



# YOUNG LEARNERS

THE NEWSLETTER OF THE YOUNG LEARNER SPECIAL INTEREST GROUP (CATS: Children and Teenagers)



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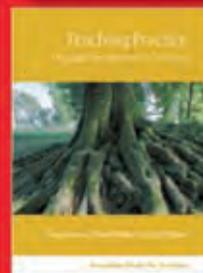
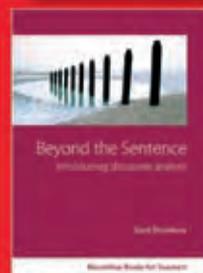
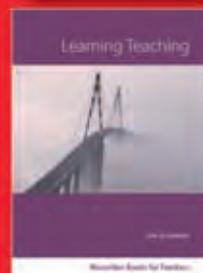
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## YOUNG LEARNERS SPECIAL INTEREST GROUP

The Young Learners Special Interest Group was initiated in 1985 and has now a worldwide network of teachers of children and teenagers up to 17 years.

### Aims

- To provide information on recent developments in the education of young learners in the field of English as a foreign, second and additional language.
- To help teachers and teacher trainers circulate ideas, research findings, 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?

**'CATS'**: This is a bi-annual publication concerned with teaching English to children and teenagers. It is available online and through the post. 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,

**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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YL SIG Website: <http://www.iatefl-ylsig.org>

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## LETTER FROM THE CO-ORDINATORS

From a balmy, blue skied spot in the Nevada desert and Portugal we bring you good wishes for the New Year and as ever have tremendous enthusiasm that 2008 is going to outdo 2007! At the time of writing we have only just started the New Year and we are very excited with recent events and events in the pipe line.

### IATEFL ANNUAL CONFERENCE EXETER 2008

#### YL SIG PCE – Monday 7<sup>th</sup> April – 2008

We are busily working on the nitty gritty necessary behind the scenes for the PCE (pre-conference event) which we are planning for you on the 7th April at Exeter. This year we have chosen the topic 'Reaching Out to Every Student: Differentiation in Primary and Secondary ELT Classrooms'. Our day will be jam packed with presentations to meet the needs of both primary and secondary teachers, our speakers include **Mario Rinvoluceri** (humanistic stand point), **Annamaria Pinter** (research findings), **Paul Davis** (practical workshop), **David Wilson** (special educational needs), **Roy Blatchford** (how to make secondary classrooms 'sparkle') and **John Eldridge** (learner management systems). This topic in various forms is regularly brought up by our e-members and we hope that we will find some resolution to the various issues which surround them. As one PCE finishes, we will be busily planning the next, so if you have any constructive feedback or suggested topic for 2009, we are all ears.

#### **SIG DAY – Tuesday 8<sup>th</sup> April, 2008**

Each SIG has a day in which talks and workshops are earmarked as being particularly pertinent. This year we have **Rachel Bowden**, showing us 'Ball!' how we can use balls in the classroom for effective teaching and learning. **Xiaofang Qian** from

China will present ways that teacher's codeswitch in their talk. **Desiree Verbeek** will baffle us with 'rargles and sagals, second script learning in Sri Lanka', whilst **Mandana Arfa Kaboodvand** will tell us 'Who do YLs consider an ideal language teacher'. We will also hear from **Kyle Kawer** on 'Adapting free online flash games to language learning' and then **Jane Willis** on 'English through music: effective CLIL lessons for young learners'. There is also the **Open Forum** which you are invited to. There you have the opportunity to meet the committee, hear what we've been doing /planning to do. There will be some great (sur)prises too ... we have the most fabulous LUCKY DRAW!!! Come along!

#### EVENTS

We are also considering **where, when** and **which** events we can collaborate with to bring the YL SIG closer to you. In 2007-8 we were able to widen our horizons taking events to the Far East - a first for the YL SIG! We had two wonderful one-day events in Singapore and Hong Kong. These were jointly organized by YL SIG, The Lorna Whiston Study Centres, the British Council (Singapore) and YL SIG, and the British Council (Hong Kong). Our audiences were grass roots teachers and trainers in both these places. We had a fabulous reception at both venues and cannot wait to return.

For more details link to:

<http://www.lornawhiston.com.sg/iatefl/about.htm> (Singapore)

<http://stagingweb1.britishcouncil.org/cms/hongkong-eltnetwork-lesson-ideas-materials-ylsig.htm> (Hong Kong)

We were also able to travel to Bangalore, India for a 3-day event titled 'The Way Forward: Learning from International Experience of TEYL'. This was jointly organized by YL SIG, the British Council and RIESI (Regional Institute of English, South India). The joint conference organizers were Janet Enever and Jaynee Moon, who need to be congratulated on a diverse and informative programme. Delegates and speakers from



more than 26 countries attended and common threads ran through the presentation which included:

- Challenges encountered implementing policy when not enough time is given to preparation
- Teacher training, challenges in reaching out to teachers in large countries and some innovative ways of achieving this
- Teacher language proficiency

For more details please link to:

<http://primaryeltconference.org/>

At the time of writing we are planning events in Germany, Cyprus and China.

### **SPONSORSHIP**

We are also exploring different ways to attract sponsorship to the YL SIG, we cannot survive on membership subscriptions alone, the committee members are volunteers and there are so many things we would like to do with and for our members but are tied by \$\$\$ - such is the way of the world. *Gordon Lewis* (based in US) is thinking up ways to develop this aspect of our funding but if you can be of any help please contact him on [weynta@yahoo.de](mailto:weynta@yahoo.de). We have many different levels of sponsorship, and everyone is valuable to our members and us.

### **MEMBERSHIP**

Likewise, *Hans Mol* (based in Australia) is developing our membership base, the more the merrier! We hope you'll agree that being a member of a special interest group like ours is valuable CPD (continued professional development). So please help to spread the good word. And if you are not already a member (and have just picked up this publication) then please join!

### **VALUE ADDED FOR MEMBERS**

Again, we are doing our best to get sponsorship for our PCE publications, and at the time of writing the proceedings from the CLIL PCE (Harrogate 2006) and the Literacy PCE (Aberdeen 2007) can be downloaded directly from our website. We are also hoping

to collate and make downloadable the papers from our Asian events for you.

### **RESOURCES WEBSITE**

We continue to develop our website. If you have not visited it for a while DO SO - you won't be disappointed. This is due to the hard-work of *Chris Etchells* (based in UK) and *Hans Mol*. As a result of the technology underlying the new web site any YLSIG committee member is able to edit the site using a standard browser anywhere in the world, which means that it is regularly updated.

<http://www.countryschool.com/ylsig2/index.php>

### **DISCUSSION LIST**

Again at the time of writing we are confirming some of the discussion fielders planned for 2008, see what *Dennis Newson* (based in Germany) has in store for you. Planned discussions are always surrounded by ad hoc ones, which are just as fascinating!

### **YL COMMITTEE MEMBERS**

We would like to welcome *Janice Bland* (based in Germany), joining *Kerry Powell* (based in France, as our CATS editors. Whilst *Caroline Linse* (based in Korea, en route to Belfast, and *Harry Kuchah* (based in Cameroon) have joined us as events co-ordinators. Harry and Caroline have already been put to work at the Bangalore conference and Caroline at both the Hong Kong and Singapore events. Hopefully, members in Germany will have a chance to meet Janice who will be helping to co-ordinate that event in the future.

And we say a sad farewell to *Kay Bentley* who moved from her role as CATS editor last year to advertising editor. We thank her for all her hard work over the years. It is a considerable task to find willing contributors, advertisers, reviewers etc. for the publication and Kay has done this wonderfully well.



Our committee is truly international and as such we are resolved to reach out to you wherever you are, so please do not hesitate to contact us and suggest how we can help!

Thank you for being a member of the YL SIG and we hope that you will remember to come and look us up at Exeter! Or wherever the next YL SIG event is near you!

**Wendy Arnold**, *USA*  
**Niki Joseph**, *Portugal*  
(*Joint YLSIG Coordinators*)

## Editorial

Welcome from a chilly Paris to the Spring 2008 issue of CATS.

In this issue we bring you news from our Coordinators about what's been happening over the past six months, and news about our new-look website.

We would also like to warmly welcome our new Co-Editor, Janice Bland, who is taking over from Kay Bentley.



*Janice is based at the University of Hildesheim in Germany, and brings with her a wealth of expertise in Young Learners*

The main theme of this issue is teaching to meet the needs of the individual student and different learning styles. It is also aimed, in part, to complement the PCE at Exeter on Differentiation, and we have included articles from one or two of the presenters to whet your appetite!

Our other contributors come from around the globe: from Brazil, **Vanessa Tenório** and **Fátima Tenório** tell us about the successes of their project in teaching English through cooking, and at the same time provide us with a couple of traditional Brazilian recipes. **Jacqueline Hunn** writes a very interesting article on Multiple Intelligence in the language teaching context; **John Eldridge** gives a different perspective on differentiation and MOODLE. From Japan, **Chantal Hemmi**, **Tom Ledbury** and **Mark Feely** look at cooking in the classroom from a CLIL perspective. **Soonam Han** cites her research on narrative tasks with Korean children in UK, and **David Wilson** focuses on differentiation with regards to students with special needs. Our regular '**YL SIGS around the world**' takes us to Switzerland, and we take a look at Hungarian YLs in our page '**From inside the Classroom**'.

We continue to welcome your contributions and/or suggestions for future publications on any aspects of teaching English to Young Learners from 6 to 17 year olds. Articles are around 1500 words. Please contact us for more information and contributor's guidelines. Don't be shy! And send in your letters and thoughts to the YL SIG newsletter editors.

Look forward to seeing you at Exeter!

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*Co-Editor CATS*

# **Learner Differences and Multiple Intelligences: supporting different kinds of learners in a classroom setting so that no child is left behind**

**Jacqueline Hunn**

## **Introduction**

Today teachers are faced with the various needs of many different types of learners. Differences in individual learners' competence might arise from external factors like the quality and amount of interaction and experience offered to young learners. As the brain controls input/output and all thinking processes perceptual learning style and multiple intelligences may seriously influence how well children learn in specific circumstances. However, one of the aims of foreign language learning methodology is that no child should be left behind and that all learners should be able to benefit from lessons in English. In this article, firstly perceptual learning styles are described, secondly multiple intelligence is outlined and finally ways are discussed as to how these elements can be exploited in order to advance young learners' learning processes according to their diverse abilities and ways of learning.

## **Perceptual Learning Style**

A learning style is an individual's natural and preferred way of absorbing, processing and remembering new information. Vouillemin defines five learning styles. Firstly, visual learners take in new information with their eyes and thus need to see things. Secondly, auditory learners prefer to listen to new information. Thirdly, kinaesthetic learners like to act out and manipulate things. Fourthly, olfactory learners remember different smells connected with a situation and finally there are gustatory learners for whom the taste or the feeling of a situation is essential. These different learning

styles may well affect how and what kind of new information children take in. Typically pupils learn best when they use their preferred learning style, though the less favoured senses should not be neglected and learners could benefit from these being further developed too. In general, young learners tend to need a lot of physical activity and are likely to draw on all their senses in order to learn successfully. Each student brings a unique personality to the classroom and it is often difficult to assess the factors involved in making sufficient progress. One factor might simply be the number of hours a learner has practised. However, an additional and more significant aspect may be that there is no universal intelligence and all pupils have various kinds of intelligences which are developed in different ways which may explain why some pupils progress much faster than others in comparable situations.

Gardner states that the human brain consists of seven kinds of intelligences, firstly logical/mathematical intelligence which is reflected by an ability to use numbers effectively and to analyse, classify and reason well. This type of student learns in a structured way and prefers to process information in a logical order. Secondly, there is linguistic/auditory intelligence which is reflected by a sensitivity to oral and written language and a love of reading and listening to stories. These learners may need to translate visual information into words, e.g. speak a summary onto a tape or talk themselves through a topic. Thirdly, there is spatial/visual intelligence which is revealed by a sensitivity to form, space, colour, line and shape. In order to process information these learners may need visuals such as pictures, diagrams, charts, notes, maps, flashcards or body language. They make use of metaphors or integrate associations and examples. Fourthly, he describes bodily/kinaesthetic intelligence which is reflected by an ability to use the body to express ideas and feelings and a need for physical interaction and manipulative activities. These learners may profit from fiddling with a soft ball or scribbling while processing new information and tracing words while saying



them. Additionally, they like action songs, miming and acting activities. Fifthly, he mentions musical intelligence, which can be seen from a sensitivity to rhythms, pitch and melody and a preference for chanting and rhyming activities. These learners draw on their intuition, their fantasy and the context and mainly focus on the whole picture. These learners may frequently tap out intricate rhythms on their desk with a pencil while learning. Sixthly, interpersonal intelligence is reflected by an ability to understand another person's mood and intentions and a preference to work with others and talk about things together. These learners need a relaxed atmosphere to learn effectively. Seventhly, intrapersonal intelligence which is reflected by an ability for personal reflection and a sensibility in understanding oneself and one's own strengths and weaknesses. These learners have a preference to work quietly by themselves and need to be allowed to make choices and evaluate their own learning processes. According to Gardner each intelligence has its core function and is triggered by certain internal or external stimuli. These intelligences are not fixed quantities but can be developed during one's life and learning is most effective when these intelligences are activated and combined according to individual needs.

### **How to make good learners**

In order to empower individual learners effectively in a classroom setting the following points might need to be considered.

First of all, perceptual learning style and multiple intelligence might strongly influence the learning of English. Therefore, when one learning style is emphasised to the exclusion of others for some (for whom this is not the preferred learning style) this would cause a struggle in learning English. As a result it is essential that the conditions on offer in the English classroom provide a breadth of opportunities so that all learners have the possibility of developing and using various intelligences and learning styles.

Secondly, to help make best use of pupils' individual abilities teachers need to be aware of

pupils' perceptual strengths and weaknesses and processing styles.

Thirdly, teachers may not only need a certain repertoire of ideas to vary the pace and level of teaching but they may also need to offer opportunities for differentiation such as multi-level tasks, where a similar outcome can be accomplished by different means in order to cater for pupils' individual needs.

Fourthly, research has shown that learners need to know how to tackle a language task in a appropriate and effective way. Thus teachers of young learners need to provide guidance and use modelling strategies to help pupils acquire and use certain learning strategies. Learning strategies are specific actions, steps or techniques used by learners to enhance their own learning. Often learners prefer learning strategies that are in accordance with their learning style. For example spatial/visual learners may close their eyes and visualise something or get information from pictures and photographs, interpersonal learners may ask for clarification or share tasks by working with others and logical/mathematical learners may memorize things by classifying and grouping information in different categories or scanning a text for names and numbers.

Fifthly, as all learners are active contributors to their learning process the pupils themselves need to discover and be familiar with ways of facilitating their personal strengths and aptitudes to support their learning most effectively. Armed with this knowledge even young learners could make some decisions about their own learning but initially they need help from their teachers to do this. Teachers can help their learners by demonstrating when a given strategy is useful, how to use and evaluate it and how to transfer it to other related tasks and situations. Afterwards they may reflect on the value of the strategy they used. Talking about different ways of learning might enable learners to develop an individual repertoire of language learning strategies and moreover, develop a better understanding of

themselves and their classmates which might increase mutual understanding and in the long run may lead to increased responsibility and independent learning.

Sixthly, young learners are usually enthusiastic learners; however as they lack self-esteem and confidence in how to tackle a task, they are easily frustrated and lose interest quickly when they are engaged in tasks which they find too complex. Consequently, it might be helpful to adapt expectations and set realistic and differentiated aims which are attainable. Additionally, in order to develop self-esteem and confidence they need routines as well as a supporting and encouraging atmosphere to give them a sense of security and achievement which will spur them on.

These six points when born in mind could be used to increase pupils' intrinsic motivation and self-efficacy which in turn affects their language learning in a positive and lasting way.

### **Conclusion**

To sum up, all learning is based on both external and internal factors. On the one hand external stimuli and interaction can provide information and activate language learning processes. On the other hand, biologically predetermined factors such as individual perceptual learning style and multiple intelligences may influence how effectively new language is acquired, developed and eventually used. In order that no child is left behind learners need to have plenty of opportunities to try out different ways of learning followed by reflection about the value of particular methods to them during language classes. This procedure might allow individual learners to gain a better understanding of themselves and enable them to direct their learning by consistently choosing suitable learning strategies in a systematic way which will eventually enhance their personal learning potential. Yet affective factors such as anxiety, endurance or emotion, might temporarily hinder or support learning. Thus in conclusion, when evaluating the success of a specific language

learning methodology one should not only focus on its immediate effect on learner progress in terms of language proficiency but also on its long term effect on the increase in learners' motivation and self-efficacy.

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# Reaching Out Through the Web: Differentiation and Community in the MOODLING Community

John Eldridge

## 1. Introducing Differentiation

The topic of differentiation in language classrooms is interesting to contemplate, not least because it raises a number of both general and contextually sensitive questions concerning what exactly it might mean and involve. Perhaps it is easier to approach the subject from the other end, for most practitioners will have grappled to some extent with constraints that seem to act against it. To list just a sample:

- Overcrowded classes
- Limited hours of instruction
- Lockstep centralised syllabuses and materials
- Test driven teaching

Nonetheless, it is not uncommon in such environments to find managers, trainers, and team leaders engaged in grave deliberations about the importance of learner development, autonomy peer learning, and much else besides, without ever pausing to address the irony that a major impediment to such differentiation is institutional policy. Differentiation requires respect for the individual, an appreciation of needs, interests and ability, and some trust in capacity to perform. A good starting point for institutions interested in differentiation might therefore be to apply such principles first of all to teachers, teaching, and teacher development programmes.

## 2. Communities and Commonalities

The Association for Supervision and Curriculum Development provides a useful

graphic illustration, reproduced in figure 1 below, of the processes and principles involved in differentiation. Considering however the exacting demands that the application of such a model may place on teachers, it seems essential to consider one or two prior issues. Certainly, as the figure suggests, education is about exploring and developing individual identity and ability. Yet it is also about locating the individual within the wider context of the community – in the classroom and beyond. The development of differentiation, not to mention the practical economics and logistics of delivery, requires therefore a sober contemplation of commonalities, of essential skills and knowledge that almost all learners will need if they are to function not only as autonomous learners, but as learners able to operate in a healthily functioning learning community with all the shared values, principles and interests that this implies.

## 3. In Search of Communities

In a much cited work, McMillan and Chavis (1986) break the notion of sense of community down into four distinct areas:

**Membership**, involving such areas as emotional safety, and a feeling of belonging.

**Influence**, meaning individuals need to feel they have some say in what goes on in the community.

**Integration and fulfilment of needs**, in other words some sense of achievement or reward.

**Shared emotional connection**, involving identification and involvement with the activities of the community.

([http://en.wikipedia.org/wiki/Sense\\_of\\_community](http://en.wikipedia.org/wiki/Sense_of_community))

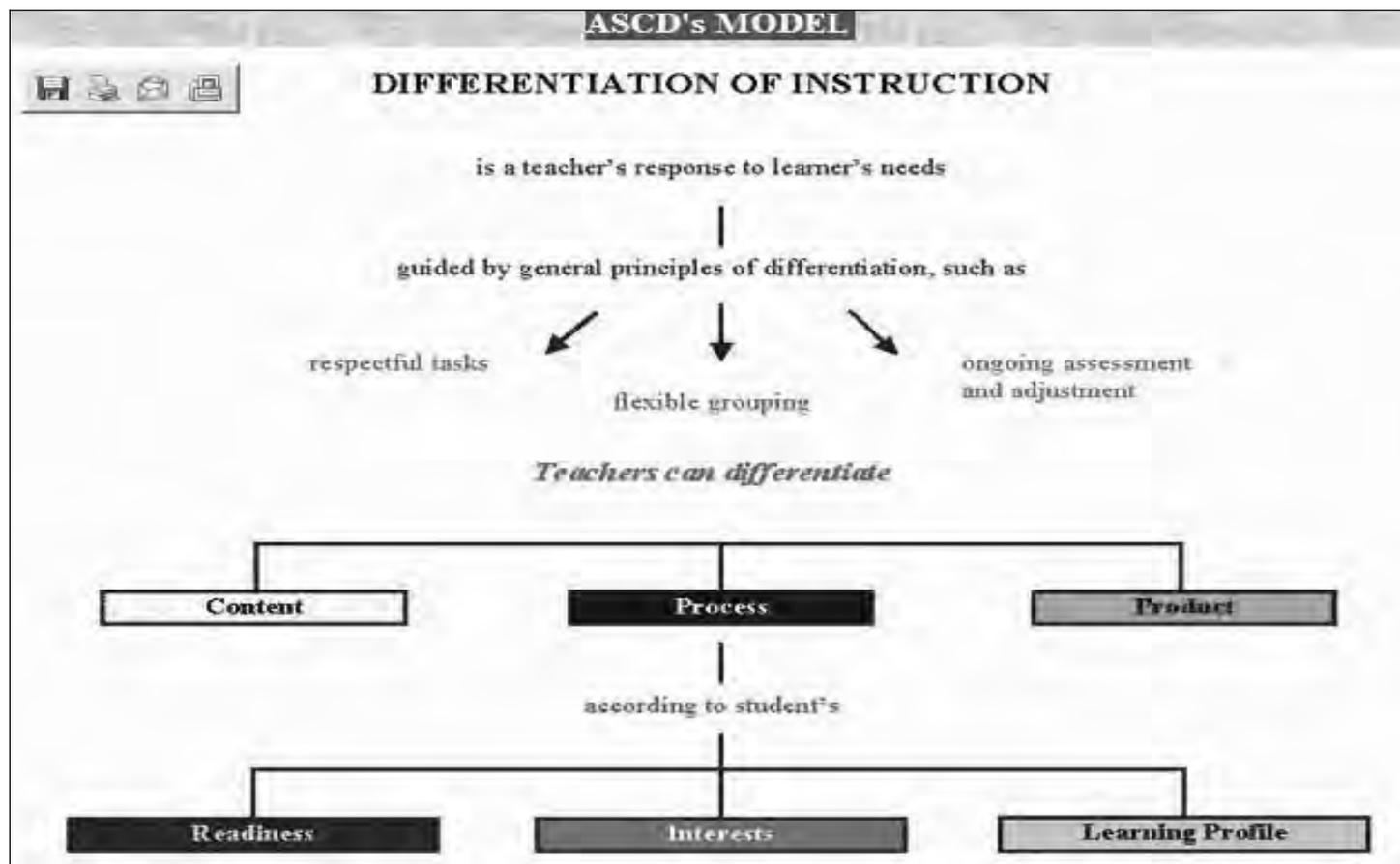


Fig. 1: Association for Supervision and Curriculum Development: Model for Differentiation of Instruction. Retrieved from: [http://www.wall.k12.nj.us/staff\\_dev/differentiating\\_instruction.htm](http://www.wall.k12.nj.us/staff_dev/differentiating_instruction.htm)

What is of interest in this framework is the way the community and individual interact in a symbiotic relationship in which each depends on the other, and neither can flourish in isolation. For language teachers however, there should be little that is revolutionary in any of this, given that language is precisely the medium through which communities function. Nonetheless, questions of balance and integration still need to be addressed, not least in an era in which increasing use is being made both socially and educationally of computer technology.

#### 4. Stepping into the Virtual Community

For all the benefits of computers and the Internet, major anxieties continue to be expressed regarding computers, in particular

the fear that their use 'may have negative repercussions on real-world interaction.' Recent developments have however seen the evolution of a medium that is increasingly interactive, and offers users considerably more control over both process and product, as well as enhanced communication potential. This has led to the use of the term 'virtual community' defined in the informative Wikipedia article of the same name as 'a social network with a common interest, idea, task or goal that interact in a virtual society across time, geographical and organizational boundaries and is able to develop personal relationships.'

([http://en.wikipedia.org/wiki/Virtual\\_community](http://en.wikipedia.org/wiki/Virtual_community))

The educational applications and possibilities of the plethora of new technologies and open source software packages are clearly immense. For the purposes of this brief



introduction, however, the example of MOODLE will be taken, for the very good reason that it has been specifically designed as a learner management system.

### 5. Introducing MOODLE

Unlike many early educational forays into the Internet, MOODLE comes armed with an explicit philosophy founded in constructivism and social constructivism. MOODLE distinguishes between 'separate' and 'connected' behaviour and uses the term 'constructed behaviour' to describe 'when a person is sensitive to both of these approaches and is able to choose either of them as appropriate to the current situation.' It further suggests that: 'Your job as a 'teacher' can change from being 'the source of knowledge' to being an influencer and role model of class culture, connecting with students in a personal way that addresses their own learning needs, and moderating discussions and activities in a way that collectively leads students towards the learning goals of the class.'

(<http://docs.moodle.org/en/Philosophy>).

This somewhat turns the differentiation debate on its head. Far from seeking to create differentiation out of uniformity, MOODLE seems rather to see differentiation as the norm, and the real challenge to engineer 'connected behaviour', defined as 'a more empathic approach that accepts subjectivity, trying to listen and ask questions in an effort to understand the other point of view.' Further, MOODLE 'can also help you realise how each participant in a course can be a teacher as well as a learner.' (Ibid)

### 6. MOODLE Features

As the MOODLE web-site points out, '...Moodle doesn't force this style of behaviour, but this is what it is best at supporting.' Indeed MOODLE possesses a range of settings and activity types that allow for greater or lesser control of process and product according to individual and institutional taste and inclination. At the most basic level, simple gap-fill and matching

exercises can be implemented in an attractive and appealing environment. Of more significance however, is the integration of such features as blogs, messaging, discussions and collaboratively edited wikis. File uploading facilities meanwhile allow assignments to be submitted and assessed on-line, whilst hyperlinking allows, for example, video presentations and home-made podcasts, to be made immediately accessible to the community. Interested readers are referred to the follow-up links at the end of this paper if they wish to see further discussion and exemplification of these features in action. It should be stressed though that what the software enables, particularly for teachers (and learners) in overcrowded classes, or with limited contact hours, is an environment where participants learn more about each other, and engage more with each other, a key, ultimately to productive differentiation.

### 7. The MOODLE Community

In 1996, McMillan returned to the concept of sense of community, and explicitly referred to the importance of 'the spark of friendship' in developing a 'spirit of community'.

([http://www.wright-](http://www.wright-house.com/psychology/sense-of-community.html)

[house.com/psychology/sense-of-community.html](http://www.wright-house.com/psychology/sense-of-community.html))

The processes of engagement, both emotional and educational, in the virtual community of MOODLE can be usefully viewed in a similar manner. For what the interactive modules of MOODLE are able to do, along with ongoing publication of learner product, are break down traditional boundaries in the learning environment. Specifically: Learner - learner interactions replace teacher - learner interactions as the communicative norm; Traditional peer group boundaries are eroded. Learners interact with peers outside their normal circles, learning more about them in the process; Traditional classroom boundaries are breached; the community can be developed as far as one wishes - other classes can be involved, other schools, students from other countries... MOODLE knows no geographical boundaries,

and indeed parents, friends and guests can enter and be involved in the community if the host users are agreeable.

In short, differentiated practice, in which not only are teachers reaching out to learners, but learners are reaching out to each other, develops as the learning community itself evolves and nurtures knowledge and empathy amongst the participants in the community.

### 8. Follow-Up

These are just a few introductory thoughts on the differentiation theme, in advance of 'Young Learners Day' at IATEFL 2008.

However, for those unable to come, or those interested in exploring MOODLE further, the following links may help:

i) <http://www.telcas.org/moodle>

This is the address for the MOODLE that I have set up to accompany this article. When you go to the address, access the Developing Differentiation in Learning Page. You'll need to create an account to view the pages. Once you've done that, feel free to browse, comment, discuss, and experiment.

ii) <http://www.telcas.org/ereader/>

This is the address for another MOODLE project that myself and a colleague, Steven Neufeld, are working on. Hopefully, it provides an example of how a traditional reading programme can be transformed into an electronic reading programme with a community emphasis. This model also provides a mechanism of differentiation through the framework of a corpus-informed approach combined with open-ended learning activities.

iii) <http://moodle.org/>

This is the home page of MOODLE. The MOODLE software itself is free, but needs to be mounted on a server, either institutionally, or through a specialist server.

iv) <http://pbwiki.com/education.wiki>

PB WIKI offers a good collaborative interface for those who do not have access to a server and want to operate independently with minimum need for technological back-up.

v) [www.blogger.com](http://www.blogger.com)

This is a free blog service that could be turned to classroom use with little problem.

### References

The original references to the McMillan and Chavis articles are as follows:

McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. *American Journal of Community Psychology*, 14(1), 6-23.

McMillan, D.W. (1996). Sense of community. *Journal of Community Psychology*, 24(4), 315-325.

For the most part though, I have unashamedly scavenged from:

<http://docs.moodle.org/en/Philosophy>

[http://en.wikipedia.org/wiki/Sense\\_of\\_community](http://en.wikipedia.org/wiki/Sense_of_community)

[http://en.wikipedia.org/wiki/Virtual\\_community](http://en.wikipedia.org/wiki/Virtual_community)

<http://docs.moodle.org/en/Philosophy>

[http://www.wall.k12.nj.us/staff\\_dev/differentiating\\_instruction.htm](http://www.wall.k12.nj.us/staff_dev/differentiating_instruction.htm)

<http://www.wright-house.com/psychology/sense-of-community.html>

<http://www.wright-house.com/psychology/sense-of-community.html>

More links are also available through the **Developing Differentiation in Learning MOODLE** at:

<http://www.telcas.org/moodle>

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# Content and Language Integrated Learning in a Non-immersion Context

Ledbury, T., Feeley, M., and Hemmi, C.

## Ciil

Content and Language Integrated Learning (Ciil) uses English as the language of instruction for the teaching of other subjects. Marsh (2000) advocates that whilst the language classroom is essential for understanding the 'nuts and bolts' of language, Ciil can provide natural situations for language development whereby the pupils can pick up the language used in different contexts. Here we illustrate an approach to Ciil in a non-emersion context at Morimura Gakuen Elementary School, a private school in Yokohama where three teachers from British Council, Tokyo have been involved in the implementation of a new English programme since April 2005.

## The context

The primary programme at Morimura Gakuen involves 720 pupils aged 6 to 12 and employs a task-based syllabus with structural and lexical components intertwined in the tasks. In regular English lessons we teach English through games and play, using New English Parade ( Herrera, & Zanatta, 2000) books 1-4 as a starting point, and we guide the children aged 9 to 12 to use the language they have learnt in the lessons in projects involving tasks. An example of a task is 'Hello from Morimura', a media simulation whereby the pupils interview each other using the present simple tense. Ciil is only employed when there is an opportunity to collaborate with other subject teachers. In a recent Ciil session Tom Ledbury from the British Council and Ms Tomoko Soeda, the Home Economics teacher, team-taught 120 Year 6 pupils aged 11 and 12 to make some welshcakes, following a traditional recipe.

## The procedure

Here is the list of materials prepared for the English lessons:

1. a poster to show how to make the welshcakes
2. a matching exercise on quantities and ingredients (Handout 1)
3. a gap-fill exercise on basic verbs (add, beat, cook, cut, heat, mix, roll out, rub, turn over and use) (Handout 2)
4. a video recording of Tom introducing the recipe followed by Ms Soeda and Tom making the welshcakes

## English lesson aims

1. learn the names of the ingredients
2. recognise and be able to say the quantities of the ingredients
3. understand the meaning of basic verbs used in the recipe
4. watch a video of the teacher explaining the recipe with real ingredients in the kitchen, and complete two tasks:

Match the quantities and ingredients.

(See handout 1)

Read the recipe and fill in the gaps with the verbs (handout 2)

## Procedure

Two 40-minute sessions were used to prepare the students for the cookery session in the Home Economics class.

Step 1. The students checked the names of the ingredients such as flour, baking powder, allspice and currants in their bilingual dictionaries in groups of four, to ensure that the weaker members of the group were supported by the stronger ones. They then matched the quantities and ingredients (handout 1), using real-world knowledge to predict what they are going to see and hear in the video (handout 1).

Step 2. The teacher showed them the poster (fig 1) to elicit the verbs, pointing at the relevant part of the picture and using mime to demonstrate the verb, for example, 'add' or 'mix' After that, we did a drill with the mimes

of the actions to make it memorable for the students.

Step 3. We showed them the clip of the video of Tom explaining the recipe, using the poster. This was to help them predict the answers for the gap-fill exercise (see handout 2). Later they watched the whole video of Ms Soeda and Tom making the welshcakes.

Step 4. Students did the gap-fill exercise to check their understanding of the steps in the recipe in groups of four. Again, the stronger students helped the ones who were struggling with the task.

### **Making welshcakes in the Home Economics class**

Ms Soeda, Tom and Ms Abe, a teaching assistant, guided 120 children to make welshcakes in three 80 minute Home Economics classes involving 40 pupils per class. The children enjoyed making and tasting the welshcakes, seasoned with allspice and currants. Ms Soeda and Tom wandered around the classroom, monitoring and commenting on the progress of each group. The dialogue between the two teachers was less restricted to the target language, and the fact that Ms Soeda, who normally uses Japanese as the language of instruction, was using English was indeed a motivating factor for the students as they were able to observe Tom and Ms Soeda interacting naturally with each other.

We also made a video recording of the cooking session and interestingly, although the students are at an elementary level, they were interacting with Ms Soeda and Tom using simple English words, such as 'Tom, Tom, ok?' pointing at the bowl of dough that they had been mixing. Tom replied, 'No, mix, more. Like this. Faster, faster.' To which the students said, 'Yes, ok'. When the students started to mix the dough faster and more thoroughly, Tom smiled and said, 'Good, good! Ok!' giving the group a "thumbs-up" gesture. The students copied Tom's gesture to show that they also thought that they had

successfully been able to mix the dough. Kramersch (2000) reminds us that we do not learn language by memorizing arbitrary linguistic shapes and sounds and putting them to use in goal oriented activities but rather we learn through various mediational means such as gestures, facial expressions, linguistic shapes and sounds. Upon reflection, the employment of CLIL has enabled the realisation of authentic situations in which to use simple but communicative acts such as giving instructions, encouraging and rewarding students with the fulfillment of the task.

### ***'Fun and delicious'***

The students gave us written feedback on the welshcake lessons in Japanese and the majority said that combining the two subjects was '*fun and delicious*' as they were able to 'make something exotic and at the same time learn some English'. They perceived 'English' as the by-product of the lesson and the making of the cakes as the main activity. More than half of the students thought that the input in English 'was difficult' but that the illustrations on the posters helped them understand the recipe. In future, the students want to learn P.E, Social Studies, Maths, Music or History in English. The most popularly requested subject was P.E. and the pupils mentioned that they wanted to learn how to play some sport and to cheer in English.

***'Communication is like playing catch'*** Ms Soeda, in an interview conducted in January 2007 mentioned that this project has been a positive experience because the children were able to see that 'communication is like playing catch'. The pupils were able to observe the two teachers talking to each other in English and 'when one person said one thing, the other person would respond spontaneously'. Ms Soeda thinks that it is important for non-native speakers of English to use English as a means of communication and to show that one can use the language meaningfully through doing a task such as



*Students in Class, Tokyo (and Front Cover Photo)*

cooking. She believes that raising the awareness of children so as to realise the importance of English as a global language is vital. Moreover, Tom mentioned that 'the fact that the lesson was not about learning languages but that it was about learning how to make welshcakes gave the kids the chance to see that language is a living, breathing thing, and that it includes gestures and visuals that help them understand how to do it.'

### Summary

We have found that Clil can provide a meaningful context in which learners can be exposed to another language in a natural setting. In a non-emersion teaching environment the pre-teaching of vocabulary used in the Clil session is essential to the students' understanding of the task. This year we look forward to working with the P.E. teacher at Morimura Gakuen to provide a platform for collaboration for sport through English language instruction.

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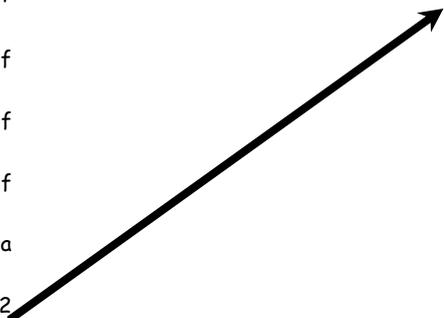
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QUANTITIES	INGREDIENTS
450 grammes of	Allspice
200 grammes of	Sugar
200 grammes of	flour ①
125 grammes of	Flour
1 teaspoon of	Eggs
1 teaspoon of	Currants
extra	Butter
2	baking powder



### Handout 1

You are going to make WELSHCAKES. What do you need?

Watch the video.

Work in groups.

1. Match the quantities and the ingredients.
2. Number the ingredients in the order they were *used* in the video.

### Handout 2

Work in groups. Put the words on the left in the spaces. Use your dictionary to check new words.

Add

1. \_\_\_\_\_ the flour, baking powder and allspice into a bowl and mix.

Add

2. \_\_\_\_\_ the butter into small pieces. \_\_\_\_\_ the butter into the flour.

Beat

3. \_\_\_\_\_ the sugar and currants.

Cook

4. \_\_\_\_\_ the eggs. Add them to the other ingredients. \_\_\_\_\_ well.

Cut

5. \_\_\_\_\_ flour on the table. \_\_\_\_\_ the dough until it is about 5mm thick.

Eat

6. \_\_\_\_\_ a glass to cut out circles of dough.

Heat

7. \_\_\_\_\_ a frying-pan. \_\_\_\_\_ the welshcakes for about 3 minutes on one side.

Mix

8. \_\_\_\_\_ them over and cook the other side for about 3 minutes.

Put

9. \_\_\_\_\_ the welshcakes!

Put

Roll out

Rub

Turn

Use



# **‘Please Help Me Only If I Ask You To’**

**Soonam Han**

This article describes a case study of two Korean children who were aged 8 and 9. The study was carried out in England in June 2007. The two children had been living in England and attending a local Primary school for 10 months.

## **1. The merits of narrative tasks and the beneficial effects of Teachers’ support.**

I designed this study in order to explore some ways to support young learners performing a narrative task. It is generally agreed that children may benefit from performing narrative tasks. Social constructivism views language as an invaluable tool that makes learning possible for children. In other words, a child, a unique learner, learns a new concept through interaction with a knowledgeable adult who may recognize the child’s ZPD and, thus, provide carefully adjusted support for the child (Pinter, 2006:10-13). That is to say, children are often engaged in narrative discourse in their daily lives and therefore realistic conversations are more likely to take place during a narrative task. In addition, by telling a story, children are offered ample opportunities to grow their thoughts and their language abilities. Despite such merits, however, telling a story in L2 can be a quite demanding task for young language learners. That is, for the growth of L1, a child may have access to various resources; their parents, older siblings and any other adults may take opportunities to help the child on any occasion. On the other hand, with regards to L2 acquisition, the only resource a child has to rely on is likely to be the teacher’s support. This indicates that more attention should be paid to language teachers’ roles in the cycle of narrative tasks for young learners.

## **2. The previous studies about teachers’ role in TBLT classroom.**

Many research studies have been carried out in relation to identifying beneficial conditions for learning language through Task-based language teaching (TBLT) approach. In particular, the positive effects of the task planning stage have received a lot of attention so far. However, most studies up to date tend to be devoted to adult learners’ contexts. It, hence, seems unsuitable to apply the findings from such studies to young learners’ contexts. This study has been motivated in part by an earlier study of Foster and Skehan (1999a). They investigated the effects of teacher-led planning and group planning through their experiments with 66 adult students. A type of decision-making task (i.e. balloon debate) was used in their task. Their results suggest that a teacher has a beneficial role during the planning stage. Having learned of the benefits of teachers’ instruction in Task-Based Language Teaching (TBLT) classrooms as suggested by researchers such as Skehan (1996a) and Foster and Skehan (1999a), I decided to investigate the influences of teachers’ support upon on children’s narrative tasks. I started from the hypothesis: young learners who had teacher directed strategic planning would outperform those who had solitary planning, with regards to fluency, accuracy and complexity.

## **3. The research design**

This study involves the two Korean children telling a story by looking at the pictures from the story book, Hansel and Gretel. The story was chosen in the participants’ preferences from the Ladybird Read-It-Yourself series with which both students were familiar.

**Table1 Task conditions for each participant**

	Participant 1 (Minjee, 8-year-old girl)	Participant 2 (Beomjoon, 9-year-old boy)
1 <sup>st</sup> task	Solitary, unguided planning	Solitary, unguided planning
2 <sup>nd</sup> task	Teacher-led planning	Solitary, unguided planning
3 <sup>rd</sup> task	Interview	Interview

As I mentioned earlier, the children's oral performances during a narrative task were measured with regards to fluency, accuracy and complexity. For fluency measure, syllables per minute were counted. Accuracy levels were analysed by calculating the rate of error-free clauses. The numbers of words per t-unit were counted for the purpose of measuring complexity levels.

#### 4. Result

The results in this study indicate that the teacher-led planning has positive effects on the learners' fluency and accuracy levels. However, no beneficial influences were evident in terms of complexity level. In addition, the solitary planning, which seems to offer more freedom on what to plan, encouraged the participant to be engaged in creative story telling. Finally, the interview with the participants illustrates that they prefer student-initiated planning, even though they recognize the needs for the teacher's assistant. The analysis of the results appears to raise the following issues.

#### 5. Analysis

First of all, learners should be trained to keep the balance among fluency, accuracy and complexity. The three language variables, fluency, accuracy and complexity are widely accepted to be language learning goals and, therefore, employed as assessing criterions in this study. It is, however, improbable that learners are able to achieve all three aspects simultaneously. As many researchers such as Foster and Skehan (1999b) and Ellis (2003) suggested, learners tend to prioritise one of the three aspects under pressure and thus the learners often have very little capacity left for other aspects. To this, I would argue that the teacher should provide guidance, which

would remind the learners of other aspects to take care of. In other words, the ideal planning condition should contain the teacher's guidance, which may control the balance among accuracy, fluency and complexity.

Secondly, the teacher's role in planning should mean more than interference aimed at giving language knowledge, or rather, it should be scaffolded, that is, adjusted to meet the learners' needs. The findings of this study suggest that a teacher's assistance during planning stage is beneficial for young learners' performance, i.e. teacher's guidelines helped Minjee to perform better with regards to accuracy and fluency, whereas Beomjoon who had the repeated solitary planning stages did not show any sign of improvement in any aspect. This, however, does not mean that he has not benefited from the repetition of solitary planning. Or rather, he attempted to tell the story more interestingly during the second task. What is more, Beomjoon's attitude towards this whole task cycle was very positive. After all, it is wise to take the merits from both the teacher-led planning and the solitary planning. I, thus, would like to suggest that learners need opportunities to manage their own tasks, as well as interactions with the teachers who could scaffold them. Ellis (2006) expressed the similar view.

*The teacher, as an expert, uses the pre-task to scaffold learners' performance of the task with the expectancy that this 'other-regulation' facilitates the 'self-regulation' learners will need to perform the main task on their own.*

According to Ellis' interpretation, the instructional conversations between the learners and the teacher during the teacher-led planning can be a good opportunity for giving the temporary assistance (i.e. scaffolding) to the learners. In such way, I believe, learners would be able to perform what they could not have done without the teacher's guidance even after the scaffolding is removed. Under such a condition, language learning would occur in much tidier and more efficient way.

Thirdly, on-line planning under teachers' guidance may enable young learners to notice the gap between what they need and what they could do better. It is important that learners are trained to be aware of what they should plan. Beomjoon mentioned, during his response to the interview questions, that it was hard to prepare what vocabulary items to use before the story-telling task. This suggests that he could not notice the gap between what he lacks at and what he might do better, until he actually began to tell the story. This can be explained by looking at Ellis' interpretation about 'noticing-the-gap' (2003:111); [...] noticing-the-gap can also refer to learners both becoming aware of a gap and attempting to do something about it, i.e. by comparing what they actually said with what they would have been capable of saying if they had used their most advanced inter-language knowledge.

Surprisingly, children often fail to recognize what they do not know. Therefore, it is natural that the children who are left alone to pre-plan for a narrative task do not realize what language items they would need. Therefore, we could argue that children can plan best while they are rehearsing the task under the teacher's guidance. Namely, through the on-line planning and with the supports and feedback from the teacher, children can be well equipped for telling a narration.

**6. Implications for further research**  
*A second language*, John Benjamins Publishing Co.

The task conditions adopted in the present study did not clarify whether there was a possibility of on-line planning, since no instructions related to the time limits were given. In other words, the results would have turned out differently if the time allocated for the main task is predetermined. Judging from the facts that Beomjoon's narration is much longer than Minjee's and that he asked for help several times during the task, we could assume that Beomjoon was engaged in on-line planning, while Minjee was relying on the language knowledge obtained from the pre-planning. Ellis (2005:22) advocated that most studies about the planning stage made no attempt to control for on-line planning and that this may be the cause of the mixed results. That is, if a learner is capable of monitoring one's own performances during the main task stage, his/her performance might turn out to be better than those who cannot. This suggests the necessity of further studies about the effects of teacher-led online-planning. Above of all, the participants preferred having a teacher as a resource while telling a story. Thus, it can be hypothesized that the condition in which a teacher is available for assistance during the on-line planning stage might have the most beneficial effects on young learners' performances.

The findings of the present study may provide better perceptions for the effective conditions for children doing narrative tasks. Hopefully, classroom teachers and language-course designers may obtain practical implications from the presented results.

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## Special educational needs other than dyslexia in school foreign language learning

### David Wilson

My first CATS article, which was printed in the Young Learners Special Interest Group publication's autumn 2005 issue, focused on dyslexic language learners in secondary education. Known as a "specific learning difficulty" (SpLD) among special educational needs (SEN) professionals, dyslexia raises barriers to the acquisition of first, let alone the study of second, languages, particularly when reading and writing are involved. This learning difficulty, or difference, also affects the development of memory and organisation skills, which in turn makes the study of other languages more challenging. Fortunately, the disparity between dyslexic students' general intelligence and literacy skills has inspired plenty of research and development work in the language learning field. My foreign languages and special needs bibliography at

<http://www.specialeducationalneeds.com/mfl/biblio.doc> lists almost 500 online and printed references about dyslexic language learners alone.

Dyslexia is not the only specific learning difficulty with the potential to impede progress in the study of a foreign language. One of the symptoms of **dyspraxia**, the "clumsy child syndrome" associated with motor-skills co-ordination difficulties, is a slow writing speed, which may qualify sufferers for additional time or the use of a laptop in examinations. Even **dyscalculia**, the mathematical equivalent of dyslexia, can impinge on foreign language lessons if mental arithmetic tasks are routinely set to practise the learning of numerals.

Students with general learning difficulties are classed here in the UK as having **moderate learning difficulties** (MLD), **severe learning difficulties** (SLD) or **profound and multiple learning difficulties** (PMLD). Although special schools have traditionally educated such learners, many mainstream schools now fulfil this role with the aid of in-house and peripatetic SEN professionals. The inclusion of students with global learning difficulties in foreign language lessons is bound to challenge even experienced classroom practitioners' attitudes and skills. Some will question how appropriate lessons in another



language can be for those who barely get by in their own. Where there is a will, however, there is also a way, as many sceptical though dedicated teachers have found.

In addition to cognitive and learning disabilities, three further categories of SEN deserve a mention. One is **social, emotional and behaviour difficulties** (SEBD). Many UK students with SEBD end up in Pupil Referral Units (PRU), whose academic curriculum often excludes foreign language study and where the focus is on learning how to take responsibility for personal conduct. Certain mainstream schools have succeeded in retaining their students with SEBD, building on their relative strengths, which may lie in foreign language learning while setting appropriately pitched and relevant short-term targets.

Another major category of SEN is sensory and physical difficulties, which break down into **Hearing impairment** (HI) **Visual impairment** (VI) and **Physical and medical difficulties** (PD). With this group of learners, a simple modification may work wonders, e.g. encouraging fashion-conscious teenagers to wear their prescribed spectacles and hearing aids, placing learning resources within reach of wheelchair users and maintaining contact with young hospital patients. A review of individual learning needs will determine whether more elaborate measures are required, e.g. the purchase of Braille equipment, the employment of sign language interpreters or the installation of lifts.

Next come communication and interaction difficulties, covering: **speech, language and communication needs** (SLCN) **autistic spectrum disorders** (ASD). In the case of the former, a non-verbal response may have to replace the learner's use of the spoken word. Like those with SLCN, youngsters with ASD may be prone to teasing and bullying because their peers perceive them as different. Participation in unfamiliar rituals within foreign cultures may cause them

distress because they can react badly to change unless forewarned. On the positive side, some young people with SLCN in their first language experience no communication difficulties in their second, while a few ASD sufferers have become linguistic "savants" when introduced to foreign language learning, outperforming their "normal" peers.

There are other types of SEN, e.g. **Down's Syndrome** (DS) and **Attention Deficit Hyperactivity Disorder** (ADHD), which do not fall neatly into one or other of the above categories but still have implications for foreign language learning. And many students with SEN will have "co-morbidities", manifesting two or more types of impairment, or "double exceptionalities", e.g. non-verbal giftedness and literacy difficulties. Although labels can open doors to treatment and support, they can also encourage students and teachers to make excuses and avoid challenge. Some SEN professionals prefer to talk instead about "learning differences", not "learning deficits", arguing that traditional school curricula and teaching methods can impede certain students' progress and that a long-overdue focus on "personalised learning" is the answer to the problem.

In my presentation at the Easter 2008 conference in Exeter I hope to explore further some of the points I have made in this article about the diversity of students with SEN and what the implications are for education in general and foreign language learning in particular. In the meantime, I commend my online bibliography to you if you wish to find out more about the work already done in the field of at-risk foreign language learners. If you have written a presentation, article, book or dissertation about such learners, I will be happy to add it to the online and printed references listed there.

On my website <http://www.specialeducationalneeds.com/Case/case.html> you will also find teacher-training case studies of foreign language learners with

particular types of SEN, from ASD to VI. Working with students with SEN is a very rewarding business. When you meet their individual needs, you will learn how to include the hardest to reach learners in your classes, which is a win-win situation for everybody.

**David Wilson** teaches French, German and students with special educational needs at Harton Technology College in South Shields in the North East of England.

## **COOKING CLASSES IN A CONTENT-BASED PROGRAM:**

*ENGLISH STRAIGHT FROM THE OVEN! A DELICIOUS WAY OF LEARNING! YUMMY!!*

### **Vanessa and Fátima Tenório**

In our experience, integrating content and language to teach English to young learners has brought better results than using a linguistic syllabus, which follows a basic grammar hierarchy. Even more basic is the vocabulary that is usually linked to such a syllabus. In a world of constant change and rapid evolution, where children have access to an incredible amount of information, we still see that the vocabulary around which most English textbooks and classes are organized seldom goes beyond colors, animals (the most common ones), clothes, parts of the house, parts of the body, toys, and a few other topics or lists of words with little or no context. When submitted to a linguistic syllabus, children generally face English as another subject to study. When content and language are integrated, their focus shifts from the language itself to the meaning of that piece of content that is being brought to the classroom. Furthermore, there are countless

options of themes to be explored which may challenge children's minds and raise their curiosity, making the study of EFL more motivating, purposeful, and fun.

It is important to keep in mind that using content with the objective of teaching a foreign language (FL) requires some attention to how to focus on the language structure. In a content lesson, many opportunities to focus on form arise. They may arise incidentally during the class, when the teacher is interacting with the students or even in student-student interactions. Opportunities to focus on form may also be anticipated by the teacher who can plan activities based on the language that will be used to teach a piece of content.

Another point is that the tasks designed for a content syllabus ideally should suit students' cognitive level. The younger the learners the more concrete the topics and activities should be. As they get older, more abstract topics may be used and focus on form can be more explicit, especially if the learners themselves demand more explanation on how the language works. McKay, commenting on Skehan's theory about cognitive process in language learning, states that:

*Young learners tend to rely on the formulaic system as they hear and see language in use; and through this they gain implicit knowledge of the discourse. [...] Older learners in the later elementary school years develop greater metalinguistic awareness and become more able to gain knowledge of language rules from explicit language study. However, depending on the learning context, older elementary age learners still tend to rely strongly on a formulaic system. (2006, p. 38)*

Regardless of the age of the students, some fun is always welcome. If we add flavor to that fun, then the class becomes unforgettable. That is what happens to cooking classes. Here are two examples of cooking classes.



Both are part of SYSTEMIC LANGUAGE PROGRAM, a method and material that we developed to teach EFL through content to children from three to twelve years old. The program has been used in our language school in Brazil since 2002. It has also been implemented in 29 other language schools and 27 primary schools throughout the country.

The first class example is a general one and is based on lessons for students between the ages of five and eight. The second example is a lesson about how to make *sfihas*. It was designed for 11-12-year-old students and it has a clear focus on form with activities designed to take advantage of the context to practice the imperative and *going to*.

## **COOKING CLASS FOR CHILDREN BETWEEN THE AGES OF FIVE AND EIGHT**

"Please put on your aprons and let's wash our hands. We are going to have a cooking class today!" says the English teacher. Wow! It sounds like magic in the classroom. Students rush to the sink and go to the kitchen as if they were going to a party! It looks like a party indeed! A sense of curiosity, surprise, and fun is in the air. Motivation goes up and children seem to be more than willing to learn something and amazingly everyone suddenly becomes hungry! In fact, it does not seem that we are in school, but in a place where fun is the central point and where learning English makes real sense to children. There is a real use of it!

For children, adding fun to English classes is without a doubt one of the most effective ways to teach words, expressions, structures, and when it is all about cooking, there is another crucial point for learning: students are learning by doing, which is even better. If children enjoy a learning activity, there will be more involvement in the class and this may

increase their desire to continue learning the language (Moon, 2000). An opportunity for comprehension of the language is created as children experience English in practice. More exposure of language is provided, so there is more language practice. Children seem to digest the words as they digest the food!

There are many ways for a teacher to transform a cooking class into an effective language class, even for very young learners. The teacher can start by teaching the cooking utensils and ingredients and continue to following the recipe and cooking the food. A game, for example, can be played and children's imaginations can be activated. How about hiding all the utensils and through a miming game have children find out which each one is? It is really challenging for a seven year old Brazilian to discover what a *grater* is. The teacher pretends that she/he is grating a carrot and asks the children to find this object. Children begin a competition. What is amazing to see is that everyone wants to participate. The teacher can display all the ingredients on a table and invite the children to predict what will be cooked in that class. The students present all kinds of guesses and usually in the mother tongue. So, an opportunity is provided to have children learn about names of foods in English.

It is interesting to note that the communication between the teacher and the children is facilitated by the situation. The teacher should take the opportunity to elicit from the children knowledge they already possess, ask them as many questions as possible, build interactions and involve them in conversations so that they feel confident and comfortable to participate. Try asking your five or nine-year-old students questions such as: "Have you ever had this cookie before?", "Would you like to take it home with you?", "Will you wrap it for me, please?", "Mix the dough, please."... We are sure they will answer or at least understand all of statements. There are countless opportunities to provide new forms

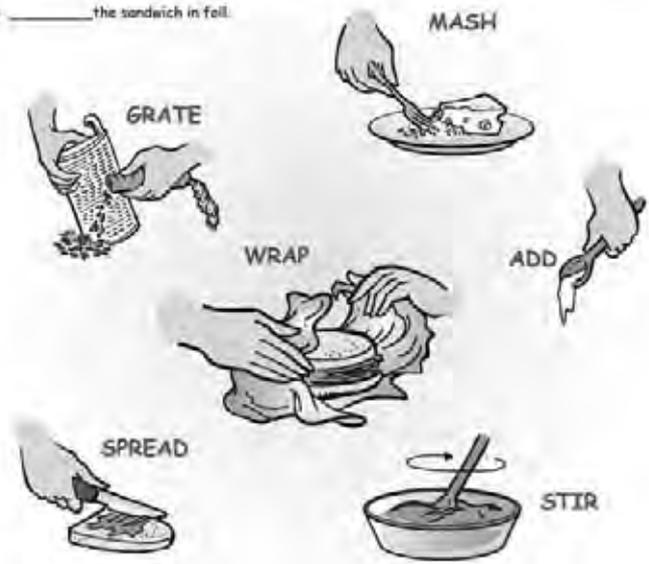
of the language. By the end of the class, English becomes as easy to be “swallowed” as any good food!

As a consolidation of the class, many kinds of activities can be assigned (see example of worksheet below). More games can be played and even cross-curricular activities can be created. Math classes can be given when students, for example, need to calculate the number of ingredients, which are necessary for different numbers of servings. Five-year-olds can also work on concepts by organizing on a tray the smallest to the biggest cookies. What is very positive about cooking classes is that children will always ask for repetitions and even better is when they come to us saying that they have shared the cooking class with their families or friends at home!

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Year 2 - Nutrition - Recipe: 'Making a Light Tuna Fish Sandwich' -  
 Worksheet 1, Pg. 2/2

3. Fill in the blanks with the correct verb

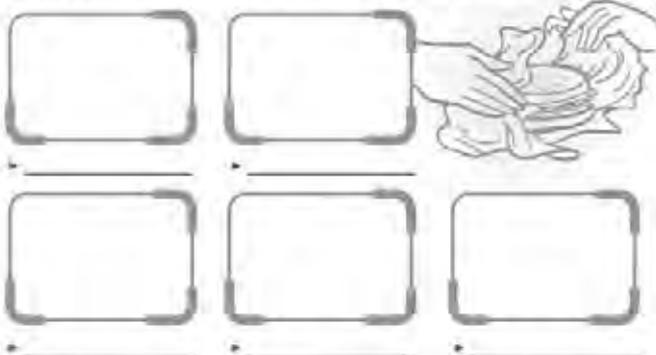
- ▶ \_\_\_\_\_ low fat ricotta cheese and the tuna fish with a fork.
- ▶ \_\_\_\_\_ the carrot.
- ▶ \_\_\_\_\_ the mayonnaise.
- ▶ \_\_\_\_\_ all ingredients together until well blended.
- ▶ \_\_\_\_\_ the filling on the slice of bread. Put on another slice to make a sandwich. It's ready.
- ▶ \_\_\_\_\_ the sandwich in foil.



Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Year 2 - Nutrition - Recipe: 'Making a Light Tuna Fish Sandwich' -  
 Worksheet 1, Pg. 1/2

**Light Tuna Fish Sandwich**

1. Draw the ingredients for a light tuna fish sandwich. Then, write the words below.



2. Cut out the pictures of the ingredients for the recipe and glue them in the boxes below, then write their names beside the boxes.

2  \_\_\_\_\_ of tuna fish

1  \_\_\_\_\_

24  \_\_\_\_\_ of whole wheat bread

1  \_\_\_\_\_ of ricotta cheese

1  \_\_\_\_\_ of mayonnaise

## HOW TO MAKE SFIHAS – FOR CHILDREN BETWEEN 11 AND 12 YEARS OLD

This lesson should be given in two different classes. In the first class the teacher works on vocabulary, which includes the ingredients, utensils, and the verbs used for the instructions on how to make the sfihas. The real ingredients and utensils are brought to class and a lot of TPR is used. A mime game is played to work on the verbs. After the game, a reading activity is done. Students are given worksheets (see below) where they read the ingredients and the instructions. They are asked to circle the verbs in the imperative form; then they must match the verbs with their meaning or picture. After this first part, students are given another worksheet where they are expected to answer *going to* questions to make sure they will know how to follow the instructions to prepare the sfihas. When they have practiced what they are going to do in the kitchen, they actually go there, make the sfihas, and eat them!

The outcomes of this lesson are generally excellent. Motivation is high and focusing on form is contextualized which has shown to be advantageous. We have noticed that this kind of approach benefits, not only children who already have metalinguistic awareness, but also those who still rely on the formulaic system. Moreover, there is a clear purpose in studying the vocabulary and “drilling” the structure in the worksheet -- students need to know exactly what they ARE GOING TO DO when they get to the kitchen. That is very different from repeating a lot of words and sentences just for the sake of it!

**Vanessa Tenório and Fátima Tenório**  
*Vanessa and Fátima Tenório are sisters and started their own language school in Brazil in 1985.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Year 6 - Cooking - Sfihas - Integrated with Language - Going to - Worksheet 1, Pg. 1/4 - L1

### Sfihas

#### Ingredients

1/2 tablespoon sugar  
 1/2 tablespoon salt  
 150 ml warm water  
 2 tablespoons oil  
 1 tablespoon butter  
 15g yeast (2 tablespoons)  
 500g flour

#### Filling

300g ground beef  
 3 ripe tomatoes  
 1 onion  
 1 lemon  
 2 teaspoons salt  
 1 teaspoon ground pepper

#### Instructions

In a bowl, put the oil, the butter, the sugar, the salt, and the warm water. In a separate bowl mix the flour and the yeast. Slowly add the flour mixture to the other ingredients as you mix them with your hands. Keep mixing the dough until it forms a ball. Knead the dough on a flat surface until smooth and elastic. Roll it into the shape of a long cylinder and cut it into 20 to 22 pieces. Place the pieces in a bowl, cover them, and let them rest while you prepare the filling.

Heat the oven to 400F/205°C.

Peel and dice the tomatoes and dice the onion.

Heat the oil in a saucepan and lightly fry the onions, the tomatoes, salt and pepper. Then, add the ground beef and cook it until golden brown. Drain the mixture. Squeeze some lemon juice on it.

With a rolling pin, roll out a piece of the dough. Make it into a circle. Place the filling in the center. Fold the dough over the filling so that it gets into a triangular shape.

Place the sfihas on a baking sheet and bake them for about 20 minutes or until golden brown.

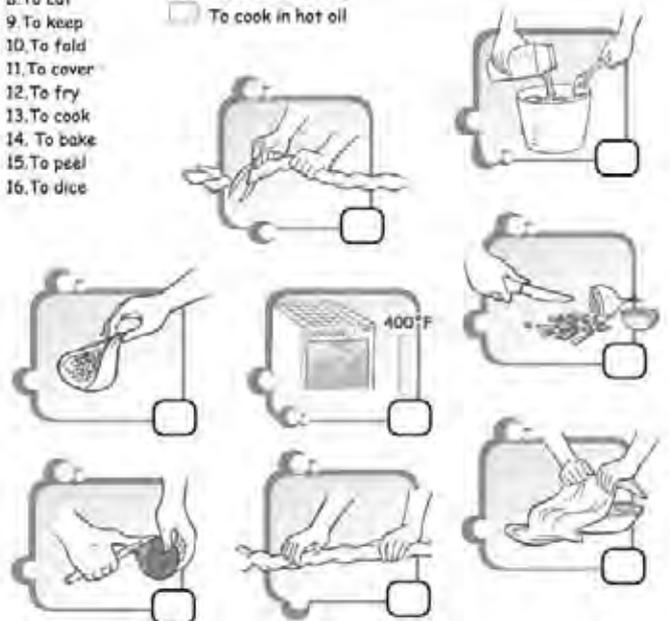
Read the instructions and circle the verbs in the imperative.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Year 6 - Cooking - Sfihas - Integrated with Language - Going to - Worksheet 1, Pg. 2/4 - L1

Match the verbs with the pictures or the definition.

1. To let
2. To heat
3. To make
4. To place
5. To mix
6. To add
7. To roll
8. To cut
9. To keep
10. To fold
11. To cover
12. To fry
13. To cook
14. To bake
15. To peel
16. To dice

- To construct, create, or prepare
- To put or blend together to form one mass; to combine
- To cook in an oven
- To put
- To allow or permit
- To prepare food by using heat
- To continue doing
- To cook in hot oil



## From Inside the Classroom Hungary

**Livia Farago**

In Hungary the starting age of learning a foreign language as part of the National Core Curriculum in mainstream primary schools is the age of 10. Learners have the minimum of 2 lessons per week. From age 11, learners must have at least 3 lessons per week.

Numbers vary but tend to increase over the years. There are 35 teaching weeks per year, so 35-105 lessons per year. Many schools however, introduce foreign language education in their local curriculum before the official starting age, e.g. from the age of 6 in many cases. A teacher who has had pre-service training at college or university and is qualified to become a teacher of English at primary level.

The National Curriculum from Grade 4 (age 10) gives a fairly detailed outline of suitable content, listing, e.g., topic areas, functions and skills for teaching a foreign language. Teachers may choose any published materials (local or international) to apply in the lessons provided that the materials have had official accreditation or approval. Usually, the parents have to pay for textbooks. Both international and local publishing houses offer book for schools, but international published course books are typical. Before the official starting age, teaching materials are mainly original teaching materials devised by teachers themselves, materials adapted by teachers from several published sources or published course books. English is the most popular language among parents and learners but French and German are also often chosen by them.

Recent years have seen major initiatives at national level to support the development of foreign language education in Hungary. They intend to promote methodologies that help learners to develop good communication skills

and the desire and learning strategies to follow further studies in languages. Good practice is disseminated by providing teachers with teacher training videos with training notes, in-service teachers trainings and one-off professional events like conferences or workshops. IATEFL-Hungary is also doing a lot to support teacher by offering professional development opportunities including accredited courses for teachers and or projects launched for teachers and learners nationwide.

In my school, which is in a green area of Budapest, the capital of Hungary, learners learn English from grade one (age 6-7). We follow the social constructivist approach to teaching which sees learning a two way process during which learners link input to their own experiences and perceptions of the world. We find that the learners do not come to the English classroom empty handed. They have a lot of knowledge about the world and have acquired certain skills that we can build on. We think that teaching can emerge from the dynamic interplay between possible tasks that children are actively involved in and their desire to 'make sense' and construct a meaning. We perceive language as an organic system that should be presented as a whole to learners for meaningful communication instead of simplifying it into separate items and spoon-feeding the learners. For young learners speaking is the medium through which they encounter new language, understand, practise and learn. Based on the approach described above let me show you two examples of project work we involve our 10-13 year old learners in very often.

### **Travel with us!**

In this project children act as workers of a special travel agency that organized trips to past times. Children were to organize and sell holidays to travellers interested in exploring different periods of history. During the project they worked in groups and designed plans



and inviting programmes for their customers as well as present their offers. The project comprised some more sub tasks such as making a radio advertisement selling their agencies and trips.

The end products of the project were posters presented by groups that we videotaped and used the recordings for evaluation. When recording the presentations, groups were allowed to repeat them if they felt they could improve them. Learners were all very positive about the experience. They said they enjoyed making the radio ads and posters the best, Some of their comments are as follows:

*'I liked setting up our travel agencies as you really had to be creative in it.*

*'I liked working on the project because we became better friends with my group-mates. We could work together successfully and our poster looked great.'*

*'I had a very good time while working on the project and it was very interesting, I find it a good idea because we can learn much more this way.'*

### **Round the World with a cup of Tea**

In this project learners produced and presented a short TV programme about 'Tea'. In the film they introduced some favourite types of tea and their

While preparing for the TV shooting learners examined different tea-types and made a poster of them. Then, they learnt how to make a cup of tea qualities, got viewers to know accessories for making a good cup of tea and the steps of the procedures.

While preparing for the TV shooting, learners examined different tea-types and made a poster of them. Then, they learnt how to make a cup of tea in English and prepare for the tea-party e.g. laying the table. After video recording the 'cookery show' we had a real tea-party in class. Then, we discussed our experiences with working on the project and also invited learners to reflect on what they

have learnt. They were asked to fill in the self-evaluation chart shown at the end of the article.

Learners leave primary school in my school at the age of 14. In the last lesson I asked my school-leaving group to recall their memories and write down what they remembered and liked best from the last 8 years. Their top areas were as follows:

- 1) Working in groups
- 2) Doing project work e.g. making board games, making video recordings, planting, organising a pop song contest
- 3) Reading books and putting the stories on stage for other classes or parents to see
- 4) Using the Internet
- 5) Watching videos
- 6) Learning songs

They also highlighted that it was very useful to do practising grammar and doing exercises, however they were difficult sometimes.

This is an exciting period in primary ELT in Hungary. There are several initiatives that can support primary school teachers plan and manage successful lessons. The YL SIG in IATEFL-Hungary makes effort to share best practice among teachers throughout Hungary. Apart from offering-in-service courses and workshops to colleagues or organizing 'live' lessons followed by post lesson-discussions at our annual conference, we issue one YL SIG publication every year. Last year it was focussing on Reading.

Feel free to download three articles from this issue from our IATEFL-Hungary website at [www.iatefl.hu](http://www.iatefl.hu) – SIGs-YL S-Publications or at <http://www.iatefl.hu/content.php?id=020604> immediately.

### **Reference**

The materials I referred to were devised together with my colleague **Zsuzsánna Poór** in the framework of a national materials development project.

## Young Learner SIGS Around the World Switzerland



Interest in the English language for Young Learners began to take off after an English initiative was first introduced in Zurich in 2000.

English has now been introduced into the state schools beginning at second grade. However many Swiss parents are choosing to send their children to English pre-schools/playgroups as early as 2.5 giving them early exposure to the language before second grade. There are many different types of schools in Switzerland offering English to Young Learners i.e. private language schools, state schools, bilingual schools and international schools.

For teens, vocational schools and universities are requiring that students take a certified English exam.

Many teachers who are working with both very young learners up to teenagers are looking for a way to communicate and keep their ideas and methods up-to-date and fresh.

The English Teacher's Association Switzerland offers support to these teachers through their Young Learner and Teen SIGS. Teachers can email the YL and Teen SIG Coordinators at any time asking for advice and to inquire about specific courses or workshops in their region. Perhaps someone

wants to become a language teacher and they not sure where and how to begin. In this case, they might contact the YL or the Teen SIG coordinator for some guidance.

The SIG also coordinates its annual SIG Day where they sponsor theoretical, practical and methodology workshops, as well as talks and cultural and teacher development. This years SIG will take place in Baden, Switzerland on September 20<sup>th</sup>, 2008.

After every SIG day the different workshop supervisors or volunteers write up about the specific workshops/talks and these write-up are then published in the next season ETAS Magazine in the SIG section. This enables teachers who could not attend the SIG day to get an overview of what was presented.

Ultimately, YL and the Teen SIG are able to provide ETAS members with professional support, different ideas about teaching, make suggestions for further teacher training and development.



YL's in Switzerland learning about exotic animals in English.

**Tania Erzinger** is Young Learner SIG Coordinator of the English Teacher's Association Switzerland



## Book Review

**Kay Bentley**

***Teaching Other Subjects Through English***

Deller, S and C. Price

Oxford University Press 2007 151pp

ISBN 978-0-19-442578-0

Books on the subject of content based teaching are much awaited and much needed. Sheelagh Deller and Christine Price are among the first to go into print in the form of a resource book on this approach to teaching English to school pupils. Their book, 'Teaching Other Subjects through English', targets readers who are language and subject teachers of eleven to eighteen year olds. These pupils are learning some curricular areas or topics in a second or sometimes third or even fourth language. The publishers have decided against using CLIL (Content and Language Integrated Learning) for the book title, although the rationale for producing a CLIL book is explained by Alan Maley, the series editor, in his foreword. CLIL is further discussed in the thoroughly written authors' introduction. Maley is absolutely right in stating that there is a 'dearth of books offering practical, classroom-tested ideas on ways to implement a CLIL approach.' So, with great enthusiasm I read the book as soon as it was published.

The book is planned in sections, not by subject area, but by linguistic sub-headings both functional, such as 'Giving new information' and skills based, such as 'Speaking'. The three additional sections address ideas for 'consolidation and revision', the use of 'supplementary resources' and a final section based on project work about the environment and community. Interestingly, in the book's overview, the description of activities comes first, before the column which states the curricular subject featured. The subjects chosen as examples for teaching the

activities are described as 'demo' but the authors suggest additional subjects where the activity may also be used. The focus is therefore on generic activities which can be applied to more than one subject area. Examples include: 'Mutual Dictation' for teachers of Food Technology; 'Odd One Out' for Biology and 'Noughts and Crosses' for Business Studies.

A wide range of both new and familiar activities is presented, many of which are creative and manageable for teenage classrooms. An extensive subject range is covered too. The Sciences, Arts, Humanities and Practical subjects are all represented. Within the activities there are some clear models of language support which learners need for word, sentence and text level production. Effective examples include: vocabulary support for labelling a skeleton; sentence support for defining content words; textual support for using persuasive language. What is more, throughout the book, several references are made about the use of mother tongue, an area which differentiates a CLIL approach from traditional ELT teaching.

To conclude, readers will discover many ideas for developing learning strategies as well as scaffolding strategies across the curriculum. In addition, they will find two appendices on useful classroom language: one for teachers, one for learners and two appendices with suggested reading material and websites. A welcome book indeed.

**Kay Bentley**

*Publicity Editor CATS*

## Book Review

### ***Multiple Intelligences in EFL Exercises for secondary and adult students***

Herbert Puchta & Mario Rinvolucri  
Cambridge University Press 2005 157 pp.  
Paperback ISBN 978 3 90250425 8

Semiotics cozies up with Multiple Intelligences in this practical book of exercises to walk into a classroom and try out with your students. I got immediate and unsolicited feedback from primary students who said, "We like this more than the book Carol." My older students also enjoyed the exercises and realized their potential for stimulating meaningful conversation about their manner of learning. The authors offer several suggested ways of delving into the exercises depending upon if you have a coursebook or not. The layout of the exercises makes using the book accessible to teacher/learners of all flavors of

multiple intelligences. The five chapters, General MI exercises, Teaching from your coursebook, Looking out, Looking in, and Self-management help the busy or new EFL teacher by providing ready to use exercises. The exercises themselves have a manageable ratio of multiple intelligences per exercise. Lastly, concerning layout there is a handy teacher's quick reference guide in the back which helps the teacher gauge the learner level and the multiple intelligences explored amongst the exercises. The authors have been generous with the photocopiable pages requiring less preparation time for busy or new teachers.

Finally, the excitement these exercises generated in my students motivated me to open my unread copy of Howard Gardner's Frames of Mind.

**Carol Whitehouse** works freelance in France

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## YLSIG: Yahoogroups Discussion List Report February 2008

When I took over from Wendy Arnold as Young Learners Discussions Moderator I saw my aims as finding good discussion fielders and attracting as many members of the list as possible to take part in the discussions.

A rough analysis of recent posting figures shows that of the list's 500 plus members, there are just nine frequent posters, where 'frequent' means people who have posted over 100 messages since they joined. What seems to be true, however, is that a large number of people read the contributions to the discussions, although they do not post. I now see clearly that the success of a discussion cannot be accurately gauged by simply counting up the number of messages. And the YL list produces far more postings than most of the other SIGs discussion lists. Fielded discussions are events at which invited experts discuss relevant issues with a small regular panel of questioners and commentators who are occasionally joined by members from the floor. The discussions generate an automatic archive at Yahoogroups (all posted messages):  
<http://groups.yahoo.com/group/younglearners>

Documents uploaded by the fielder to the files section of Yahoogroups are at:  
<http://groups.yahoo.com/group/younglearners/files/>

Summaries, written by the fielders, are archived on the website in the members' area at:  
<http://www.ylsig.com/#summaries>  
Recommended books and articles mentioned during discussions are noted in one of the YL's wikis :

<http://ylrecommended.pbwiki.com> (Work in progress)

Acronyms are collected in another wiki, Acronyms Galore!  
<http://acronymsyl.pbwiki.com/>

Sites mentioned during discussions are at:  
<http://del.icio.us/ylearn> (Work in progress)

There have been three fielded discussions since the last moderator's report and three more planned, one of which will have taken place by the time this brief report sees the light of day.

1. **Caroline Linse:** The relationship between schools and YL families.
2. **Susan Holden:** On Evaluating, supplementing and devising materials for teaching and learning.
3. **Simon Smith:** Young Learner Teacher Development - though the discussion ranged over a wide range of topics.  
The complete messages of all discussions can be read at the Yahoogroups site. (See above).

Forthcoming fielded discussions are:

4. **Gordon Lewis:** Teaching Teenagers

[Gordon scored a first by being the first fielder to introduce himself with a short, one-minute, on line video.]

[http://www.countryschool.com/ylsig2/upcoming\\_discussions.php](http://www.countryschool.com/ylsig2/upcoming_discussions.php)

5. **Graham Stanley:** - Are our young learner students changing as a result of exposure to digital technology, and if so, what can teachers do about it? (Tentative title).
6. **Leonora Fröhlich-Ward:** EITHER Teaching English to Young Learners aged 4/5 OR Teaching Young Learners aged 10 /11.

Dates and more information about forthcoming discussions will be given on the

list. Other topics that have been recently discussed informally include games, competition versus co-operation; a news item suggesting peers have more influence over older children than parents or teachers. Is L1 use always translation? An article: Neighbourhood's effects on grades challenged; voice recorders. Again, everything can be read at Yahoogroups.

Behind the scenes negotiations are taking place with potential speakers for the rest of this year and 2009,

To explore alternative ways of conducting discussions using the resources of the Internet, a first online synchronous discussion is planned at the Alado site:

<http://www.alado.net/webheads>

In this venture I shall be helped by a number of the so-called web heads, an international group of gifted volunteers working in this area.

To participate YLSIG members will need loudspeakers or headphones and a microphone if they wish to speak. Full details will be announced on the list.

Group Email Addresses

Related Link:<http://www.iatefl-ylsig.org>

Post message: [younglearners@yahoogroups.com](mailto:younglearners@yahoogroups.com)

Subscribe: [younglearners-subscribe@yahoogroups.com](mailto:younglearners-subscribe@yahoogroups.com)

Unsubscribe: [younglearners-unsubscribe@yahoogroups.com](mailto:younglearners-unsubscribe@yahoogroups.com)

List owner: [younglearners-owner@yahoogroups.com](mailto:younglearners-owner@yahoogroups.com)

I look forward to reading you at YL Yahoogroups.

**Dennis Newson** Discussion Moderator



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## YL SIG Website

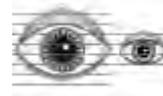
### News

Did you know that nearly the entire contents of Children and Teenagers (CATS) is available online at the YLSIG website? Not only that, but members also have access to summaries of our on-line discussions as well as summaries and even videos of conference presentations. There's also an extensive list of web links - possibly the largest on the Net - to just about every aspect of teaching English to children and teenagers, as well as a Young Learner bibliography and much more.

Want to know the latest YL news or when the next on-line discussion will be? Interested in one of our conferences? Missed Bonnie Tsai's conference session on Multiple Intelligence? It's all available at the YL website. Check it out at [www.iatefl-ylsig.org](http://www.iatefl-ylsig.org)

**Chris Etchells**  
*Website Manager*

## Web Watcher



### *Editor's choice:*

[www.teachit.co.uk](http://www.teachit.co.uk)

...full of lots of great materials that can be adapted for the EFL/ESL language classroom.

For further great website links don't hesitate to visit the YL SIG website at:

[www.iatefl-ylsig.org](http://www.iatefl-ylsig.org)

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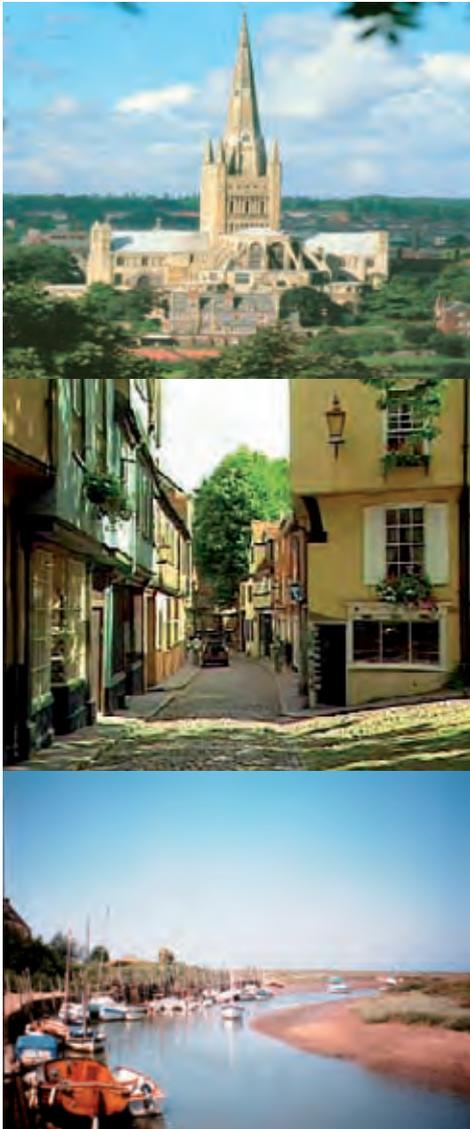
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- Creativity in ELT: Drama, Story and Song
- Finding your Voice: Creative Writing in ELT
- Language and Methodology: a refresher course
- Management in ELT
- Multimedia and New Technology in ELT
- From Teacher to Trainer: Developing Effective Trainer Skills for ELT
- Teaching Business English: Language, Materials and Methods
- Testing, Evaluation and Assessment
- Teaching English to Young Learners/Very Young Learners
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