

# Teaching Young Language Learners

Presenting by Sophia Wei Wang



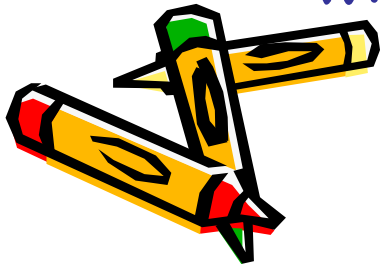
# Our Instructor -- Ms. Amanda Bailey



# I. Descriptions of young learners

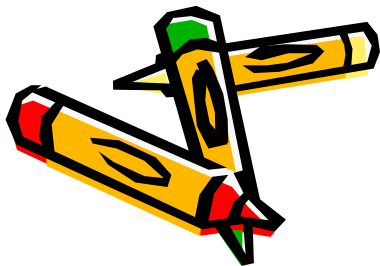
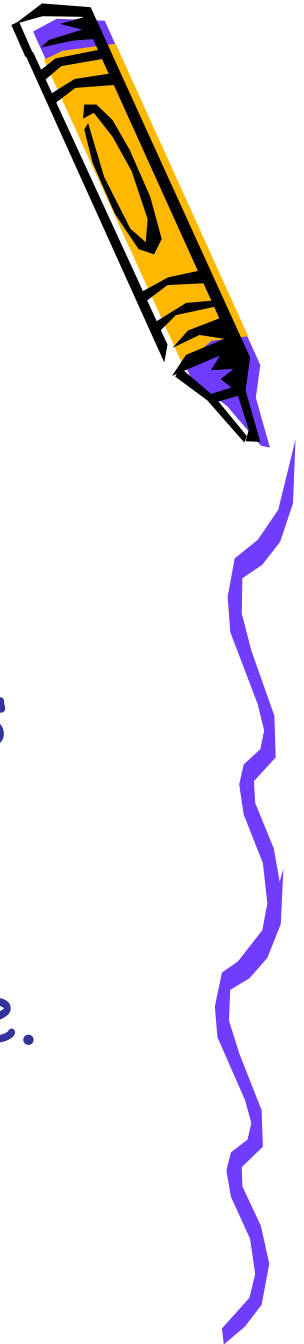
1-1 Young learners are already very good at interpreting meaning without necessarily understanding the individual words.

- ✓ We can support and help them develop these skills by using gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what we are saying.

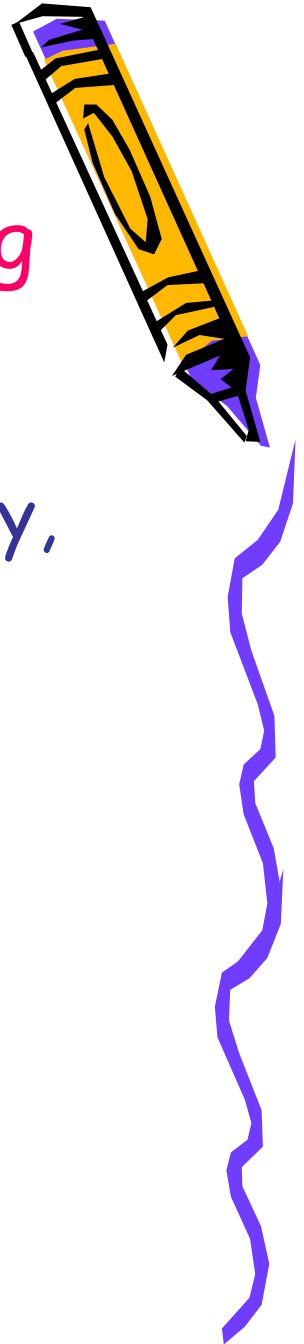


1-2 Young learners already have great skill in using limited language creatively.

- ✓ We need to provide young learners with occasions when the urge to communicate makes them find some way of expressing themselves.
- ✓ Playing games is a good example.



1-3 Young learners take great pleasure in finding and creating fun in what they do.



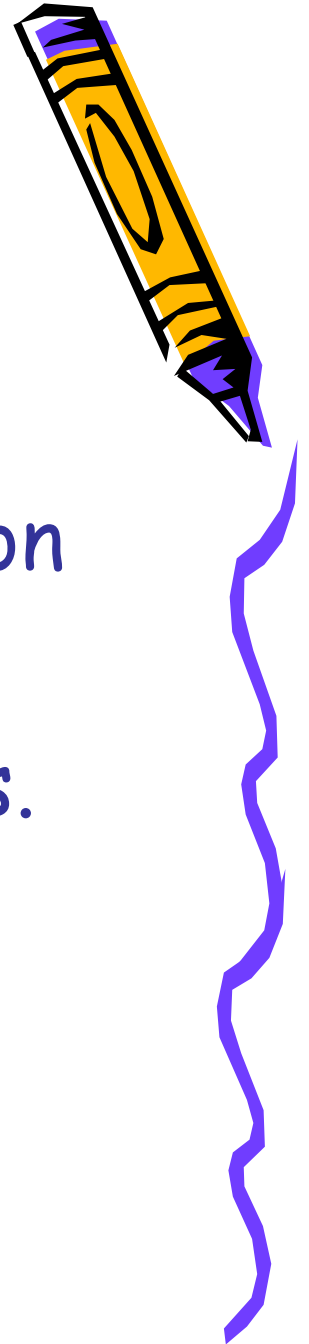
- ☑ Through their sense of fun and play, young learners make the language real for themselves.
- ☑ We need to see this and respond positively, even when the fun element of an activity isn't part of our original plan.



## 1-4 Have a ready imagination

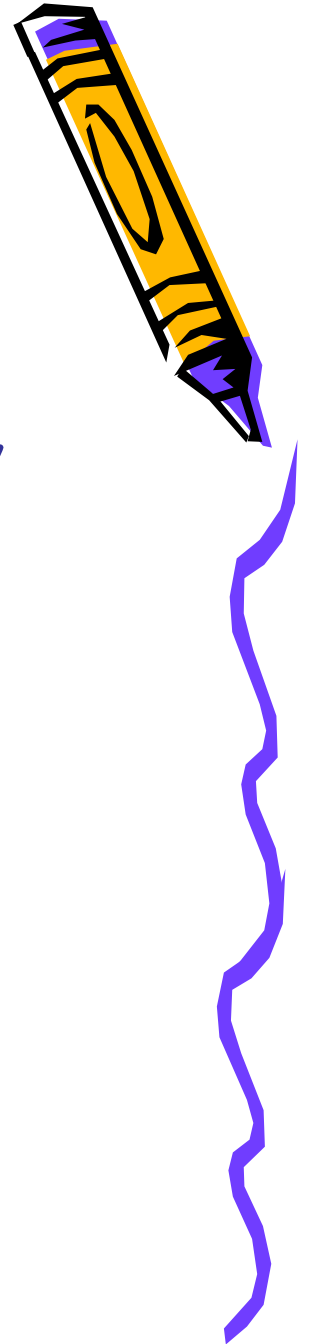
✓ We need to stimulate the children's creative imagination so that they want to use the language to share their ideas.

✓ Draw and describe the monster.



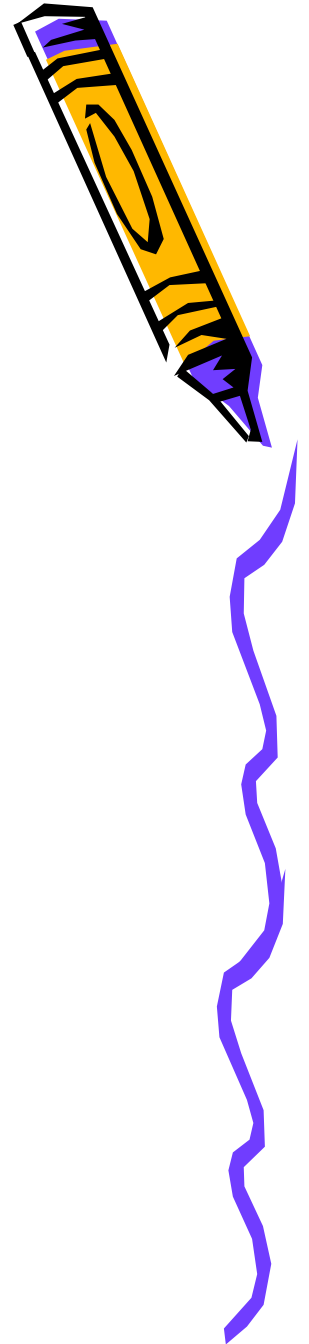
# 1-5 Love to talk

- ✓ They can learn about the language, but the only way to learn to use it is to use it.
- ✓ The conversation-driven activities that come along with the use can effectively arouse their interests toward language learning.



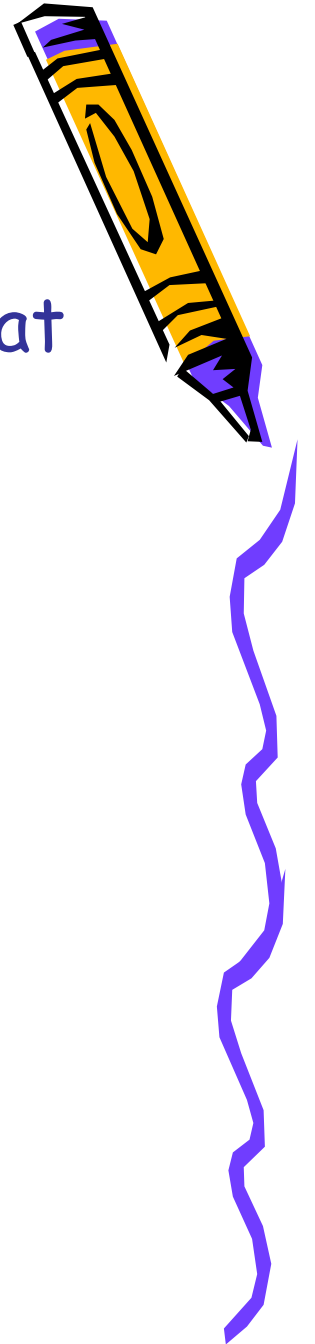
## II. Stir / Settle

- Some language activities stir a class and some settle a class.





# Stirrers



In a positive sense, "stir" means that the activities wake them up and stimulate them; but in a negative sense, it may be that the activities over excite them or allow them to become restless.

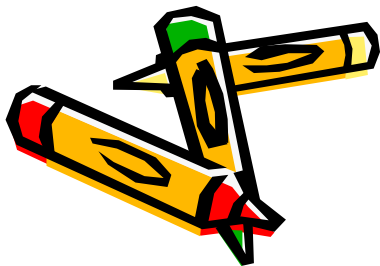


Stirrers that re-energize a tired and distracted class can be like oral work, competitions or doing plays.



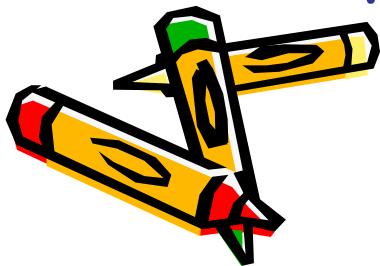
# Some activities that stir a class

- ✿ Jump the line
- ✿ Run and touch
- ✿ Pictionary
- ✿ Run and write
- ✿ Simon says
- ✿ Running dictation
- ✿ Reading race

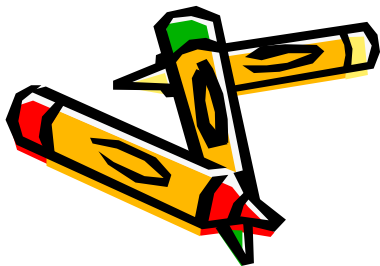
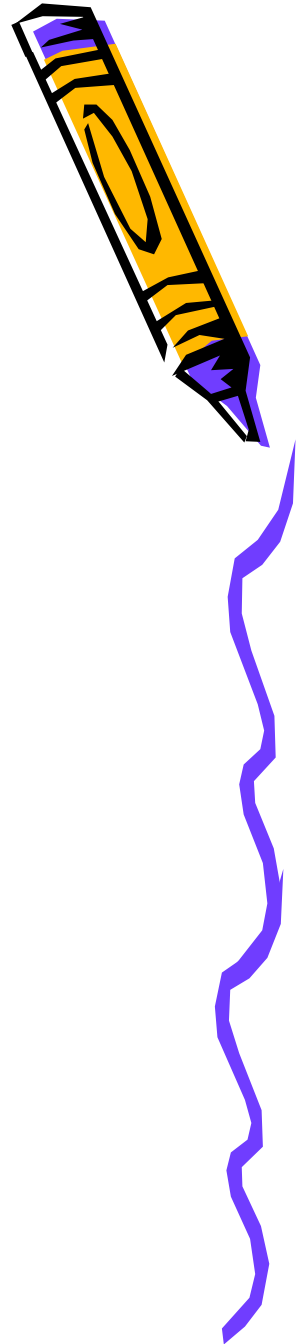


# Settlers

- Some 'settle' activities, put it positively, can calm a class down; but put it negatively, some activities will bore the class.
- Settlers that calm down an over-active and distracted class can be like copying, coloring, listening, or tests.

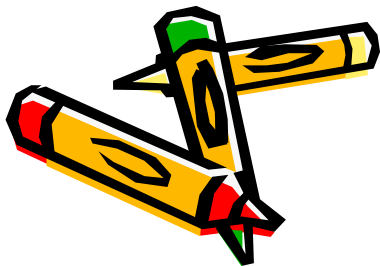
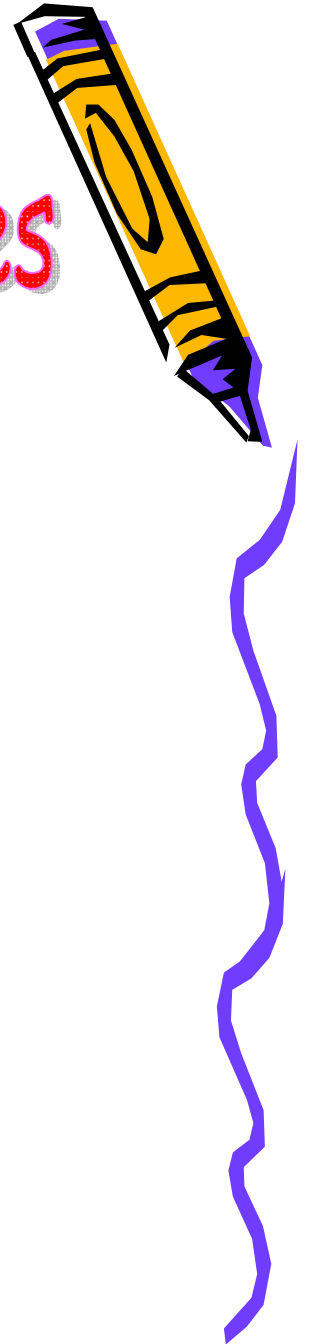


- Bingo
- Memory games
- A story with mistakes
- Round class memory test
- Spelling test
- Puzzles
- Traditional dictation



# Balance the stir/settle activities

- To avoid a language lesson which is too energetic / noisy or one which is too sleepy / boring, we can choose a style of work that in terms of its stir / settle potential suits a particular class or occasion.

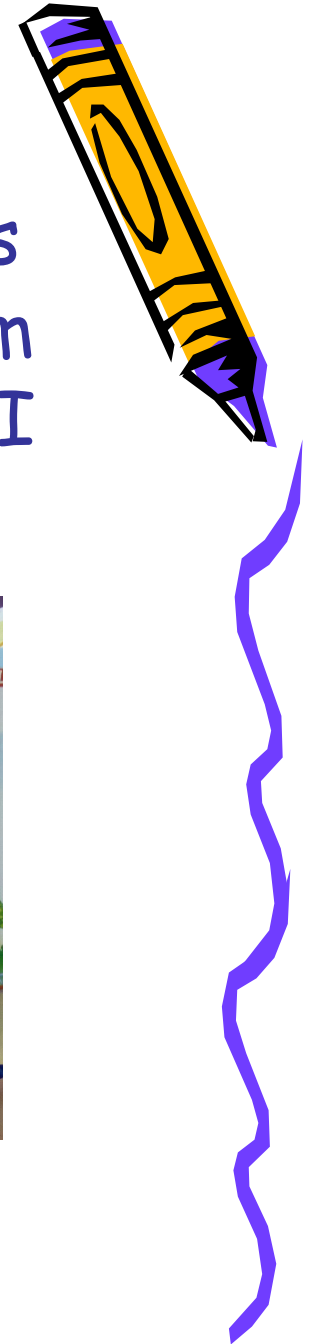
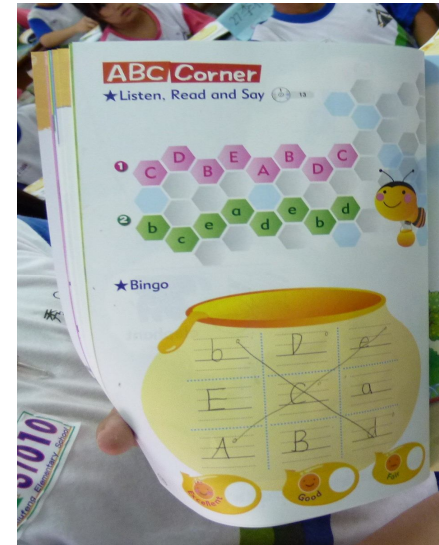


### III. Two types of involvement

1. Mentally engaging: some comprehension activities, such as games, puzzles, dictation, spelling test, and so on.
  2. Physically occupying: like copying, reading aloud, TPR, Simon says, jump the line, or run and touch.
- If possible, we can adapt the activities that are physically occupying to make them mentally engaging too.



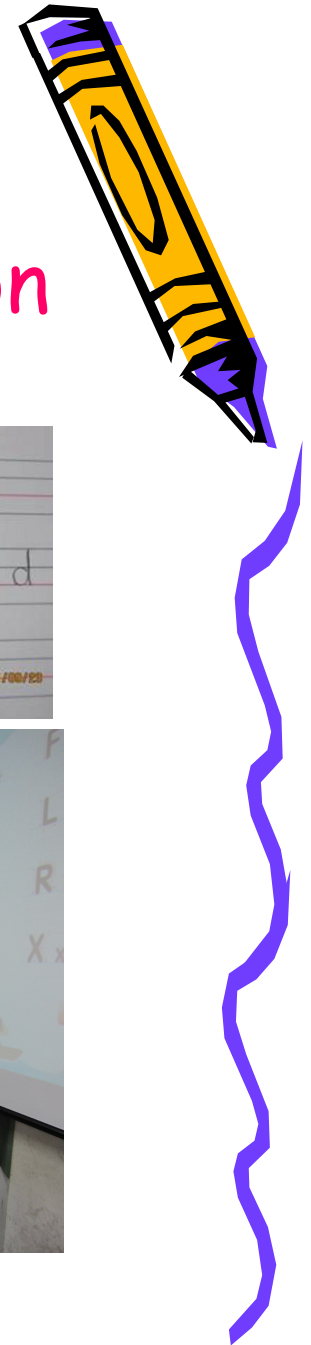
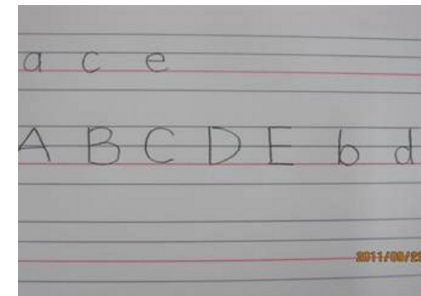
■ In my class, I try to stir the students by 'Run and Touch' game first and calm them down by 'Bingo' game later when I teach the alphabet.





# Activities that offer both mental engagement and physical occupation

- ✱ Asking my students to copy the alphabet on the board AND put them into categories as they do so.
- ✱ Categorizing the alphabet into one space (a,c,e) / two spaces (A,B,C,b,d) by 'jumping the line' game.





*Thank You!*

