Teaching Young Learners of English: Integrating Principles and Practices

Mary Lou McCloskey, PhD Educo, Atlanta, Georgia USA www.mlmcc.com

What is unique about young learners?

- Innate Programming for Language Acquisition
- Physically Active
- Eager to speak and participate
- Short Attention Span
- Egocentric
- Holistic

How do we design learning for these young people?

- Jean Piaget
 - Different ways of learning at different stages
 Sensorimotor (birth-2)
 Pre-operational (2-7)
 Concrete Operations (7-11)
 Formal Operations (11-15)
- Lev Vygotsky
 - o Importance of language
 - o Importance of social learning: Teaching is assisted performance
 - o Development and learning meet in the Zone of Proximal Development
 - Learning is social
 - Learners need scaffolding
 - Getting children interested in the task
 - Simplifying the task; breaking it down into smaller steps
 - Keeping children on task; reminding them of goals
 - Pointing out what is important
 - Preventing/managing frustration
 - Demonstrating the task

Seven Principles for teaching English to young learners (With Practice Examples)

Principle 1: Offer learners enjoyable, active roles in the learning experience

Activity 1: Metamorphosis TPR

Crawl like a caterpillar.
Chew on a green leaf.
Build a cocoon around yourself.
Sleep for two weeks.

Nibble a hole in the cocoon. Push your way out. Fly like a butterfly.

Principle 2: Help students develop and practice language through collaboration

Activity 2: I Have, Who Has?

- I Have Who Has Directions
 - Create a card sequence of paired words, numbers, pictures, definitions, etc. Try to have one for each child.
 - Pass them out.
 - Ask who has the first card.
 - Ask and answer till you get to the end.
 - Trade cards and play again.

I have, who has templates on www.mlmcc website. Handouts.

Principle 3: Use Multi-dimensional, Thematically-organized activities

Activity 3: Read-aloud of The Very Hungry Caterpillar by Eric Carle In this book are the integration of:

- Numbers
- Days of the week
- Night and day
- Food names
- Stages and life cycle of the caterpillar

Principle 4: Provide comprehensible input with scaffolding

Learning to Learn:

- Predicting
- Selective attention
- Circling
- Skimming/scanning
- Referring to text
- Eliminating
- Completing tasks and homework
- Copying
- Questioning
- Memorizing

Activity 4: Vocabulary Learning: An Active Approach

- Group students.
- Students draw pictures for words.
- Teacher names pictures.
- Students respond.
- Students exchange pictures.
- Students teach each other the words in small groups.

Principle 5: Integrate language with content Activity 5: Science of Metamorphosis of the Butterfly: Life Cycles

Caterpillar Chant

Linda New Levine

I'm an egg. **
I'm an egg. **
I'm a very little egg. **

I'm a caterpillar. **
I'm a caterpillar. **

I'm a fuzzy, wuzzy, caterpillar. **

I'm a cocoon. **
I'm a cocoon. **

I'm a sleepy, sleepy, cocoon. **

I'm a butterfly. **
I'm a butterfly. **

I'm a beautiful, beautiful, butterfly. **

Principle 6: Validate and integrate home language and culture Activity 6: Our own life cycles: drawings of the cycle of life in our own families

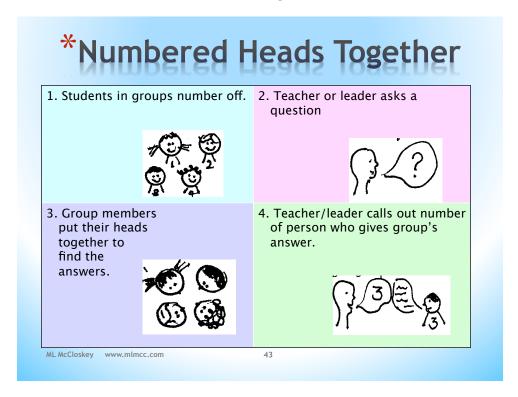
Principle 7: Provide clear goals and feedback on performance

Activity 7:

Caterpillar rubric

| Caterpillar Rubric | | | | |
|---------------------------------|---------|--------------------------|-------------------------------------|---------------------|
| Score Feature | 1 | 2 | 3 | 4 |
| Stages of life of the butterfly | Not yet | Points to them correctly | Names them correctly | Names them in order |
| Days of the week | Not yet | Names 3 | Names 5 | Names 7 in order |
| TPR | Not yet | Participates a little | Participates most of the time | Participates always |
| Numbers 123 | Not yet | Up to 5 | Up to 10 | Up to 20 |
| Vocabulary | Not yet | Names 3 | Names 10 | Names and writes 10 |
| Retelling | Not yet | Points to key events | Tells 3 events | Tells most events |

Summarizer: Numbered Heads Together



Questions:

- 1. How do children learn?
- 2. How should we teach them?
- 3. What are new strategies and activities we'd like to use?

Thank you!

Handouts and Resources: www.mlmcc.com - Click on Handouts

References and Resources

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