puzzles plus 7 mini-puzzles. And as the books are ring-bound they are easy to photocopy. The layout is clear with the teachers' instructions on the left hand page and the puzzle on the right.

Like other Delta photocopiable books, there are explicit teachers notes on the facing page. Here you can find the language aims, the vocabulary, the procedure and some additional activities – extension. These are clearly laid out and easy to follow.

And if you are looking for a puzzle to practice something specific, then you just need to go to the end of the book. The index at the back of the book is user-friendly with two alphabetical indexes; one of grammatical structures and one of topics.

However, I found that these photocopiable pages were not always self-explanatory for some children i.e you can't just give the page to the class and ask them to do it. Some of the puzzles have an example, but some don't and it's worth remembering that not all children are willing to take the risk of just doing something... they do need the assurance that what they are doing is right. But with practice, I think that these puzzles will become a useful asset for fast finishers or self-access. The author also suggests that for teachers who do give homework, these could be suitable assignments. But there are also the mini-puzzles.

Mini-puzzles

At the back of the books are seven mini-puzzles '*which the pupils can do with little preparation and which will take less time to complete*'. I'd agree and the brilliant part of these is that they are reproduced twice on each page in order to reduce photocopying. Could all of the puzzles have been reproduced in this way, I wonder?

All in all, most children love puzzles and these books are a welcome addition to the YL bookcase.

Niki Joseph is a freelance teacher and teacher trainer based in Lisbon ,Portugal.

FORTHCOMING EVENTS 2005

5th April

YL SIG Pre-Conference Event (PCE)

Teachers and young learners : research in our classrooms.
City Hall and National Museums and Galleries, Cardiff, Wales

5th – 9th April

39th International IATEFL Conference

City Hall and National Museums and Galleries, Cardiff, Wales

27th – 29th August

YL SIG Conference in Latvia

(Title and dates still to be confirmed).

For more information please contact YL SIG Joint Events Coordinator, Gordon Lewis.

Young Learner SIG Pre-Conference Event Cardiff - 5th April 2005

Teachers and young learners : research in our classrooms.

Young Learner teachers are professionals working in a rapidly changing area of the ELT field. Much has happened in the last decade and new methodologies and techniques are reflecting research that is now being published by academics and non-academics alike. We would like to take stock of these findings and debate how they have brought change to the way we approach and provide for young learner courses. With a slant on the research taking place in YL classrooms we shall be having two plenaries and presentations given by classroom teachers sharing small scale research projects they have been involved in.

The IATEFL YL SIG will be celebrating it's 20th birthday, so along with these interesting presentations we shall be singing happy birthday and eating cake - it looks like being a very exciting day, so do join us!

- | | |
|---------------|--|
| 10.00-10.15 | Welcome! |
| 10.15-11.15 | Opening Plenary
Annie Hughes - University of York
Patterns, problems and passions in YL classroom research |
| 11.15-11.45 | BREAK – Tea / coffee with biscuits |
| 11.45-12.30 | Classroom research 1
Wendy Arnold – Hong Kong
Promoting collaboration through project work: practical implications of ongoing longitudinal research |
| 12.40-13.45 | LUNCH – Sandwiches and soft drinks |
| 13.45-14.30 | Classroom research 2
Penelope Robinson - University of Leeds
Developing a methodology for shared text-work in the YL EFL classroom |
| 14.40-15.25 | Classroom research 3
Nicole Taylor - British Council YL Centre, Barcelona
An investigation of the use of L1 in a young learner classroom. |
| 15.30 - 16.00 | BREAK - Birthday cake! |
| 16.00 - 17.00 | Closing plenary
Shelagh Rixon - University of Warwick
Young Learner classrooms – past, present and future |

Conference report: Learning Through Picture Books Munich, Germany, November 2004

Sandie Mourão & Gordon Lewis

From 19-21 November 2004, IATEFL co-hosted a first of its kind conference: *Learning English through Picture Books* at the International Youth Library, Schloss Blumenburg, in Munich, Germany.

The venue, a medieval castle, houses 530,000 children's books in more than 130 languages. Among the many opportunities the library offers the general public, it provides lending facilities for visitors of all ages and a study library where interested researchers can spend weeks or months investigating children's literature. It's labyrinth corridors are decorated with picture book illustrations too! It was quite unique and just the perfect backdrop for this event. The organisers, Opal Dunn, Leonora Frohlich Ward and Janet Enever had done an absolutely brilliant job of putting together a packed programme looking at working with picture books from different perspectives.

Snow was falling as a thought provoking plenary on Friday evening, given by Opal and Janet, began our delightful journey through the weekend. The plenary reminded us of the need for disseminating research and encouraging us in thought provoking questions about the use of picture books in the EFL classroom. The evening continued with an introductory talk on publishing picture books by Tessa Strickland, a short presentation of the Magic Pencil web site teacher support materials by Gail Ellis and Carol Read and a welcome speech by Andrew Glass of the British Council in Berlin. This was followed by a buffet, generously offered by the British Council, and much chatter, which perpetuated through the weekend as people got to know each other in these very intimate surroundings.

Prominent in the Jella Lepman hall, used for the larger sessions and named after the library's founder, were the facsimiles of selected picture book illustrations, which were part of the Magic Pencil Exhibition organized by the British Council. Can you imagine sitting in a large beamed hall, surrounded by beautiful artwork and listening to top quality presentations on a topic you are passionate about? There is nothing like it! In fact, if you look at the Picturebooks website (www.picturebooks.org) you

can see some super photos showing this hall, speakers and participants, taken by Leonora's son Michael Frohlich Ward.

Saturday began with 16 different research presentations given simultaneously in four different groups. With the daunting task of sharing exciting research in just 20 minutes all the presenters were nervous. I certainly was, but our group was presenting in the lending library and standing in a beautifully renovated room surrounded by children's books, made me feel very at home and comfortable. I thoroughly enjoyed sharing what I had to say with my interested participants and was equally excited about what I heard from my fellow presenters. I have copied below the titles provided in the programme for you all to drool over!

Group 1:

Carol Read, Spain: *Supporting teachers in supporting learners*

Dr Adelheid Kierepka, Germany: *Children's approaches to picture books and consequences for the primary EFL classroom*

Mrs Olga Vrastilova, Czech Republic: *Picturebooks and primary schools in the Region of Eastern Bohemia*

Livia Farago, and Zsuzsa Kuti, Hungary: *Developing linguistic competency using a picture book in English and Hungarian*

Group 2:

Gunta Krigere, Latvia: *The Travelling Book Project*

Prof. Dr. Jutta Rymarczyk, Germany: *Which picture book for which type of cross-curricular classroom?*

Nada Vojtkova, Czech Republic: *What do teachers find challenging in introducing picture storybooks?*

Dr Penelope Robinson, UK: *Shared Reading, Shared Understanding: Developing practice with Big Books in the EFL Classroom:*

Group 3:

Dr Caroline Linse, Korea: *An Analysis of Predictable Picture Books*

Carmen Becker, Germany: *Staging picture*

books - a multi-sensory approach to autonomous language acquisition

Silvana Rampone, Italy: *EFL Literacy through written and visual text in non-fiction and fiction.*
Anneta Sadowska, Poland: *READ, READ, READ.*

Group 4:

Ludmilla Havriljukova, Czech Republic:

Shared Reading in Primary Classroom

Reka Lugossy, Hungary: *Browsing and Borrowing your way to motivation with young EFL learners*

Dr Evelyn Arizpe, UK: *Young Interpreters: Affective Dimensions of Bilingual Children's Response to Pictures*

Sandie Mourão, Portugal: *Understanding and sharing: English storybook borrowing in Portuguese pre-schools.*

I came away feeling that we had touched just the tip of a huge iceberg, but the information we had shared confirmed our enthusiasm for using picture books. The only thing I wish I could have done was hear all 16 presentations: we were given the opportunity to listen to reporters who very briefly described what they heard in each presentation group, which certainly whet our appetites! We are now all very excited about the prospect of reading these research reports in a publication which Janet Enever is determined to arrange finance for!

The morning continued with methodology presentations given by speakers who have either written books about using picturebooks in the EFL classroom or who play a prominent role in the world of promoting picturebooks and training. Gail Ellis, Opal Dunn, Annie Hughes and myself approached this from very different angles, each providing participants with a strategy to use picture books.

Gail Ellis: *Tell it again! - a story based methodology.*

Opal Dunn: *Do boys need different language learning opportunities from girls to enjoy learning English and reach their potential?*

Annie Hughes: *How, when and where to use real picture books*

Sandie Mourão: *Eek! A cheese and tomato spider. Activities from REALBOOKS! in the primary classroom.*

The tea and lunch breaks were very noisy times with everybody sharing thoughts and opinions on what they'd heard: the castle buzzed with happy picture book readers - quite a sound! Do look at the website photos you can see us buzzing!

The afternoon brought many participants' favourite part of the conference, listening to author / illustrators talk about their books. Opal had very cleverly persuaded Tony Ross and Pat Hutchins, both author illustrators, and Stella Blackstone of Barefoot Books to talk to us all. Participants were delighted by Tony Ross's humour and wit and enchanted by the stories behind Pat Hutchin's picture books. I was especially interested to hear Stella Blackstone, a pen name for Tessa Strickland, talk about the publishing she does under the name Barefoot Books, (www.barefootbooks.com). As author / publisher she aims to combine beautiful illustrations with cross-cultural story scripts and works with very talented illustrators. I knew of the *Cleo the Cat* series she is famous for, but had never really taken much notice of these boldly illustrated books for my EFL classrooms. I am now the proud owner of a *Cleo the cat* book, and shall be sharing her with my pre-school children as soon as possible. All the more delightful for me as I know how the books came about!

A jovial conference dinner in a very typical Bavarian inn entertained the majority of the participants on Saturday night. It was lovely to get to know other conference participants and relax with good food and drink!

Sunday brought bright blue skies, (see the photos on the website!) and the chance for participants to share the storybooks they loved most. There were some very interesting presentations from enthusiastic presenters. Our morning ended with a panel discussion answering some of the participants questions and an excellent plenary from Prof. Dr Friederike Klippel.

Opal Dunn's eloquent thank-you speech encouraged everyone to make picturebooks accessible to all children and I sat wishing we could all stay for another three days, at least! Everyone left on high spirits, with big smiles on their faces and with the knowledge that there are professionals all over the world who share a common interest and one which will definitely be revisited in the future. The conference was unique, put together with love and care by three dedicated professionals, Opal, Leonora and Janet. I was very proud to have been able to participate. Mary Glasgow Scholastic sponsored me to attend and I was given the opportunity to talk about a book I have written, research I am doing, meet other professionals and hear their stories and experiences, but most of all share in a magical experience. It was a truly wonderful weekend!

YOUNG LEARNERS SPECIAL INTEREST GROUP



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CATS is published twice a year. We welcome contributions or suggestions for future issues on any aspects of teaching English to Young Learners up to 17 years.

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Aims

- To provide information on recent developments in the 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?

Children and Teenagers (CATS) This is a bi-annual publication concerned with teaching EFL/ESL to children and teenagers. It includes:

- practical ideas for teachers of young learners,
- articles on methodology and theory,
- details of future events such as conferences and seminars,
- reports of recent events
- book reviews.

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 organised in conjunction with other SIG groups. The SIG 'track' covers topics which include infant, primary and secondary practice as well as teacher training issues.

Internet discussion list A lively forum to exchange ideas, discuss key issues and keep fully up to date with everything that's happening in the world of YL English language teaching.

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

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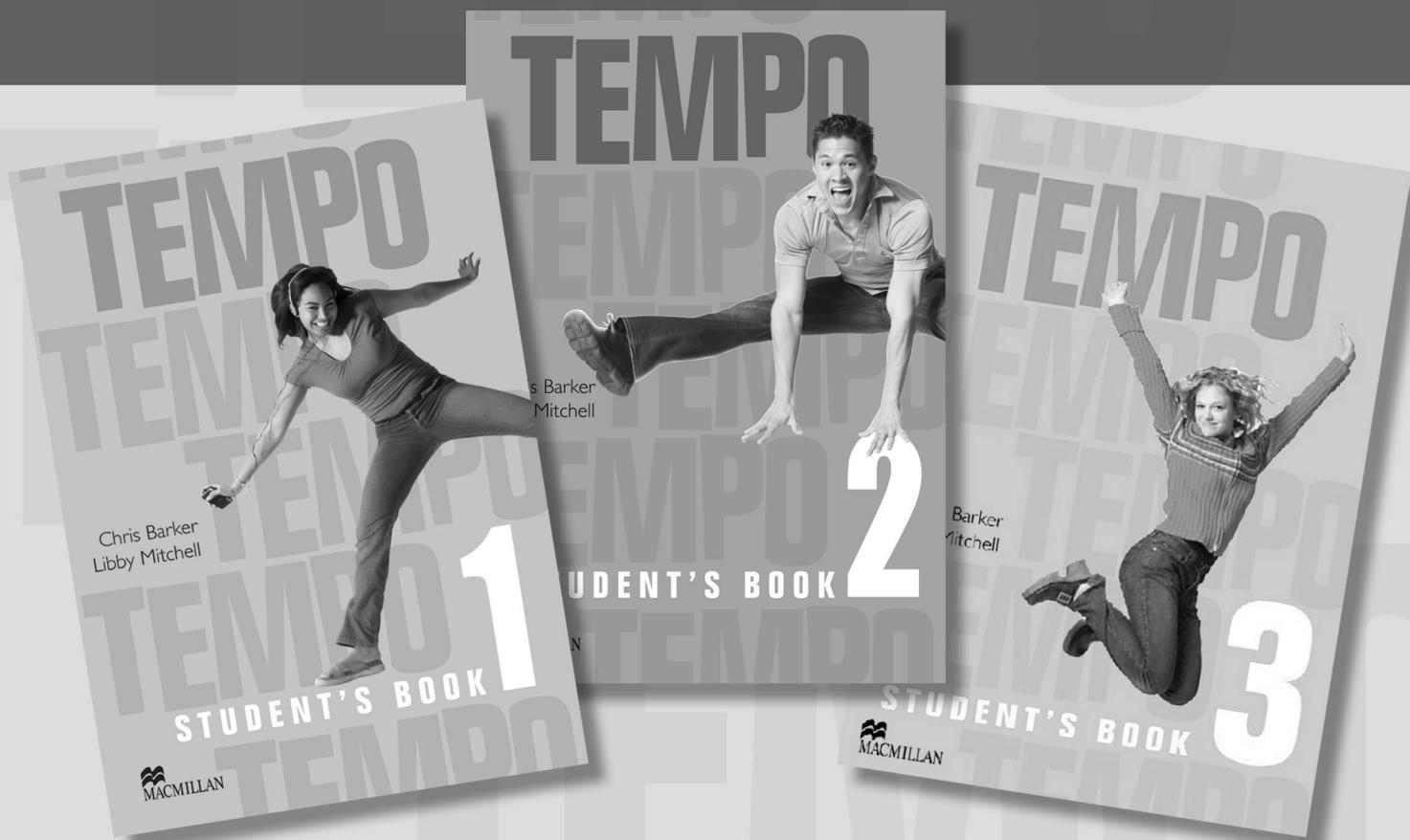
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