

Dra. An Fauzia Rozani Syafei, M.A

Practical Guidance in Developing Teaching Materials for Young Learners

The Practical Guidance in Developing Teaching Materials for Young Learners is designed for practicing teachers or for teachers in preparation who may not have enough formal training in developing materials and foreign language teaching methodology for teaching Indonesian young learners. The purpose of this textbook is to explore issues as they relate directly to the teaching of English to Indonesian young learners. The focus of this textbook is on the education of children who are between the ages of four and 12 years of age.

This textbook draws upon and combines content from developmentally appropriate practices, a view on strategies and techniques which are effective for children learning English and materials development related to EFL young learners. Learning theories, teaching techniques and strategies, and teaching materials used with learners over 12 have been carefully selected and adapted for use with young learners.



Penyakit dan Perawatan
CV. BERKAH PRIMA



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Practical Guidance in Developing Teaching Materials for Young Learners

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Penerbit dan Percetakan

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Practical Guidance in Developing Teaching Materials for Young Learners

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PREFACE

The Practical Guidance in Developing Teaching Materials for Young Learners is designed for practicing teachers or for teachers in preparation who may not have enough formal training in developing materials and foreign language teaching methodology for teaching Indonesian young learners. The purpose of this textbook is to explore issues as they relate directly to the teaching of English to Indonesian young learners. The focus of this textbook is on the education of children who are between the ages of four and 12 years of age.

This textbook draws upon and combines content from developmentally appropriate practices, a view on strategies and techniques which are effective for children learning English and materials development related to EFL young learners. Learning theories, teaching techniques and strategies, and teaching materials used with learners over 12 have been carefully selected and adapted for use with young learners.

There are nine chapter of this textbook. Each chapter treats for special purposes. Chapter one consist of a clear orientation and introduction to the teaching of English to young learners. Chapter two discusses about young learner development starting from cognitive development, socioemotional, physical, language, and moral development. Chapter three discusses about what is learning and the learning theory itself. Chapter four is about methods and techniques of teaching English to young learners. Then, chapter five discusses about English materials fo young learners. While, chapter six to nine, respectively explain about how to teach language skills to

young learners – starting from teaching listening, speaking, reading and writing. Then, because this textbook aims to help students of English Education Study Program in following the English for Young Learners course, so each chapter provides some tasks as an additional benefit to maintain their understanding on the concepts given.

July of the year 2021

An Fauzia Rozani Syafei

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CHAPTER 1

Introduction to English For Young Learners



Source: <https://www.youtube.com/watch?v=SKtDkjTG2CY>

A. What is English for young learners?

Teaching English to Young Learners is guiding and facilitating Young Learners in aging 5-12 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners.

In language learning context it is believed that children will learn a foreign language more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered when teaching English as foreign language to children, as follow:

1. Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress. It is commonly believed that the environment of the foreign language learning often causes stress and anxiety. Children are believed not to learn language forms directly; commands are believed to helpful for children to interpret meanings. This activity is believed to liberate self-conscious and stressful situations.
2. The language should be first presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After children can produce sounds in the target language and connect the sounds with the truth, they may begin to read symbols in the target language. This process can begin after the children are able to understand what other people speak (listening) and able to produce the language (speaking).
3. Children are more sensitive to anything that touches the senses; they react easily to physical objects. Language is taught by having the students use their senses: touch, see, listen, smell, and even

taste if necessary. This will help them relate the linguistics signs to truth that they perceive with their senses.

4. Meaning should be made perceptible through concrete objects or by presentation of experience. When a language learner makes a mistake or misconception of something, the teacher does not correct it through translation but she tries to show something to make the meaning clear.
5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children. By teaching through this way, children are expected to know what they are doing. They are not only saying something without being aware of what they are saying.

The methods for teaching children should maintain the characteristics of children in order that the students can learn the target language optimally. One of the common principles that may be considered to develop or choose methods for children is that learning English language should be fun and natural. From this principle a language teacher may develop his or her own techniques, such as introducing songs and games to make their learning fun and natural. In addition to the techniques, the choice of vocabulary and structure also make teaching children different from other levels. A language teacher should choose the simple vocabulary and structure that are relatively easy to learn.

For the successful teaching of English in primary schools, above all, it is essential for the teacher to understand the young

learners' characteristics, instincts, and interests in their cognitive, linguistic, and emotional aspects, because this will play a crucial role in how the teacher builds a lesson, how he or she can make sure that the young learners are fully involved in the learning process, how he or she achieves the objectives of a lesson, and how they respond. In this respect, these lines, in the first place, get the English teacher not only to understand general characteristics of the young learners, but also to recognize the qualifications as a primary English teacher. Secondly, the goals, the contents, and the syllabuses of primary English teaching should be discussed in terms of the English curriculum in primary schools. And finally, how to build a lesson for primary English teaching is likely to be more specifically discussed, in terms of teaching procedures including its key stages and their sub stages, the learners' interactions and activities at each stage, and teaching skills and techniques at each sub stage, and so on.

For some consideration, what Shelley Vernon's says in her website, *Teaching English Games*, about some possible problems that many teachers have when teaching English to children should be got our attention:

- **Children have short attention span and forget things quickly. So, teachers should vary their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc.**
- **Children are very active. So, teachers can ask them to play games, role play dialogues and involve them in competitions.**
- **Children respond well to praising and rewards from the teacher.**

So, teachers should always encourage them and praise their work. Children love prizes and rewards even if the prize is a key ring or box of Smartest. A smart teacher can make badges and pin them on winners if prize-giving becomes too pricey. Even though children love prizes they shouldn't be the focus for every task.

- **Children differ in their experience of language. So, teacher can treat them as a unit , don't favor those who know some English at the expense of those who do not know.**
- **Children are less shy than older learners. So, teacher can ask them to repeat utterances, resort to mechanical drills. But, be carefull learn through repetition sometimes can be boring.**
- **Children are imaginative, but may have some difficulties distinguishing between imagination and real world.. So, teacher can use realia or pictures to teach new vocabulary related to concrete meanings.**
- **Children enjoy learning through playing. Young learners learn best when they learn through games. Let games be an essential part of your teaching.** Games put the fun back into learning, and playing is what children do naturally, so a smart teacher should capitalize on what children want to do. A teacher should have a selection of games and songs ready so that activities can be changed every 5 to 15 minutes depending on the age group of the children. Games can be used to teach vocabulary and expressions and develop listening and comprehension skills.
- **Children enjoy imitating and skill full in listening accurately and mimicking what they have heard.** And teacher need to be

remind that very small children may not speak their own language correctly yet.

- Children develop at different rates so there may be mixed ability levels in one class eventhough all the children are of the same age. And, children can be shy and hesitant to participate in activities.
- Children have a great need to be motivated in order to learn effectively. And it is quicker to raise a child's motivation and enthusiasm than an adult's but it is also easier to lose a child's motivation and enthusiasm than it is with an adult's. Intrinsic motivation or interest in doing the learning activity is what counts so a teacher should use the 3 important sources of interest for children: pictures, stories and games. Pictures or posters should be colorful, clear and professionally drawn. Photographs or the children's own drawings can be used too. For children, the dominant sense is the visual channel. If young learners are not given something to look at that is relevant to the learning task, they will get distracted by something else that is of more interest to them.
- Children love being read stories, and most of the vocabulary for a story can be pre-learnt through games before the story is read. Telling a story in a foreign language is one of the simplest and richest sources of input for children as long as there are lots of colorful pictures the children can look at while listening.

B. Who are the young learners?

Young Learners are the students of elementary school who are at grade one up to grade six. Their ages range from seven to twelve years of age. They have learned English for about one up to four years. From those three statements, we may conclude that young learners are students who are studying in elementary school aging 7-12 and they are studying English as foreign language for about one up to four years. It can be at pre school or kindergarten. But in some cases, they can be have no English at all.

While there are commonalities across learners of all ages, young children differ from older children in many ways. Studies of young children show how learning changes across development. However, we now know that even very young children have a predisposition to learn in certain domains, and that young children are actively engaged in making sense of their world. Young children appear to be predisposed to acquire information.

These biases toward certain types of learning should pave the way for competence in early schooling. Children lack knowledge and experience, but not reasoning ability. Indeed, although young children are inexperienced, they reason with the knowledge they have. Pre conscious knowledge may jump-start the learning process, but because of limited experience and underdeveloped systems of logical thinking, children's knowledge contains misconceptions. Misinformation can impede school learning, so teachers need to be aware of the ways in which children's background knowledge influences their understanding. Such awareness should help teachers anticipate children's confusion and recognize why children have

difficulties grasping new ideas, thus, strategies for learning are important.

When children are required to learn about unfamiliar knowledge domains, they need to develop intentional learning strategies. Children need to understand what it means to learn, who they are as learners, and how to go about planning, monitoring and revising, to reflect upon their learning and that of others, and to learn how to determine if they understand. These met cognitive skills provide strategic competencies for learning.

The children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, et cetera. They also prevail to the children's ways of learning language. This, of course, influences the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them.

In learning a language, young learners respond to the language, depending on what it does or what they can do with it rather than treating it as an intellectual game or abstract system. Moreover, theories of the children's learning require that young learners be supported by moving from the abstract to the concrete and through being involved in activity. It can be understood that the children need activities that are more concrete rather than abstract and to be involved in those activities in order that they can learn the language well.

While, some experts on young learners says that the characteristics which young learners share are as follow:

1. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
2. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.
3. They tend to be keen and enthusiastic learners,
4. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling.
5. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

Most primary level learners will share these characteristics. Those opinions give the researcher some important notes about children's special characteristics in learning the language. They are as the following:

1. Children respond the language well through concrete things (visual things) rather than abstract things,
2. Children need physical movements and real activities to stimulate their thinking,
3. Children will be enthusiastic if they are taught using fun activities or being involved in activities,
4. Children love to play, and learn best when they are enjoying themselves,

5. Children learn well through something that is close to their culture,
6. Children like to work together.

C. Summary of child's language environment and learning strategies

The child's language environment

1. There is NO DIRECT PRESSURE to learn (no tests, no grades, etc.).
2. There is NO TIME LIMIT for learning (no end of the semester).
3. There is NO WAY OF ESCAPING into a different language (no vacations).
4. The language is NOT SEQUENCED BY GRAMMAR OR VOCABULARY (no textbook).
5. There is LOTS OF REPETITION. His life contains repetitions and the language around him reflects it.
6. Both the LANGUAGE AND THE WORLD ARE NEW (and therefore interesting).
7. All the language is spoken IN THE CONTEXT OF THE SURROUNDING WORLD.
8. THE LANGUAGE IS ALL AROUND. The child has native speakers of the language speaking to him often.
9. The child has MANY OPPORTUNITIES FOR USING the language to communicate to those around him.

10. Much of THE LANGUAGE IS SIMPLIFIED to the level of understanding of the child. It is tailor-made for the child.

The child's learning strategies

1. The child is NOT INTERESTED IN LANGUAGE for its own sake.
2. The child is NOT DISTURBED by the language he does not understand.
3. The child ENJOYS THE REPETITIVE events of his life, and uses this enjoyment to help him learn.
4. The child USES HIS PRIMARY INTERESTS to help him learn.
5. The child directs his attention to things that are EASY TO UNDERSTAND.
6. The child possesses a natural desire TO CALL AN OBJECT BY ITS NAME.
7. The child uses his natural desire TO PARTICIPATE IN THE LIFE AROUND HIM to help him learn new language.
8. The child adds words to his speaking vocabulary more easily IF HE ALREADY KNOWS HOW TO PRONOUNCE THEM.
9. The child IMMEDIATELY USES the language, and his SUCCESS IN COMMUNICATION BUILDS CONFIDENCE.
10. The child brings TREMENDOUS INGENUITY to the task of learning.

Task 1 :

Find the articles that discussing about what is teaching English to young learners and who the young learners are. Then, make a summary to have a clear picture on this concept in order to get a

better understanding on what and how is English for young learners in Indonesia.

CHAPTER 2

Children Characteristics



Source: <https://supermamalb.com/social-skills-in-children/>

Teachers of young learners must be aware of children's basic physical and psychological needs. Then, they should provide the care necessary to meet these needs so that the children can thrive and focus on learning. In this case, teachers of young learners have two jobs namely providing care and instruction. In order to provide the best possible instruction, teachers need to adjust educational experiences to meet the developmental stages of the individual child. To do that challenge, it is a must to really understand what Piaget says about their cognitive development, Erik Ericson theory on socioemotional development of a child, and Kohlberg says about their moral development.

A. Piaget's cognitive development theory

The famous Swiss psychologist Jean Piaget (1896-1980) stressed that children actively construct their own cognitive worlds; information is not just poured into their mind from the environment. Two processes underlie an individual's construction of the world: organization and adaptation. To make sense of our world, we organize our experiences. For example, we separate important ideas from less important ideas. We connect one idea to another. We not only organize our observations and experiences, however; Piaget believes that we adapt our thinking to include new ideas because additional information furthers understanding.

Piaget also believed that we go through four stages in understanding the world. Each of the stages is age-related and consists of distinct ways of thinking. Piaget's four stages of cognitive development are:

1. The sensorimotor stage, which lasts from birth to about 2 years of age, is the first Piagetian stage. In this stage, infants construct an understanding of the world by coordinating sensory experiences (such as seeing and hearing) with physical, motoric actions - hence the term sensorimotor. At the beginning of this stage, newborns have little more than reflexive patterns with which to work. At the end of the stage, 2 years olds have complex sensorimotor patterns and are beginning to operate with primitive symbols
2. The preoperational stage, which lasts from approximately 2 to 7 years of age, is the second Piagetian stage. In this stage, children begin to represent the world with words, images, and drawings.

Symbolic thought goes beyond simple connections of sensory information and physical action. However, although preschool children can symbolically represent the world, according to Piaget, they still lack the ability to perform operations, the Piagetian term for internalized mental actions that allow children to do mentally what they previously did physically.

3. The concrete operational stage, which lasts from approximately 7 to 11 years of age, is the third Piagetian stage. In this stage, children can perform operations, and logical reasoning replaces intuitive thought as long as reasoning can be applied to specific or concrete example. For instance, concrete operational thinkers cannot imagine the steps necessary to complete an algebraic equation, which is too abstract for thinking at this stage of development.
4. The formal operational stage, which appears between the age of 11 and 15, is the fourth and final Piagetian stage. In this stage, individuals move beyond the world of actual, concrete experiences and think in abstract and more logical terms. As part of thinking more abstractly, adolescents develop images of ideal circumstances. They may think about what an ideal parent is like and compare their parents with this ideal standard. They begin to entertain possibilities for the future and are fascinated with what they can be. In solving problems, formal operational thinkers are more systematic, developing hypotheses about why something is happening the way it is, then testing these hypotheses in a deductive fashion.

The examples of cognitive development in children

1. Sensory motor period (0 - 24 months)

The following points outline the progressive nature of cognitive development and how physical actions aid the brain's development as babies grow.

- **Reflexive Stage (up to 2 months)**
Simple reflex activity such as grasping, sucking.
- **Primary Circular Reactions (2 - 4 months)**
Reflexive behaviors occur in stereotyped repetition such as opening and closing fingers repetitively.
- **Secondary Circular Reactions (4 – 8 months)**
Repetition of actions to reproduce interesting consequences such as kicking feet to move a mobile.
- **Coordination of Secondary Reactions (8 - 12 months)**
Responses become coordinated into more complex sequences. Actions take on an "intentional" character such as baby reaches behind a box to grab a favourite toy.
- **Tertiary Circular Reactions (12-18 months)**
Discovery of new ways to produce the same goal, such as toddlers pulling a ball toward him so he can roll it.
- **Invention of New Means Through Mental Combination (18-24 months)**
Evidence the toddler can problem-solve a sequence of events before actually responding. For example, can take the ball out of a cupboard if it's not in sight and play with it.

2. The preoperational period (2 – 7 years)

a. Preoperational Phase (2 – 4 years)

Increased use of verbal representation, but speech is egocentric. The beginnings of symbolic rather than simple motor play. Transductive reasoning. Can think about something without the object being in front of them by using language to describe it.

b. Intuitive Phase (4 – 7 years)

Speech becomes more social, less egocentric. The child has an intuitive grasp of logical concepts but these are crude and irreversible. At this stage, kids believe in magical increases and decreases – their sense of reality is not firm and it is their perceptions of the world that dominate their judgments. In moral-ethical realm, the child is not able to show principles underlying best behaviour. For example, they can't understand the reasoning behind the rules of a game, but can understand simple do's and don'ts imposed by authority.

3. Concrete operations (7 - 12 years)

There is now evidence for organised, logical thought. There is the ability to classify many tasks, order objects in a logical sequence, and comprehend the principle of conservation. Thinking becomes less egocentric. The child is capable of concrete problem-solving.

4. Formal operations (12 years+)

Thought becomes more abstract, incorporating the principles of formal logic. The ability to generate abstract propositions, multiple hypotheses and their possible outcomes is evident. Thinking becomes less tied to concrete reality.

How to aid their cognitive development

1. Use unplanned events to help children learn

Children may blow bubbles in their drink. You can ask them why they think milk bubbles last so long but water bubbles do not. You can compare them to water bubbles that disappear almost immediately. You can talk with your kids about what happens when they put different foods or objects in milk.

2. Encourage children's thinking – even if it's annoying!

Plenty of mothers worry about the mess their toddlers and small children make while eating. But sometimes this mess is the key to unlocking the next stage of your child's cognitive development. For example, a toddler starts dropping peas on the floor—one by one—at dinner time. Wow, that's quite a cognitive skill he's developing there: picking up small objects one by one, understanding the power of gravity and seeing the results of his hard work.

3. Use hands-on experience to learn

Children use concrete, hands-on experiences to help them understand the world around them. That toddler dropping peas on the floor may be trying to understand, "If I drop this, what

happens next?" Be happy to know your child is learning, even if you will need to pick up the peas!

The benefits of understanding cognitive development

Whether you believe or agree with Piaget's complex theories of cognitive development, they at least allow parents to understand what is normal and appropriate for general age groups.

Toys, games, and activities are easier to choose if you understand the stages of a child's cognitive development. If you know that most children do some things at a certain age, you will know that you don't need to change that behaviour. You will understand that it is not your fault your child is doing something annoying.

By understanding normal development, you can tell when a child's development may be lagging behind their peers. In most cases, it's fine, but there are some red flags in children's development that may be worth raising with a doctor or specialist.

Application of Piaget's ideas to education

Piaget was not an educator, but he did provide a sound conceptual framework from which to view educational problems. Some of the principles in Piaget's theory of cognitive development that can be applied to children's education are:

1. First, the foremost issue in education is communication. In Piaget's theory, a child's mind is not a blank slate; to the contrary, the child has a host of ideas about the physical and natural world, but these ideas differ from those adults. Adults must learn to comprehend what children are saying and to respond in the same mode of discourse that children use.

2. Second, The child is always unlearning and relearning in addition to acquiring knowledge. Children come to school with their own ideas about space, time, causality, quantity, and number.
3. Third, the child is a knowing creature, motivated to acquire knowledge. The best way to nurture this motivation for knowledge is to allow the child to interact spontaneously with the environment; education needs to ensure that it does not dull the child's eagerness to know by providing an overly rigid curriculum that disrupts the child's rhythm and pace of learning.

B. Erikson's theory of socioemotional development

In Erikson's theory, human psychological developmental change throughout the human life cycle. Each stage consists of a unique developmental task that confronts individuals with a crisis that must be faced. For Erikson, the crisis is not a catastrophe but a turning point of increased vulnerability and enhanced potential. The more an individual resolves the crisis successfully the healthier development will be.

There are eight stages of Erikson's human developmental, namely *Trust vs mistrust*, *Autonomy vs shame and doubt*, *Initiative vs guilt*, *Industry vs inferiority*, *Identity vs identity confusion*, *Intimacy vs isolation*, *Generativity vs stagnation*, *Integrity vs despair*.

For Erikson, we develop in psychosocial stages.

1. *Trust vs mistrust*

Trust vs mistrust is Erikson's first psychosocial stages, which is experienced in the first year of life. A sense of trust requires a feeling of physical comfort and a minimal amount of fear and

apprehension about future. Trust in infancy sets the stage for a lifelong expectation that the world will be a good and pleasant place to live.

2. ***Autonomy vs shame and doubt***

Autonomy vs shame and doubt is Erikson's second stage of development, occurring in late infancy and toddlerhood (1-3 years). After gaining trust in a caregiver, infants begin to discover that their behavior is their own. They start to assert their sense of independence or autonomy. They realize their will. If infants are restrained too much or punished too harshly, they are likely to develop a sense of shame and doubt.

3. ***Initiative vs guilt***

Initiative vs guilt is Erikson's third stage of development, occurring during the preschool years. As preschool children encounter a widening social world, they are challenged more than when they were infants. Active, purposeful behavior is needed to cope with these challenges. Children are asked to assume responsibility for their bodies, their behaviour, their toys, and their pets. Developing a sense of responsibility increases initiative. Uncomfortable guilt feelings may arise, though, if the child is irresponsible and is made to feel too anxious. Erikson has a positive outlook on this stage. He believes that most guilt is quickly compensated for by a sense of accomplishment.

4. ***Industry vs inferiority***

Industry vs inferiority is Erikson's fourth developmental stage, occurring approximately in the elementary school years. Children's initiative brings them in contact with a wealth of new experiences. As they move into middle and late childhood, they direct their

energy toward mastering knowledge and intellectual skills. At no other time is the child more enthusiastic about learning than at the end of early childhood's expansive imagination. The danger in the elementary school years is the development of a sense of inferiority - of feeling incompetent and unproductive. Erikson believes that teachers have a special responsibility for children's development of industry. Teachers should mildly but firmly coerce children into the adventure of finding out that one can learn to accomplish things which one would never have thought of by oneself.

5. *Identity vs identity confusion*

Identity vs identity confusion is Erikson's fifth developmental stage, which individuals experience during the adolescent years. At this time individuals are faced with finding out who they are, what they are all about, and where they are going in life. Adolescents are confronted with many new roles and adult statuses - vocational and romantic, for example. Parents need to allow adolescents to explore many different roles and different paths within a particular role. If the adolescent explores such roles in a healthy manner and arrives at a positive path to follow in life, then a positive identity will be achieved. If an identity is pushed on the adolescent by parents, if the adolescent does not adequately explore many roles, and if a positive future path is not defined, then identity confusion reigns.

6. *Intimacy vs isolation*

Intimacy vs isolation is Erikson's sixth developmental stage, which individuals experience during the early adulthood years. At this time, individuals face the developmental task of forming intimate

relationships with others. Erikson describes intimacy as finding oneself yet losing another. If the young adult forms healthy friendships and intimate close relationship with another individual, intimacy will be achieved; if not, isolation will result.

7. *Generativity vs stagnation*

Generativity vs stagnation is Erikson's seventh developmental stage, which individuals experience during middle adulthood. A chief concern is to assist the younger generation in developing and leading useful lives - this is what Erikson means by generativity. The feeling of having done nothing to help the next generation is stagnation.

8. *Integrity vs despair*

Integrity vs despair is Erikson's eight and final developmental stage, which individuals experience during late adulthood. In the later years of life, we look back and evaluate what we have done with our lives. Through many different routes, the older person may have developed a positive outlook in most or all of the previous stages of development. If so, the retrospective glances will reveal a picture of a life well spent, and the person will feel a sense of satisfaction - integrity will be achieved. If the older adult resolved many of the earlier stages negatively, the retrospective glances likely will yield doubt or gloom - the despair Erikson talks about.

The Example of Socioemotional Development in Children

1. First stage: Hope (up to 2 years)

Learning Basic Trust Versus Basic Mistrust:

If a baby and toddler is nurtured, and loved, he will develop trust and security and a basic optimism. Badly handled, he becomes insecure and mistrustful.

2. Second stage: Will (18 months – 4 years)

Learning Autonomy Versus Shame:

Erikson believes social and emotional development occurs as people reach “psychosocial crisis” and are prompted into the next stage of development. The well-adjusted child emerges from this stage sure of himself, elated with his new found control, and proud rather than ashamed. The early part of this psychosocial crisis, includes facing up to self- will, tantrums, stubbornness, and negativism. So the two year old yelling "NO!" every second of the day is going through his entry into the second stage of social and emotional development, according to Erikson. Mothers know this is annoying, but you can take heart that it’s a sign of emotional and social development.

3. Third stage: Purpose (3 – 6 years)

Learning Initiative Versus Guilt:

Erikson believes that this third psychosocial crisis occurs during what he calls the "play age” and the well-developed child learns:

- to imagine, to broaden his skills through active play of all sorts, including fantasy
- to cooperate with others

- to lead as well as to follow
- If the child is immobilised by guilt, he is fearful, hangs on the fringes of groups, continues to depend unduly on adults, and is restricted both in the development of play skills and in imagination.

4. Fourth stage: Competence (5.5 – 12 years)

Industry vs Inferiority:

Erikson believes that the fourth psychosocial crisis is handled, for better or worse, during what he calls the "school age". Here the child learns to skills like:

- relating with peers according to rules
- progressing from free play to play that may be elaborately structured by rules and may demand formal teamwork.
- mastering social studies, reading, maths at school and creating self-disciplined approaches to learning.
- The well-developed child is trusting, autonomous, full of initiative and will learn easily enough to be industrious. However, the mistrusting child will doubt the future. The shame and guilt-filled child will experience defeat and inferiority.

5. Fifth stage: Fidelity (12 - 20 years)

Learning Identity vs Identity Diffusion:

During the fifth psychosocial crisis the adolescent learns how to answer satisfactorily and happily the question of "Who am I?". But even the best-adjusted teenager experiences some role identity

problems and starts rebelling and filling with self-doubt. The young person acquires self-certainty as opposed to self-consciousness and self-doubt.

6. Sixth stage: Love (18+ years)

Learning Intimacy vs Isolation:

The successful young adult, for the first time, can experience true intimacy - the sort of intimacy that makes possible good marriage or a genuine and enduring friendship.

7. Seventh stage: Care (adulthood)

Learning Generativity vs Self-Absorption:

In adulthood, the psychosocial crisis demands a person becomes more emotionally and socially generous, both in the sense of marriage and parenthood, and in the sense of working productively and creatively.

8. Eighth stage: Wisdom (adulthood)

Integrity vs Despair:

If the other seven psychosocial crises have been successfully resolved, the mature adult develops the peak of adjustment - integrity. He trusts, he is independent and dares the new. He works hard, has found a well-defined role in life, and has

developed a self-concept with which he is happy. He can be intimate without strain, guilt, regret, or lack of realism, and he is proud of what he creates - his children, his work, or his hobbies. If one or more of the earlier psychosocial crises have not been resolved, he may view himself and his life with disgust and despair, according to Erikson.

C. Moral Development

Moral development concerns rules and conventions about what people should do in their interactions with other people. In studying these rules, developmentalists examine three domains. First, *how do children reason or think about rules for ethical conduct?* For example, consider cheating. A child can be presented with a story in which someone has a conflict whether or not to cheat in a particular situation, such as when taking a test in school. The child is asked to decide what is appropriate for the character to do and why. The focus is placed on the reasoning children use to justify their moral decision.

Second, *how do children actually behave in moral circumstances?* In our example of cheating, emphasis is on observing the child's cheating and the environmental circumstances that produced and maintain the cheating. Children might be presented with toys and asked to select which one they believe is the most attractive. Then, the experimenter tells the young child that the particular toy selected is someone else's and is not to be played with. Observations of different conditions under which the child deviates from the prohibition or resists temptation are conducted.

Third, *how does the child feel about the moral matters?* In the example of cheating, does the child feel enough guilt to resist temptation? If children cheat, do feeling of guilt after the transgression keep them from cheating the next time they face temptation?

1. Moral Thought

Moral thought dealings with how children reason or think about rules for ethical conduct. How do children think about the standards of right and wrong? To understand this matter, Kohlberg's ideas about moral development should be considered.

The most provocative view of moral development in recent years was crafted by Lawrence Kohlberg. Kohlberg believed that moral development is based primarily on moral reasoning and unfolds in a series of stages. He arrived at his view after about 20 years of using a unique interview with children. Based on the answers interviewees gave for, Kohlberg believed that three levels of moral development exist, each of which is characterized by two stages. A key concepts in understanding moral development, especially Kohlberg's theory , is internalization, the developmental change from behavior that is externally controlled to behavior that is controlled by internal, self-generated standards and principles. As children develop, their moral thoughts become more internalized.

a. Kohlberg's Level 1: preconventional reasoning

Preconventional reasoning is the lowest level in Kohlberg's theory of moral development. At this level, the child shows no internalization of moral values, moral reasoning is controlled by external rewards and punishments.

Stage 1.

Punishment and obedience orientation is the first stage in Kohlberg's theory of moral development. At this stage, moral thinking is based on punishment. Children obey because adults tell them to obey.

Stage 2.

Individualism and purpose is the second stage in Kohlberg's theory of moral development. At this stage, moral thinking is based on rewards and self-interest. Children obey when they want to obey and when it is in their best interest to obey. What is right is what feels good and what is rewarding.

b. Kohlberg's Level 2: conventional reasoning

Conventional reasoning is the second, or intermediate level in Kohlberg's theory of moral development. At this level, children's internalization is intermediate. The child abides by certain standards (internal), but they are the standards of others (external), such as parents or the laws of society.

Stage 3.

Interpersonal norms is the third stage in Kohlberg's theory of moral development. At this stage, children value trust, caring, and loyalty to others as the basis of moral judgments. Children often adopt their parent's moral standards at this stage, seeking to be thought of by their parents as a "good girl" or "good boy".

Stage 4.

Social system morality is the fourth stage in Kohlberg's theory of moral development. At this stage, moral judgments are based on

understanding the social order, law, justice, duty. For example, an individual might say that it is always wrong to steal because laws that have been developed are for the good of society.

c. Kohlberg's Level 3: postconventional reasoning

Postconventional reasoning is the highest level in Kohlberg's theory of moral development. At this level, morality is completely internalized and not based on other's standards. The person recognizes alternative moral courses, explores the options, and then decides on a personal moral code.

Stage 5.

Community rights versus individual rights is the fifth stage in Kohlberg's theory of moral development. At this stage, the person understands that values and laws are relative and that standards may vary from one person to another. The person recognizes that laws are important for society but knows that laws can be changed. The person believes that some values, such as liberty, are more important than the law.

Stage 6.

Universal ethical principles is the sixth and highest stage in Kohlberg's theory of moral development. At this stage, one has developed a moral standard based on universal human rights. When faced with a conflict between law and conscience, the person will follow conscience, even though the decision might involve personal risk.

2. Moral Behavior

Moral behavior deals with how children actually behave in moral circumstances. The study of moral behavior has been influenced primarily by social learning theory. The familiar processes of reinforcement, punishment, and imitation have been invoked to explain how and why children learn certain responses and why their responses differ from one another; the general conclusions to be drawn are the same as elsewhere. When children are reinforced for behavior that is consistent with laws and social conventions, they are likely to repeat that behavior. When provided with models who behave "morally", children are likely to adopt their actions. Finally, when children are punished for "immoral" or unacceptable behaviors, those behaviors can be eliminated, but at the expense of sanctioning punishment by its very use and of causing emotional side effects for the child.

The effectiveness of reward and punishment depends on the consistency with which they are administered and the schedule (for example, continuous, partial) that is adopted. The effectiveness of modeling depends on the characteristics of the model (esteem, power) and the presence of symbolic codes to enhance retention of the modeled behavior.

A key ingredient of moral development from the social learning perspective is a child's ability to resist temptation and to develop self-control. When pressures mount for children to cheat, lie, or steal, it is important to ask whether they have developed the ability to control themselves and to resist such temptations.

The ability to resist temptation is closely tied to delay of

gratification. Self control is involved in both the ability to resist temptation and the ability to delay gratification.

3. Moral Feelings

Moral feelings deal with how do children feel about moral matters. Among the ideas formulated the development of children's moral feelings have been the concepts developed by psychoanalytic theorists, the role of childrearing techniques, the nature of empathy, and the role of emotions in moral development.

a. Childrearing Techniques

In Freud's psychoanalytic theory, the aspects of childrearing that encourage moral development are practices that instill the fears of punishment and of losing parental love. Child developmentalists who have studied childrearing techniques and moral development have focused on parents' discipline techniques. These techniques include love withdrawal, power assertion and induction.

Love withdrawal is a discipline technique in which a parent removes attention or love from the child, as when the parent refuses to talk to the child or states a dislike for the child. For example, the parent might say, "I'm going to leave you if you do that again," or "I don't like you when you do that."

Power assertion is a discipline technique in which a parent attempts to gain control over the child or the child's resources. Examples include spanking, threatening, or removing privileges.

Induction is the discipline technique in which a parent uses reason and explanation of the consequences for others of the child's actions. Example of induction include, "Don't hit him. He was only trying to help," and "Why are you yelling at her? She didn't mean to trip you."

Moral development theorist and researcher Martin Hoffman believes that any discipline produces arousal on the child's part. Love withdrawal and power assertion are likely to evoke a very high level of arousal, with love withdrawal generating considerable anxiety and power assertion considerable hostility. Induction is more likely to produce a moderate level of arousal in children, a level that permits them to attend to the cognitive rationales parents offer. When a parent uses power assertion and love withdrawal, the child may be so aroused that, even if the parent gives accompanying explanations about the consequences for the child's actions, the child may not attend to them. Power assertion presents parents as weak models of self control - as individuals who cannot control their feelings. Accordingly, children may imitate this model of poor self control when they face stressful circumstances. The use of induction, however, focuses the child's attention on the action's consequences for others, not on the child's own shortcomings. For these reasons, Hoffman believes that parents should use induction to encourage children's moral development. Induction is more positively related to moral development than is love withdrawal or power assertion, although the findings vary according to children's developmental level and socioeconomic status.

b. Empathy

Positive feelings, such as empathy, contribute to the child's moral development. Feeling empathy means reacting to another's feeling with an emotional response that is similar to the other's response. Although empathy is experienced as an emotional state, it often has a cognitive component - the ability to discern another's inner psychological states, or what we have previously called perspective taking.

c. Altruism

Altruism is an unselfish interest in helping someone. Human acts of altruism are plentiful - the hardworking laborer who places \$5 in a Salvation Army kettle; rock concerts to feed the hungry, help farmers, and fund AIDS research; and the child who takes in a wounded cat and cares for it.

Reciprocity and exchange are involved in altruism. Reciprocity is found throughout the human world. Not only is it the highest moral principle in Christianity but it is also present in every widely practiced religion in the world - Judaism, Hinduism, Buddhism, and Islam. Reciprocity encourages children to do unto others as they would have others do unto them. Human sentiments are wrapped up in this reciprocity. Trust is probably the most important principle over the long run in altruism. Guilt surface if the child does not reciprocate, and anger may result if someone else does not reciprocate. Not all altruism is motivated by reciprocity and exchange, but self other interactions and relationships help us understand altruism's nature. The circumstances most likely to

involve altruism are emphatic emotion for an individual in need or a close relationship between benefactor and recipient.

4. Moral Education

The moral education of children has become a widely discussed topic. Many parents worry that their children are growing up without traditional values. Teachers complain that many of their students are unethical. Among the questions about moral education we will examine are the following: What is the hidden curriculum? What is the nature of direct moral education versus indirect moral education? What is values clarification? What is cognitive moral education?

a. The Hidden Curriculum

The hidden curriculum is the pervasive moral atmosphere that characterizes schools. This atmosphere includes school and classroom rules, attitudes toward academics and extracurricular activities, the moral orientation of teachers and school administrators, and text materials.

More than half a century ago, John Dewey recognized that, whether or not they offer specific programs in moral education, schools provide moral education through the hidden curriculum. Schools, like families are settings for moral development. Teachers serve as models of ethical or unethical behavior. Classroom rules and peer relations at school transmit attitudes about cheating, lying, stealing, and consideration of others, and the school administration, through its rules and regulations, represents a value system to children.

b. Direct and Indirect Moral Education

The approaches to moral education can be classified as either direct or indirect. Direct moral education involves either emphasizing values or character traits during specified time slots or integrating those values or traits throughout the curriculum. Indirect moral education involves encouraging children to define their own and others' values and helping them define the moral perspectives that support those values.

In the direct moral education approach, instruction in specified moral concepts can assume the form of example and definition, class discussions and role playing, or rewarding students for proper behavior. The use of stories and poems in the readers taught moral behavior and character in addition to academics. The most widely adopted indirect approaches to moral education are values clarification and cognitive moral education.

Value clarification is an indirect moral education approach that focuses on helping students clarify what their lives are for and what is worth working for. In values clarification, students are asked questions or presented with dilemmas and expected to respond, either individually or in small groups. The intent is to help students define their own values and to become aware of others' values.

Cognitive Moral Education is an indirect moral education approach that emphasizes that children adopt such values as democracy and justice as their moral reasoning is developed. In this approach, students' moral standards are allowed to develop through their attention to environmental settings and exercises that

encourage more advanced moral thinking. Thus, in contrast to values clarification, cognitive moral education is not value free. Such values as democracy and justice are emphasized. The advocates of cognitive moral education argue that when moral standards are imposed – as in the direct instruction approach – children can never completely integrate and fully understand moral principles. Only through participation and discussion can children learn to apply the rules and principles of cooperation, trust, community, and self-reliance.

Task 2 :

Watch the video provided, they are all about how cognitive, socioemotional and moral development occur during the child live with the people around them. Analyze each videos by using the theory of cognitive, socioemotional and moral development. Then, present your argumentation on them in our discussion forum.

CHAPTER 3

Theory of Learning



Source: <https://www.kochiesbusinessbuilders.com.au/coronavirus-update-parents-free-child-care-pandemic/>

A. How the Children Learn ?

Learning is defined as a relatively permanent change in behaviour that occurs through experience. This definition helps us distinguish between behaviours that originate primarily in another way. For example, if a child is physically ill, drugged, or injured, she may talk and act in unusual and distinct ways that never occurred before and never occur in normal states. Ordinarily, we would not say that child has learned new behaviours as a result of the illness,

drug state, or injury. However, we might waive this disclaimer for a child whose “distressed” condition lasts for a long time, because, then, the behaviours may be practiced to the extent that they become relatively permanent. Another example is that many behaviours develop in children through maturational processes primarily and only secondarily through learning processes. For example, children learn to walk and talk, and adolescents experience intense interest in members of the opposite sex. These behaviours are heavily influenced by biological processes. A child learns to walk and talk as part of the natural process of maturation, although practice helps shape these behaviours. An adolescent’s interest in members of opposite sex is largely caused by the physical and hormonal changes occurring at the same time.

What are the major ways in which children learn? In this chapter, we will discuss the major, traditional forms of learning that psychologists have used to describe a wide range of changes. These include behaviorist learning theories such as classical conditioning, operant conditioning, habituation, imitation, and cognitive learning theories such as cognitive-information processing and cognitive-constructivist learning theories.

B. Behaviorist Learning Theories

The origins of behaviorist learning theories may be tracked to the late 1800's and early 1900's with the formulation of "associationistic" principles of learning. The general goal was to derive elementary laws of learning and behaviour that may then be

extended to explain more complex situations. Inferences were tied closely to observed behavior in "lower organism" with the belief that the laws of learning were universal and that work with laboratory animals could be extrapolated to humans. It was believed that a fundamental set of principles derived from the study of learning in a basic or "pure" form could then be applied to the broader context of learning in schools. Three experimental approaches are related to the study of associationistic learning including:

1. The use of nonsense syllables and individual words to study **the association of ideas**
2. The use of animals to study **the association between sensations and impulses**
3. The use of animals to study **the association and reflexology**

The Association of Ideas

Following a tradition begun by Ebbinghaus (1885), researchers studied learning in terms of memory for individual items, most commonly nonsense syllables and individual words. It was assumed that understanding simpler forms of learning would lead to understanding of more complex phenomena.

The basic premise underlying associationistic views of learning was that ideas become connected, or associated, through experience. Furthermore, the more frequently a particular association is encountered, the stronger the associative bond is assumed to be. For example, the stimulus "bread" is likely to elicit the response "butter" more often and more rapidly than the response

"milk", because the association between bread and butter has been frequently experienced and thus become well learned.

The Association between Sensations and Impulses

Like Ebbinghaus, Thorndike was also interested in studying learning in terms of associations, but in terms of actions, rather than ideas. For his research, Thorndike used animals which were placed in "puzzle boxes" and measured learning in terms of the amount of time it took for the animal to operate a latch and escape. The results led Thorndike to believe that animals learned to associate a sensation with an impulse when its action had a satisfying consequence. For instance, an animal may form an association between a sense (the interior of a box) and an impulse (operating a latch) because the action led to a satisfying result—namely, escaping the box. This principle, termed the Law of Effect, helped modify the classical principle of association and later held significant implications for behaviorism.

Associationism and Reflexology

Pavlov brought together the principles of associationism and reflexology. He noticed that dogs salivated not only to food, but often to a variety of other stimuli, such as the sight of a trainer who brought the food. He called this response a learned reflex that is established through the association between an appropriate stimulus (food) and an inappropriate one (the trainer). In other words, a relatively neutral stimulus is associated with something that causes a

response until the neutral stimulus also causes the response. This led to an extended research program now known as **classical conditioning**. The simple illustration for the learning process of classical conditioning, in which a neutral stimulus acquires the ability to produce a response originally produced by another stimulus is the following event :

It is a nice spring day. A father takes his baby girl out for a walk. The baby girl reaches over to touch a pink flower and is badly stung by a bumblebee sitting on the petals. The next day, the baby's mother brings home some pink flowers. She removes a flower from the arrangement and takes it to her baby girl to smell. The baby cries loudly as soon as she sees the pink flower

Like early works by Watson (1924), Skinner rejected the idea that the purpose of psychology was to study consciousness, rather the goal was to predict and control observable behaviour. Learners were seen as coming to learning situation tabula rasa, subject to conditioning by their environment. It was believed that by controlling the environmental antecedents and consequences for behaviour, people could predict and control that behaviour (these ideas now are known as **operant conditioning**). In his research, Skinner demonstrated that laboratory animals were sensitive to manipulation of both antecedents and consequences of their actions and that simple responses, such as bar pressing and pecking, could be predicted with high confidence. Based on these observations, Skinner proposed a basic stimulus-response-stimulus (S-R-S) relationship. In brief, the nature of the contingent stimulus is believed to determine what happens to the response, whether it is

reinforced or lost. In other words, behaviour is more likely to reoccur if it has been rewarded or reinforced. Similarly, a response is less likely to occur again if its consequences have been aversive. These principles are referred to as the contingencies of reinforcement which suggest that to understand learning, one must look for the change in behaviour that occurred and determine what consequences were responsible for the change (Skinner, 1969). The basic S-R-S relationship provides the framework from which most behavioral learning principles and their applications for instruction and education are derived. Behavioral learning theories have contributed to instruction and education in several significant ways. The three applications summarized here include:

1. Behaviour Modification
2. Classroom Management
3. The Management of Instruction

Behaviour Modification

Behaviour modification is the application of operant conditioning principles to changing human behaviour; its main goal is to replace unacceptable responses with acceptable, adaptive ones. It is typically used to treat behaviour problems in social, personal, or school situations. Some clinical applications include treatments for phobias, obsessions or eating disorders. Educational applications, involve the treatment of school-related problems such as the lack of attention, hyperactivity, temper tantrums, or other behaviours that interfere with the regular workings of a classroom. Special education teachers are typically well trained in behavioral modification. In each

of these instances, the S-R-S model and its resulting principles are used to shape, modify and otherwise control behaviour.

In line with the concept of stimulus- response by Skinner, habituation is one of many conditions that change in probability of the behaviour's occurrence. The habituation is the repeated presentation of a stimulus, which causes reduced attention to the stimulus. While, dishabituation is an infant's renewed interest in a stimulus. For example, if a stimulus – a sight or sound – is presented to an infant several times in a row, the infant usually pays less attention to it each time, suggesting that the infant has become bored with the stimulus. The knowledge of habituation and dishabituation can benefit parent-infant interaction. Infants respond to changes in stimulation. If a parent repeats a stimulation often, the infant's response will decrease to the point that infant no longer responds to the parent. In parent-infant interaction, it is important for parents to do novel things and to repeat them often until the infant stops responding. The wise parent senses when the infant shows an interest and realizes that many repetitions of the stimulus may be necessary for the infant to process the information. The parent stops or changes behaviours when the infant redirects her attention.

Classroom Management

While behavioural therapists and special education teachers apply behavioral learning principles to address individuals, teachers in regular classrooms may use the same principles to help manage the behaviour of twenty to thirty children. For instance, teachers may

set up group contingencies (a standard reinforcement given to a group) for following certain rules of conduct. A kindergarten teacher, for example, may take her students out to the playground 10-15 minutes early if they all pick up their things. One common means of applying group contingencies that some teachers find useful is the token economy (Ayllon & Azrin, 1968). In this system, tokens serve as conditioned reinforcers that can later be exchanged for objects or privileges. Tokens are earned for good conduct-whatever behaviours have been selected by the teacher for strengthening. Since tokens operate like money, students may also be fined for breaking the rules or engaging in undesirable behaviour.

Management of Instruction

Behavioral principles have proved useful, not only for managing student behaviour, but also for managing the way instruction is delivered. The most prominent examples of how behavioral learning theories have been applied to the management of instruction include the development of behavioral objectives, contingency contracts, and personalized systems of instruction (PSI). Behaviorists, as well as others, argue that the only evidence of learning comes from the study of overt behaviors. How can one be sure that a student acquired knowledge or a skill unless we can see them actually do something with that knowledge or skill? Thus, to assess the degree to which a student achieved an objective, it is important to specify desired instructional outcomes in terms of clear, observable behaviors (behavioral, instructional, learning, or performance objectives). An instructional application that often

makes use of both behavioral modification and instructional objectives is the contingency contract. Used with individual students, the contract sets out the terminal behaviour the student is to achieve, along with the conditions for achievement and the consequences for completion (or noncompletion) of assigned tasks. Keller (1968) proposed a whole new approach to college instruction based on behavioral principles known as the personalized system of instruction (PSI). PSI calls for course materials to be broken up into units, each with a set of behavioral objectives. Students tackle course materials on their own, often aided by study guides which provide practice on unit objectives. To proceed, students are required to demonstrate mastery by taking a unit quiz. Students receive feedback immediately and if they pass, they can go on to the next unit. If they fail, they must remediate and take the quiz again, but with no penalty.

As Skinner described before, by providing positive consequences for behaviour and by controlling the schedule by which these consequences were delivered, behaviour could be further controlled and shaped. The consequences – rewards or punishment – are contingent or dependent on the organism's behaviour. Reinforcement (or reward) is a consequence that increases the probability a behaviour will occur. By contrast, punishment is consequence that decreases the probability a behaviour will occur. For example, if an adult smiles at a child, and the adult and child continue talking for some time, the smile reinforced the child's talking. However, if an adult meets a child and

frowns at a child, and the child quickly leaves the situation, then the frown punished the child's talking with the adult.

Reinforcement can be complex. Usually we think of reinforcement as positive, but it can also be negative. In positive reinforcement, the frequency of a response increases because it is followed by a pleasant stimulus, as in the example of the smile increasing talking. By contrast, in negative reinforcement, the frequency of a response increases because the response either removes an unpleasant stimulus or lets the child avoid the stimulus. For example, a boy's mother nags at him to clean his room. She keeps nagging. Finally, the son gets tired of the nagging and cleans his room. The child's response (cleaning the room) removed the unpleasant stimulus (nagging). Another way to remember the distinction between positive and negative reinforcement is that, in positive reinforcement, something is added, or obtained. In negative reinforcement, something is subtracted, avoided, or escaped.

Negative reinforcement and punishment are easily confused because they both involve aversive or unpleasant stimuli, such as a slap in the face. To keep them straight, remember that negative reinforcement increases the probability a response will occur, whereas punishment decreases the probability a response will occur. The use of punishment is pervasive in our world. Consider, the following example, where Mark who asks Valerie for a date and hears Valerie's answer : "Are you kidding? Me go out with you?!"..... Of course, Mark does not ask Valerie out again. Also consider, a boy whose mother spansks him for playing with an electrical socket. After the spanking, the boy does not go near the socket again.

Psychologists have made recommendations on the effective use of punishment and on decisions about when it might be called for in human behaviour. First, punishment may lead to escape or avoidance. Second, when a response is successfully reduced or eliminated by punishment and no appropriate alternative behaviour is strengthened, other undesirable behaviours may take place of the punished behaviour. Third, a person who administers punishment is serving as an aggressive model, possibly inadvertently modeling how to behave in aggressive, punishing manner. Fourth, desirable behaviours may be eliminated along with undesirable ones. For example, a child may stop interacting with other children altogether when he is slapped for biting another child. Because punishment has so many effects, are there circumstances when it is called for? There may be some circumstances when punishment is beneficial. For example, when positive reinforcement has not been found to work, punishment can be considered, and when the behaviour that is being punished is considered more destructive than the punishment itself, the process may be justified. For example, some children engage in behaviour that is very dangerous to their well-being, such as head banging. In such cases, the use of punishment, even electric shock, may reduce the injurious behavior. Nonetheless, as punishment is reduced, it is always wise to reinforce an alternative behaviour so that undesirable behaviour does not replace the punished response.

C. Imitation and Cognitive Learning : A bridge to Cognitive Information Processing

When children learn, they often cognitively represent or transform their experiences. In Skinner's operant view and Pavlov's classical conditioning view, no room is given to the possibility that cognitive factors, such as memory, thinking, planning and expectations, might be important in learning. Skinnerians point out that they do not deny the existence of thinking, but, since they cannot observe thinking, they do not believe it is an important factor in the scientific study of learning.. Many contemporary learning experts, though, advocate the importance of cognitive factors in learning. Albert Bandura has been a pioneer in promoting the role of cognition in learning.

1. Bandura's Concept of Imitation.

When it make sense to teach a 15 year old boy how to drive by either classical conditioning or operant conditioning procedures? Driving a car is a voluntary behaviour, so classical conditioning doesn't really apply. In terms of operant conditioning, we would ask him to drive down the road and then reward his positive behaviours. Not many of us would want to be on the road, though, when some of his disastrous mistakes occur. Albert Bandura believes that, if we learned only in such a trial and error fashion, it would be exceedingly tedious and, at times, hazardous. Instead, many of our complex behaviours are due to our exposure to competent models who display appropriate behaviour in solving problems and in coping

with their world. Bandura views imitation as an information-processing activity. As a child observes, information about the world is transformed into cognitive representations that serve as guides to action.

Bandura's most recent model of social learning involves behaviour, the person (cognition), and the environment. Behaviour can influence cognition and vice versa, the child's cognitive activities can influence the environment, environmental influences can change the child's thought processes, and so on. For example, as students diligently study and get good grades, their behaviour produces positive thoughts about their abilities. As part of their effort to make good grades, they plan a number of strategies to make studying more efficient. In these ways, their behaviour has influenced their thought, and their thoughts have influenced their behaviour. At the beginning of the school year, their counselor made a special effort to involve them in study-skills program. Their success has stimulated the school to expand the program. In these ways, the environment influenced the behaviour, and the behaviour influenced the environment. The expectations of the school's counselor and principal that the program would work made it possible in the first place. The program's success has spurred expectations that this type of program could work in other schools. In these ways, cognition change environment, and the environment changed cognition. Expectations are important in Bandura's model.

2. Biological and Cultural Influences in Learning

Albert Einstein had many talents. He combined enormous creativity with great analytic ability to develop some of this century's most important insights about the nature of matter and the universe. Genes obviously provided Einstein extraordinary intellectual skills to think and reason on a very high plane, but cultural factors also contributed to Einstein's genius. Einstein received an excellent, rigorous European education, and later in the US he experienced the freedom and support believed to be important in creative exploration. It is unlikely that skills and make such brilliant insights if he had grown up in the more primitive cultures of his time or even in a Third World country today. Both biological and cultural factors contribute to learning. We cannot breathe under water, fish cannot play ping-pong, and cows cannot solve math problems. The structure of an organism's body permits certain kinds of learning and inhibits others. For example, chimpanzees cannot learn to speak English because they lack necessary vocal equipment. Some of us cannot solve difficult calculus problems; others of us can; and the differences do not all seem to be the result of experiences.

How does culture influence learning? Most psychologists agree that the principles of classical conditioning, operant conditioning, and observational learning are universal and are powerful learning processes in every culture. However, culture can influence the degree to which these learning processes are used, and it often determines the content of learning. For example, punishment is a universal learning process, but as we learned in the discussion of punishment, its use and type show considerable sociocultural variation.. The content of

learning is also influenced by culture. Children cannot learn about something they cannot experience. A 4 year old who grows up among the Bushmen of the Kalahari desert is unlikely to be about taking baths or pouring water from one glass into another. Similarly, a child growing up in Chicago is unlikely to be skilled at tracking animals or finding water-bearing roots in the desert. Learning usually requires practice, and certain behaviours are practiced much more often in some cultures than others. In Bali, many children are much more likely to be good dancers by the age of 6, whereas Norwegian children are much more likely to be good skiers and skaters by that age.

Bandura's theory gives cognition a more important role in learning than the traditional views of learning, such as classical and operant conditioning. Next, we will see that the information-processing approach places a very high premium on children's cognitive activities.

D. Cognitive-Information Processing Theories

1. Information Processing

Information processing is a framework for understanding how children learn and think. It assumes that, to understand children's learning and thinking, we need to analyze the way children take in information (sights, sounds, smells, and so on), how they store the information, and how they evaluate it for some clearly defined purposes and goals. Concepts of learning, focus on behaviours and

the events in the environment that change these behaviours. Traditional principles of learning do little to explain what is going on in a child's mind, however. Piagetian theory, on the other hand, has quite a lot to say about the child's mind. For example, Piaget described the ways in which a child structures thought at different ages; these are the stage descriptions of sensorimotor, preoperational, concrete, and formal operational thought. The Piagetian description is general; it doesn't tell us much about how the child reads, solves mathematical problems, learn new scientific facts, or composes an essay. It leaves out a lot of important details about how the mind actually works on specific kinds of tasks such as reading, writing, doing arithmetic, and solving a variety of problems. The information-processing approach attempts to correct the shortcomings of traditional learning theory and Piagetian ideas about development. It describes mental processes and offers specific details about how these processes work in concrete situation. Where possible, these descriptions include analyses of all the steps needed to complete a task, the specific mental processes needed to complete these steps, and precise mathematical estimates of how 'hard' or 'how long' the mind has to work to execute these steps. Often, information-processing psychologist try to write computer programs to represent the steps needed to solve problems.

2. Elementary Cognitive Processes

What are the elementary processes necessary for children to process information about their world? They are attention and memory, each of which we will consider in turn.

a. Attention

Attention is the concentration and focusing of mental effort. Attention also is both selective and shifting. For example, when children take a test, they must attend to it. This implies that they have the ability to focus their mental effort on certain stimuli (the test questions) while excluding other stimuli, an important aspect of attention called selectivity. When selective attention fails children, they have difficulty ignoring information that is irrelevant to their interests or goals. For example, if a television set is blaring while a child is studying, the child may have difficulty concentrating.

Not only is attention selective, but it is also shiftable. If a teacher asks students to pay attention to a certain question and they do so, their behaviour indicates they can shift the focus of their mental effort from one stimulus to another. If the telephone rings while an adolescent is studying, the adolescent may shift attention from studying to the telephone. An external stimulus is not necessary to elicit an attention shift. At any moment children may be able to shift their attention from one topic to another virtually at will. They may think about the last time they played basketball, then think about the last time they played soccer, then think about the upcoming baseball game, and so on.

The changes in ability to pay attention continue beyond the preschool years into the elementary school years. In the classroom, children are able to observe the teacher for extended periods of time, and they can pore over their books in long hours of independent study. These demands on attention exceed what was required of the preschooler, who is generally free to move about in various play activities. These apparent changes in attention have a dramatic influence on children's learning. One deficit in attention the preschool years concerns the dimensions that stand out, or are salient, compared with those that are relevant to solving a problem or performing well on a task. For example, a problem might have a flashy, attractive clown that presents the directions for solving the problem. Preschool children are influenced strongly by the features of the task that stand out – such as the flashy, attractive clown. After the age of 6 or 7, children attend more efficiently to the dimensions of the task that are relevant – such as the directions for solving a problem. Developmentalists believe that this change reflects a shift to cognitive control of attention so that children act less precipitously and reflect more.

b. Memory

Memory is the retention of information over time. It is central to mental life and to information processing. To successfully learn and reason, children need to hold on to information and to retrieve the information they have tucked away. Two important memory systems are short term memory and long term memory. Short term

memory is a limited capacity memory system in which information is retained for as long as 30 seconds, unless the information is rehearsed, in which case it can be retained longer. Long term memory is a relatively permanent memory system, which holds huge amounts of information for a long period of time.

Short term memory. As a child listens to instruction from her mother, to directions from a teacher, or to a story on television, the information she encounters lasts for a short while in her memory. For this information to last longer, it has to be elaborated or transformed in order to move into long term memory, which may last for years. A child's short term memory is severely limited, as is the short term memory of an adult. Only a handful of 'bits' of information can be handled. Many years ago, cognitive scientist George Miller suggested that memory's limit is seven plus or minus two bits of information. If too much information is encountered, some of the information circulating in short term memory is displaced and may be lost forever.

Long term memory. Long term memory shows a different developmental pattern: long term memory increases with age during middle and late childhood; long term memory depends on the activities individuals engage in when learning and remembering information. Strategies are cognitive processes that do not occur automatically but require work and effort. They are under the learner's conscious control and can be used to improve memory. Four important strategies that improve children's memory are rehearsal, organization, elaboration, and imagery.

Rehearsal is extended repetition of material after it has been presented. If someone tells a child to remember a phone number, how might the child remember it more effectively? Some of the children made lip movements showing rehearsal of names and pictures. In a later study, the researchers found that children who rehearsed showed better recall than those who did not.

Organization is the grouping or arranging of items into categories. The use of organization improves long term memory. Children show increased organization in middle and late childhood. One investigation, children were presented with a circular array of pictures from four categories: clothing, furniture, animals, and vehicles. When the children were put through a brief training procedure that encouraged grouping, they were able to follow this strategy, and their memory for the pictures improved.

Elaboration is the use of more extensive processing of information, often in the form of association. For example, children's understanding of the concept of travel will be enhanced if they can come up with examples of different ways they have traveled- such as by car, by boat, or by plane – rather than simply memorizing the definition of the word travel. Thinking of examples of a concept is a good way to understand it. Self-reference is another effective way to elaborate information. For example, if the word win is on the list of words to remember, children might think of the last time they won a bicycle race with a friend, or, if the word cook appears, they might imagine the last time their father cooked dinner. In general, elaboration is an excellent way to remember. One reason that elaboration enhances memory is that it adds to the distinctiveness of

the memory code. To remember a piece of information, such as name, an experience, or a fact about geography, a child needs to search for the code that contains this information among the mass of codes in the child's long term memory. The search process is easier if the code is somehow unique. The situation is like a child searching for a friend in a crowded park. If the child's friend has a highly distinctive appearance, the child will more easily find the friend in the park. Similarly, highly distinctive memory codes are more easily differentiated from other memory codes.

Imagery refers to sensations without the presence of an external stimulus. Imagery is another strategy that enables children to improve their memory. The keyword method is a powerful imagery strategy that uses vivid imagery of important words, or keywords, to improve memory. This method has been used to practical advantage by teaching children how to master new information rapidly such as foreign vocabulary words, the states and capitals of the US, and the names of presidents of the US. For example, in teaching children that Annapolis is the capital of Maryland, instructors taught the children the keywords for the states, such that when a state was given (Maryland), the children could supply the keyword (marry). Then, children were given the reverse type of keyword practice with the capitals. That is, they had to respond with the capital (Annapolis) when given a keyword (apple).

3. Higher-Order Cognitive Processes

The use of attention and memory may occur rather quickly as children examine information or attempt to complete a task. Children may devote little effort and complete the new activity quickly. By contrast, a variety of activities usually occur over an extended period of time and require the mobilization of considerable cognitive resources on the part of children. When children read or write, for example, the activity usually extends over a period of time, and, when children encounter a difficulty or lapse of attention, they must overcome the temporary impasse and get back on track. Three themes in children's information processing illuminate the ability to guide and take control of activity: problem solving, cognitive monitoring, and critical thinking.

Problem solving is an attempt to find an appropriate way of attaining a goal when the goal is not readily available. We face many problems in our everyday lives – trying to figure out why our car won't start, planning how to get enough money to buy a laptop, or estimating our chances of winning a competition. Children also face many problems in their everyday lives – working a jigsaw puzzle, doing math homework, or getting some money that is out of reach, for example. In everyday problem solving, however, we often have to find out what the problem is and what we have to do to solve it. For example, if a child is asked to clean her room, she must first figure out what must be done. What must the room look like when she is finished and what currently is out of order? Once the problem and goal have been defined, a second step is to plan the approach to solving the problem. Planning may involve isolating the correct

pieces to the puzzle and working out the general pattern to solve the problem with these pieces. A third step is to monitor the progress of the problem solving activity. Basically, this involves taking stock of how the solution process is faring, which is a kind of self assessment in midstream. As another example, younger children working out the arithmetic problems may wonder if they are proceeding smoothly. There are several common approaches taken by first and second graders to solve these problems. Some count on their fingers, some rely on number facts in their heads, and some use counting props. The monitoring activity, then, may consist of children's self assessments of the viability of the counting technique they have chosen. The fourth step is to check solutions. Whereas monitoring focuses on the progress of problem solving efforts, this final step occurs when individuals feel they have completed their task. Children solving arithmetic problems may recheck their adding and subtracting or check the internal consistency of answers. Or, children writing essays usually need to revise their writing.

Cognitive monitoring is the process of taking stock of what you are currently doing, what you will do next, and how effectively the mental activity is unfolding. When children engage in an activity like reading, writing, or solving a math problem, they are repeatedly called on to take stock of what they are doing and what they plan to do next. For example, when children begin to solve a math problem – especially one that might take a while to finish – they must figure out what kind of problem they are working on and what would be a good approach to solving it. Once they undertake a problem solution, it is helpful to check on whether the solution seems to be working or

whether another approach would be better. The source of much cognitive monitoring for young children is other people – especially parents and teachers. Adults provide a lot of guidance and direction for children’s activities, and they tell children what specific strategies to use to complete various cognitive tasks. They suggest when children should start an activity, they intervene at points when they think children might encounter difficulty (to explain words, how to get started writing on a topic, how to look at math problems, or how to study), and they check children’s progress and understanding (giving oral spelling quizzes, asking for explanations, or holding discussions). An important aspect of children’s progress in cognitive monitoring as they mature, then, is their abilities to take control of their own cognitive activities and to develop the knowledge base to permit significant, strategic performances. Instructional programs in reading comprehension, writing, and mathematics have been designed to foster the development of cognitive monitoring. Students in the program acquire specific knowledge and also learn strategies for monitoring their understanding. Reciprocal teaching is an instructional procedure used by Brown and Palincsar to develop cognitive monitoring; it requires that students take turns in leading a study group in the use of strategies for comprehending and remembering text content. The instruction involves a small group of students, often working with an adult leader, actively discussing a short text, with the goal of summarizing it, asking questions to promote understanding, offering clarifying statements for difficult or confusing words and ideas, and predicting what will come next. The procedure actively involves children, it teaches them some

techniques to reflect about their own understanding, and the group interaction is highly motivating and engaging.

Critical thinking. Children need to do more than just memorize or passively absorb new information. They must learn how to think critically. Critical thinking involves grasping the deeper meaning of problems, keeping an open mind about different approaches and perspectives, and thinking reflectively rather than accepting statements and carrying out procedures without significant understanding and evaluation. Critical thinking can and should be used not just in the classroom, but outside it as well. How can we cultivate the ability to think critically and clearly in children? We need to teach children to use the right thinking processes, to develop problem solving strategies, to improve their mental representation, to expand their knowledge base, and to become motivated to use their newly learned thinking skills. To think critically or to solve any problem or learn any new knowledge, children need to take an active role in learning. This means that children need to call on a variety of active thinking processes, such as : listening carefully, identifying or formulating questions, organizing their thoughts, noting similarities and differences, deducing (reasoning from the general to the specific), and distinguishing between logically valid and invalid inferences. Children also need to learn how to ask questions of clarification, such as ‘What is the main point?’, ‘What do you mean by that?’ and ‘Why?’. Good thinkers use more than just the right thinking processes. They also know how to combine them into workable strategies for solving problems. Rarely can a problem be solved by a single type of thought process used in isolation. Children

need to learn how to combine thinking processes to master a new task. Critical thinking involves combining thought processes in a way that make sense, not just by jumbling them together. Children need to learn to see things from multiple points of view. Unless children can interpret information from more than one point of view, they may rely on an inadequate set of information. If children are not encouraged to seek alternative explanations and interpretations of problems and issues, their conclusions may be based solely on their own expectations, prejudices, stereotypes, and personal experiences, which may lead to erroneous conclusions. It is important to keep in mind that thinking does not occur in the absence of knowledge. Children need something to think about. It is a mistake, however, to concentrate only on information to the exclusion of thinking skills, because children simply would become individuals who have a lot of knowledge but are unable to evaluate and apply it. It is equally a mistake to concentrate only on thinking skills, because children would become individuals who know how to think but have nothing to think about. Finally, all of the thinking skills children could possibly master would be irrelevant if they were not actually put to use. Critical thinking is both a matter for academic study and a part of living. Children need to be motivated to put their critical thinking skills to practical use.

4. The implementation of cognitive-information processing theories

One major group of cognitive theories may be classified as cognitive-information processing (CIP) learning theories. In this theory, the human learner is conceived to be a processor of

information, in much the same way a computer is. When learning occurs, information is input from the environment, processed and stored in memory, and output in the form of a learned capability. Proponents of the CIP model, like behaviorists, seek to explain how the environment modifies human behaviour. However, unlike behaviorists, they assume an intervening variable between the environment and behavior. That variable is the information processing system of the learner.

Most models of information processing can be traced to Atkinson and Shiffrin (1968) who proposed a multistage theory of memory in which information received by the processing system undergoes a series of transformations before it can be permanently stored in memory. This flow of information has three basic components of memory namely sensory memory, short-term memory, and long-term memory. These components along with the processes assumed to be responsible for transferring information from one stage to the next. This system provides the basic framework for all learning theories classified under the cognitive-information processing category

The following is a brief summary of each major component of the information-processing system and their implications for instruction.

Sensory Memory

Sensory memory represents the first stage of information processing. Associated with the senses (vision, hearing, etc.), it functions to hold information in memory very briefly, just long enough for the information to be further processed. It is believed that there is a separate sensory memory corresponding to each of the five senses, but all are assumed to operate in the same way.

Selection Attention

Selective attention refers to the learners' ability to select and process certain information while simultaneously ignoring other information. The degree to which an individual can spread their attention across two or more tasks (or sources of information) or focus on selected information within a single task depends on four factors:

1. The meaning of the task or information to the individual
2. The similarity between competing tasks or sources of information
3. Task complexity or difficulty
4. The individual's ability to control attention

Pattern Recognition

Just attending to information is not enough to ensure its further processing. Attention is believed to be necessary but not sufficient; information must be analyzed, and familiar patterns must be identified to provide a basis for further processing. Pattern recognition refers to the process whereby environmental stimuli are recognized as exemplars of concepts and principles already in sensory memory.

Short-Term Memory

Short-term Memory (STM) functions as a temporary working memory where further processing is carried out to make information ready for long term storage or a response. At this stage, concepts from long-term memory (LTM) are also activated for making sense of the incoming information. STM or working memory has been likened to consciousness. When we actively think about ideas and are therefore conscious of them, they are said to be in working memory. STM, however, only holds a certain amount of information for a limited amount of time.

Rehearsal & Chunking

Rehearsal and chunking are two processes that may help individuals encode information into long-term memory. When you repeat a phone number to yourself over and over again, you are

engaged in rehearsal. Chunking is the grouping of ideas, letters, phrases, etc. into bits of information to facilitate the encoding process. Take for example, the following span of letters: JFKFBI/AIDS/NASA/MIT. As individual letters, they more than exceed the capacity of working memory. However, as five chunks; JFK, FBI, AIDS, NASA, and MIT - they are easily processed.

Encoding

Encoding refers to the process of relating incoming information to concepts and ideas already in long-term memory in such a way that the new material is more memorable. Encoding serves to move information from STM to LTM. There are too many studies and methods for facilitating encoding to review here in any meaningful way. In short, it is believed that individuals impose their own subjective organization to materials in order to learn them. However, techniques such as outlining, hierarchies, concept trees, mnemonics, mediation and imagery have all been shown to aid the encoding process.

Long-Term Memory

Long-term memory (LTM) represents our permanent storehouse of information. Anything that is to be remembered for a long time must be transferred from STM to LTM. Although forgetting is a phenomenon we have all experienced, it is assumed that once information has been processed into LTM, it is never truly lost. AS far

as we know, LTM is capable of retaining an unlimited amount and variety of information. It has limitations in our retrieval process, that are believed to constrain our ability to remember. There are a number of different views of how information is stored in LTM including, but not limited to, schemas and mental models.

Retrieval

The process of retrieval from long-term memory is relatively simple to understand. Previously learned information is brought back to mind, either for the purposes of understanding some new input or for making a response. Using previous knowledge to understand and learn new material has already been discussed as encoding. Using previous knowledge to make a response is known as retrieval.

There are a number of alternative cognitive theories, including, but are not limited to: Levels or Depth of Processing, Meaningful Learning, Schema Theory, and Mental Model. These all relate learning with information processing, which is why they are grouped here. However, they do not necessarily adhere to the CIP model as the method used by individuals to process information, or they focus on only one or a few components of the CIP model.

E. Cognitive-Constructivist Learning Theories

The roots of constructivism may be traced back to a little known Latin treatise, *De antiquissima Italorum sapientia*, written in 1710 by Giambattista Vico. Vico suggested that knowledge is knowing what part something is made of, as well as knowing how they are related.

A second, related path to constructivism comes from Gestalt theories of perception (Kohler, 1924) that focus on the ideas of closure, organization and continuity (Bower & Hilgard, 1981). Like Vico, Gestalt psychologists suggest that people do not interpret pieces of information separately and that cognition imposes organization on the world.

Theories of intellectual development provide a third research tradition (e.g. Piaget, 1952, 1969, 1971; Baldwin, 1902, 1906-1911; Bruner, 1974). Developmentalists believe that learning results from adaptations to the environment which are characterized by increasingly sophisticated methods of representing and organizing information. Developmental scientists also forward the notion that children progress through different levels or stages which allow children to construct novel representations and rules.

A fourth line of research depicts learning as a socially mediated experience where individuals construct knowledge based on interactions with their social and cultural environment. Like Piaget and Bruner, Vygotsky (1962, 1978) believed that the formation of intellect could be understood by studying the developmental process. However, like Bruner, Vygotsky felt that intellectual development

could only be fully understood within the sociocultural context in which the development was occurring.

Current conceptualizations of constructivist learning focus on the 3rd (developmental) or 4th (social) line of research. The two lines of research do not represent opposing perspectives, but rather differences in focus. Where developmental-constructivists tend to focus on the individual and how he or she constructs meaning of the world around him/her, social-constructivists emphasize the group and how social interactions mediate the construction of knowledge.

Task 3 :

Summarize the Behaviorism and the Cognitivism Theory above, then list the example of classroom activities in which the theory can be imply. You can also give some examples in what cases the behaviorism or the cognitive theory works.

CHAPTER 4

Methods and Techniques of teaching English to young learners



Source: <https://bridge.edu/tefl/blog/esl-songs-kids-teens/>

When you teach children, planning a lesson can be either fun and rewarding, or the most frustrating experience you can imagine. It all depends on what you have to build on. If you have a particular set of language items you want to teach, a basic lesson outline, and lots of different activities, then planning the lesson is fun. If you lack any of those three things, lesson planning can be very frustrating. Questions like What should I teach? What should I do first? or How should I teach it? can plague you every time.

A. What should I teach?

The first thing a teacher needs to decide is WHAT she wants to teach. What do children need to learn in a foreign language? How you plan your syllabus and your lessons depend on your teaching situation, but as far as possible it would be a good idea to link what you are teaching to what the children are learning in their school classes in their own language. If you are their teacher all the time this will be easier, but if not, you may need to liaise with their other teachers and their parents. It is important to show the children that English is a means of communication and it can be a vehicle through which they learn other things.

If you are using a textbook, a lot of the material may already be there. If not, here are a couple of pointers to keep in mind when deciding what you are going to teach:

1. Vocabulary:

Include concrete vocabulary items in a child's environment, grouped by category, because vocabulary is easier to remember that way.

2. Listening:

Children learning a foreign language can understand more than they can say. (In fact, we ALL can, even in our native language!) Do listening activities that children don't have to say or repeat. Use listening to extend their knowledge, as well as to put as much English as possible into their heads.

3. Speaking or Functional Dialogs:

These are things children say every day like: Good morning! Thank you. You're welcome. I'm home. That's not fair. Let's play.

4. Phonics/Reading/Writing:

Children learning English as a foreign language need lots of support, especially because the sounds, as well as the forms of the written letters, are often new. Teach sounds that are similar together (like p and b or s and z). Teach writing letters by similar strokes (like C and G or a, d and g). Both ways make sounds and letters easier to master.

5. Grammar:

Simple, useful structures that children can substitute vocabulary items into and make their own sentences. Include both statements as well as questions and answers.

6. Culture:

Children are fascinated by what other kids do in other countries. Learning about other cultures is a bridge to internationalization and to an appreciation that English is truly a language spoken by real people (besides the teacher!) Children holidays are a natural cultural item to share. Another is everyday cultural points like shrugging shoulders or shaking hands.

B. How should we teach them?

The keyword of teaching English to Young Learners is teach them through playing and doing something. Learning by playing

involves fun activities such as singing, storytelling, and playing games, while learning by doing involves crafting, drawing, and coloring. But in doing the teaching teacher should always remember, vocabulary is the center of their teaching. Then, language skills are the 'road' they should go through.

1. Teaching Vocabulary

Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own. Useful words are words that children are likely to encounter words that occur in a high frequency. Useful words are also words which are of interest and intriguing to children. To a young learner interested in cooking, the words recipe and ingredient could be very useful as well as meaningful. To a young learner interested in machines, the words gear and lever could be useful and meaningful.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of the new words. The strategies should be useful within the classroom as well as when learners are in a situation where they encounter new and unfamiliar words on their own. The strategies should also help children acquire new vocabulary words that they hear and see.

Vocabulary should be integrated into teaching the four skills – listening, speaking, reading, and writing. For example, you might include vocabulary items as part of a Total Physical Response listening activity. As another vocabulary activity, you could introduce students to specific lexical items that they would encounter as part of their reading lesson. To help students add word to their written

vocabularies, you could encourage them to refer to a Word Wall when they are producing different pieces of written text.

2. Using songs with young children

Songs, rhymes and fingerplays (hand actions combined with songs or spoken chants) are a common tradition in almost every culture and incorporating them into your young learner classes is an easy way to make the language-learning process more effective and enjoyable.

a. Why use songs?

Music and songs are popular in classrooms around the world. There is no doubt that they are a wonderful way to develop L1 and have so much potential for the L2 classroom. Listening to and singing songs helps children improve and extend their vocabulary as well as develop an awareness of the rhythm, intonation and individual sounds of a language. Songs also help develop children's ability to wait, listen, remember and predict, which are the foundation skills for literacy. However, we cannot forget that an important reason for using songs is the pure enjoyment and social interaction that comes with learning them!

b. Choosing songs

There are some specific characteristics that make some songs more appropriate than others in the EFL classroom. First of all, songs that fit in with the vocabulary or grammar point you are working on with your class are very useful. Classic children's songs like ***Heads, shoulders, knees and toes*** fit in perfectly with the theme body parts

that appear in most courses. You also should choose a song with repetitive lyrics, a moderate pace and a strong rhythm. Make sure that it is easy to invent gestures for it, too. Great examples are *The hokey pokey* and *Eensy Weensy Spider*; these songs involve actions that support the meaning of the words. Lastly, the theme of the song should also appeal to the age of the children. The more you know your students, the easier it will be to choose the right songs for them. If you are not sure about the kind of music that would appeal to them, ask them or get them involved in the selection process.

With a little research and using these tips as a guide, you can build up a repertoire of great songs for your young learners. This makes incorporating music and movement into your lesson plans quick and easy. It is also useful for when you see that your learners are restless and need a change of pace. Getting them up, singing and moving is often the perfect way to change pace and get them refocused on the lesson.

A few quick tips for singing with your students

- After choosing a song, make sure you practice singing it beforehand and feel confident about the meaning and pronunciation of the lyrics. Make sure, too, to practice the movements, gestures and visuals you will use to help them understand the song's general meaning.
- When you introduce the song to your students for the first time, get them to copy the movements first, before adding the words and singing along. This breaks down the task of learning the song and makes it more manageable.

- Always make sure you can see and make eye contact with your students. Exaggerate your facial expressions, and smile as you sing.
- Keep the actions simple and consistent, and don't insist that they join in. They may only watch for the first few times, but this doesn't mean that they aren't interested – they are just getting familiar with the song. Keep going and they will join in eventually.
- Don't overcorrect your learners' English, as this may discourage them from participating.
- Finally, don't worry if you feel like you don't have an amazing singing voice. Enthusiasm is the most important thing, and your students will love to sing with you and each other, no matter how you sound. In fact, the funnier you look and sound, the better!

3. Playing games with young learners

Games are fun and children like to play them. That in itself is a strong argument for incorporating them in EFL classroom. Playing games is a vital and natural part of growing up and learning. Through games children experiment, discover, and interact with their environment. Not to include games in the classroom would be to withhold from the children an essential tool for understanding their world; a world which language teacher seeks to enlarge through the experience of a foreign language.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Remember

that for many children between four and twelve years, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children.

a. What is a language games?

What distinguish a language game from other communicative activities in the primary EFL classroom? Certainly, language games are fun. But all activities in a primary classroom should be. Games are also task based: English is a tool for the children to reach a goal which is not directly language related. Craft activities in the target language are also an example of this, as are songs. But that does not make them games. A stricter definition is necessary for the purpose of a language games book.

What differentiates language games from other activities in the EFL classroom is the presence of a visible set of rules which guide the children's actions, and an element of strategy – children must successfully apply their language (and other) skills. Games can be competitive, but this is not a precondition. Children can also employ their language skills strategically in co-operative games, where a group works together to achieve certain goals.

Language games are a healthy challenge to a child's analytical thought. The rule of the game set clear limits within which the children's natural decision-making processes must function. With

beginners, some games can resemble fun drills, with the decision making reduced to substitution of a single word in a phrase.

However, even in such cases, children are required to make individual choices based on specific language criteria which form part of the rules of the game. The key to successful language game is that these rules are clear and the ultimate goal is well defined. Of course, the game must be fun, whether played in English or the children's mother tongue.

The introduction of games in an English class should be done with clarity, purpose and dignity. There are five purposes of playing English games to be:

- The students should learn new vocabulary as a result of playing the game.
- They should also learn new, useful English expressions while playing.
- Students should be able to think in English during the game.
- The playing of the game should promote English interaction among students.
- Students should demonstrate good manners to each other and the teacher while playing.

Having said all that, if the students can successfully put into use the five points listed above, then playing games will naturally be fun and exciting. But if the children are busy speaking their mother tongue during the game, they will miss out on chances to learn new vocabulary and absorb and use new phrases. If they speak their mother tongue during the game, they will also miss out on many chances to think in English and interact with their peers in English. And in the final analysis, they will be denied opportunities to display

good manners in English, such as using the phrases, "Here you are, thank you, you're welcome, after you, you go, it's your turn, pass, I won, I lost, How many do you have?, etc."

Now, one might ask, "How does the teacher stop students from speaking their mother tongue during a game?" It is quite easy. The first player to speak his/her mother tongue loses his/her turn. It works without fail if the teacher is fair and consistent from the beginning of the game until the end. And the marvelous thing is it only needs to be done once, as all the students get the message clearly.

The teacher's role during game play is to furnish the players with the English words or phrases to use during the game. As time goes on, the students will master the words and phrases, use them with each other, and then the teacher can eventually enjoy stepping back, just being an observer, watching the children play and interact with each other in the target language.

It is needed to add that the playing of games does not necessarily have to produce a winner. All the students are winners because they increase their vocabulary; they learn and use new expressions; they think in English and interact with each other in English, and they demonstrate positive social skills by being polite to each other in English. Playing games in English is a win-win situation for all.

b. Integrating games into the syllabus

Although it would be conceivable to teach an English course solely based on games, most teachers have an accompanying

textbook which they are required to work through over the course of the year. Games can either supplement the core material or (depending on the flexibility of the program) replace activities which you dislike or feel uncomfortable with.

It is important for you to read your course book or syllabus closely. Are there certain areas which appear weak? Perhaps there are aspects of the language (often functions) which are not covered in the core curriculum. A game can fill the gap. If your syllabus is based on language structures, the topic-based games can make it more interesting for children.

But, most important, games can make your lesson planning easier. Once you have played the games a few times and feel comfortable with them, you will be able to insert them into your program with very little preparation, especially if you have made material which can be used more than once. Games can serve as a valuable backup if you go through your material too quickly or if something unexpected happens, for example, your colleague is ill and you need to cover her class as well as yours. They can help you control the rhythm of your lesson and get a group of unmotivated children up and moving around, participating in your class, and being more receptive to the rest of the lesson.

You can use language games to introduce new material, to practice recently learnt language items, to introduce or practice certain themes, or to relax or energize a class. Some can be used for all of these. Be very clear about you expect of the children. The language focus alone is not enough to decide on a game. Consider the children's active and passive language knowledge in relation to what the game requires. Are full sentences or one-word answers

sufficient? How strict are the contexts? Is there a large amount of choice for children or are the responses closely defined? Do the games require active language production or simply passive understanding?

How you use a language game will ultimately depend on the personality of the group of children. Do the children have a long attention span? Are they very active? What is the boy/girl ratio? (Sometimes girls and boys will refuse to play on the same team or to hold hands). Also consider external factors such as the time of day the English lesson is held, and what happens before and after it. Is your lesson a part of regular school day, or is it held in the late afternoon after a long day of school, homework, and other activities. Remember, too, to distinguish between rousing and settling games.

Rousers wake a class up. They get the adrenalin going. Typical rousers are movement games and games where there is an element of competition. Guessing games also tend to get children excited, as do games which require the children to speak. Bear in mind that an active game may get excess energy out of one group and actually settle them. However, it could backfire and excite another group so much that they go wild and lose all control.

Settlers, on the other hand, calm a class down. Typical settlers are craft activities and games which focus on listening. Writing games also tend to settle a class, unless, of course, they are combined with other stirring elements, for example, running to the blackboard. Board games can settle a group as well.

The difference between rousers and settlers is not always clear. It depends on how you decide to play the game. Splitting a large

group into pairs can make a rousers into settler, and can prevent children who are waiting for their turn from getting bored.

Before choosing a game, you should also consider safety. Is the space big enough for a lively movement game? Can the children fall and injure themselves? Is the floor dirty and not fit for sitting on? Safety is also a matter of control. The children must know their boundaries and respect your authority. If a class is particularly unruly you should consider leaving out activities which could lead to pushing or throwing objects. These are really questions of common sense.

4. Using stories in the ESL classroom

a. Why use stories?

One of the reasons why stories work so well in the ESL preschool classroom has to do with intrinsic motivation. Intrinsic motivation is the theory that people are motivated by internal factors. Children of preschool age do not understand the external factors that might motivate an adult to decide to learn a second language, so as a teacher it's up to you to create a classroom that internally motivates them to participate in the activities and, ultimately, learn the language you are teaching.

Stories are perfect for teaching young ESL students because children already love stories and are already motivated at the thought of listening to one. As more young learner teachers adopt classroom practices that focus on teaching the whole child, stories have become a key resource for providing a natural, engaging context for learning language. But when we read to children we are doing so

much more than just teaching them English. We are encouraging their imagination, exploring other cultures and teaching them about the world. Listening to and participating in stories also develops a range of linguistic, psychological, cognitive, social and cultural skills. Therefore, it makes perfect sense to make storytelling with your English language learners a regular part of your routine.

In addition to that, when children listen to the stories, they are able to internalize the language structure and will eventually begin to recognize words and phrases they hear in the stories. Besides, there are so many ways to use them in the classroom that the possibilities with stories are practically endless.

b. Your book collection

A library of picture books is one of the best resources a young learner teacher can have. If you don't have a budget for books – which has been the case for me for most of my career – opt for second-hand ones. Whenever possible, I buy the large, hardcover version. They last longer and are easier to hold when reading aloud.

Another idea is to create a book bank with colleagues. Get together with some other young learner teachers, agree to buy a few books each and rotate them between you. This is another good way to get access to a big collection of wonderful stories without having to spend a lot of money.

Nowadays, there are so many wonderful children's stories to choose from; however, not all of them are appropriate to use with language learners. Before you buy anything, here are some specific

characteristics you should look for when selecting a book to use with your young learners:

- Repetitive words and phrases.
- Rhyme and/or onomatopoeia.
- An easy-to-follow sequence.
- A predictable or familiar storyline.
- Illustrations that support the understanding of the text.
- Interesting characters that the listeners can identify with.
- Humour and lots of action.
- An exciting ending with an appropriate conclusion.
- A clear message or moral.
- An appropriate length for the age group / level.
- Topics or content that can link into the curriculum.

c. The delivery

When your audience doesn't speak English as a first language, the delivery is everything! There is an art to reading aloud to an audience of youngsters, so once you've fallen in love with a great book, the next step is to work on your performance.

According to *Tell It Again* by Shirley Raines and Rebecca Isbell, 'Storytelling involves three essential elements: the story, the teller, and the listener. A well selected story told by an effective storyteller captivates young listeners' attention and the three elements work in harmony.'

With that in mind, here are some tips for making story-time with your young learners a big success.

General guidelines

You should always read the story to yourself (or in front of a mirror) before going public. This will help you decide how you will read it, what voices and actions you will use and how you will get students to participate.

You need to get a feel for the rhythm and speed of the book; make sure you vary both. Depending on the book and your audience, you may need to adapt the language and/or length. This should all be done before you attempt to read it with your students.

The use of space

Whenever possible, designate a special area in the classroom for storytelling, even if this means moving the furniture around. You should also establish a routine and some rules to follow during story-time. For example, you may like to get the children to ask questions at the end to avoid constant interruptions. Don't forget to make sure everyone can see both you and the book clearly. If a child can't see then they will miss out on the essential language support from the gestures you use and the pictures that help them to understand the meaning. This can lead to them losing interest and getting distracted. Finally, remember you should only begin reading when everyone is settled and focused.

Generating interest

If you aren't excited about the book your students won't be either, so always show enthusiasm. You can present the book in different ways to engage them in the topic, e.g. you could slowly reveal the cover, or hide the book and have students look for it, or bring the book out of a special bag or box.

Providing language support

Show the cover of the book and elicit words and ideas the students know based on the title and/or images. Some teachers like to use flashcards or real objects to pre-teach key vocabulary and, if applicable, you could even teach them a rhyme or a game that ties in with the topic or language used in the story. Having students predict what the story is about by showing them images or reading aloud key sentences from the story is another great way to prepare them. Finally, if you have read the book with your students before, encourage them to recall as much as they can about the characters or storyline.

Here are some possibilities on how you can use stories in your classroom:

a. Teach Vocabulary before telling story

Before you use a story in the ESL preschool classroom, you'll need to teach the students the key vocabulary words so they are able to follow the story. Thus the story can serve as a basis for drawing vocabulary words. It goes deeper than that, however. The students will not just "learn" the words, they will immediately see how the words are used and hear them in context of the language. This is so much more beneficial to the students than simply memorizing a list of words.

b. Varying Classroom Activities

Telling a story adds variety to your lessons in terms of content and pace. Preschoolers don't have a terribly long attention span, so you'll want to vary your activities throughout the class period. Changing your activities every five to ten minutes is appropriate for this age group - and that's a great length of time to spend telling a

story. Furthermore, preschool students have a ton of energy, so you'll want to have some activities that allow them to burn this energy. To keep the class from getting out of control, use a story after a boisterous activity to allow everyone enough time to settle down before moving onto something else. Remember also that you can tell the same stories over and over again.

c. Be Creative

Whenever you tell a story allow your creativity to show through. Have fun with it and go with the flow. Make animal sounds, change your voice, sing little songs and, most of all, use gestures. You might even be able to get some of your students to go along with you when it comes to animal sounds, songs and gestures.

d. Introduce Other Activities

Stories are a great jumping board for other activities. Here is just a sampling of activities you could do following a story:

- Give each student a picture that depicts the events of the story and have them line up in order of the events.
- Have the students come up with a title for the story. Allow as many titles as students who'd like to share one.
- Repeat quotes from the story and ask the students "Who said it?"
- Leave off the ending of the story and have the students predict what they think will happen. Then, read the ending of the story.
- Encourage the children to look for patterns in the story. Have them guess, for example, what the character will say if there is a pattern in what the character says.

- Teach them a song that goes along with the theme of the story.
- Teach them actions to go along with the songs.
- Let them act out parts of the story.
- Set up stations that allow them to dress up like characters in the story and do things the characters in the story did. So, if the characters in the story decorated cookies, give them some time to decorate cookies.
- Tell a story to introduce a new unit.
- Give the students three events in the story and ask them what came first. Have the students draw a picture about their favorite part of the story and then explain it to the class. Let the students tell about a similar experience they might have had.

There are so many things you can do with stories in the ESL classroom. Just let your imagination go and soon so will the imaginations of your students! If you want some ideas to help you get started, just visit the link in the box below the article for some free materials on using games in the preschool classroom.

e. Follow-up activities

1. Story sequencing

In this activity students are encouraged to collaborate to recall a familiar story, illustrating the key stages and retelling it to their classmates.

Instructions:

- a. In groups, students decide on the key stages of the story they are going to illustrate. Stronger groups of students

should be encouraged to think of more stages (this provides differentiation).

- b. Hand a piece of blank paper to each group and ask them to draw lines to divide the paper into equal-sized boxes. They will need one box for each key stage of the story, so if a group has more stages it might be better to give them several pieces of paper so they have enough space for their drawings. (Alternatively, you could pre-make these before the class and hand them out to groups.)
- c. In each box, students draw a picture to represent the key stages of the story. Depending on the level of the class/group, they could write a sentence (or more) underneath each picture to describe what is happening.
- d. Students take turns retelling the whole story with the others in their group, using the pictures and words to help them.
- e. Students then cut up the page and divide the pictures equally between the members of the group.
- f. The group works together to retell the story for their classmates, with each member reading out their part and showing their pictures in the correct order.
- g. The pictures can be kept in an envelope and used again in future lessons. (You might want to write a number on the back of each picture for later reference.)

2. 'Lift the flap' book

In this activity children learn the meaning and form of words in context by creating illustrated flaps to cover key words in a book.

Instructions:

- a. In groups, the children each select a word from a page of the book and copy it on to a piece of paper. (Monitor to make sure the chosen words can be easily illustrated and that the whole group understands the meaning of each word; you may wish to give groups specific pages from the book to look through, so they don't all choose the same pages/words.)
- b. Divide the words between the members of the group, so that students have a different word to the one they initially chose. Ask them not to show the others what they got! Give each student one Post-it note.
- c. Each student should cut up their Post-it note to create a flap to stick over their word in the book (but don't stick them on the book yet!). They should then each draw a picture on the Post-it to illustrate the meaning of their word.
- d. Students show their drawings to the others in their group and see if they can guess the word.
- e. Stick the Post-it notes over the words in the book.
- f. Choose someone to be the 'teacher' and read the story to the class.
- g. When the storyteller reaches a flap, he or she should stop and show the drawing. The other students should call out the word, and the storyteller can then lift the flap to see if they are right.

3. Storyboarding

In this activity children retell a familiar story, and then the teacher takes photos to create a storyboard.

Instructions:

- a. After reading a short story out loud, put the children in groups.
- b. Students should choose between 5–10 key moments in the story, and then recreate those scenes using their bodies and/or other props. (Note: Depending on your class size and the time you have available, you could either ask each group to choose and recreate their own key scenes, or choose the key scenes as a class and assign one or two to each group.)
- c. Take photos of each scene, upload them to the computer and print them out. (You may want to print each image on to white paper with some space below it, if you want students to try step 5.)
- d. Within their groups, students can then put the images in order and take turns to retell the story to each other.
- e. With guidance, students can write sentences below each image and staple it together like a book.
- f. A shortened version of this activity is to photocopy images from the story (lamine if possible to make them more durable), mix them up, then hand them out (in sets) to groups. The groups then have to put them back into the correct order and retell the story. It can be made into a race,

with points awarded to the group who finishes correctly first.

C. Your Lesson Plan

Everyone needs a basic lesson plan. You need one to make your lessons easy to plan. The students need one to provide regularity and structure to their learning. The parents need one if they are to have confidence in the teacher. In a school, your supervisor needs one to give a substitute on the day you cannot be there.

Your lesson plan will depend on your children and how long you see them for. If your lessons are more than fifteen minutes in length, you need to keep the children's interest by changing activities every five or ten minutes. This is why it is important to have a wide variety of activities.

Some children work more quickly than others, so it is useful to have some toys, games, or jigsaws for them to play with, or pictures to color in, while the other children are finishing.

With small children it can help to have an established routine. It gives them a sense of security and they know what to expect. You can have signals which indicate a change of activity. For example, a whistle might indicate an active game, a piece of calm or classical music the prelude to a story, a clap the introduction to a rhyme or chant. It does not really matter what your signals are but once they become an organized established routine, it will be easier for the children.

What does a basic lesson plan consist of? It has to include a lot of things: checking and assigning homework, reviewing previously taught material, introducing new material, and practice, practice, and more practice. It should also include a warm-up, to get kids started in the lesson, and a wrap-up, to send them off feeling good. How do you get all those things into a single 50-minute lesson? When we wrote the lesson plans for them, this was the basic plan we used:

Warm-up (Review)	5 minutes
Homework check (Review)	10 minutes
Introduce new material	5-10 minutes
Practice new material	5-20 minutes
Assign homework	5 minutes
Wrap-up	5 minutes
TOTAL	50 minutes

Let's start with **the warm-up**. Why do one? Some of your kids need to be calmed down, others need to be pepped up – all need to have the English parts of their brains activated. So, we do a warm-up. In a warm-up we are getting the children ready for English class by reviewing, in a fun way, something they have already learned. Warm-ups are quick, easy and enjoyable.

After the warm-up, we **check the homework**. Children homework is simple to do, includes lots of fun activities, and is based on listening. It practices the material introduced in the previous class, so is a perfect time for reviewing. Kids name the pictures or do the actions they heard and circled for homework. Or they tell what color they used to color a picture. Or they name language items in the same order they connected dots. Or they say the dialog associated with a picture. Sometimes we even have them name or do the pictures they did not circle. Good homework that follows the curriculum makes for easy review.

Next comes **the introduction of new material**. It could be vocabulary, dialogs, listening material, grammar or phonics. Whatever is introduced should always be introduced first orally, with books closed. Children learning English in an EFL setting need to hear as much comprehensible English in class as possible, because they hear almost none outside of class. The teacher is the perfect source for a lot of this comprehensible English. Cards, stuffed animals, realia and role-play are all excellent ways to introduce material.

After the new material is introduced is the ideal time for kids to do a practice, they can open their books, see the material in another context, and listen to the classroom tape. However, they must always remain involved – children do not just sit still and listen for very long. Even the first time they open their books to a new page and hear the new tape section, we ask them to point to the vocabulary items, or the characters speaking the dialogs, or the pictures of kids doing things. Sometimes we ask them to repeat, or

check boxes, or circle an item. Simple activities that keep the involvement at a high level.

After the practice is finished, it's a good time to introduce songs or chants. The children have been using the left side of their brains – working logically with language. Right-brain activity is a good change. It's hard to find songs that fit well with what EFL students know. Songs written for native-speaking students usually have vocabulary and structures that are much too difficult. So, you can make your own song with the simple vocabulary and familiar melodies to your own kids.

After you do a song or chant, it's time to assign homework. The best homework reinforces what was taught in the class. And it's geared to the correct level. Kids in their first stages of learning English cannot read. They cannot write words. They do not even know yet how to correctly form letters. We cannot expect them to do these things for homework until after we have taught it in class. If your class is based on oral, communicative language and lots of listening input, your homework should be the same. Plus, kids have to know, before they leave the classroom, exactly how to do the homework.

What's left? **The wrap-up.** An enjoyable activity that finishes the lesson and sends the children home feeling good about learning English. It might consolidate what was learned in class, or offer an opportunity to use the material in a slightly different way, or bring back material learned earlier. Whatever is done, it has meant to be fun and spirit-lifting, so children want to come back next time.

By considering the basic lesson plan above (starting from warm-up, checking and assigning homework, reviewing previously

taught material, introducing new material, and practice, practice, and more practice, and ending with a wrap-up, the important point in a possible lesson plan might be as follows:

1. A familiar song (as warm-up)
2. New language (as part of introducing new material)
3. Craft activity connected with the new language (practice 1)
4. A song, rhyme, or chant connected with the new language (practice 2)
5. A familiar activity game or activities with Total physical Response (practice 3)
6. A familiar story (practice 4)
7. Wrap-up

D. Organization of the classroom

If your teaching situation allows for some flexibility, it is best to have a space in the classroom where physical activities such as dancing and active games can take place. When telling stories, taking the register, etc., if possible seat the children on a carpet in semicircles facing the teacher as this makes communication easier. If your desks are fixed to the floor, perhaps you could use the area between the teacher's desk and the pupils' desks.

It is important to have a place where the children's work can be displayed. If the classroom is used for other subjects perhaps there could be an English corner.

E. Classroom Management

Children of pre school and kindergarten are not used to pair or group work and the activities will generally be whole class, choral type work led by the teacher or done on an individual basis. However, it is important that children of this age learn to co-operate. Games, role play, and joint effort all contribute to this end.

It is not easy to organize small children into a homogeneous group. In many pre school classes a large amount of time is spent on free or semi-directed play with just some of the time spent on whole-group activities such as story telling or singing. There are often helpers to organize the rest of the children while the teacher deals with individuals or small groups.

However, in majority of schools the situation is very different. Classes are large and teachers often receive no assistance at all. English teacher may see the children for one or more periods a week varying in length between 15 minutes to an hour or more. This means that different strategies will need to be employed according to the situation. Most teaching will tend to be teacher centered and opportunities for free play will due to the classroom set up and the need to expose the children to the target language as soon as possible.

Although some of the work will involve whole class activities such as choral work, question and answer, chanting and singing, in other activities, such as crafts, the children will be working individually. If there is a mix of ages or abilities it may be necessary to divide the class into smaller groups according to their developmental age and deal with them separately so that while one

group is coloring and cutting, for example, another group is listening to a story or doing some specific language practice. This sounds difficult to organize, but it is preferable to forcing some children to do things they are not ready for or boring those who are ready to go on to something more challenging.

If possible, you can use the corners of the classroom as special areas: one corner could have some toys, one could have some games, another could have some picture books and old magazines and catalogues. If some children have finished their work quickly they could go to one of the corners and play for a few minutes.

When most of the children have finish an activity, they can be involved in something else such as a story or a song while the others have time to complete their work.

Task 4 :

1. Create the warm-up and wrap-up song, consider to cover the Indonesian young learners' song such as *Selamat Pagi Bu* or *Gelang si Paku Gelang* as the melody of your new song
2. Find the simple story from teacher's sources in internet to be used as an insight in mmaking your own storybook
3. Find the games for esl/efl young learners from teacher's sources in internet to be used as an example for your own language games

CHAPTER 5

English materials for young learners



Source: <https://www.eslkidstuff.com/>

A. Materials for the EFYL Classroom

The core materials for teaching English to young learners are vocabularies. Vocabulary as one of the main components should be taught since the beginning level (young learners) (Pinter, 2006). It is important because the mastery of vocabulary affects the mastery of the four language skills (Pikulski & Templeton, 2004). By enriching vocabularies, students are able to gain comprehensive using of English. This idea is also emphasized by Mehta (2009) who says that vocabulary is the first and foremost important step in language acquisition. Furthermore, Wilkins in Thornbury (2002) states that without grammar very little can be talked and delivered but without vocabulary, nothing can be talked. It means that vocabulary is needed

in communication. Without vocabulary, it is impossible for someone in mastering the language skills (listening, speaking, reading, and writing).

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use

the structures and functions we may have learned for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. Many researchers argue that vocabulary is one of the most important - if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972) states that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Other scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem".

On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems (Meara, 1980). This remark may possibly reflect that the open endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their

knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford (1990) also claims that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings”. Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as “vocabulary has traditionally been one of the language components measured in language tests” (Schmitt, 1999, 189). Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied linguists now generally recognise the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.

Coursebooks for young learners often emphasize nouns because they are easy to illustrate and because often young learners do not have literacy skills, so the only words that can easily be featured are nouns. It is important to remember that even though nouns are important, vocabulary is more than just nouns. As a teacher, it is important that we include verbs, adjectives, adverbs, and prepositions as part of our vocabulary curriculum. In addition, we will want to include different lexical fields such as colors, days of the week, and action verbs. We will also want to make sure that

children add these words to their receptive and expressive vocabularies.

B. List of vocabulary for young learners

Based on the explanation above, we categorize the vocabulary into noun, action verb, attributes: adjectives and adverbs – that consist of basic numbers and colors, then basic concept: possessive and willing. We try to classify the vocabularies based on the group of learning such as Playgroup, Kindergarten, Elementary School: grade 1 and 2, grade 3 and 4, grade 5 and 6. These classification is made by considering their cognitive level. The followings are the list of vocabulary for the each group of learning.

For play group students, we provide four group of nouns such as pet animals, body parts, foods, and drinks. There are some action verbs to support the teaching of noun, attributes, and words for basic concepts. The attributes consist of adjectives and adverbs for telling the number and colors. While the basic concepts that we introduce are possessive and willing.

We only learn three words of noun in each categories, such as cat, dog, and rabbit for pet animals. In action verbs, we provide five words to help teacher in giving a context when teaching the noun, for example “*Take a donat !*” or “*hug your cat !*”. Then, we also provide the number – 1, 2, 3 for counting the noun and the colors – white, yellow, and black for naming the noun. For example, “*I have 1 cat, 2 dogs, and 3 rabbits*” or “*I have a white dog and a black cat*”.

Basic concepts will be used also when the teacher introduces the possessive and willingness through the sentences, such as - *“This is my dog”* or *“My dog is black”*, and *“I like cookies”* or *“I want a donat”*. Actually, the teacher can vary the sentences later by their own. The variation, of course, depends on the progress of your students. You need to remember your kids are 4 or 5 years old, and may be have not familiar yet with their surroundings. They are still in a very beginning of learning time.

LEVEL: PLAY GROUP

NO	WORD CATEGORIES	WORDS
1	Noun	
	pet animal,	Cat, dog, rabbit
	body part,	Eyes, nose, ear
	food,	Donat, cookie, candy
	drink,	Milk, water, tea
2	Action Verb	Take, hug, close, open, touch
3	Attributes: Adj. & Adv.	
	:	
	- Basic numbers	1, 2, 3
	- Colors	White, yellow, black
4	Basic concepts :	
	- possessive	My
	- willing	Like, want , have, love



Source: <https://langorschool.wales/our-school/playgroup/>

For **Kindergarten**, the words noun are still in the same categories: pet animals, body parts, foods, and fruits, but the name of them are different. We add some new actions verb and the name of colors, but no addition for basic numbers and basic concepts.

LEVEL: Kindergarten

NO	WORD CATEGORIES	WORDS
1	Noun	
	pet animals	Bird, fish, hamster
	body parts	Mouth, teeth, hair
	Foods	Bread, cereal, biscuit
	fruits	Apple, orange, banana
2	Action Verb	Take, put, hold, close, open, touch, comb, brush

3	Attributes: Adj. & Adv. :	
	- Basic numbers	1, 2, 3
	- Colors	White, yellow, black, red, green,
4	Basic concepts :	
	- possessive	My
	- willing/feeling	Like, want , have, love



Source: <https://www.juliemorgenstern.com/tips-tools-blog/2016/9/12/the-kindergarten-model-of-organizing>,
<https://www.pinterest.com/pin/226798531205426857/>,
<https://www.kaplanco.com/ii/kindergarten-teacher-tips>,
<https://www.pixtastock.com/photo/37625518>

For **elementary school** students, we divide them into four levels – grade 1/2, grade 3/4, and grade 5/6. Each grade has different words categories for noun, but has the same categories for action

verbs, attributes, and basic concepts. For grade 1/2, group of nouns are foods, fruits, farm animals, wild animals, body parts, stationaries, toys, clothes, transportation, things in the bedroom – in the bathroom – in the living room – in the kitchen – in the garden - in the classroom – on the sky – in the ocean – and on the beach. The amount of the words are around ten, but teacher just teach them five for each meeting.

LEVEL : GRADE 1, 2

NO	WORD CATEGORIES	WORDS
1	Noun	
	Foods:	Fried chicken, french fries, ice cream, chip, cake, muffin, noodle,
	Fruits:	Mango, grapes, melon, watermelon, pineapple, cherry, strawberry, papaya, kiwi, peach
	Farm animals:	Chicken, hen, rooster, cow, duck, horse, donkey, sheep,
	Wild animals	Lion, tiger, elephant, girrafe, leopard, rhinocheros, chimpanze, crocodile
	Body parts:	Ear, cheek, forehead, eyebrow, hand, arm, fingers, chest, leg, toe
	Stationaries:	Pen, pencil, eraser, sharpener, crayon, paper, paper clip, staple,
	Things in the bedroom:	Bed, matras, pillow, bolster, bed cover, dresser, cupboard, slipper, mirror, comb
	Things in the bathroom:	Towel, toothbrush, toothpaste, soap, shampoo, basin, shower, toilet paper

	Things in the classroom:	Blackboard, desk, chair, chalk, display, map, globe, computer
	Toys:	doll, robot, ball, block, puzzle, lego
	Clothes:	Blouse, shirt, skirt, trouser, socks, t-shirt, vest, jacket, scarf, hat
	Transportation	Plane, car, taxi, train, ship, bus, motorcycle, ship, boat
	Things in the living room	Sofa, armchair, carpet, television, picture, table, vase, lamp, window, curtain
	Things in the kitchen	Stove, refrigerator, pan, knife, cutting board, measuring cup, spatula, boiling pot, spoon, ladle
	Things in the garden	Flower, grass, gardener, watering can, hose, pot, rake, shovel, seed, fertilizer
	Things on the sky	Star, moon, sun, cloud, bird, aeroplane, kite, rainbow, helicopter, bat
	Things in the ocean	Shark, dolphin, seahorse, octopus, turtle, starfish, coral, shrimp, lobster, jellyfish
	Things on the beach	Sand, shell, bucket, spade, sand castle, rock, crab, sunglasses
2	Action Verb	Take, put, hold, bring, give, clean/tidy, lift/move, touch, point, see, look at, play with, show
3	Attributes: Adj. & Adv. :	
	- Basic numbers	1,2,3,4,5,6,7,8,9,10
	- Colors	Red, blue, green, brown, etc

4	Basic concepts :	
	- possessive	My,your,her,his
	- willing/feeling	Need, want,like,don't like,

For grade 3/4, the group of nouns are things in the jungle, in the hospital, on the road, in the garage, in the playground, and seasons and the weather. Then, we start to teach them initial word blend and choose the noun for each categories. In this grade we have initial word blend bl-, br-, ch-, cl-, cr-, dr-, fl-, fr-, gl-, gr-, pl-, and pr-.

Level : Grade 3 & 4

NO	WORD CATEGORIES	WORDS
1	Noun	
	In the jungle	Ape,frog,jaguar,leopard,aligator ,baboon,cobra,mosquito,python ,tarantula,tree,bush,waterfall,river
	in the hospital	Nurse,doctor,surgeon,ambulance,syringe,first aid kit,stethoscope,bandage, thermometer, plaster,medicine
	on the road	Crossroad, pavement, pedestrian, vehicles, traffic light, traffic sign, policeman, junction
	in the garage	Rope,wires,stepladder,screwdriver,nail,workbench,saw,oilcan,d rill,screw, toolbox,chisel,sandpaper,wrench,hammer
	Seasons and the weather	Hot,rainy,warm,cold,snowy,stormy,windy,cloudy,icy,lightning,t

		ornado, clear,spring,summer,autumn,winter
	in the playground	Slide,monkey bars,jungle gym,swing,spring-rider,hopscotch,seesaw,merry-go-round,sandbox
	Initial word blend	
	Bl- :	blanket, blacksmith, blender, blouse,blood
	Br- :	bracelet, brick, bridge, broccoli, broom
	Ch- :	chain, cheese, cheetah, chicken, child
	cl- :	claw, clay, clip, clock, clown
	cr- :	crab, cradle, cricket, crosswalk, crown
	dr- :	dragon, dragonfly, drum, drawer, driver
	Fl-	flag, flame, flipbook, floor, flute
	Fr- :	frame, freezer, friend, frog, frost, fruit
	Gl- :	gladiator, glass, globe, glove, glue
	Gr- :	grain, grandfather, grandmother, grapes, grass, grasshopper
	Pl- :	plant, plastic, plateau, pledge, pliers

	Pr- :	prey, pretzel, prince, princess, prison, prune
2	Action Verb	Take, put, hold,bring, give, clean,lift, touch, point, see, look at
3	Attributes: Adj. & Adv. :	
	- Basic numbers	1,2,3,4,5,6,7,8,9,10,11,12,13,... 20
	- Colors	Red,blue,green,brown,etc
4	Basic concepts :	
	- possessive	My,your,her,his, their
	- willing/feeling	Need, want,like,don't like, found, saw

For grade 5/6, we do not only teach them nouns, but also common verbs. The word categories are based on final word blend group such as -ct, -ft, -ld, -lp, -lt, -lf, -mp, -nd, -nt, -nk, -pt, -rd, -rk, -st, -sk, and -sp. These words may be unfamiliar and a little bit difficult to teach. Teacher must illustrate the words by giving the meaningful context to the students. It can be done by describing the words or give some explanation dealing with the situation when the word will be used.

Level : Grade 5 & 6

NO	WORD CATEGORIES	WORDS
1	Final word blend	
	-st :	best, fast, just, last, lost, rest

	-sk:	ask, disk, dusk, husk, mask, risk
	-sp:	clasp, crisp, gasp, grasp, wasp, wisp
	-nd:	band, blend, end, find, kind, land
	-nt:	different, important, parent, president, student, want
	-nk:	bank, drink, junk, sink, shrink, think
	-mp:	camp, damp, dump, jump, lamp, pump
	-rd:	card, discard, hard, record, word, yard
	-ld:	child, cold, fold, gold, held, old
	-lp:	gulp, help, kelp, pulp, scalp, whelp
	-rk:	clerk, jerk, lurk, park, smirk, work
	-lt:	adult, belt, difficult, fault, melt, salt
	-lf:	calf, half, elf, golf, gulf, self, shelf, wolf
	-pt:	accept, adopt, attempt, crept, except, kept, slept, unkempt
	-ft:	craft, drift, gift, left, lift, raft, soft
	-ct:	act, direct, expect, fact, object, project, respect, tract
2	Action Verb	Take, put, hold, bring, give, clean, lift, touch, point, see, look at

3	Attributes: Adj. & Adv. :	
	- Basic numbers	1,2,3,4,5,6,7,8,9,10,11,12,13,... 20
	- Colors	Red,blue,green,brown,etc
4	Basic concepts :	
	- possessive	My,your,her,his, their, our
	- willing/feeling	Need, want,like,don't like, hate,love

Task 5 :

Pay attention to each level (Playgroup, Kindergarten, Grade1/2, Grade 3/4, and Grade 5/6 above. Focus on word categories # 1 (noun or word blend). Then, make a simple sentence by putting each word in that category. This activity will help you later in developing teaching materials. For example :

LEVEL: PLAY GROUP

NO	WORD CATEGORIES	WORDS	Simple Sentences
1	Noun		
	pet animal,	Cat, dog, rabbit	Variation 1: This is a cat This is a dog This is a rabbit Variation 2: I have a cat

			<p>I have a dog I have a rabbit Variation 3: I love my cat I love my dog I love my rabbit</p>
	body part,	Eyes, nose, ear	<p>Variation 1: I have two eyes I have one nose I have two ears Variation 2: Close your eyes Touch your nose Touch your ears Variation 3: Open your eyes Look at your nose Look at your friend's ears</p>
	food,	Donat, cookie, candy	<p>Variation 1: I like a donat I like a cookie I like a candy Variation 2: I want a donat I want a cookie I want a candy Variation 3: I love a donat I love a cookie I love candy</p>
	drink,	Milk, water, tea	<p>I want to drink a milk I need some water I do not like tea continued by yourself</p>

CHAPTER 6

Teaching Listening to the Young Learners



Source: <https://spanishmama.com/what-is-tpr-total-physical-response/>

A. Background to the teaching of listening

Some people think that because children do not need to produce sounds when they are listening, that listening is passive. But this is not true. Learners can and should be actively engaged in listening tasks and activities. There are many ways that children can be actively involved in listening activities and still have their mouths closed. Actually, listening is as a foundation for other skills. By listening, children are preparing to replicate the sounds when they speak. In addition there are specific listening skills which can lay the foundation for reading instruction because by developing good

listening skills, children are able to match the sounds with the corresponding symbols when they decode words. In addition, listening comprehension skills can prepare children to develop reading comprehension skills.

Teachers of young learners know the importance of teaching children how to listen. This is true both a first language and second or foreign language classroom. As teachers of second and foreign language learners, it is useful to consider the listening skills that are taught to children learning English as a first language. For example, children of native speaker who is not able to listen to and follow simple instruction is probably not going to be ready to learn academic content such as colors, numbers, shapes, days of the week, letters, and sounds. The same holds true for the non native student. Being able to follow simple instructions is one of the foundation listening readiness skills that get children ready to develop other language skills. The following statements helps to summarize how other skills are built on listening.

You need to hear a word before you can say it

You need to say a word before you can read it

You need to read a word before you can write it

Listening skills also help children who have literacy skills in their own language transition into English language literacy, because the development of different listening skills helps children get ready to read. Listening skills prepare children for reading in their native language as well as reading in a second or foreign language.

B. Some considerations for classroom listening

These are some of the things we consider when we try to develop the students' listening skill

- Give the children confidence. We should not expect them to always understand every word and they should know this.
- Explain why the children have to listen. Make sure the learners are clear about why they are listening, what the main point or purpose of the activity is.
- Help children develop specific strategies for listening. An important strategy that the teacher should teach is 'intelligent guesswork'. Pupils are used to drawing on their background knowledge to work out something they are not sure of.
- Set specific listening tasks. Try to think of listening in three stages, pre-listening, while-listening, post listening and have activities for each stage.
- Listening does not have to rely on the availability of a cassette or pre-recorded material. Most listening is teacher talk.

There are a number of ways that teachers can try to make themselves easier to understand.

- Keep sentences short and grammatically simple
- Use exaggerated intonation to hold the child's attention
- Emphasize key words
- Limiting the topics talked about to what is familiar to the child

- Frequently repeating and paraphrasing

C. Tips for teacher of young learners for teaching listening

In this following part, you will find a few tips to get you started with teaching listening skills to young learners. The aims are to think about what you say in class and to make your language more accessible to your young learners, then to think about how you can make listening fun and easy, not hard and boring. The tips below are for your classes with 5-7 year olds although you can use similar principles when teaching older primary age (8-12).

Listening – Instructions

- Remember you are their model so always think about how you are going to introduce an activity before you go to class. Writing out instructions as part of your lesson plan will really help you to notice what language you are using with your young learners. You may find that your language is too complex for the beginner pupils.
- Imagine yourself as a beginner learning a new language and see if what you say is too difficult to follow. You may need to modify what you say. Instructions, if well thought out and accompanied always with demonstration (it can be used with TPR), can be communicated purely in English.

Listening - Class management

- Don't panic if you don't speak the children's first language. This won't prevent a bond forming between you and the children. If they know you as the person who only speaks

English then they will always want to communicate with you as much as possible in English.

- Discipline can be easily understood by young children through your facial expressions and smiley/cross faces drawn on the board.
- Feedback can also be understood clearly when you use your face to help express whether or not you are pleased with the work they produce.

Listening - Using a song

- Prepare the learners before they listen to anything.
- Show them pictures of characters from the song.
- If it's a song about teddy bears then bring in some teddy bears to show them. If the teddy bears sing sections of the song then use them as puppets and make them actually sing the song.
- Use actions as much as possible to accompany songs (it is what we called fingers play) so that the children can participate. This will help build their confidence, increase their enjoyment and give them extra clues as to the meaning of the words they are listening to.
- They should predict, 'imagine', what they are going to hear. Again, sticking with the teddy bears, ask them if they think the teddy bear is happy or sad.
- When they are listening they should always have something to do. They need a reason for listening. You could allocate

part of the song to a small cluster of children so they have to listen out for their part and sing along to that part only.

- Use the same song again and again. Listening is a difficult skill so building their confidence is vital at all stages of language learning. If they recognize the words they will be much more motivated. This is valid not only from a language point of view but also from a logical point of view. Listening to a song you know and like is always an enjoyable experience. Familiarity helps children feel secure.

D. Classroom techniques and activities

As a teacher working with children learning English as a foreign language, we can try to blend technique designed for ESL or EFL learners with those intended for young children learning English as their first language. Sometimes, teachers can use approaches which are designed for adult EFL learners and adapt them when necessary so that they will be appropriate for young learners. It is important to provide specific activities which give children listening practice. To do so, teachers can think James J. Asher's study on the way very young children acquire language. Asher took his findings and developed a method which is known as Total Physical Response (TPR). Learners physically respond to oral commands which are given. Just as with babies, learners are expected to respond non-verbally to command before they are expected to speak. The teacher usually gives an oral command while she demonstrates it. For example, she may jump while she says the word *jump*. After watching, children begin to respond physically when they hear the word *jump* by jumping. The learners follow along with the

commands and only speak when they are ready. When they first begin to speak, they repeat the commands given by the teacher.

TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channels. The learners listen and watch as the commands are given. Later, the learners have a chance to use all three channels: they listen, watch one another, and do the commands themselves. It may inspire the teachers to do *learning by doing* as their classroom techniques and activities. Second, TPR helps to teach children follow directions and listen attentively - two important skills for academic success. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners. For children who are just beginning to study English, a variety of simple one-word commands, such as *jump, stand, wave, wiggle* can be used. Gradually, more complicated child-friendly commands can be introduced.

Whenever putting together a TPR activity, it is important to consider the complexity of the language being used as well as the interest level of the children. Teacher should think about the vocabulary that are going to use and if the words are too difficult or too simple. She must try to make sure that the grammar is clear and easily illustrated with the commands. She also should think about and bring to class props, real objects, or pictures which will make the activity appealing to both visual and tactile learners.

When using TPR with the children, be sure to give only one command at a time. As a teacher of young learners, we need to be aware that some children will have trouble paying attention to multi-

step instructions due to their overall. By waiting until everyone has followed the one instruction which has been given, she is better to keep instructions in the target language. The children are able to more easily link that instructional language with the action. If she gives more than one instruction a time, it can be difficult to figure out if the children are not following along because they don't understand the language being spoken or if they lost track of what it is they are supposed to do. By giving TPR commands one at a time, she is able to look around the room to determine if the children are comprehending what she is saying in an instant.

You can apply TPR Commands at your classroom by deciding first the activity you want your students to do, for example, tidy up the classroom, cleaning the kitchen, decorating your bedroom, watering your garden, etc. Think about some commands you need children to do such as take the broom, sweep the floor, put the rubbish into the trash can for the topic tidy up the classroom or take some construction papers, draw the half moon, a star, and a square, cut them and paint them with any color you like, stick them randomly on your wall for the topic decorating your bedroom. This TPR Commands can be done with your students as one of core activities for listening task. Don't forget to bring some properties to support the activities, because it will help your students to feel what they are doing.

Another TPR activity is TPR with Song and finger plays. The TPR is used with songs and finger plays. Finger plays are little chants that children say while moving their fingers and/or hands. One of the most popular finger plays is "The Eensy Weensy Spider". As children say the finger play, they pantomime the spider climbing up the spout.

For your teaching you can find first the song that can be sing through finger plays activity. You can also create your own song, take the rhythm that your students familiar with.

TPR can also be used in conjunction with storytelling. It works especially well with stories where sentence patterns are repeated. Teacher can choose a favorite story and tell it using puppets or storytelling pieces. Storytelling pieces are pictures of characters and different items in a story that children manipulate or move around as the story is told.

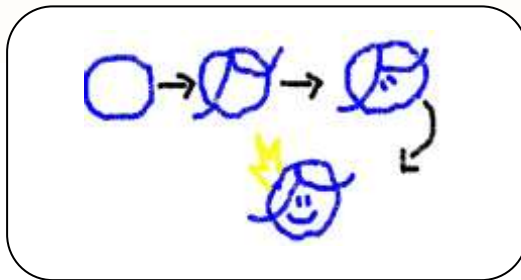
Using pictures, teacher introduce the difficult vocabulary items prior to telling the story. Teacher tells the story as manipulating the puppets or storytelling pieces. Next, she can invite one student to hold different puppets or story telling pieces and move them appropriately as they are mentioned in the story. When children are even more familiar with the story, she provides each of them with their own copies of the storytelling pieces. Children hold up the corresponding storytelling piece as she tells the story. She must aware that when she does this she must slow down the telling or reading of the story so that all of the children can keep up. Eventually, she can invite children to be guest storytellers and to have them tell parts of the story while the others hold up the matching pieces.

At your classroom you also can do TPR Storytelling by choosing the story and prepare the storytelling pieces and manipulatives. If the appropriate story is hard to find in your own country you can create your own story, make it fun and meaningful

to your students. You can take the daily life events to inspire your story.

One activity that children enjoy doing is following TPR drawing instructions. All of the children can be given the same instructions. For instance, you might give the following commands:

1. Draw a circle
2. Draw some hair. Make it long or short.
3. Draw two eyes. The eyes can be any color you want
4. Draw a mouth.



TPR Drawing can be done in your own class by designing what you want to draw first, then prepare the drawing equipment such as paper and crayon or coloring pencil or pen.

E. MANUAL OF TEACHING LISTENING TO YOUNG LEARNERS

LEVEL	TECHNIQUES OF TEACHING
Play Group	<p>TPR command or TPR Song and finger play Note : teacher can choose one of the techniques above. TPR Song and finger play needs special attention, because not all vocabularies can be represented by finger play</p> <p>1. TPR Command Noun : donat, cookie, candy Action verb : take TPR Command activities : T : Take a donat (offering a box of dunkin donat) S : (take a donat from the box) T : Take a cookie (offering a jar of cookies) S : (take a cookie from the jar) T : Take a candy (offering a jar of candies) S : (take a candy from the jar)</p> <p>2. TPR Song and Finger Play Noun : spider The Song :</p> <p>The Eensy Weensy Spider The eensy weensy spider climbed up the water spout Down came the rain and washed the spider out Out came the sun and dried up all the rain And the eensy weensy spider climbed up the spout again.</p> <p>Action verb : climb up TPR Song activities : T and Ss : sing the song together (teacher does a finger play while singing the song in</p>

	front of the class)
Kindergarten A/B	<p>TPR command or TPR Song and finger play Note : teacher can choose one of the techniques above. TPR Song and finger play needs special attention, because not all vocabularies can be represented by finger play</p> <p>1. TPR Command Noun : bread, cereal, biscuit Action verb : take TPR Command activities : T : Take a bread (offering a bread) S : (take a bread from the plate) T : Take a bowl of cereal (offering a bowl of cereal) S : (take a bowl of cereal from the teacher) T : Take a biscuit (offering a biscuit) S : (take a biscuit from the jar)</p> <p>2. TPR Song and Finger Play Noun : shape – circle, triangle, rectangle, square The Song : The Happy Shape Song <i>Rhythm : “Burung Kakak Tua” song</i></p> <p><i>Circle you have no side Triangle you have three sides Rectangle has four sides And square also four sides Circle, triangle, rectangle and square Circle, triangle, rectangle and square Circle, triangle, rectangle and square Now we learn the shapes</i></p>

	<p>TPR Song activities :</p> <p>T and Ss : sing the song together (teacher does a finger play while singing the song in front of the class)</p>
<p>Grade 1 and 2</p>	<p>TPR command or TPR Song and finger play</p> <p>Note : teacher can choose one of the techniques above. TPR Song and finger play needs special attention, because not all vocabularies can be represented by finger play</p> <p>1. TPR Command</p> <p>Noun : chicken, hen, rooster, cow, sheep, duck, horse, donkey.</p> <p>Action verb : hold, give, touch</p> <p>TPR Command activities :</p> <p>T : hold the chicken (point to the chicken on the cage)</p> <p>S : (hold the chicken)</p> <p>T : give the hen and rooster some chicken food (offering a bowl of grain)</p> <p>S : (give the food to the hen and rooster)</p> <p>T : touch the cow and the sheep (point to the cow and the sheep on the yard)</p> <p>S : (touch the cow and the sheep)</p> <p>T : give the duck some chicken food (offering a bowl of grain)</p> <p>S : (give the food to the duck)</p> <p>T : give the horse and donkey some hays (offering a bunch of hays)</p> <p>S : (give the hays to the horse and donkey)</p> <p>2. TPR Song and Finger Play</p> <p>Noun : shape – circle, triangle, rectangle,</p>

	<p>square</p> <p>The Song :</p> <p>The Happy Shape Song</p> <p><i>Rhythm : “Burung Kakak Tua” song</i></p> <p><i>Circle you have no side</i></p> <p><i>Triangle you have three sides</i></p> <p><i>Rectangle has four sides</i></p> <p><i>And square also four sides</i></p> <p><i>Circle, triangle, rectangle and square</i></p> <p><i>Circle, triangle, rectangle and square</i></p> <p><i>Circle, triangle, rectangle and square</i></p> <p><i>Now we learn the shapes</i></p> <p>TPR Song activities :</p> <p>T and Ss : sing the song together (teacher does a finger play while singing the song in front of the class)</p>
<p>Grade 3 and 4</p>	<p>TPR Command by using a natural situation or context, or TPR Drawing, or TPR Storytelling by exploring manipulative and storytelling pieces</p> <p>1. TPR Command by using a natural situation or context:</p> <p>Find the similar context from your daily life (serving the food, tidy up the bedroom, cleaning the classroom, packing clothes, etc.). Then, arrange the command to complete the activity, use the action verb to make an imperative sentence or a command. For example :</p> <p>a. serving the food</p> <p>action verb: take from and put on...</p>

	<p>noun : fried chicken, noodle, french fries, ice cream, chip, cake, muffin.</p> <p>Context : We will have a dinner. Please help me to serve the dinner</p> <p>The commands are:</p> <ol style="list-style-type: none"> 1. take the fried chicken from the pan, put on the serving plate 2. take the noodle from the pan, put on the big bowl 2. take the french fries from the oven, put on the serving plate 3. take the chip from the box, put into the jar 4. take the cake and muffin, put into the serving plate 5. take the ice cream from the refrigerator, put on the ice cream bowl <p>TPR Command activities :</p> <p>T : take the fried chicken from the pan, put on the serving plate</p> <p>S : do the activities</p> <p>T : take the noodle from the pan, put on the big bowl</p> <p>S : do the activities</p> <p>T : take the french fries from the oven, put on the serving plate</p> <p>S : do the activities</p> <p>T : take the chip from the box, put into the jar</p> <p>S : do the activities</p> <p>T : take the cake and muffin, put into the serving plate</p> <p>S : do the activities</p> <p>T : take the ice cream from the refrigerator, put on the ice cream bowl</p> <p>S : do the activities</p>
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b. rearrange our living room

action verb : move, put, hang, clean (you can add some more action verb that suitable with your noun)

noun : sofa, armchair, carpet, television, picture, table, vase, lamp, window, curtain

context : We will rearrange our living room. Please help me to do it.

The commands are:

1. move the sofa to the right
2. put the armchair beside the sofa
3. put the carpet on the floor, in front of the sofa
4. hang the television on the wall, in front of the sofa
5. move the table to the center of the room
6. put the vase on the table
7. put the lamp beside the armchair
8. clean the window and hang the curtain on it

TPR Command activities :

T : move the sofa to the right

S : do the activities

T : put the armchair beside the sofa

S : do the activities

T : put the carpet on the floor, in front of the sofa

S : do the activities

T : hang the television on the wall, in front of the sofa

S : do the activities

T : move the table to the center of the room

S : do the activities

T : put the vase on the table
S : do the activities
T : put the lamp beside the armchair
S : do the activities
T : clean the window and hang the curtain on
it
S : do the activities

2. TPR Drawing:

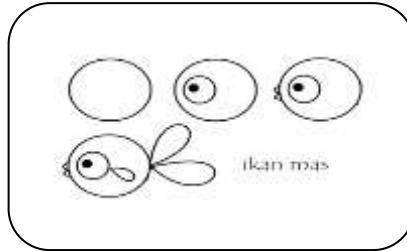
Draw the object based on the vocabularies they learn on that day. But, unfortunately, not all vocabularies can be taught through this technique. The drawing instruction is limited, only use a simple shape and line such as circle, triangle, square, straight line, short line, etc. For example:

Noun : fish

The commands are:

1. Draw a big circle
2. Draw a small circle in the big circle (see my example on the whiteboard)
3. Draw a small dot in the small circle
4. Draw two small triangles on the left side of the big circle
5. Draw two ovals on the right side of the big circle
6. Draw an oval on the right side of the small circle

The drawings is :



Source:

<https://ngegambaryuk.blogspot.com/2020/01/cara-menggambar-untuk-anak-tk-yang-mudah.html>

TPR Drawing activities :

T : Draw a big circle

S : do the activities

T : Draw a small circle in the big circle

S : do the activities

T : Draw a small dot in the small circle

S : do the activities

T : Draw two small triangles on the left side of the big circle

S : do the activities

T : Draw two ovals on the right side of the big circle

S : do the activities

T : Draw an oval on the right side of the small circle

S : do the activities

Note:

The teacher must continue to give a command to draw the rest of vocabularies

This TPR Drawing only works with the noun

	<p>that can be drawn easily like pet animal, fruit, kitchen utensil etc.</p> <p>3. TPR Storytelling by exploring manipulative and storytelling pieces</p> <p>Teacher must has a storybook to be told by using storytelling activities. Then, prepare some manipulatives such as puppets or doll/toys, miniatures, and diorama. Teacher also has storytelling pieces such as picture cards or photos.</p> <p>To do the activities, teacher must follow the steps below:</p> <p>The steps of using TPR Storytelling</p> <ul style="list-style-type: none"> - Using pictures, teacher introduce the vocabulary prior to tell the story. - Teacher tells the story as manipulating the puppets. - Invite one student to hold different puppets/story telling pieces and move them appropriately as they are mentioned in the story. - When children are more familiar with the story, she provides each of them with their own copies of the storytelling pieces. Children hold up the corresponding storytelling piece as she tells the story.
<p>Grade 5 and 6</p>	<p>TPR Storytelling by exploring manipulative and storytelling pieces</p> <p>Teacher must has a storybook to be told by using storytelling activities. Then, prepare some manipulatives such as puppets or doll/toys, miniatures, and diorama. Teacher</p>

also has storytelling pieces such as picture cards or photos.

To do the activities, teacher must follow the steps below:

The steps of using TPR Storytelling

- Using pictures, teacher introduce the vocabulary prior to tell the story.
- Teacher tells the story as manipulating the puppets.
- Invite one student to hold different puppets/story telling pieces and move them appropriately as they are mentioned in the story.
- When children are more familiar with the story, she provides each of them with their own copies of the storytelling pieces. Children hold up the corresponding storytelling piece as she tells the story.



Source: <https://www.bju.edu/academics/programs/elementary-education/>

Task 6 :

Choose the level of students you want to teach (e.g. Playgroup, Kindergarten, Grade 1/2 , Grade 3/4, or Grade 5/6). Make a lesson plan for teaching listening, complete it with teaching materials and media. Use the following format to make your lesson plan.

I. General Information

Level	Playgroup
Topic	Pet animal : cat, dog, rabbit
Aims	Students are able to listen to the command such as “hug your cat”, or “touch your rabbit”
Method	TPR Command
Time	50 minutes

II. Teaching Procedures

Steps	Materials	Scenarios
Warm-up	Song Title : Good Morning By Susi Syafei Rhythm : Happy Birthday Good morning to you Good morning to you Good morning, good morning Good morning to you	Teacher starts the teaching by singing the warm-up song with the students. She asks them to stand up and claps their hand during the singing T : Well, students. Stand up, please. We sing the good morning song together. Claps your hands and follow me. One... two... three... Ss: Sing together and claps their hands

<p>Teaching new materials</p>	<p>Topic : Pet animals Words : cat, dog, rabbit</p> <p>Sentences (Imperative)</p> <ol style="list-style-type: none"> 1. Hug your cat 2. Hug your rabbit 3. Touch your cat 4. Touch your dog 5. Touch your rabbit 	<p>Teacher shows the pictures of cat, dog, and rabbit to introduce the words. Teacher ask the students to sit in a circle.</p> <p>T : Students, look at this picture (showing the picture card to the students). This is a cat. Cat... repeat... cat.. Ss: repeat the word cat T : Now, this is a dog (showing the picture card). Dog... dog... repeat again Ss: repeat the word dog continue with the word rabbit</p> <p>Next, the teacher takes the realia (a yellow cat sit on a pillow, a white dog sit on the matras, and a grey rabbit sit in the cage). Then, the teacher models to the students the act of hug and touch.</p> <p>T : Students, look at me. I hug the cat (hugging the cat then put the cat on her lap) Now, I touch the dog (touching the dog) T : Ok, now your turn. Annie (calling one student to come forward), hug the cat! S : hug the cat T : Very good, Annie. Do you love the cat? Yes... S : nodding T : Good, I also love the cat. Thank you Annie, you may</p>
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		<p>sit down. Next, Sandra... come here. Touch the dog ! S : touching the dog T : Great, Sandra. Do you a dog Sandra? No? S : shake her head</p> <p><i>Continue with other animal and use other action verb</i></p>
Practice 1	<p>Direction: Sing the pet animals song then discuss about the words cat, dog, rabbit with your teacher.</p>	
Practice 2	<p>Direction: Let's coloring the picture of pet animals, then discuss about the animals with your teacher.</p>	
Practice 3	<p>Direction: Time for playing pet animals games. Then, discuss about the animals with your teacher.</p> <p>Equipments: 1. 2.</p> <p>Procedures: 1. 2. 3.</p>	
Practice 4	<p>Direction: Listen to the pet animals story and discuss about them with your teacher.</p>	

CHAPTER 7

Teaching Speaking to the Young Learners



Source: <https://www.youtube.com/watch?v=di2oVPYTizY>

A. Background of teaching speaking to young learners

When children begin speaking, they experiment and play with the utterances that are made to form words and phrases such as bye-bye, or go bye-bye. As they grow, children integrate these words and structures into their real and imaginary play. Play is vital and important aspect of a child's development and language is a part of that play. It is important to consider the role of play in first language acquisition because it is a subtle reminder that play is also important in children's second language development. This reminder is useful when we plan ESL and EFL activities that foster children's English language development.

Children also learn that words can be used as a form of entertainment. Children talk while they play, either alone or with their classmates. During playtime at school or home, you might see children role-playing. They practice conversation between one another. In their play, they practice and adapt scripts that they have heard from adults either in person or on TV. Young children talk when they engage in make-believe activities. For example, young learners who are 10 and 11 years old still enjoy dressing up for Halloween and go door to door asking for candy. Ten and 11-year-olds are more likely to become interested in a different type of make-believe, such as science fiction.

B. Classroom Techniques and Activities

Speaking activities are an important part of any young learners' ESL and EFL classroom and are often considered the focal point of instruction. When teaching speaking, it is especially important to select activities which match the objectives of your program. For instance, if you teach in a school that emphasizes music and arts, you would include a lot of song authored by others as well as by your students. The specific techniques and task that you choose should be based on the aims of the program coupled with the learners' stages of development.

1. Audio Lingual Method

The Audio lingual method to language teaching is based on the notion that one can learn language by developing habits based on the patterns of language. There are two important features of ALM which can easily be adapted for the young learner classroom: **drills with choral response and dialogues.**

a. Audio Lingual Method with choral response



Source: <https://www.teachingenglish.org.uk/article/drilling-1>

The first feature typical of ALM is drills aimed at getting learners to practice using the patterns that occur in language. This kind of drill consist of Drill 1 or simple substitution drills, drill 2 or complex substitution drills, and Drill 3 or transformation drills. Substitution drills, such as Drill 1 and 2 below, are the hallmark of the ALM classroom.

Drill 1 (simple substitution drill)

Children listen and repeat the sentences spoken by the teacher.

Teacher : I wear a yellow dress.

Students : I wear a yellow dress

Teacher : I wear a blue dress

Students : I wear a blue dress

Drill 2 (complex substitution drill)

Children listen and repeat, then substitute the sentences under the teacher guidance.

Teacher : I wear a red dress
Students : I wear a red dress
Teacher : I wear a yellow dress
Students : I wear a yellow dress
Teacher : Blue
Students : I wear a blue dress
Teacher : Red
Students : I wear a red dress
Teacher : Jacket
Students : I wear a red jacket etc.

Audio-lingual substitution drills are mechanical exercises that reinforce structural patterns and practice vocabulary. In these drills, students vary the dialogue without altering the grammar. For example, the teacher repeats a dialogue sentence, such as "I ate an apple." She then supplies a prompt by saying "banana" or showing a picture of a banana. Students should respond, "I ate a banana." The exercise continues with other foods, such as "pear," "orange" and "hamburger." Using the same sentence, another drill could practice different subjects. For example, the teacher says, "Tom," and students respond, "Tom ate an apple."

Drill 1 would be appropriate for young learners at early stages of English-language development as well as for young learners under the age of 8. Drill 2 is what many consider to be more typical of ALM and would work especially well with children who have studied English for some time or who are over the age of 8. Older learners are better to understand the concept of adjectives and can make the substitution almost instantaneously when the exercise is introduced. Younger children will need to do Drill 1 several times and then can move on to Drill 2.

Although drills can be dull and boring for the learners, they do not have to be. Whenever possible, try to personalize the content to the learners in your classroom. For instance, do the drills in the example based on different clothes that some of your learners are wearing. Have them stand up while you point to the dresses they are wearing and lead the drill.

You can use drills for several minutes as a way to introduce a new language pattern to children. For instance, bring in pictures of food items as you pretend to eat different things or hold up pictures of an apple and say, *I like apples*. Then have the students repeat your sentence. You can also say each sentence and have students respond in unison, using the technique known as choral response.

Choral response is also used when children repeat the lines of a poem or song. Sentences with substitutions can be slipped right into the young learner curriculum in the form of songs, chants, and finger-plays. When children are singing songs or finger-plays that have repetitive language and language substitutions, they are learning the patterns of the English language. Look the example of the song below and the substitution words the children create.

The Hokey-Pokey

You put your right foot in.

You put your right foot out.

You put your right foot in.

You shake it all about.

You do the Hokey-Pokey and you turn yourself around.

That's what it's all about

Children can make up their own verses or versions of songs and finger-plays as innovations. This gives children an opportunity to take a known pattern and put their own twist to it. Teachers prompt children in order to come up with their own verses, as below:

You put your left elbow in

You put your left elbow out.

You put your left elbow in.

You shake it all about.

You do the Hokey-Pokey and you turn yourself around.

That's what it's all about.

You put your left ear in.

You put your left ear out.

You put your left ear in.

You shake it all about.

You do the Hokey-Pokey and you turn yourself around.

That's what it's all about!

Drill 3 or Transformation Drills

Transformation activities require a deeper understanding of the sentence, because students must produce different grammatical forms. For example, the teacher models a transformation to a negative verb -- "I eat apples" and "I don't eat apples" -- and students repeat. The teacher then drills students through the same change for other subjects, such as "They eat apples." The students respond, "They don't eat apples." Additional transformations could practice questions or the past tense: "Do they eat apples?" "They ate apples." When students make mistakes in grammar or pronunciation, audio-lingual teachers typically correct them at once -- for example, by modeling the right answer.

You can make your own choral response activities by employing the steps as follow:

1. Decide the topic for your speaking activity
2. Design the substitution drills, start from drill 1, then move to drill 2
3. Personalize the content to the learners in your classroom, bring in pictures of food items as you pretend to eat different things or hold up pictures of an apple and say, *I like apples*. Then have the students repeat your sentence, continue it by holding another pictures
4. If your students have already familiar with the drill you can move to transformational drill by applying more complex grammatical form.
5. Another insightful activities are by using song and have repetitive language and language substitutions

Drill 3 (transformation drills):

Children listen and repeat, then substitute the sentences under the teacher guidance.

Teacher : I saw 1 vehicle

Students : I saw 1 vehicle

T : two

Ss : I saw 2 vehicles

T : found

Ss : I found 2 vehicles

T : not
Ss : I do not find 2 vehicles
T : Do you
Ss : Do you find 2 vehicles?

b. Audio Lingual Method Through Dialogues



Source: <https://www.lilypondcountrydayschool.com/benefits-puppet-play-theater-preschoolers/>

The second feature of ALM which can easily find its way into the young learners' classroom is dialogue. Dialogues provide learners with grammatically controlled scripts that they can use in real life. Dialogues can very easily be scripted and turned into child-friendly role-plays. Whenever possible the role-play should be based on the types of real and make-believe conversations that children have when they work and play.

The natural next step in the construction of language, from sound through sentence, is dialogue, the exchange of information between two or more people. Structural linguists found that many

conversational exchanges followed basic structures that can be studied and learned. Everyday dialogues are probably the most familiar leftovers of the original audio-lingual method. Most modern language texts will include dialogue material and exercises, these often being the principle presentation text in a unit, especially in texts aimed at language use rather than language study for examination.

Because of the emphasis on natural spoken language, the audio-lingual method presents grammar and vocabulary through dialogues. Each dialogue also has a cultural context, such as shopping for clothing. The teacher first reads each line of the dialogue or presents it with a recording. In chorus, students repeat each line of the dialogue after it's presented, eventually memorizing it through many repetitions. The teacher then takes one role and the class takes the other, and they also change parts. As additional activities, a small group or an individual student may role play the dialogue with the teacher. As a finale, pairs of students practice the dialogue together and present it to the class.

Dialogues can fall into many different categories, standard everyday dialogues and improvisational dialogues. **Standard everyday dialogues** are the type of verbal exchange that we tend to repeat over and again throughout our daily lives. These will include basic greetings and farewells, shopping dialogues and information requests, among others. While, **improvisational dialogues**, or those that may begin standard but which will be unpredictable because of the personal interaction of the people speaking. These may include debate, discussion, argument and opinion sharing.

Standard everyday dialogue practice or an everyday dialogue can grow easily from previous sentence structure practice. You may present this dialogue in any number of fashions, from a printed handout to pictures, from sock puppets to repetition exercises—whatever means suit your teaching style. These dialogues should be kept short and sweet, each student having three to five sentences to produce. For example:

- **S1:** Good morning.
S2: Hello.
S1: How much are the tomatoes?
S2: 35 yen a kilo.
S1: Oh! That's cheap! I'll take three kilos.
S2: Good. That will be 105 yen.
S1: Here you are.
S2: And here's your change. Thank you.
S1: Thank you! Goodbye.
S2: Goodbye.

In this dialogue, it is pretty evident that simple substitution can be had: *tomatoes* changed to *pears*, *yen* changed to *euros*, *35* changed to whatever price seems right. Students can also be encouraged to use different greetings and farewells that they know or have recently learned. This type of exchange can also be expanded by giving S1 a shopping list and S2 a list of prices. Add props and you have yourself a role play. The same type of exercise can be done for buying train tickets, sending a package by post, asking directions to a local monument, etc. The structure of the exchange should remain standard as a confidence builder, while the content of the exchange can be changed with simple substitution.

Improvisational dialogue practice are types of dialogues, which naturally lead to more complex role play, offer a theme to students and allow them more freedom in using language. The presentation of these dialogues will necessarily be a more complex as well, and is quite difficult for our young learners. So, it will not be used in our class

Using Puppets to Introduce Dialogues

Puppets can easily model different dialogues for children to practice with their classmates. You can also use puppets to show children how to work with a partner or in small group. Teachers working with young learners are often aware that children feel more comfortable talking with a puppet than with an adult. The use of puppets is very appropriate in the young learners classroom. A child who developmentally is too shy to speak to an adult in front of his peers, may feel very comfortable when the same adult is holding a puppet and speaking to the child as the puppet. Puppets also make the language learning activity more fun.

Puppets can be set as a role in a dialogue and played by teacher and student or student-student. The real and make-believe conversations for the young learners can be as followed:

- say thank you when somebody give a hand for them
- say thank you when somebody give them something
- say thank you when somebody give them a compliment
- introducing self in one occasion
- apologize to someone else when they do the wrong thing
- request something to teacher or friend etc.

Using Fishbowl Technique to Introduce Dialogues

One specific technique which helps children learn speaking through dialogues is known as the fishbowl. The teacher can either invite a student to do the activity with him or can model the activity using 2 or more puppets. The teacher models the activity that the children are expected to do while everyone in the class watches as if the teacher and the student were in a fishbowl. Children then go back to their seats knowing clearly what they are expected to do. By having some items on the tables and under the tables teacher begin to ask a question to the students. The item can be their school stuff such as pen, pencil, pencil case, eraser, notebook, etc; or some fruits, some toys and many others. The activity can be as follow:

The topic : Asking where things are?

T : Where is the math book?

S : It is on the table

T : Where is the pencil case

S : It is under the table

Another expression you can use are: **How many . . . , How much . . .**

T : How many pens are on the table?

S : There are two pens

T : How many pencils are on the table?

S : There are two pencils

2. Communicative Language Teaching



Source: <https://www.fluentu.com/blog/educator/communicative-language-teaching-lesson-plan/>

This approach was of the mind that language has building blocks, and you combine these building blocks in order to come up with meaningful communication. **There are specific rules** (grammar and syntax) on how these blocks are combined.

Students learn by being drilled on the different rubrics of the language. But educators, particularly in Britain, were beginning to ask, “If the end goal of language is communication, then why am I spending 45 minutes of each class teaching my students about every verb tense on the face of the earth? And while I’m talking non-stop, why are my students not even opening their mouths to practice the language?”

Europe, at this time, was becoming increasingly integrated, with people traveling to many other nearby countries, prompting the mass learning of languages. Students were asking, “I just wanna

know where the bathroom is! I don't need to know these thirteen tenses of one Spanish verb cold to do that!" Or "What good to me is knowing 30 Italian translations of the different vegetables when I never go to the market."

The communicative approach was born in this milieu, out of the need to go back to the fundamental reason for language, why we want to learn a second or third language—**to be able to communicate**. All the rest of learning is noise—bells and whistles. Nice to know, but it can sometimes get in the way of actually acquiring the language.

So in the communicative approach, a lot of talking is done by the students as they start practicing what it's like to actually have the words roll off of their tongues. They don't just sit in class and listen as a teacher lists every exception to a grammar rule.

Students interact with each other—awkwardness, grammar mistakes and all. Guided by their teacher, they engage in role playing, pretending to talk about last night's game, haggling the prices of stuff, recalling the plot to the latest blockbuster—all real-world situations where there's a need to communicate meaning. This is very different from walking to the blackboard, holding a piece of chalk and writing the Russian translation for the word "dog." With the communicative approach, **interaction becomes both the Method and the Goal of teaching**.

Teachers have realized the value of connecting real life situations with classroom instruction and thus have embraced Communicative Language Teaching. CLT is an approach and a philosophical orientation that connects classroom based language learning with the language that learners need in order to communicate outside of the classroom. From the standpoint of

teaching English to young learners, it is necessary to connect classroom learning to the real life child focused situations where children use language. There are many different situations where children use language to communicate and convey meaning such as **asking a parent for help** finding something that is lost, **asking something** in the cafeteria/shop/store, playing a game, saying a finger-play, **inviting** a friend over to play, and creating an art project.

CLT with children is slightly different than CLT with adults in part because children often enjoy playing the role of an adult or grown-up. They may find role-playing a flight attendant and an airline passenger to be an authentic activity even though in the real world they will not be, at least in the short term, a flight attendant. The activity can be authentic because it represent the type of authentic play, outside the classroom, that a young learner might engage in depending upon her interests and stage of development. This type of play is very meaningful for young learners because it gives them a chance to rehearse different language that they will use later on in life.

It is necessary to consider the type of language that children need in order to communicate in specific situations. For instance, if children are going to role play finding a pair of lost socks, they would need to know the interrogative where. They might also need to know prepositions such as in, on, under, etc. Another instance would be when children are playing board games. They will need to be able say first, next, last as in spaces on the game and whose turn it is to play. If the children are talking about a birthday party they had or went to, they will need to know the past tense.

In CLT, the focus is on getting the message across and helping

children acquire fluency. In some cases, the language will need to be adjusted to meet the language level of the young learner. In other cases, the communicative task will require language that the children have not yet learned. When the task requires language that is unfamiliar to the children, we either modify the task or teach the necessary language.

a. Two Outspoken Activities for Communicative Language Teaching



Source:

<https://www.familiesonline.co.uk/local/wiltshire/listing/role-play-world>

1. Role Plays

Role playing is an important communicative activity. It allows your students to practice the target language **in a safe environment where mistakes are no big deal**. They'll get a feel for what it's like wielding the language in different situations and contexts. This is the difference between you talking about a "hammer"—how to hold it,

the different parts and uses—and your students actually “swinging the hammer around,” pounding the walls or aiming for the nail.

The first thing you need to is to assign scenes to student pairs – (this will maximize their speaking time). The scenes can be anything, but make it relevant for your class. If you have a class of grade 1 and 2, make it about playing in a school yard or eating at school cafeteria, for example. If your class is composed of grade 4,5, and 6 students, try a mess hall or a dorm room situation. A 30-second dialogue is already enough.

The complexity of the dialogues will depend on whether your students are beginners or advanced learners. **With advanced learners**, you can probably just assign the students roles or a situation and let them have a go at it. Your role then will be to provide live commentary and correction. **For beginners**, it will be a lot different. You’ll have to give each pair their lines. Write the whole dialogue on a piece of paper. Write the lines in the target language first, followed by their English translations. This will be very helpful in letting beginners know what the dialogue is all about. Send the pairs off to practice on their own. Visit each pair in their practices and monitor their progress. It’s very important that you **explain the context of the dialogue**. What’s the motivation for the characters? Why are they acting that way? Listen to the practice and check their pronunciation. If you can suggest gestures and props for the scene, so much the better.

After a day or two of practice, **let the pairs present in front of the class**. This is one is very important because it is a chance for the whole class to learn from the scenes of the other pairs. You need to be very active in explaining what the scene is all about. If it’s two best

friends talking, then explain why they were talking informally, for example. Let the pair present the dialogue twice or thrice and provide live commentary and corrections on the second go. Explain the scene to the class. This is very important because meaning of our communications are vested in the contexts and the roles that we play. Language is meaningful only in context. This is one of the emphasis of the communicative approach.

2. The Interview (for more advance students)

Here, students will experience what it's like being the host of a talk show or being the guest answering questions in front of a live studio audience. **Again, let the students work in pairs.** The host student prepares five questions and writes them on a piece of paper. This question list will be given ahead of time to the celebrity student so they can prepare an answer for them. Instruct the “celebrity” students to give answers in complete sentences. Three sentences for beginners should be just right.

Reminder: Go around the classroom to make sure the questions are worded correctly and are in their proper format. Give the pair a day to rehearse their Q&A segment. The next day, if possible, **have an “interview set” arranged in front of the class to help students get in character.** Let the pairs present their segment. For the benefit of the whole class, you can do a live commentary or translation as they go along. So, for example, if one of the questions in an Indonesian class is, “Apa hobbi kamu?” (What are your hobbies?), you can interpose and maybe say, “Apa hobbi mu?, class, she’s asking about his hobbies now.” If the other student answers with “Saya suka main bola.” (I

love to play football.), you can then tell the class, “So, Rudi loves to play football, right? Please, continue.” But don’t be overbearing to the point of distraction—pick your spots right.

In an advanced class, you can probably have an impromptu question from the “audience.” Process the activity after the pairs have presented. Ask them, for example, if they have any questions about asking questions in the target language. Maybe not immediately the day after, but reserve a session for when the students switch roles and the “host” becomes the “celebrity” guest and will be responding to questions this time.



Source: <https://www.montrealfamilies.ca/5-ways-to-help-your-child-master-public-speaking/>

C. MANUAL OF TEACHING SPEAKING TO YOUNG LEARNER

LEVEL	TECHNIQUES OF TEACHING
<p>Play Group</p>	<p>To teach : functional dialogues - greeting/leave taking CLT dialogues (using puppets) Prepares the puppets (2 hand-puppets) to be the characters of your dialogues. Then, write the whole dialogue on a piece of paper. Tell the students the situation, use the storytelling technique by manipulating the puppets. Then do the role play with the puppets Example: T : Students, look here. This is Mickey and this is Minnie. Mickey meet Minnie in the morning. Mickey says “Good morning, Minnie”. And Minnie says “Good morning, Mickey”. Look.... Mickey says good morning to you all...” Good morning every body” Say good morning to Mickey, students Ss : Good morning, Mickey M : Good morning, Anie S : Good morning, Mickey M : Good morning, Justine S : Good morning, Mickey</p> <p>Now, the teacher ask the students to do a simple role play among the students T : Anie, say good morning to Justine A : Good morning, Justine T : Justine, say good morning to Anie J : Good morning, Anie T : Now, Claudia, say good morning to Sammy C : Good morning, Sammy T : Sammy, say good morning to Claudia S : Good morning Claudia</p> <p>To teach : vocabulary ALM-drill with choral response (use simple substitution drill/drill 1) Prepares the chart where the picture of the nouns are on it. Write down the sentences for drilling the students first. For example : the nouns are cat, dog, rabbit, so the sentences for Drill 1 are : I have a cat, I have a dog, I have a rabbit, I love my cat, I love my dog, and I love my rabbit. Then, the teacher drill the students by using those</p>

	<p>sentences. The teacher models it first by pronouncing the sentence while pointing the picture on the chart. The activity is as follow:</p> <p>T : Children listen and repeat what I say I have a cat Ss : I have a cat T : I have a dog Ss : I have a dog T : I have a rabbit Ss : I have a rabbit T : I love my rabbit Ss : I love my rabbit T : I love my dog Ss : I love my dog T : I love my cat Ss : I love my cat</p>
<p>Kindergarten A/B</p>	<p>To teach : functional dialogues - greeting/leave taking CLT dialogues (using puppets)</p> <p>Prepares the puppets (2 hand-puppets) to be the characters of your dialogues. Find the expression of the conversation. Then, write the whole dialogue on a piece of paper. Tell the students the situation, use the storytelling technique by manipulating the puppets. Then do the role play with the puppets</p> <p>Example:</p> <p>T : Students, look here. This is SpongeBob and this is Patrick. SpongeBob meet Patrick in the morning. SpongeBob says “Good morning, Patrick”. And Patrick says “Good morning, SpongeBob”. Look.... SpongeBob says good morning to you all...” Good morning every body” Say good morning to SpongeBob, students Ss : Good morning, SpongeBob SB : Good morning, Anie A : Good morning, SpongeBob SB : Good morning, Justine J : Good morning, SpongeBob</p> <p>Now, the teacher ask the students to do a simple role play among the students T : Anie, say good morning to Justine A : Good morning, Justine T : Justine, say good morning to Anie</p>

	<p>J : Good morning, Anie T : Now, Claudia, say good morning to Sammy C : Good morning, Sammy T : Sammy, say good morning to Claudia S : Good morning Claudia</p> <p>To teach : vocabulary ALM-drill with choral response (use simple substitution drill/drill 1) Prepares the chart where the picture of the nouns are on it. Write down the sentences for drilling the students first. For example : the nouns are mouth, teeth, hair, so the sentences for Drill 1 are : This is my mouth, This is my teeth, This is my hair, My mouth is clean, My teeth is clean, and My hair is clean. Then, the teacher drill the students by using those sentences. The teacher models it first by pronouncing the sentence while pointing the picture on the chart. The activity is as follow:</p> <p>T : Children listen and repeat what I say This is my mouth Ss : This is my mouth T : This is my teeth Ss : This is my teeth T : This is my hair Ss : This is my hair T : My mouth is clean Ss : My mouth is clean T : My hair is clean Ss : My hair is clean</p>
<p>Grade 1 and 2</p>	<p>To teach : functional dialogues –greeting/leave taking and thanking CLT dialogues (using puppets) Prepares the puppets (2 hand-puppets) to be the characters of your dialogues. Find the expression of the conversation: greeting/leave taking and thanking. Then, write the whole dialogue on a piece of paper. Tell the students the situation, use the storytelling technique by manipulating the puppets. Then do the role play with the puppets Example: T : Students, look here. This is Elsa and this is Anna. Elsa meet Anna in the afternoon. Elsa says “Good afternoon,</p>

Anna". And Anna says "Good afternoon, Elsa".
 Look... Elsa says good afternoon to you all..." Good
 afternoon every body"
 Say good afternoon to Elsa, students
 Ss : Good afternoon, Elsa
 E : Good afternoon, Anie
 A : Good afternoon, Elsa
 E : Good afternoon, Justine
 J : Good afternoon, Elsa

Now, the teacher ask the students to do a simple role play
 among the students
 T : Anie, say good afternoon to Justine
 A : Good afternoon, Justine
 T : Justine, say good afternoon to Anie
 J : Good afternoon, Anie
 T : Now, Claudia, say good afternoon to Sammy
 C : Good afternoon, Sammy
 T : Sammy, say good afternoon to Claudia
 S : Good afternoon, Claudia

To teach : vocabulary

1. ALM-drill with choral response (use complex substitution drill/drill 2)

Prepares the chart where the picture of the nouns are on it.
 Write down the sentences for drilling the students first.

For example :

nouns : blouse, shirt, skirt, trouser, socks, t-shirt, vest,
 jacket, scarf, hat

the sentences for Drill 2 are :

This is my blouse	This is my red blouse
This is my shirt	This is my green shirt
This is my skirt	This is my blue skirt
This is my trouser	This is my yellow trouser
This is my socks	This is my white socks
This is my t-shirt	This is my red t-shirt
This is my vest	This is my green vest
This is my jacket	This is my blue jacket
This is my scarf	This is my yellow scarf
This is my hat	This is my white hat

Then, the teacher drill the students by using those
 sentences. The teacher models it first by pronouncing the

sentence while pointing the picture on the chart. The activity is as follow:

Drill2 : complex substitution drill

Children listen and substitute the sentences spoken by the teacher

T : This is my blouse

Ss : This is my blouse

T : red

Ss : This is my red blouse

T : shirt

Ss : This is my red shirt

T : green

Ss : This is my green shirt

T : skirt

Ss : This is my green skirt

T : blue

Ss : This is my blue skirt

T : trouser

Ss : This is my blue trouser

T : yellow

Ss : This is my yellow trouser

T : socks

Ss : This is my yellow socks

T : white

Ss : This is my white socks

T : t-shirt

Ss : This is my white t-shirt

T : red

Ss : This is my red t-shirt

T : vest

Ss : This is my red vest

T : green

Ss : This is my green vest

T : jacket

Ss : This is my green jacket

T : blue

Ss : This is my blue jacket

T : scarf

Ss : This is my blue scarf

T : yellow

Ss : This is my yellow scarf

T : hat

Ss : This is my yellow hat

T : white

Ss : This is my white hat

2. ALM-dialogues by using fishbowl technique

By having some items in the fishbowl or on your table and under the table, then begin asking a question to the students. The items are the things such as the clothes : blouse, shirt, skirt, trouser, socks, t-shirt, vest, jacket, scarf, hat

The questions can be : where is.... ? or How many ?

The activity can be as follow:

T : Where is the blouse?

S : It is on the table

T : Where is shirt ?

S : It is under the table

T : Where is the skirt?

S : It is on the table

T : Where is trousers ?

S : It is under the table

T : Where is the socks?

S : It is on the table

T : Where is t-shirt ?

S : It is under the table

T : Where is the vest?

S : It is on the table

T : Where is jacket?

S : It is under the table

T : Where is the scarf?

S : It is on the table

T : Where is hat ?

S : It is under the table

T : How many blouse is on the table?

S : one

T : How many shirts are on the table ?

S : three

T : How many skirt is on the table?

S : one

T : How many trousers are on the table ?

S : two

T : How many socks are on the table?

S : four

T : How many t-shirt is on the table ?

S : one

T : How many vest is on the table?

S : one

T : How many jackets are on the table ?

S : two

T : How many scarf is on the table?

S : one

T : How many hats are on the table ?

S : three

Grade 3 and

To teach : functional dialogues - Introducing self,

Apologizing

1. CLT- dialogues using simple role play

To do this technique, we can follow the steps below:

- introduce the dialog to the students by using the puppets (the puppets talk to each other, practicing the dialog)
- one of the puppet talks to one student (practicing the dialog with the students, and the teacher helps the students to response by whispering the dialog to her)
- the teacher then, give each pair their lines (Write the whole dialogue on a piece of paper. Write the lines in the target language first, followed by their English translations. This will be very helpful in letting beginners know what the dialogue is all about)
- the teacher send the pairs off to practice on their own
- the teacher visit each pair in their practices and monitor their progress (It's very important that you **explain the context of the dialogue and correct their pronunciation**)
- invite each pairs to do a role play

2. CLT-dialogues using interview (this technique can be used for topic introducing self)

The steps are :

- introduce the dialog to the students by using the puppets (the puppets talk to each other, practicing the dialog)
- one of the puppet talks to one student (practicing the dialog with the students, and the teacher helps the students to response by whispering the dialog to her)
- the teacher then, give each pair their lines (In this situation, students will experience what it's like being the host of a talk show or being the guest answering questions in front of a live studio audience. **Let the students work in pairs.** The host student has five questions that has been written on a piece of paper in the target language first, followed by their English translations. This question list will be given ahead of time to the celebrity student so they can prepare an answer for them. Instruct the "celebrity" students to give answers in complete sentences. Teacher will go around the classroom to make sure the questions are worded correctly and are in their proper format)
- the teacher send the pairs off to practice on their own
- the teacher visit each pair in their practices and monitor their progress (It's very important that you **explain the**

context of the dialogue and correct their pronunciation)

- invite each pairs to do a role play

To teach: vocabulary

ALM - Drill with Choral response: using transformation drills

Transformation drills require a deeper understanding of the sentence, because students must produce different grammatical forms. For example, the teacher models a transformation to a negative verb -- "I eat apples" and "I don't eat apples" -- and students repeat. The teacher then drills students through the same change for other subjects, such as "They eat apples." The students respond, "They don't eat apples." Additional transformations could practice questions or the past tense: "Do they eat apples?" "They ate apples." When students make mistakes in grammar or pronunciation, audio-lingual teachers typically correct them at once -- for example, by modeling the right answer.

For example:

Teaching vocabulary by using ALM-transformation drills:

Topic : on the road (traffic light, crossroad, policemen, pavement, pedestrian, vehicles, traffic sign, junction)

Drills : using verb-1, affirmative sentence, negative sentence, question, verb-2

Situation: We ride the car and go round the city. We see many things on the road.

T : I see a traffic light

Ss : I see a traffic light

T : saw

Ss : I saw a traffic light

T : not (-)

Ss : I did not see a traffic light

T : Did you (?)

Ss : Did you see a traffic light

T : crossroad

Ss : Did you see a crossroad?

T : did not (-)

Ss : I did not see a crossroad

T : see

	<p>Ss : I see a crossroad T : policeman Ss: I see a policeman T : meet Ss : I meet a policeman continued to do the drill to the word junction</p> <p>ALM-dialogues by using fishbowl technique By having some items in the fishbowl or on your table and under the table, then begin asking a question to the students. The items are the things such as on the road (traffic light, crossroad, policemen, pavement, pedestrian, vehicles, traffic sign, junction) The questions can be : where is.... ? or How many ?</p> <p>T : Where is the traffic light? Ss : On the junction T : Where is the crossroad? Ss : in front of the post office continued to do the drill with other words</p> <p>T : How many crossroad do you see? Ss : two T : How many policemen do you meet? Ss : two continued to do the drill with other words</p>
<p>Grade 5 and 6</p>	<p>To teach functional dialogues: do a favor, compliment, invitation CLT- dialogues using simple role play To do this technique, we can follow the steps below:</p> <ul style="list-style-type: none"> - introduce the dialog to the students by using the puppets (the puppets talk to each other, practicing the dialog) - one of the puppet talks to one student (practicing the dialog with the students, and the teacher helps the students to response by whispering the dialog to her) - the teacher then, give each pair their lines (Write the whole dialogue on a piece of paper. Write the lines in the target language first, followed by their English translations. This will be very helpful in letting beginners know what the dialogue is all about) - the teacher send the pairs off to practice on their own - the teacher visit each pair in their practices and monitor their progress (It's very important that you explain the

context of the dialogue and correct their pronunciation)

- invite each pairs to do a role play

To teach: vocabulary

1. ALM - Drill with Choral response: using transformation drills

Transformation drills require a deeper understanding of the sentence, because students must produce different grammatical forms. For example, the teacher models a transformation to a negative verb -- "I eat apples" and "I don't eat apples" -- and students repeat. The teacher then drills students through the same change for other subjects, such as "They eat apples." The students respond, "They don't eat apples." Additional transformations could practice questions or the past tense: "Do they eat apples?" "They ate apples." When students make mistakes in grammar or pronunciation, audio-lingual teachers typically correct them at once -- for example, by modeling the right answer.

Teaching vocabulary by using ALM-transformation drills:

Topic : final word blend –st (best, fast, just, last, lost, rest)

Drills : using verb-1, affirmative sentence, negative sentence, question, verb-2

Sentences for transformation drills are:

She is the best singer

She is a fast runner

She just wins the singing competition

This is her last performance

She lost the competition

She wants to take a rest

The drilling activities can be as follow :

Teacher	Students
She is the best singer	She is the best singer
Is not	She is not the best singer
Is she	Is she the best singer ?
A fast runner	Is she a fast runner
Is not	She is not a fast runner
Was	She was a fast runner
wins the singing competition	She wins the singing competition
Just	She just wins the singing

	competition
Does she	Does she just win the singing competition ?
The last performance	Does she just wins the last performance ?
This is	This is the last performance
Competition	This is her last competition
She lost	She lost her last competition
Does not	She does not lost her last competition
Does she	Does she lost her last competition ?
Wants to take a rest	Does she want to take a rest ?

2. ALM-dialogues:

The teacher first reads each line of the dialogue or presents it with a recording. In chorus, students repeat each line of the dialogue after it's presented, eventually memorizing it through many repetitions. The teacher then takes one role and the class takes the other, and they also change parts. As additional activities, a small group or an individual student may role play the dialogue with the teacher. As a finale, pairs of students practice the dialogue together and present it to the class.

For example:

Topic : final word blend -rd (card, discard, hard, record, word, yard)

The sentences for the word blend are :

This is my ID card

I want to discard some of my books

It is hard for me to discard them

This is my grandma old record

The old records have many good words

My grandma throw the old records to the yard

The dialogue is :

T : What card is this?

Ss : This is my ID card

T : What do you want to discard?

Ss : Some of my books

T : Why do you so sad?

Ss : It is hard for me to discard my books

T : What is it ?

Ss : This is my grandma old record

	<p>T : What is the special thing in the old record ? Ss: Good words T : Where do your grandma throw the old record? Ss: to the yard</p>
--	--

Task 7 :

Choose the level of students you want to teach (e.g. Playgroup, Kindergarten, Grade 1/2 , Grade 3/4, or Grade 5/6). Make your lesson plan for teaching speaking, complete it with teaching materials and media. There are 2 lesson plan, one for teaching vocabulary, another for teaching functional dialog. Use the following format to make your lesson plan.

I. General Information

Level	Playgroup
Topic	Pet animal : cat, dog, rabbit
Aims	Students are able to pronounce the words cat, dog, rabbit
Method	ALM choral response
Time	50 minutes

II. Teaching Procedures

Steps	Materials	Scenarios
Warm-up	<p>Song Title : Good Morning By Susi Syafei Rhythm : Happy Birthday</p> <p>Good morning to you</p>	Teacher starts the teaching by singing the warm-up song with the students. She asks them to stand up and claps their

	<p>Good morning to you Good morning, good morning Good morning to you</p>	<p>hand during the singing</p> <p>T : Well, students. Stand up, please. We sing the good morning song together. Claps your hands and follow me. One... two... three...</p> <p>Ss: Sing together and claps their hands</p>
<p>Teaching new materials</p>	<p>Topic : Pet animals Words : cat, dog, rabbit</p> <p>Sentences : (simple sentences for substitution drill 1)</p> <p>Variation 1</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Variation 2</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Variation 3</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Teacher shows the pictures of cat, dog, and rabbit to introduce the words. Teacher ask the students to sit in a circle.</p> <p>T : Students, look at this picture (showing the picture card to the students). This is a cat. Cat... repeat... cat..</p> <p>Ss: repeat the word cat</p> <p>T : Now, this is a dog (showing the picture card). Dog... dog... repeat again</p> <p>Ss: repeat the word dog continue with the word rabbit</p> <p>Next, the teacher takes the chart of pet animals and use it to do drill 1</p> <p>T :</p> <p>S :</p> <p>T :</p> <p>S :</p> <p>T :</p>

		<p>S : T : S :</p> <p><i>Continue with other animal and use other action verb</i></p>
Practice 1	Direction: Sing the pet animals song then discuss about the words cat, dog, rabbit with your teacher.	
Practice 2	Direction: Let's coloring the picture of pet animals, then discuss about the animals with your teacher.	
Practice 3	<p>Direction: Time for playing pet animals games. Then, discuss about the animals with your teacher.</p> <p>Equipments: 1. 2.</p> <p>Procedures: 1. 2. 3.</p>	
Practice 4	Direction: Listen to the pet animals story and discuss about them with your teacher.	
Wrap-up	Direction : Sing the wrap-up song together	

CHAPTER 8

Teaching Reading to the Young Learners



Source: <https://www.teachingenglish.org.uk/article/storytelling-young-learner-classes>

A. Background of teaching reading to young learners

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. For second language learners there are three different elements which impact reading:

- the child's background knowledge
- the child's linguistic knowledge of the target language

- the strategies or techniques the child uses to tackle the text.

Furthermore, children who are able to read in their native language are at an advantage over children who cannot read in their native language because they understand the key concept that printed symbols can be used to represent spoken words. Also, children who can read in their native language may also know that reading can be for both pleasure and information. By developing strong literacy skills in their native language, it will be easier for young learners to transfer those skills into English. The aim of reading is comprehension. Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, doesn't mean that he can read.

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher order thinking skills and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. There are two main reasons that people read: the first is for pleasure and the second is for information.

Think about how much fun it is to read or listen to a good story. Stories provide enjoyment for readers of all ages. Literature belongs in every classroom for young learners, whether the learners are native speakers or non native speakers of English. It is surprising that until recently, modern English Language Teaching course books did not make core use of stories, a fundamental and enjoyable aspect

of the target language (Hill, 2001). Fortunately modern course books are increasingly using stories as a vital component

Reading for information can be as simple as reading a menu at a restaurant. If a young learner's mother uses a cookbook, the child may help by reading different parts of recipe to her mother. A child interested in dinosaurs might enjoy reading a passage about the prehistoric animals. A child who wants to make a model airplane may be motivated to read a book about model airplanes or the instructions in a model airplane kit. Reading for information can also give children pleasure.

B. The development of reading skills

If you were to visit a kindergarten class for native English speakers, you would see children engaged in a variety of activities. On the surface, some of these activities might look as if they are not very educational. However, activities such as doing art projects with patterns, listening to and talking about stories, playing with words, and learning the symbols that represent words, all help children in their quest to learn how to read. These activities are specifically designed to give children the knowledge of oral language, symbolic and pattern representation, and higher-order thinking skills they will need to both decode and comprehend written words.

Often when native English-speaking children are taught to read, they are taught how to read for both pleasure and for information. There is a great deal of variation on the amount of emphasis placed on decoding and reading for comprehension. Phonics (sounds letter correspondence) and decoding does not lead

a child to becoming a lifelong reader. As a teacher of young learners, you want to make sure that children perceive reading as a tool. Children need to be taught to see reading as a key that will open many different door.

Phonics-based instruction is intended to teach students the basic English language phonics rules so that they can easily decode words. Within English language program for native speakers as well as ESL and EFL programs, the amount of attention paid to phonics varies from none to a great deal. The purpose of phonics instruction is to teach beginning reader that printed letters represent speech sounds heard in words. It is intended to help children see the correspondence between letter and sounds. While decoding is one of the first stepping stones to reading, it's important to remember that decoding is different from reading.

C. Phonics activities



Source: <https://www.wsj.com/articles/schools-seen-as-falling-short-in-a-pillar-of-teaching-reading-11545832800>

Why bother teaching phonics? Isn't it enough to simply teach our young learners the alphabet? This is a question that's been posed for many years. Before trying to provide the answer, it's worth looking at phonics in a bit more depth. First of all, let's clarify what exactly phonics teaching is. Phonics teaching involves teaching children the relationship between the written letters of the alphabet (the *graphemes*, to use their technical name) and the individual sounds of spoken language - i.e. the *phonemes*.

The phonemes are the smallest parts of spoken language that combine to make up words. They are the speech sounds, not the actual letters, in a word. For example, the word *look* has four letters but only three phonemes (*l*, *oo* and *k*).

The English alphabet has 26 letters but around 43 phonemes (it's hard to specify the exact number as there are variations due to accent and dialect). The 26 letters in the alphabet all represent the different sounds in English language and by using phonics we learn how to blend and say these sounds together so that we can understand one another. Those sounds are called phonemes, and each letter represents a phoneme. So when you say the word, "cat" the letter "C", the letter "A" and the letter "T" are all different sounds and phonemes.

That's the main meaning behind phonics. As you got older and learned new words you learn new areas of phonics such as how to blend to letters together to make one sound like "ch" in the word chair. This is actually called a digraph and includes such letter combinations as "th" and "ng" with consonants, or "ai" and "oo" with vowels.

Vowels are another really important part of learning phonics. Vowels are made up of A, E, I, O, U and sometimes Y. They help words sound better; otherwise a word like vowel would just be spelled "vwl". In phonics we learn that vowels have either short sounds like the U in cup, or the A in bat and are called short vowels. Long vowels are present in words like the A in baby or the O in throw.

And then, there are even more types of vowel sounds that you use every day. When you start mixing vowels and consonants together to make bigger words you come across things such as having an E on the end of the word. This makes the other vowel a long vowel, like in the word base. If you didn't have the E on the end of that word it would sound like bass, which has a completely different meaning.

Do you ever notice that words with the letter R would sound much different if they didn't have that important letter? That's because the letter R changes the way we say vowels in words. Take the word surf, which sounds like "serf", but if you didn't have that R the letter U is said differently, "suf", a short vowel sound.

Another common thing to come across in phonics goes by the funny name of diphthong. A diphthong happens in words like boil where you're actually pronouncing both the vowel sounds of O and I separately instead of blending them together like in a digraph. In the case of boil, the O is a long vowel and the I is a short one.

There are many forms of phonics you will come across as you come to grasp the English vocabulary. Many older people still come across new words that they have to learn to sound out to say right, and the phonics they learned at your age come in very handy!

The aim of phonics teaching is to help learners understand that there are systematic relationships between written letters and spoken sounds (even though the vagaries of the English language mean that these relationships are not always entirely predictable). Knowledge of phonics helps children recognize familiar words and also decode new words. It means they are better equipped to enter into (and also enjoy) the world of reading and pronouncing English words.

It's generally found that learners who struggle with reading have one of two main difficulties - either comprehension problems, or trouble identifying, using and/or learning the sounds of speech that correspond to the letters. Phonics teaching addresses the latter area of difficulty extremely efficiently.

So, to answer the opening question, phonics teaching prepares our children for language learning and that fact alone makes it worth the effort. And, no, it is not simply enough to teach the alphabet in isolation. Key research findings on phonics teaching indicate that systematic phonics instruction is more effective than no phonics instruction at all and makes a significant difference to the pace at which a child's word recognition, spelling and reading progresses. Phonemic awareness is therefore a valuable tool for all language learners.

D. Bringing Phonics into the class

1. Teaching Phonics: Sound Spelling Activities

Teaching phonics starts from identification and isolation. These phases can be called as sound-spelling activities. In the first year of English study (during pre school, kindergarten and grade

1&2), the children learn the letter sounds by seeing them at the beginning of simple words, for example, *d* - *dog*, *c* - *cat*. This way they can hear the sound both on its own and at the beginning of a word. This then moves on to learning about vowels in words: a, e, i, o, u. They learn to spell and read words by recognizing and using the correct vowel.

One of the easiest ways to begin phonics instruction is by introducing sounds and letters that are associated with specific nouns. It can be started from sound out the initial letter from each word. Some teachers believe that children should be taught the letters and sounds of the alphabet in alphabetical order. However, other teachers start children with the consonants that follow fairly regular spelling patterns including: /m/, /s/, /t/, /l/, /n/, and /r/. You can do whatever you like, start from vowel or consonant, but you need to select first the vocabulary that you are going to teach. I usually use word categories to make my lesson congruent with the vocabulary that I use as the foundation of my teaching. The categories I use in my teachings are, for example, fruit and vegetables, pet in my home, farm animals, things in my bedroom, things in the classroom, etc. Then, when introducing a new sound-spelling, I usually follow the steps below:

1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling
2. State the sound-spelling correspondence as you point to the spelling and key word (or picture) on the card. For example, say "the letter s stands for /s/ as in sock".

3. Write the key word (the pictured word on the card) on the chalkboard and circle the spelling. For example, write the word *sock* on the chalkboard and circle the letter *s*.
4. Point to the spelling and have children state the sound it stands for. It is important that all children participate in all aspects of the lesson. Therefore, group choral responses, rather than calling on volunteers, is ideal.

After they get familiar with the initial sounds, one to one correspondences (one sound represented by one letter) - for example, say the letter *s* stands for /s/ as in *sock*, then move to more complex correspondences (one sound represented by two letters or more) - for example, *s+h* that makes sound /sh/ in the word *shop*.

Teaching children common word endings is also part of Phonics. They are consonants and short vowel sounds as in *book* and *umbrella*, consonant digraphs and blends as in the word *chair*, *shop*, etc; long vowel/final *e* as in word *bike*, *feet*, *chimney*, etc; long vowel digraphs, other vowel patterns, syllable patterns, and affixes.

There are many ways for young learners to learn the initial sounds of words. They can cut out pictures of words that start with different letters and then match the picture with the letters. They could also sort pictures that start with a specific phoneme or sound. For example, they could make a collage with pictures of things that start with the letter *m* including pictures of a *man*, *moon*, *melon*, *monkey*, and *mask*.

2. Teaching Phonics: Blending Words Activities

The purpose of blending is to teach children a strategy for using their knowledge of sound-spellings to read words. At the beginning of the program, children will be blending words sound by sound. As they get more reading practice and repeated exposures to words, many words will become sight words and sound by sound blending will be unnecessary. However, it is critical that you model for children how to blend words daily and you help children work through every decodable word in the stories they read. Blending is constantly modeled to show children how to figure out, or read, unfamiliar words.

There are two blending procedures which have the greatest reading “pay-off” – final blending and successive blending. In final blending, the sounds in the word have been identified and pronounced. An example of this procedure using the word sat follows:

- Point to the letter s and say /s/
- Point to the letter a and say /a/
- Slowly slide your finger under the letters *sa* and say /sa/ slowly
- Then, quickly slide your finger under the letters *sa* and say /sa/ quickly
- Next, point to the letter t and say /t/
- Slowly slide your finger under *sat* and say /sat/ slowly
- Circle the word with your finger and say, “The word is sat.”

The major advantage of this procedure is that you can determine where a student is having difficulty as he or she attempts to blend an unfamiliar word using this method. For example, if the student does not provide the correct sound for the spelling *s*, you have valuable information for further instruction. In addition, you can determine which students lack the ability to orally string together sounds. For example, if a child correctly identifies /s/ for the letter *s* and /a/ for the letter *a*, but pronounces these two sounds in combination as “suh-aa,” the student is not blending the sounds.

In successive blending, the sound that each spelling stands for is produced in sequence, without pauses. An example of this procedure using the word *sat* follows:

- Point to the beginning of the word *sat*.
- Run your finger under each letter as you extend the sound that each letter stands for. For example, you would say *ssssaaaat*. Do not pause between sounds. For example, do not say /s/ (pause) /a/ (pause) /t/. If the first sound is not a continuous consonant sound, quickly blend the first sound with the vowel sound that follows. For example, say *saaaat*.
- Slowly compress the extended word. Therefore, go from *ssssaaaat* to *ssaat* to *sat*.
- Circle the word with your finger and say. “The word is *sat*.”

Both blending procedures are best introduced in phonics lessons using simple CVC words (*sun*, *mop*, *red*). These lessons should be the first lessons children are provided. It is the principle of stringing together sounds that is so critical and that students must

master. Therefore, teach and model it in the most efficient manner. Choose the blending method that works best with the majority of your students. You may wish to use the other method during individual and small group sessions with those children struggling with blending. This alternate method may be more effective for these students.

As the year progresses, you want to move children from orally blending words to silently blending them. That is, you want to encourage children to begin to blend words silently or in a whisper before saying the whole word aloud. This is a transitional step that some children need help going through. You may wish to begin this transition in third unit, after children have had a couple months of blending orally and have learned many sound-spelling relationships. Model for children how to do this and provide them with opportunities to do so.

3. Blending Lines

Formal blending practice begins by using blending lines written on the chalkboard. These blending lines contain sets of words and sentences. They are cumulative in nature, reviewing sounds and words previously taught. For example:

Sat sad at

Am Sam Pam

I am sad

I see Sam

Use the following blending procedure:

- Write the blending lines on the chalkboard
- Have children chorally blend the words sound by sound. Run your hand under each letter as they blend the word aloud. Then have children say the word naturally. Model blending as needed. Continue this procedure for all of the words in each line.
- Blend the sentences by blending one word at a time, sound by sound. Then reread the sentence at a standard pace. As the year progresses, children will need less support blending each word in the word lines; they should begin blending the words independently, with support given only when necessary.
- Review the blending lines until you feel children can blend the words independently. For any high-frequency words in the sentences in the blending lines, simply state the word aloud as a whole unit. These words will be learned by children as sight words long before they can blend them and many contain irregular spelling patterns that make blending confusing or difficult for children.

As an option before working with the blending lines, use the following blending procedure:

- Using letter cards and pocket chart, build a word for children to blend. In the first few lessons, model for children how to blend the words sound by sound. Point to the first spelling, and have children say the sound. Hold for two seconds if it

can be sustained. Then move on to the next spelling and, if possible, hold it. Children should start saying the second sound without a pause or break. In a sense, the sounds are “sung” together. Continue in a similar fashion for the rest of the spellings in the word. Then ask children to identify the word they just blended. For example, for the word Sam, you would say “SSSaaamm,” not /s/ (pause) /a/ (pause) /m/. This “connected” form of blending is easier for children who cannot blend segmented (isolated) sounds. For words that start with sounds that cannot be sustained (such as the word *can*), blend the consonant with the vowel as if it were a syllable. In addition, you may wish to draw an arrow under each word to visually illustrate for children the direction in which the sounds are blended, as follow:

S - a - m b - a - t s - a - d
 -----> -----> ----->

Another phonics activities can be involved predictable stories and pattern books. Predictable books make use of rhyme, repetition of words, phrases, sentences and refrains, and such patterns as cumulative structure, repeated scenes, familiar cultural sequences, interlocking structure and turn-around plots. These stories invite children to make predictions or guesses about words, phrases, sentences, events and characters that could come next in the story. Predictable story contains repetitive phrases and predictable language. Predictable storybooks also called pattern books, contain

illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text. Since pattern books contain the same words and phrases, children are exposed to the same words repeated over and over again.

This activities is aimed to introduce children the world of reading that is comprehension. By giving them a book, it is hoped that children will gain the act of reading and love to do reading in their whole life. Through the predictable books, children are invited to slowly moving from phonics activities to comprehension activities as the main goal of reading skill.

4. Comprehension activities

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need

to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension

challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

In order to foster a child's comprehension of the many types of texts she will encounter, parents and teachers need to equip her with a whole "toolbox" of reading strategies to draw from as needed. While there is an almost infinite number of strategies that we employ as adult readers a core set of reading comprehension strategies provides the foundation for all readers. These are the strategies that adults should explicitly teach young readers to help promote their reading comprehension abilities.

a. Questioning

Whether we realize it or not we are constantly asking and answering questions as we read. To foster this behavior in young readers, parents and teachers should model good questioning by asking guiding questions before, during and after children read a text. Before reading questions parents and teachers can ask children to make predictions or activate prior knowledge that will help them comprehend the text. While the child is reading, adults should ask questions to check comprehension as well as to guide understanding. After the child has completed the text we should again ask questions to check for comprehension and to clear up misunderstandings. Adults can foster deeper comprehension and retention by following up basic comprehension "check" questions with those aimed at having children make personal connections with texts as well as analyzing events and characters in the story. Children should also be encouraged to generate and answer their own questions about texts to develop independent questioning skills.

Self-questioning.

One of the important reading comprehension strategy for young students is self-questioning. In one study, students were given 10 generic questions before they read a story. At two points in the story and again at the end, students activated a tape recorder and began self-questioning with all 10 questions. They were encouraged to make changes to their answers at each stopping point in the text. Students then listened to their responses prior to taking a comprehension test. Students had also engaged in story mapping to improve comprehension. When asked which strategy they preferred, students expressed a preference for self-questioning because they liked using the tape recorder.

In another study, students engaged in self-questioning to identify 3 types of text structures, cause-effect, compare-contrast and problem solution. The 2nd-graders were taught to survey a passage for clue words, to ask appropriate questions and to read to answer their questions. The teacher used think-alouds to model questioning. After they were familiarized with graphic organizers and the 3 types of text structures, students matched one of 3 graphic organizers to the correct text structure of each text. Literal and inferential comprehension increased for all participants as a result of the instruction, the authors write.

During a reading lesson, questions should be used to check comprehension and to help children think about what they are reading. Before children read, you should ask questions to pique their interest. For example, you might ask, "What do you think this book is going to be about? Do you think it is going to be scary? Why or why not? Have you ever been to a place like this?" Watch the faces

of your learners as you ask different questions. Make sure that the number and type of questions you ask does not detract from the enjoyment of reading. Your questions should generate interest and enthusiasm for what is being read. They should not make the children feel apprehensive about not answering correctly. Try to ask questions that help children become involve with the text. You can also use questions to help students become interested in a piece of non fiction. For instance, if you are reading a book about trucks you could ask “Which one do you like best? Which one do you think is the biggest? Which one do you think would go fastest? Why?”

b. Teach Vocabulary

Before you use a story in young leatners classroom, you'll need to teach the students the key vocabulary words so they are able to follow the story. Thus the story can serve as a basis for drawing vocabulary words. It goes deeper than that, however. The students will not just "learn" the words, they will immediately see how the words are used and hear them in context of the language. This is so much more beneficial to the students than simply memorizing a list of words.

Understanding the vocabulary used in a piece of writing is essential to reading comprehension. There are a number of strategies that parents and teachers can teach young readers to help them comprehend new vocabulary. Unfamiliar words can be taught prior to reading the text. This can be formal (a lesson on the definitions of words) or informal (a parent mentioning a new word and its meaning before the child reads). Vocabulary can also be taught as it is encountered in the text. When a child comes to a word that he

seems to be struggling with the adult working with him can provide the meaning. This practice works best when working one-on-one with a child. Beyond this, adults can help children develop skills for “conquering” new words independently as they are reading. Teaching children to use context clues (hints about the meaning of an unfamiliar word provided in the sentence or paragraph where it is used) is one of the best ways to help foster independent vocabulary discovery. Also, children can be taught common roots, prefixes and suffixes that they can use to help understand new vocabulary used in a text.

c. Monitoring

Good readers constantly monitor their comprehension. They check to make sure they are understanding what they are reading and if they do not, they adjust their approach to the text to ensure comprehension. Young readers often do not realize that they need to regularly “check in” with themselves while they are reading. Therefore, it is incumbent upon adults to help them develop these important self-monitoring skills. Prior to reading, parents and teachers should help children activate prior knowledge about the story’s content, choose appropriate reading strategies and understand the reading task. Story mapping and other graphic organizers can help them to do it. While the child is reading, we can help her reading comprehension by checking for understanding through questioning and encouraging her to use text structure and other strategies to understand the text. Over time children will internalize these monitoring strategies and will be able to practice them independently.

d. Story mapping and other graphic organizers

Story mapping and graphic organizers help direct students' attention in a text while prompting them to identify key "story grammar" elements. In another study, 3rd graders who were taught using Scaffolded Reading Experience (SRE) in urban classrooms outperformed a control group on multiple choice assessments. Teachers also preferred SRE to other less formalized comprehension activities. SRE uses story maps as one element of reading comprehension instruction. Before reading, students are provided with background information and relevant vocabulary and make predictions based on the story title and illustrations. Students with learning disabilities also seem to benefit from story mapping and other graphic organizers, according to the review of research. Some of them are KWL charts, Semantic maps and Venn diagrams.

The image shows a 'Story Elements' graphic organizer template. It is enclosed in a decorative border. At the top left, there is a box labeled 'Name:'. To its right is a larger box titled 'Story Elements' containing 'Story Title:'. Below these are three main sections, each with a text prompt and a cartoon illustration. The first section is 'Describe the Characters:' with a yellow background and a blue cartoon monster sitting at a desk. The second section is 'Describe the Setting:' with a light blue background and a pink cartoon monster. The third section is 'Major Events in the Story:' with a light purple background and a blue cartoon monster standing next to a treasure chest. At the bottom left, there is a small copyright notice: '© 2010 by Linda Ward Beech, Scholastic Teaching Resources'.

Story Elements



Setting

Title

Author

Plot

Characters

Illustrator

LIVEWORKSHEETS

Source: <https://br.pinterest.com/pin/25262447897657624/>,
[https://www.liveworksheets.com/worksheets/en/English Language
Arts \(ELA\)/Story Elements](https://www.liveworksheets.com/worksheets/en/English_Language_Arts_(ELA)/Story_Elements)

E. MANUAL OF TEACHING READING TO YOUNG LEARNERS

LEVEL	TECHNIQUES OF TEACHING
Play Group	<p>Teaching Phonics – initial word by sound spelling activity</p> <p>For the very young learners, teaching reading is only introducing them the alphabet. The alphabets are introduced through the words, so we call it as reading initial word by sound spelling activity.</p> <p>To teach the phonic teaching, teacher must do the 4 steps sound-out activity as follow:</p> <ol style="list-style-type: none"> 1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling 2. State the sound-spelling correspondence as you point to the spelling and key word on the card. 3. Write the key word on the chalkboard and circle the spelling. 4. Point to the spelling and have children state the sound it stands for. <p>The following is the example of phonic teaching :</p> <p>Topic : food (cookie, candy, donat) Alphabet : c, d</p> <p>You can start teaching as follow:</p> <ol style="list-style-type: none"> 1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling c - o - o - k - i - e 2. State the sound-spelling correspondence as you point to the

	<p>spelling and key word on the board. For example, say “The letter c stands for /k/ as in the word cookie.”</p> <p>3. Write the key word on the chalkboard and circle the spelling. For example, write the word cookie on the chalkboard and circle the letter C.</p> <p>c - o - o - k - i - e</p> <p>4. Point to the spelling and have children state the sound it stands for. /K/ stand for C in the word cookie</p> <p>Then, continue it to the next word “candy” and “donat”</p>
<p>Kindergarten A/B</p>	<p>1. Teaching Phonics – initial word by sound spelling activity Teaching Phonics – initial word by sound spelling activity</p> <p>For the very young learners, teaching reading is only introducing them the alphabet. The alphabets are introduce through the words, so we call it as reading initial word by sound spelling activity.</p> <p>To teach the phonic teaching, teacher must do the 4 steps sound-out activity as follow:</p> <ol style="list-style-type: none"> 1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling 2. State the sound-spelling correspondence as you point to the spelling and key word on the card.

3. Write the key word on the chalkboard and circle the spelling.
4. Point to the spelling and have children state the sound it stands for.

The following is the example of phonic teaching :

Topic : fruit (apple, orange, banana)

Alphabet : a, b, o

You can start teaching as follow:

1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling
a - p - p - l - e
2. State the sound-spelling correspondence as you point to the spelling and key word on the board. For example, say
“The letter a stands for /ei/ as in the word apple.”
3. Write the key word on the chalkboard and circle the spelling. For example, write the word cookie on the chalkboard and circle the letter C.

a - p - p - l - e

4. Point to the spelling and have children state the sound it stands for.

/ei/ stand for A in the word APPLE

Then, continue it to the next word
“banana” and “orange”

2. Do a shared reading by using the storybook

	<p>and create the comprehension activities by using the realia or picture</p> <p>Shared reading activity is the activity where teacher reads the story by using the big book and followed by the students word by word. While reading the story sentence by sentence, the teacher will discuss the meaning of the story. To do this activity, the teacher can ask the questions or give some illustration to make the story meaningful.</p>
<p>Grade 1 and 2</p>	<p>1. Teaching Phonics – blending word activity</p> <p>At the beginning of the program, children will do blending words sound by sound. As they get more reading practice and repeated exposures to words, many words will become sight words, and sound by sound blending will be unnecessary. However, it is critical that you model for children how to blend words daily and you help children work through every decodable word in the stories they read. Blending is constantly modeled to show children how to figure out, or read, unfamiliar words.</p> <p>You can start teaching phonic by doing the 4 steps sound-out activity as follow:</p> <ol style="list-style-type: none"> 1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling 2. State the sound-spelling correspondence as you point to the spelling and key word (or picture) on the card. For example, say “The letter s stands for /s/ as in sock.” 3. Write the key word (the pictured

word on the card) on the chalkboard and circle the spelling. For example, write the word sock on the chalkboard and circle the letter s.

4. Point to the spelling and have children state the sound it stands for.

Then, you do blending word activity as follow:

- Point to the letter s and say /s/
- Point to the letter a and say /a/
- Slowly slide your finger under the letters *sa* and say /sa/ slowly
- Then, quickly slide your finger under the letters *sa* and say /sa/ quickly
- Next, point to the letter t and say /t/
- Slowly slide your finger under *sat* and say /sat/ slowly
- Circle the word with your finger and say, "The word is sat."

The following is the example of phonic teaching, starting from **the four steps sound out activity and blending word activity**.

Topic : Stationary

Words: pen, pencil, eraser, sharpener, crayon, paper, paper clip, staple

You can start teaching as follow:

The four steps sound out activity

1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling
p - e - n
2. State the sound-spelling correspondence as you point to the spelling and key word on the board. For example, say
“The letter p stands for /p/ as in the word pen.”
3. Write the key word on the chalkboard and circle the spelling. For example, write the word pen on the chalkboard and circle the letter P
p - e - n
4. Point to the spelling and have children state the sound it stands for.
/p/ stand for P in the word PEN

Then, do the blending word activity

1. Point to the letter p and say /p/
2. Point to the letter e and say /e/
3. Slowly slide your finger under the letters *pe* and say /pe/ slowly
4. Then, quickly slide your finger under the letters *pe* and say /pe/ quickly
5. Next, point to the letter n and say /n/
6. Slowly slide your finger under *pen* and say /pen/ slowly
7. Circle the word with your finger and say,
“The word is pen”

Now, we come to the second word : PENCIL

The four steps sound out activity

4. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling

p - e - n - c - i - l

5. State the sound-spelling correspondence as you point to the spelling and key word on the board. For example, say "The letter p stands for /p/ as in the word pencil"

6. Write the key word on the chalkboard and circle the spelling. For example, write the word pen on the chalkboard and circle the letter P

p - e - n - c - i - l

4. Point to the spelling and have children state the sound it stands for.

/p/ stand for P in the word PENCIL

Then, do the blending word activity

Start with the first syllable : pen

Point to the letter p and say /p/

Point to the letter e and say /e/

Slowly slide your finger under the letters *pe* and say /pe/ slowly

Then, quickly slide your finger under the letters *pe* and say /pe/ quickly

Next, point to the letter n and say /n/

Slowly slide your finger under *pen* and say /pen/ slowly

Continue with the second syllable : cil

Point to the letter c and say /s/

	<p>Point to the letter i and say /i/ Slowly slide your finger under the letters <i>ci</i> and say /si/ slowly Then, quickly slide your finger under the letters <i>ci</i> and say /si/ quickly Next, point to the letter l and say /l/ Slowly slide your finger under <i>cil</i> and say /sil/ slowly</p> <p>Circle the word PENCIL with your finger and say /pensil/ The word is pencil</p> <p>2. Do a shared reading by using the storybook and create the comprehension activities by using the realia or picture</p> <p>Shared reading activity is the activity where teacher reads the story by using the big book and followed by the students word by word. While reading the story sentence by sentence, the teacher will discuss the meaning of the story. To do this activity, the teacher can ask the questions or give some illustration to make the story meaningful.</p>
<p>Grade 3 and 4</p>	<p>1. Teaching Phonics – blending word activity</p> <p>At the beginning of the program, children will be blending words sound by sound. As they get more reading practice and repeated exposures to words, many words will become sight words and sound by sound blending will be unnecessary. However, it is critical that you model for children how to blend words daily and you help children work through</p>

every decodable word in the stories they read. Blending is constantly modeled to show children how to figure out, or read, unfamiliar words.

You can start teaching as follow:

1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling
2. State the sound-spelling correspondence as you point to the spelling and key word (or picture) on the card. For example, say “The letter *s* stands for /s/ as in sock.”
3. Write the key word (the pictured word on the card) on the chalkboard and circle the spelling. For example, write the word *sock* on the chalkboard and circle the letter *s*.
4. Point to the spelling and have children state the sound it stands for.

Then, you do blending word activity as follow:

- Point to the letter *s* and say /s/
- Point to the letter *a* and say /a/
- Slowly slide your finger under the letters *sa* and say /sa/ slowly
- Then, quickly slide your finger under the letters *sa* and say /sa/ quickly
- Next, point to the letter *t* and say /t/
- Slowly slide your finger under *sat* and say /sat/ slowly

- Circle the word with your finger and say, “The word is sat.”

The following is the example of phonic teaching, starting from **the four steps sound out activity and blending word activity**.

Topic : on the road

Words: crossroad, pavement, pedestrian, vehicles, traffic light, traffic sign, policeman, junction

You can start teaching as follow:

The four steps sound out activity

Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling

c - r - o - s - s - r - o - a - d

State the sound-spelling correspondence as you point to the spelling and key word on the board. For example, say
“The letter c stands for /k/ as in the word crossroad”

Write the key word on the chalkboard and circle the spelling. For example, write the word pen on the chalkboard and circle the letter C

c - r - o - s - s - r - o - a - d

Point to the spelling and have children state the sound it stands for.

/k/ stand for C in the word CROSSROAD

Then, do the blending word activity for the word CROSSROAD

Start with the first syllable : CROSS

Point to the letter c and say /k/

Point to the letter r and say /r/

Slowly slide your finger under the letters *cr* and say /kr/ slowly

Then, quickly slide your finger under the letters *kr* and say /kr/ quickly

Point to the letter o and say /o/

Slowly slide your finger under the letters *cro* and say /kro/ slowly

Then, quickly slide your finger under the letters *cro* and say /kro/ quickly

Point to the letter s and say /s/

Slowly slide your finger under the letters *cross* and say /kros/ slowly

Then, quickly slide your finger under the letters *cross* and say /kros/ quickly

Point to the letter s and say /s/

Slowly slide your finger under the letters *cross* and say /kros/ slowly

Then, quickly slide your finger under the letters *cross* and say /kros/ quickly

Slowly slide your finger under *cross* and say /kros/ slowly

Continue with the second syllable : ROAD

Point to the letter r and say /r/

Point to the letter o and say /o/

Slowly slide your finger under the letters *ro* and say /ro/ slowly

Then, quickly slide your finger under the letters *ro* and say /ro/ quickly

Next, point to the letter a and say /a/

Slowly slide your finger under *roa* and say

	<p>/ro:/ slowly Next, point to the letter d and say /d/ Slowly slide your finger under road and say /ro:d/ slowly</p> <p>Circle the word CROSSROAD with your finger and say /KROSRO:D/ The word is CROSSROAD</p> <p>Now, we come to the NEXT WORDS</p> <p>2. Do a shared reading by using the storybook and create the comprehension activities by using the worksheet</p> <p>Shared reading activity is the activity where teacher reads the story by using the big book and followed by the students word by word. While reading the story sentence by sentence, the teacher will discuss the meaning of the story. To do this activity, the teacher can ask the questions or give some illustration to make the story meaningful.</p>
<p>Grade 5 and 6</p>	<p>1. Teaching Phonics – blending word activity</p> <p>At the beginning of the program, children will be blending words sound by sound. As they get more reading practice and repeated exposures to words, many words will become sight words and sound by sound blending will be unnecessary. However, it is critical that you model for children how to blend words daily and you help children work through every decodable word in the stories they read. Blending is constantly modeled to show children how to figure out, or read, unfamiliar</p>

words.

To teach the phonic teaching, teacher must do **the 4 steps sound-out activity** first and continue to **the blending word activity**. The following is the example of phonic teaching :

Topic : final word blend -nk

Words: bank, drink, junk, sink, shrink, think

You can start teaching as follow:

1. Write the spelling on the chalkboard or point to the alphabet card containing the new sound-spelling
b - a - n - k
2. State the sound-spelling correspondence as you point to the spelling and key word on the board. For example, say
“The letter b stands for /b/ as in bank.”
3. Write the key word on the chalkboard and circle the spelling. For example, write the word bank on the chalkboard and circle the letter b.
b - a - n - k
4. Point to the spelling and have children state the sound it stands for.
/b/ stand for B in the word BANK

Now, you do blending word activity for the word BANK as follow:

- Point to the letter b and say

/b/

- Point to the letter a and say /e/
- Slowly slide your finger under the letters *ba* and say /be/ slowly
- Then, quickly slide your finger under the letters *ba* and say /be/ quickly
- Next, point to the letter nk and say /ng/
- Slowly slide your finger under *bank* and say /beng/ slowly
- Circle the word with your finger and say, /beng/ "The word is bank."

Then, continue TO DO BLENDING WORD ACTIVITY above with the words final word blend -nk: drink, junk, sink, shrink, think

2. Do a shared reading by using the storybook and create the comprehension activities by using the worksheet

Shared reading activity is the activity where teacher reads the story by using the big book and followed by the students word by word. While reading the story sentence by sentence, the teacher will discuss the meaning of the story. To do this activity, the teacher can ask the questions or give some illustration to make the story meaningful.

Task 8 :

Choose the level of students you want to teach (e.g. Playgroup, Kindergarten, Grade 1/2 , Grade 3/4, or Grade 5/6). Make a lesson plan for teaching reading, complete it with teaching materials and media. Use the following format to make your lesson plan.

I. General Information

Level	Playgroup
Topic	Pet animal : cat, dog, rabbit
Aims	Students are able to read the initial word of cat, dog, rabbit
Method	Phonic Teaching and Shared Reading
Time	50 minutes

II. Teaching Procedures

Steps	Materials	Scenarios
Warm-up	Song Title : Good Morning By Susi Syafei Rhythm : Happy Birthday Good morning to you Good morning to you Good morning, good morning Good morning to you	Teacher starts the teaching by singing the warm-up song with the students. She asks them to stand up and claps their hand during the singing T : Well, students. Stand up, please. We sing the good morning song together. Claps your hands and follow me. One... two... three... Ss: Sing together and claps their hands

<p>Teaching new materials</p>	<p>Topic : Pet animals Words : cat, dog, rabbit</p> <p>Initial word : C /k/ D /d/ R /a:r/</p>	<p>Teacher shows the pictures of cat, dog, and rabbit to introduce the words. Teacher ask the students to sit in a circle.</p> <p>T : Students, look at this picture (showing the picture card to the students). This is a cat. Cat... repeat... cat.. Ss: repeat the word cat T : Now, this is a dog (showing the picture card). Dog... dog... repeat again Ss: repeat the word dog continue with the word rabbit</p> <p>Next, the teacher do the phonics teaching:</p> <ol style="list-style-type: none"> 1. Write the spelling on the chalkboard and do the sound-spelling 2. State the sound-spelling correspondence as you point to the spelling of word by saying “the letter c stands for /k/ as in cat”. 3. Write the word on the chalkboard and circle the spelling of initial word. For example, write the word cat on the chalkboard and circle the letter c. 4. Point to the spelling and have children state the sound it stands for. <p>T :</p>
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		S : T : S ;
Practice 1	Direction: Sing the pet animals song then discuss about the words cat, dog, rabbit with your teacher.	
Practice 2	Direction: Let's coloring the picture of pet animals, then discuss about the animals with your teacher.	
Practice 3	Direction: Time for playing pet animals games. Then, discuss about the animals with your teacher. Equipments: 1. 2. Procedures: 1. 2. 3.	
Practice 4	Direction: Listen to the pet animals story and discuss about them with your teacher.	
Wrap-up	Direction: Let's sing the wrap-up song together	

CHAPTER 9

Teaching Writing to the Young Learners



Source : <https://www.youtube.com/watch?v=xJ3fxOB6uIM>

A. Background of teaching writing to young learners

Writing, in any language, can be so much fun! It's exciting to send messages and letters to people in a language that they understand. Everyone enjoys describing events in their lives, talking about pictures and places, and sharing their thoughts and ideas. Many also like to create stories and songs, too! So, how can we, as teachers, help our ELT students develop this type of enthusiasm for sharing and writing in English?

When you are teaching writing to children who are four to seven years old, you must consider two separate areas of development. First, do your students have the fine motor or physical

skills necessary to hold a pencil firmly in their hands and form letters on paper? Second, do they have the cognitive skills necessary to formulate ideas and write them onto paper.

The physical act of forming letters as well as the act of expressing oneself in written form are both challenging for young learners. Depending upon their development, learners may find it very frustrating to try to physically form letters, and they may not be able to put their thought together in a coherent whole. Therefore as their teacher, you face the considerable task of teaching them how to actually print letters, write words, and capture their ideas to put on paper.

One thing that cheering up the teacher is the fact that children enjoy experimenting with writing and putting their ideas down on paper. So it is time for us, the teacher, starts teaching them how to form letters by tracing lines, circles, semi-circles, and triangles because this preparation helps them master the formation of the shapes that are used for letters.

Children enjoy the beginning stages of writing, when they are learning the letters or characters. Young learners are very willing to work at tracing letters and words. They are usually eager to learn how to print their names and the names of their brothers, sisters and pets. It's this interest in writing that we want to maintain as we help our students learn and continue to develop their English writing skills. Yet writing can be a challenging skill for children to learn. So what can we do to help them retain their interest in writing while they develop their skills and confidence in writing in English?

You are probably imagining a happy, smiling group of children who are dancing and singing. Or probably playing with flashcards or toys. They could also be drawing, painting or creating marvelous crafts. But you are probably not picturing them writing. It makes sense, right? Maybe you teach preschoolers – they can barely write their own names! At best, they can copy a few isolated words from the board. Children who are a little older are struggling to write well in their own language; how can they write in a second one? But young ESL learners can do a lot more writing than you give them credit for. It's true they can't do what most people consider "writing", i.e., letters, stories or reports. Yet, it's a good idea to get them started on writing as early as you can. They will be better equipped to tackle those lengthy writing tasks later.

Writing is a combination process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken or eggs. In addition, when teaching writing to young learner, we must recognize the complexity of the process.

To be able to write in English, students must have a basic foundation and understanding of the spoken language. To get our students prepared to write, we need to provide opportunities for them to recycle and review the language they already know. They need to know how to identify and talk about objects and people in English in order to write something about them. Of course, they must also know how to write the alphabet letters so that they can learn to spell words that they know. Finally, they need to know some basic

sentence patterns in order to write sentences that are meaningful to them.

Students must also be able to read some words and sentences because the skill of reading goes hand-in-hand with learning to write. Reading provides the opportunity for students to become more familiar with language patterns, and it develops their vocabulary. Yes, reading, as well as listening and speaking, are important in helping our students learn to write. So our writing activities should always include these skills as part of the pre-writing steps.

Young writers often try to use the sounds in words to figure out their spellings; experienced writers often use this phonetic strategy first, and then try other approaches, including applying common spelling patterns. So it is definitely worthwhile to help children hear the sounds in words by developing phonemic awareness, and then exploring sound/symbol relationships and spelling patterns — especially if you continuously encourage kids to think about how these strategies will help them as readers and writers.

B. Classroom techniques and activities

Writing activities for very young learners or for children who learn English for the first time (preschool – kindergarten – 1st/ 2nd grade) should be carefully designed, because they are new to this kind of skill. Teacher should start by introducing letters, then internalizing letters before coming to learning words. *Introducing letters* can be as the introduction part in each learning, then *internalizing letters* takes part as the main activity for kindergarten

or pre school students. While *learning words* is usually done with elementary school student - grade 1 and 2. For grade 3 and 4, *learning to write* is the appropriate activity to be done where young students have started to write sentences. Then, *write your ideas* will be a good start for grade 5 and 6 in learning the writing skill, where they have been encouraged to tell readers their feeling and thought.

1. Beginning writing: introducing letters

Before introducing letters, consider how children learn their mother tongue. The foundations are the sound system of English. The way is begin by teaching children to recognize, understand and produce the spoken word through games, songs and stories. Allow them to hear plenty of English from you, so try to maximize your English and minimize Mother Tongue in the classroom (you can also use videos, tapes, songs etc) so they become accustomed to the sounds of English. Encourage them to speak English by repeating you, joining in chants and songs and responding to simple questions. This foundation is vital to make meaningful links to the sound system of English. Learning sounds and letters without understanding any words is a purely mechanical and potentially off-putting experience for them. Young children will quickly learn English words if you introduce them with a picture that clearly shows the meaning or you can point to the object in the classroom e.g. chair, door, window. Some suggestions for introducing letters are as follow:

a. Run and point (for Kindergarten)

Pin up the letters that you have introduced to the class so far on the walls around the classroom at a height the children can reach. Nominate one student and say 'Juan, run and point to /s/'. The child must look around and find the correct letter and run up to it and touch it or point to it. (Model the activity so that the children are clear about what they have to do).

You could then turn this into a race. Divide the class into two groups. They stand in two lines at the front of the class or down the centre of the room (it's great if you can move furniture to the sides of the room). The children at the front of each line are the runners. You say the sound of the letter and the one to reach and touch it first is the winner. They then go to the back of the line and the next two children are the runners for the next letter. It is fine if other children in the team help the runner – it's not a test but a means of helping children learn the sound-letter link.

b. What begins with /b/? (for grade 5 and 6)

Ask the question with all the letters the children have been introduced to. They can tell you any words they know that begin with that sound. This is great for them to make their own connections between the letter and the sound. You may be surprised at how many words they know – even ones you haven't introduced in class.

c. Hold up the letter (for grade 3 and 4)

Get the children to have cards with the letters they know. Call out a sound and the children have to hold up the corresponding letter. This game allows all the children to join in and to focus on processing the sound-letter link without having to produce any language.

It is possible to have a lot of input in every lesson. Don't underestimate what children can learn and give them plenty of opportunities to pick up new language.

2. Beginning writing: internalizing letters

Especially if the children's own language has a different alphabet it is important that they become familiar with the shapes of letters and can begin manipulating them. This beginning writing is intended to be the very young learners' writing activity, such as **pre school and kindergarten students**. The following holistic (they require using the body and space rather than pencil and paper) activities help to give children a strong imprint of the shape of letters in their mind's eye.

a. Body letters (Pre school & Kindergarten)

Ask children to make themselves into the shape of given letters 'make yourself an 's' etc'. Children contort their bodies into what they think the letter looks like. You can model this easily by showing them an 'x' by standing with your feet apart and your arms in the air and wide apart. Or you can show a 'T' by standing with your

feet together and your arms stretched out to the sides. Or ask children to make a letter and the whole class has to try to recognize what the letter is.

b. Tracing letters (Grade 1 & 2)

Ask students to shut their eyes and with your finger trace a letter on their hand or back. They must tell you what this is. They can play the game in pairs. There may be giggles from the ticklish in the class, but the activity requires them to 'see' the letter in their mind's eye and it's great fun, too.

c. Air writing (Grade 1 & 2)

Before writing letters on paper, get all the students to stand up and you stand at the front of the class with your back to them. Using your writing hand draw a big letter in the air saying its sound at the same time. Get the students to copy you, moving their arms to form the letter in the air.

d. Letter sculptures (Pre school & Kindergarten)

Give out plasticine (soft modelling clay) to all the children (half-cooked spaghetti works too, but is messier). Ask the children to make certain letters (or words). They have to concentrate on the shape of the letter and its proportions.

The children can choose their own letter and make a big one out of plasticine or card, then stick it on a large piece of card. Give out magazines and newspapers and let the children look and find either

words or pictures of things that begin with the same letter. They cut these out and create a collage with their big letter. Decorate the classroom with these posters.

e. Recognising the letters (Grade 1 & 2)

Produce handouts like this:

N	H N M
O	A O D G

Children have to recognise which is the same letter and simply circle it or maybe colour over it. The letters are actually very similar in shape, so it's important that children can differentiate between them.

f. Tracing The Alphabet (grade 1 & 2)

For young learners under the age of seven, emphasis is often placed on the formation of the letter themselves. It is aimed at helping children develop the fine motor skills required to write English language letters. Some example for tracing letter as their writing activity are as follow:



Source : <https://all-free-download.com/free-vector/download/alphabet-numbers-tracing-clip-art-24662.html>,
<https://www.activityshelter.com/free-traceable-alphabet-worksheets-2/>

3. Beginning writing: learning words

The beginning writing - learning words is the continuation of internalizing letters. This activity is suitable for **elementary school students – grade 3 and 4**, because they have already familiar to use pen and paper. This activity will strengthen the students' ability in recognizing letters and words.

a. Word building

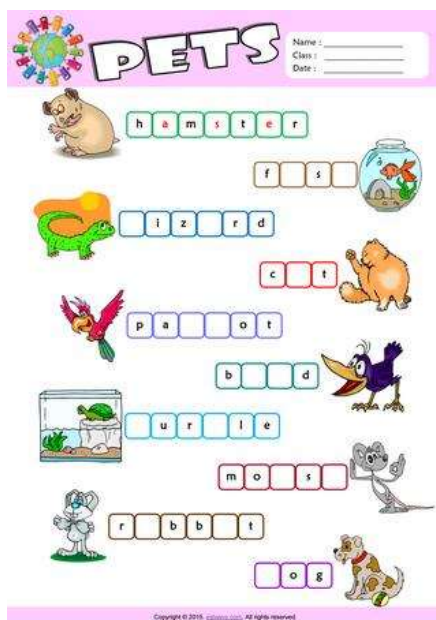
Word tiles – get the children to make 26 letter tiles out of cardboard (old cereal boxes will do) by simply cutting out small squares and writing each letter on them. Each child has their letters spread out in front of them. Call out a word they have learnt e.g. cat and the first one to find the right tiles and put them in order must put their hand up. This encourages quick eye movement over the letters, recognition and letter combining.

Races – for fun you could challenge the children working in pairs or threes (to encourage cooperation and peer teaching) to make as many words as possible in a specified time.

As each child has their own letters, they can play with them at home or if they finish an activity early and see how many words they can make. Later they can move into building short sentences.

b. Worksheets

In this activity, teacher will give various writing worksheets – fill in the word or jumble letter. This worksheet will help students to recognize words letter by letter. You can produce easy worksheets like this:



Source:

https://issuu.com/alberto19859/docs/pets_esl_vocabulary_missing_letters

Children fill in the gaps, to find the name of the animal. If you can add a picture of the word too: it will make it more meaningful.

fhsi =	dlzlar =	tac =
rtorpa=	dibr =	tlurte=
semuo=	bbrtia=	gdo =

Children unjumble the letters to make the word. You could also do this on the board with children coming up and doing the activity one at a time.

c. Word searches

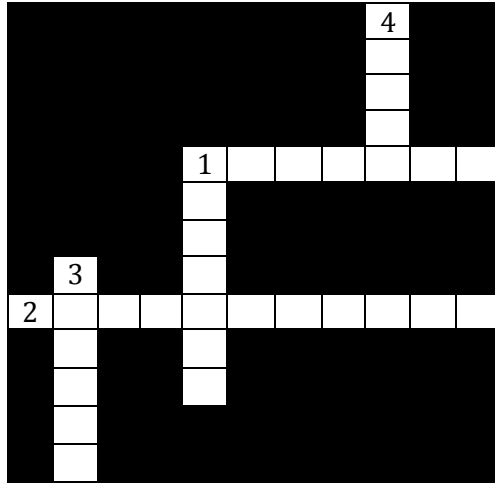
These are good for children to recognize words within a jumble of other words. It makes them concentrate and 'see' words on the page. Children have to circle or color the ten key words in the grid.

Initial word blend bl-											
Q	A	S	D	F	G	H	J	K	L	P	F
H	B	L	A	C	K	S	M	I	T	H	N
E	N	C	B	S	H	X	R	Y	U	T	Q
R	B	L	E	N	D	E	R	H	J	C	Y
T	L	S	T	F	D	V	X	Z	U	O	P
Y	A	F	B	L	O	U	S	E	F	K	R
U	N	C	L	I	T	F	S	N	B	P	X
I	K	S	O	N	A	X	K	L	O	Y	V
O	E	A	O	H	J	L	G	R	N	C	E
P	T	Z	D	V	C	K	L	O	T	S	Y
BLANKET, BLACKSMITH, BLENDER, BLOUSE, BLOOD											

Children have to find the ten animal words in the box (BLANKET, BLACKSMITH, BLENDER, BLOUSE, BLOOD). You can either give them the ten words at the bottom to help them look, or attach the pictures of the animals to the word search.

d. Crosswords

Children look at the picture, have to remember the English word and then have to write the word – spelling correctly – to fit it into the crossword. This worksheet is also a good record of vocabulary for them to keep and refer to.



HORIZONTAL		VERTICAL	
 1	 3	 1	
 2		 4	

Source:

<https://indonesian.alibaba.com/photo-products/clean-beauty-blender-pictures.html>,

<https://id.aliexpress.com/i/32964567088.html>,

<https://www.indiamart.com/proddetail/double-bed-mink-blanket->

[12908922133.html,https://www.pinterest.ph/pin/476466835575578678/?amp_client_id=CLIENT_ID\(&mweb_unauth_id={{default.session}}&simplified=true](https://www.pinterest.ph/pin/476466835575578678/?amp_client_id=CLIENT_ID(&mweb_unauth_id={{default.session}}&simplified=true), https://favpng.com/png_view/blood-donors-blood-donation-blood-bank-world-blood-donor-day-png/ciNmcthY

4. Learning to Write

Learning to write is the appropriate activity to be done where young students have started to write sentences. Here, grade 5 and 6 will start to write a simple sentence where teacher combines writing with other skill, such as listening and writing or reading and writing. This combination is done to help young students to have a recognition on the words first before writing the sentence. The following activities can be as an insightful ideas for you:

a. Dictation

There are many ways to “spice” up the standard dictation. The simplest is to have the students fold a blank piece of paper “hamburger” style (Up/down) 4 times. Unfold and they have a nice 8 line piece of paper. Speak 8 sentences , repeating each several times as the students write. Get the students to record their answers on the board and correct. Collect and keep in a portfolio!

b. Reading Journal / Reading Response (just for grade 6)

The students read a story and then respond by making a reflective journal entry. To run this activity, teacher should provide some simple questions relating to the story they read. Alternatively, the

students can respond to a reading response question like, “Which character did you like best? Why?”

c. Rewrite

Read a short story and then give students a copy of the story with some text missing. It can be words or sentence. The students can fill it in with the correct version by seeing the complete one, OR fill it in and make the story their own.

d. Running dictation

This is a lot of fun but quite noisy. Put students into groups of 3 or 4. For each group, post on the wall around the classroom, a piece of writing (maybe a selection of text you will be reading in your lesson). One student is appointed as the secretary. The other students must “run” to where their piece of writing is on the wall and read it. Then run back and dictate it to the secretary who records it. Continue until one group is finished (but check that they got it right!).

5. Write your ideas

This activity can be as a real writing activity, because whole writing process will be apply. This is also need a complete understanding on words and a little bit high, but it will be a good start for **grade 6** to learn the writing skill, where they have been invited to tell their feeling and thought. The activities can be start from the simple things as follow:

a. Graphic Organizers

These you can make on your own by having students draw and fold blank sheets of paper or by giving them a pre-designed one. Students write out their thoughts on a topic using the organizer. An alphabet organizer is also an excellent activity in writing for lower level students. Graphic organizers and mind maps are an excellent way “first step” to a longer writing piece and are an important pre-writing activity.

b. Prompts / Sentence Starters

Students are prompted to finish sentences that are half started. They can write X number of sentences using the sentence starter. Many starters can be found online. Prompts are also an excellent way to get students thinking and writing. Every day, students can “free write” a passage using the daily prompt, example

What I did this morning

Creative writing of this sort really motivates students to write. There are many lists online you can use.

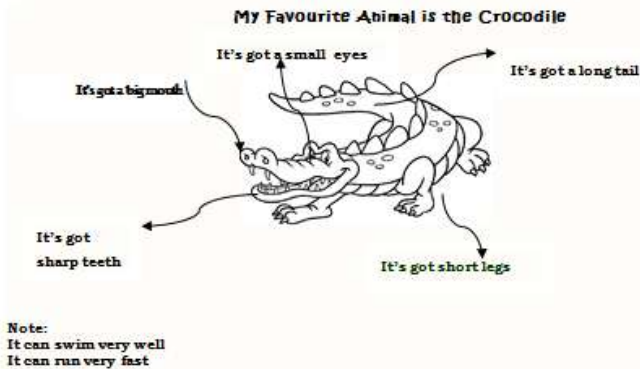
c. Forms / Applications

Students need to practice writing that will be of use to them directly in the wider world. Forms and filling in applications are a valuable way to do this. Fill in one together as a class and then get students to do this same for themselves individually.

d. Writing Model

Good writers are readers, and good writers read both fiction and non-fiction. Thus, you want to provide reading material that will model the type of writing your young learners will produce. By reading and exposing children to variety of good fiction and non-fiction, you are helping them become better writers. In addition to books, magazines, and newspapers, be sure to include the type of environmental print like in the red-typed above.

Student-made reports, such as a non-fiction report about crocodiles below, can serve as a good model for young writers.



The student's writing can be as follow:

My favorite animal is the crocodile

It's got a small eyes
It's got a long tail
It's got a big mouth
It's got sharp teeth
It's got short legs
It can swim very well
It can run very fast

e. Group Writing with language experience approach

Children above eight year old can work collaboratively on writing project, but it needs to be carefully organized on the part of the teacher. You might begin group writing by doing a language approach story based on the language experience approach. This approach can be a meaningful and pleasurable group literacy experience. Learner participate in a group activity and then describe what happened in their own words. The teacher serves as a scribe and write down the word exactly as the children say them or will make minor editorial correction so that the grammar is correct. The group activity can be as simple as drinking juice or as complicated as going on a field trip. For example, after a visit to a local bakery, students may say and the teacher may write:

We went to the bakery.
We saw really – really big ovens.
We had some bread.
It taste really good.
We put butter on it.
It was fun.

You also can show the children how different members of the class contributed to a group story by writing the child's initials next to each line he contributed. The language experience approach can also work with individual children. You can ask a child to describe what he did over the weekend. The child dictates the story to you and you write it down on the blackboard. You can also have young learner create a group book. For example, they could author different pages

about their favorite things. Each page could have the same sentence starter such as,

My favourite things are _____

The children then finish each sentences and illustrate it, for example as follow:



My favorite things are teddy bear and ice creams



Source : <https://iowareadingresearch.org/blog/teaching-sight-words>

C. MANUAL OF TEACHING WRITING TO YOUNG LEARNERS

LEVEL	TECHNIQUES OF TEACHING
<p>Play Group</p>	<p>To teach writing to a very young learner, we must do the 2 steps writing activities such as body letter and letter sculpture activities. These two activities introduce them to writing the alphabet, but the writing activity is not writing on them but tend to ‘forming’ the letter. First, through their own body, the second through the plasticine or clay.</p> <p>1. Body letter</p> <p>Ask children to make themselves into the shape of given letters ‘make yourself an ‘s’ etc’. Children contort their bodies into what they think the letter looks like. You can model this easily by showing them an ‘x’ by standing with your feet apart and your arms in the air and wide apart. Or you can show a ‘T’ by standing with your feet together and your arms stretched out to the sides. Or ask children to make a letter and the whole class has to try to recognize what the letter is.</p> <p>The teaching activity can be as follow: Noun : milk, water, tea Alphabet : M, W, T</p> <p>Teacher ask the students to contort their bodies into the letter M, W, and T as the following pictures :</p> <div data-bbox="279 1112 1027 1388" data-label="Image"> </div> <p>https://depositphotos.com/21357565/stock-photo-multicultural-children-forming-alphabet-letter.html https://www.pinterest.es/beautifulavenue/w-the-letter/</p>

2. Letter Sculpture

Give out plasticine (soft modelling clay) to all the children. Ask the children to make certain letters (or words). They have to concentrate on the shape of the letter and its proportions.

Teacher ask the students to make the letter M, W, and T with clay, as the following pictures :



<https://www.dreamstime.com/plasticine-letter-m-isolated-white-background-image113096675>

<https://www.alamy.com/plasticine-letter-w-isolated-on-a-white-background-image178070427.html>

<https://br.depositphotos.com/58490509/stock-photo-plasticine-letter-t.html>

As the follow up activity, ask the children to make a big one, then stick it on a large piece of card. Give out magazines and newspapers and let the children look and find either words or pictures of things that begin with the same letter. They cut these out and create a collage with their big letter. Decorate the classroom with these posters.

**Kinderg
arten
A/B**

To teach writing to a very young learner, we must do the 2 steps writing activities such as body letter and letter sculpture activities. These two activities introduce them to writing the alphabet, but the writing activity is not writing on them but tend to 'forming' the letter. First, through their own body, the second through the plasticine or clay.

1. Body letter

Ask children to make themselves into the shape of given letters 'make yourself an 's' etc'. Children contort their bodies into what they think the letter looks like.

You can model this easily by showing them an 'x' by

standing with your feet apart and your arms in the air and wide apart. Or you can show a "T" by standing with your feet together and your arms stretched out to the sides. Or ask children to make a letter and the whole class has to try to recognize what the letter is.

The teaching activity can be as follow:

Noun : Bird, fish, hamster

Alphabet : B, F, H

Teacher ask the students to contort their bodies into the letter B, F, and H as the following pictures :



<https://depositphotos.com/21357565/stock-photo-multicultural-children-forming-alphabet-letter.html>

<https://twitter.com/abercrombyps/status/778993370286985216>

2. Letter Sculpture

Give out plasticine (soft modelling clay) to all the children (half-cooked spaghetti works too, but is messier). Ask the children to make certain letters (or words). They have to concentrate on the shape of the letter and its proportions.

Teacher ask the students to make the letter B, F, and H with clay, as the following pictures :



https://www.123rf.com/photo_13596638_alphabet-letter-using-plasticine-and-clay-letter-b.html

https://www.freepik.com/premium-photo/autumn-plasticine-letter-f-english-alphabet_9848413.htm

As the follow up activity, ask the children to make a big one, then stick it on a large piece of card. Give out magazines and newspapers and let the children look and find either words or pictures of things that begin with the same letter. They cut these out and create a collage with their big letter. Decorate the classroom with these posters.

**Grade 1
and 2**

To teach writing to young learner, we must do the 4 steps writing activities such as Tracing Letter and Air Writing, Recognising the Letters, Tracing the Alphabet orderly. These activities will lead them to 'writing the word' by encouraging them to 'forming the letter' in their mind first, then practicing it without pen and paper. After that, make them recognize the letters before asking them to use their pen and write them on their paper.

The teaching activity is as follow:

1. Tracing Letter

Ask students to shut their eyes and with your finger trace a letter on their hand or back. They must tell you what this is.

For they practice, they can play the game in pairs. There may be giggles from the ticklish in the class, but the activity requires them to 'see' the letter in their mind's eye and it's great fun, too.

For example:

Topic : In the classroom

Noun : Blackboard, desk, chair, chalk, display, map, globe, computer

Activities :

- Teacher traces the letter from the word blackboard on the student back and ask the student to say it loudly
B - L - A - C - K - B - O - A - R - D
- Other students find the letter card for each letter shouted by that student and arrange it on their desk
- Teacher then, ask another student and traces the second word on the back of him, and ask other students to arrange the letter card to form the word. This activity will be done to the last word

2. Air Writing

Before writing letters on paper, get all the students to stand up and you stand at the front of the class with your back to them. Using your writing hand, draw a big letter in the air, saying its sound at the same time. Get the students to copy you, moving their arms to form the letter in the air.

Activities:

Teacher spells the letters of each word (blackboard, desk, chair, chalk, display, map, globe, computer) and writes on the air followed by the students

3. Recognising the letters

Produce handouts like this:

B S M P C	B L A C K B O A R D
A C E T	D E S K
P Q R S	C H A I R
M N L J	C H A L K
D T R L G	D I S P L A Y


B U M	M A P
H O C T	G L O B E
V U R S M	C O M P U T E R

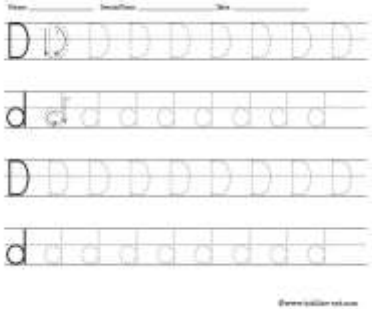
Children have to recognise which is the same letter and simply circle it or maybe colour over it. The letters are actually very similar in shape, so it's important that children can differentiate between them.

4. Tracing the Alphabet

Have the children the worksheet to trace the letter of the word being taught, then ask them to trace it. It is the fun way to help them writing their own letter.

The word to be traced are : Blackboard, desk, chair, chalk, display, map, globe, computer

<p>BLACKBOARD</p>	 <p>Source: https://workfunkids.blogspot.com/2020/07/handwriting-practice-lowercase-alphabet.html</p>
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	DESK	 <p>Source: https://toddler-net.com/worksheets/letters/letter_h tmls/tracing-letter-d-worksheet.html</p>
	CHAIR	
	CHALK	
	DISPLAY	
	MAP	
	GLOBE	
	COMPUTER	
Grade 3 and 4	<p>To teach writing to grade 3/4, we must do the 4 steps writing activities such as Word Building, Worksheet, Word Search, and Crossword Activity orderly. These activities will lead them to 'writing the word' by encouraging them to 'forming the letter' through the card first, then recognizing it by asking them to find the missing letter on the word. After that, make them really know the words before asking them to use their pen and write them on their paper through word search activity and crossword activity.</p> <p>The example of teaching activity is as follow:</p>	

Topic : initial word blend bl-

Noun : blanket, blacksmith, blender, blouse, blood

1. Word building

Teacher ask each child has their letter card spread out in front of them. Then, call out a word they have learnt one by one such as **blanket, blacksmith, blender, blouse, blood**, and ask them to put the letter card in order. This encourages quick eye movement over the letters, recognition and letter combining.



As follow up activity, you can challenge the children working in pairs or threes (to encourage cooperation) to make as many words as possible in a specified time.




At the end of this activity, ask your students to write the word on their notebook or work card

2. Worksheet

After doing word building activity, teacher can do worksheet activity. This activity helps the children to recognize the letter on the word, so it will make them easy to write the word later.

First, you can produce easy worksheets like this:

What is missing ?	
B_an_et	
Bl_ck_m ith	

_le_der	
B_ou_e	
Bl_d	

Source:

- <https://indonesian.alibaba.com/photo-products/clean-beauty-blender-pictures.html>,
- <https://id.aliexpress.com/i/32964567088.html>,
- <https://www.indiamart.com/proddetail/double-bed-mink-blanket-12908922133.html>,
- [https://www.pinterest.ph/pin/476466835575578678/?amp_client_id=CLIENT_ID\(&mweb_unauth_id={{default.session}}&simplified=true](https://www.pinterest.ph/pin/476466835575578678/?amp_client_id=CLIENT_ID(&mweb_unauth_id={{default.session}}&simplified=true),
- https://favpng.com/png_view/blood-donors-blood-donation-blood-bank-world-blood-donor-day-png/ciNmctHY

Then, ask the children fill in the gaps. If you can add a picture of the word too: it will make it all the more meaningful.

Or do Unjumble letter to form the word

l b c s m a k t i h	
---------------------	--

l n a b t e k	
l o d b o	
l b u s o e	
b d e l n r	

Children unjumble the letters to make the word. You could also do this on the board with children coming up and doing the activity one at a time.

At the end of this activity, ask your students to write the word on their notebook or work card

3. Word search

The third activity is word search. This activity will make the children recognize the words within a jumble of other words. It makes them concentrate and 'see' words on the page. Children have to circle or color the ten key words in the grid.

Initial word blend bl-											
Q	A	S	D	F	G	H	J	K	L	P	F
H	B	L	A	C	K	S	M	I	T	H	N
E	N	C	B	S	H	X	R	Y	U	T	Q
R	B	L	E	N	D	E	R	H	J	C	Y
T	L	S	T	F	D	V	X	Z	U	O	P
Y	A	F	B	L	O	U	S	E	F	K	R
U	N	C	L	I	T	F	S	N	B	P	X
I	K	S	O	N	A	X	K	L	O	Y	V
O	E	A	O	H	J	L	G	R	N	C	E
P	T	Z	D	V	C	K	L	O	T	S	Y

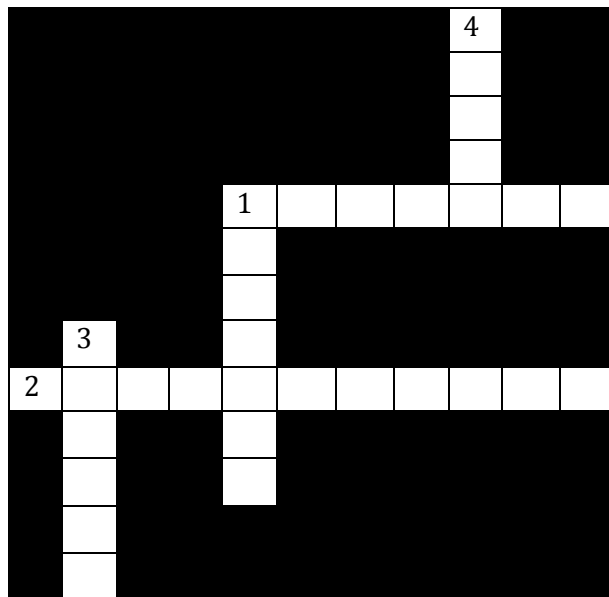
BLANKET, BLACKSMITH, BLENDER, BLOUSE,
BLOOD






Children have to find the word above in the box. You can either give them the words at the bottom to help them look, or attach the pictures of the animals to the word search.

At the end of this activity, ask your students to write the word on their notebook or work card

4. Crosswords

The last activity is crosswords, to help children remember not only the letter of the word, but also the word itself. To do this activity, children look at the picture, have to remember the English word and then have to write the word – spelling correctly – to fit it into the crossword. This worksheet is also a good record of vocabulary for them to keep and refer to.



		HORIZONTAL		VERTICAL	
					
		1	3	1	
					
		2			4
		At the end of this activity, ask your students to write the word on their notebook or work card			
Grade 5 and 6	<p>To teach writing to grade 5/6, we must do the 4 steps writing activities such as orderly. These activities will lead them to 'writing the word' spontaneously by encouraging them to 'forming the sentence' through dictation activity, then recognizing it by asking them to do a reading response activity. After that, make them really understand the sentences before asking them to do rewriting activity.</p> <p>The example of teaching activity is as follow: Topic : final word blend -nt Noun : different, important, parent, president, student, want Sentences : I am a fifth grade student now. My parent want me to be a doctor like them. But I want to be different. I do not want to be a doctor. I want to be a president. I think being a president is a big dream for me.</p>				

But, becoming a doctor is also an important thing for my parent.

1. Dictation or running dictation

Dictation:

There are many ways to “spice” up the standard dictation. The simplest is to have the students fold a blank piece of paper “hamburger” style (Up/down) 4 times. Unfold and they have a nice 8 line piece of paper.

To do this activity, you can dictate the sentences above to the students. The sentences are taken from the story that specially written for this lesson. The story must have the sentences that have final word blend –nt. The procedures are as follow:

1. Speak 8 sentences or less, repeating each several times as the students write.
2. Get the students to record their answers on the board and correct.
3. Collect and keep in a portfolio!

The fun activity for dictation activity is running dictation. To do this activity you can the following procedures: (This is a lot of fun but quite noisy)

1. Put students into groups of 3 or 4.
2. For each group, post on the wall around the classroom, a piece of writing (maybe a selection of text you will be reading in your lesson).
3. One student is appointed as the secretary.
4. The other students must “run” to where their piece of writing is on the wall and read it.
5. Then run back and dictate it to the secretary who records it.
6. Continue until one group is finished (but check that they got it right!).

2. Reading response

The students read a story (the story was written specially by the teacher, by putting the sentences that having final word blend – nt as above examples) and then respond by making a reflective journal entry. To run this activity, teacher should provide some simple questions relating to the story they read. For example :
The story is :

My Big Dream

My name is Bachruddin Malik.

I come from a small family.
I have 2 sisters, and I am the oldest in my family.
I am a fifth grade student now.
My father is a doctor and my mother is a nurse.
My parent want me to be a doctor and works in the hospital like them.
But I want to be different. I do not want to be a doctor.
I want to be a president. I think a president is a good job, because I want my country become a rich country like America.
I think being a president is a big dream for me.
But, becoming a doctor is also an important thing for my parent.
So, if I cannot be a president, I will consider to be a good doctor as my parent suggest.

Questions :

1. What is the name of the boy in the story?
2. What does his parents do ?
3. What job does the boy dream ?
4. Why does the boy do not want to be a doctor ?
5. etc

3. Rewrite

Read a short story and then give students a copy of the story with some text missing. It can be words or sentence. The students can fill it in with the correct version by seeing the complete one, OR fill it in and make the story their own. The activity can be as follow:

Direction: Rewrite the story below, and complete the story by filling in the missing words.

My Big Dream

My name is Bachruddin Malik.
I come from a small family.
I have 2 sisters, and I am the oldest in my family.
I am a fifth grade now.
My father is a doctor and my mother is a nurse.
My want me to be a doctor and works in the hospital like them.
But I to be . I do not want to be a doctor.
I to be a . I think a is a good job, because
I my country become a rich country like America.
I think being a is a big dream for me.

	<p>But, becoming a doctor is also an _____ thing for my _____ .</p> <p>So, if I cannot be a _____ , I will consider to be a good doctor as my _____ suggest.</p>
<p>Grade 6 (special)</p>	<p>Sometime, grade 6 may be need a special treatment for their writing. This situation happen if your kids have already acquire the good writing skill in their native language and do not need to refer back to the vocabulary list in their curriculum. So, the writing activity use free topics and we can encourage them to do more specific in our English class, rather than just asking them to do the activity as above (as in manual of grade 5/6)</p> <p>To teach writing to grade 6, we can do several types of activities such as graphic organizers, prompts/sentence starters, form applications, writing model, or group writing. You can choose one of them and ask them to do. Of course, you need to write side by side with them starting from the first step of writing process (prewriting, drafting, revising and editing, rewriting, publishing).</p> <p style="text-align: center;">1. Graphic organizers</p> <p>These you can make on your own by having students draw and fold blank sheets of paper or by giving them a pre-designed one. Students write out their thoughts on a topic using the organizer. An alphabet organizer is also an excellent activity in writing for lower level students. Graphic organizers and mind maps are an excellent way “first step” to a longer writing piece and are an important pre-writing activity.</p> <p>The activity can be as follow: Have young students engage in whole-class brainstorming to decide topics on which to write. Have them brainstorm individually or in small groups with a specific prompt, such as, “Make a list of important things in your life,” for example.</p> <p>To do this activity easily, teacher suggests the students to have a box that full of things they laike very much such as picture of their pet, family or themselves, their toys or books, etc. Then, do a simple discussion with them by starting with this prompt: The prompt for writing is: <i>Which item on your box makes you smile? Why?</i></p> <p>The discussion of teacher-students for their prewriting are as</p>

follow:

T : Do you know any puppies?

S : Yeah

T : Can you tell me anything about the puppy that you know?

S : My puppy is happy when I come home.

T : What is your puppy's name?

S : Argos

T : Why don't you write about Argos and how Argos feels when you come home?

S : Ok, but how to write it ?

T : Ok, let's start with completing this sentence

(Look at your box ! Which item on your box makes you smile?)

The puppy makes me (Why the puppy makes you smile?)

The puppy makes me happy

Puppies are(nice, cute, funny)

Puppies are funny

Argos is my (puppy, kitty)

Argos is my puppy

Argos is (happy, sad) when I come home.

Argos is happy when I come home

I love Argos, and Argos (loves, likes) me too.

I love Argos, and Argos loves me too

Then, ask the student to write the draft into a simple passage while also doing the revising and editing, rewriting as follow:

My puppy – Argos

The puppy makes me happy

Puppies are funny

Argos is my puppy

Argos is happy when I come home

I love Argos, and Argos loves me too

Finally, as publishing step, ask the student to write the passage on the special paper and decorate it by putting the photos of his puppy.

2. Prompts / Sentence Starters

Students are prompted to finish sentences that are half started.

They can write X number of sentences using the sentence starter.

Many starters can be found online. Prompts are also an excellent way to get students thinking and writing. Every day, students can “free write” a passage using the daily prompt, example

What I did this morning

Last weekend, I went to

Creative writing of this sort really motivates students to write. There are many lists online you can use.

The activity can be as follow:

Teacher provides one sentence starters, and write on the blackboard, then do a prewriting with the students by asking them questions to compose a passage.

The sentence starters is : **Last weekend, I went to**

The questions are :

1. Where did you go last weekend ?
2. With whom did you go there?
3. What did you do there?
4. Did you also bring your sibling?
5. What did your siblings do there?
6. Did you enjoy your weekend?
7. How about your siblings? Did they also enjoy it?

Based on the answers, ask the student to write the draft into a simple passage, then side by side you do the revising and editing, and rewriting.

As publishing step, ask the student to write the passage on the special paper and decorate it by putting the photos of their weekend trip.

3. Forms / Applications

Students need to practice writing that will be of use to them directly in the wider world. Forms and filling in applications are a valuable way to do this. Fill in one together as a class and then get students to do this same for themselves individually.

The forms that can be filling in are:

1. Business cards
2. Credit cards applications
3. Library card
4. Permission slip form

The activity can be as follow:

1. Provide some forms as above, then pick one to be done

together as a class work.

Library of Masjid Al-Rahman
LIBRARY CARD APPLICATION

Name: _____
Birth Date: _____
Parent Name of the Child: _____
Home Address: _____
School Address: _____

Library Rules

- With ID card
- No smoking
- No eating and drinking
- No mobile phones

Source: <https://northvanmasjid.ca/?p=2896>

2. Fill in the form while discussing the information that are going to write, because each students, of course, will have different condition.
3. Then ask the student to choose one form, and write the draft, then side by side you do the revising and editing, and rewriting.
4. As publishing step, ask the student to type the form on the special paper and send it to the board.

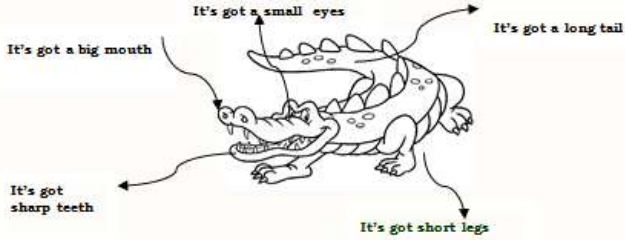
4. Writing Model

Good writers are readers, and good writers read both fiction and non-fiction. Thus, you want to provide reading material that will model the type of writing your young learners will produce. By reading and exposing children to variety of good fiction and non-fiction, you are helping them become better writers. In addition to books, magazines, and newspapers, be sure to include the type of environmental print like in the red-typed above. Student-made reports, such as a non-fiction report about crocodiles can serve as a good model for young writers.

The activity can be as follow:

1. Present a picture report on one object (crocodile)

My Favourite Animal is the Crocodile



Note: It can swim very well
It can run very fast

2. Ask the students to write the information on the picture into a simple passage as follow:

My favorite animal is the crocodile

It's got a small eyes
It's got a long tail
It's got a big mouth
It's got sharp teeth
It's got short legs
It Can swim very well
It Can run very fast

3. Side by side you do the revising and editing, and rewriting.
4. As publishing step, ask the student to write the passage on the special paper and decorate it by putting the photos of the crocodile by their own choice

5. Group writing

You might begin group writing by doing a language approach story based on the language experience approach. This approach can be a meaningful and pleasurable group literacy experience. Learner participate in a group activity and then describe what happened in their own words. The teacher serves as a scribe and write down the word exactly as the children say them or will make minor editorial correction so that the grammar is correct. The group activity can be as simple as drinking juice or as complicated as going on a field trip.

The activity can be as following example:

1. Bring the students to visit a local bakery
2. After a visit to a local bakery, in class students and the teacher will do a brainstorming about what they have been observed

there

The discussion run through question and answer in which teacher ask the students some questions, and students answer it, and the teacher writes the answer on the blackboard as the prompt (usually in the form of word or phrase)

The questions can be

Where did we go yesterday?

What did we see on the bakery?

What did have there?

What does the bread taste?

What did you put on your bread yesterday?

What did you feel after it? Was it fun? Did you enjoy it?

3. Ask the students to write the information on the picture into a simple passage as follow:

At a Bakery

We went to the bakery.

We saw really – really big ovens.

We had some bread.

It taste really good.

We put butter on it.

It was fun.

5. Side by side you do the revising and editing process, and rewriting process.
4. As publishing step, ask the student to write the passage on the special paper and decorate it by putting the photos of their activities or some breads from the bakery.

Task 9 :

Choose the level of students you want to teach (e.g. Playgroup, Kindergarten, Grade 1/2 , Grade 3/4, or Grade 5/6). Make a lesson plan for teaching writing, complete it with teaching materials and media. Use the following format to make your lesson plan.

I. General Information

Level	Playgroup
Topic	Pet animal : cat, dog, rabbit
Aims	Students are able to write the initial word of cat, dog, rabbit through body letter and letter sculpture activities
Method	Body letter and Letter sculpture
Time	50 minutes

II. Teaching Procedures

Steps	Materials	Scenarios
Warm-up	<p>Song Title : Good Morning By Susi Syafei Rhythm : Happy Birthday</p> <p>Good morning to you Good morning to you Good morning, good morning Good morning to you</p>	<p>Teacher starts the teaching by singing the warm-up song with the students. She asks them to stand up and claps their hand during the singing</p> <p>T : Well, students. Stand up, please. We sing the good morning song together. Claps your hands and follow me. One... two... three...</p> <p>Ss: Sing together and claps their hands</p>
Teaching new materials	<p>Topic : Pet animals Words : cat, dog, rabbit</p> <p>Initial word : C D R</p>	<p>Teacher shows the pictures of cat, dog, and rabbit to introduce the words. Teacher ask the students to sit in a circle.</p> <p>T : Students, look at this</p>

		<p>picture (showing the picture card to the students). This is a cat. Cat... repeat... cat..</p> <p>Ss: repeat the word cat</p> <p>T : Now, this is a dog (showing the picture card). Dog... dog... repeat again</p> <p>Ss: repeat the word dog</p> <p>..... continue with the word rabbit</p> <p>Next, the teacher does the body letters activity, continuing to letter sculpture activity</p> <p>T : S : T : S ;</p>
Practice 1	Direction: Sing the pet animals song then discuss about the words cat, dog, rabbit with your teacher.	
Practice 2	Direction: Let's coloring the picture of pet animals, then discuss about the animals with your teacher.	
Practice 3	<p>Direction: Time for playing pet animals games. Then, discuss about the animals with your teacher.</p> <p>Equipments:</p> <p>1.</p>	

	<p>2.</p> <p>Procedures:</p> <p>1.</p> <p>2.</p> <p>3.</p>	
Practice 4	<p>Direction: Listen to the pet animals story and discuss about them with your teacher.</p>	
Wrap-up	<p>Direction: Let's sing the wrap-up song together</p>	

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