



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia



Itinerario I: Methodology for Teaching English to Children

Guía didáctica

Content

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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

Itinerario I: Methodology for Teaching English to Children

Guía didáctica

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EDUC_3191

Asesoría virtual
www.utpl.edu.ec

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Itinerario I: Methodology for Teaching English to Children

Guía didáctica

Pinza Tapia Eliana Ivanova

Universidad Técnica Particular de Loja



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30 de noviembre, 2020

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1. Datos de información

1.1. Presentación de la asignatura



1.2. Competencias genéricas de la UTPL

- Comunicación en inglés
- Comportamiento ético, organización y planificación del tiempo

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1.3. Competencias específicas de la carrera

- Integra conocimientos pedagógicos lenguas, didácticos y curriculares que permitan, interdisciplinariamente, la actualización de modelos, el uso de metodologías de aprendizaje y la incorporación de saberes para la enseñanza del inglés como extranjera de forma práctica y sistemática, basados en el desarrollo del pensamiento crítico, reflexivo, creativo y experiencial en relación con el desarrollo de la persona y su contexto.

1.4. Problemática que aborda la asignatura

- Limitado conocimiento metodológico y didáctico, así como escaso desarrollo del pensamiento crítico y reflexivo.
- Limitado conocimiento sobre el diseño, aplicación y evaluación de recursos y estrategias educativas para la adaptación, flexibilización e integralidad de experiencias de aprendizaje personalizadas.



2. Metodología de aprendizaje

The study of this subject will be carried considering the following two methodologies: problem-based learning and ICT-based learning. Due to the nature of the subject, students will have to analyze a lot of information from different sources, such as books, articles, research studies, and videos. All this information will provide them with the scientific knowledge necessary for selecting appropriate resources and techniques that will allow teachers to create a positive atmosphere for children to learn English.

For applying all this knowledge, students will have to use different strategies such as debates and discussions which will be focused on problems related to the teaching children field. Additionally, students will have to design activities and teaching material which will be used in created scenarios. It will help them to be prepared when working in real contexts. The use of technology will also play a very important role since students will have to select the best digital tools. These tools will be included in their lesson planning for making children develop each one of the English language skills.

The evaluation process will be based on the following three main components: teaching, application and experimentation of learning, and autonomous work. Teaching will be carried out through the teacher-student interaction by using videocollaboration, chat and forum activities. Application and experimentation of learning will allow students to put into practice what has been learned. Finally, autonomous work will require students to generate learning through reading and searching at their own pace.

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The academic resources to be used during the study of each one of the contents are the following: virtual platform, virtual guide and academic plan. In the virtual platform, the students will find the virtual guide and the academic plan which will guide them about each one of the steps to be followed for carrying out all the established activities. The virtual guide contains six units which have been organized in weeks, 8 weeks per bimester. At the end of each unit, a self-assessment will be found to measure students' knowledge. The academic plan contains the activities established to be carried out for passing the subject.

Studying at distance requires a lot of responsibility, discipline, and effort from students; for this reason, it is necessary to establish daily study routines for developing each of the established activities. Also, it is necessary to make use of the different tools such as telephone, e-mail, and tutorial chats for getting in contact with the tutor to solve any doubts.

Good luck!

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3. Orientaciones didácticas por resultados de aprendizaje



First bimester

Learning outcome 1

Applies theoretical, methodological and practical approaches when teaching English as a foreign language for children.

Contenidos, recursos y actividades de aprendizaje

The different contents included in unit 1 and 2 will help you to get the necessary knowledge about the fundamentals of teaching English to children. This knowledge will prepare you in order to put into practice the theoretical, methodological, and practical approaches when teaching children.



Week 1



Unidad 1. The child as a learner

1.1. Characteristics of the child as a learner



Fuente: [Enlace web](#)

In order to succeed in the teaching field, it is important to have a general framework about the learners we are going to teach. The age of learners is a very important factor to be considered because there is a huge difference between teaching children to teaching adults. For this reason, it is necessary to know about the characteristics of our learners that in this case are children. This knowledge will guide teachers to prepare an appropriate learning environment and also to select the best strategies to motivate students to learn.

Nunan (2011) uses the term “young learners” to refer to children. This term covers a chronological age period that goes from 3 to 15 years old. Since this age period is large, different researchers have divided learners according to age: 3 to 5, 6 to 8 and so on. This division helps to focus on specific aspects of each learner

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considering that “children do exhibit different mental and social characteristics at different ages” (p. 2).

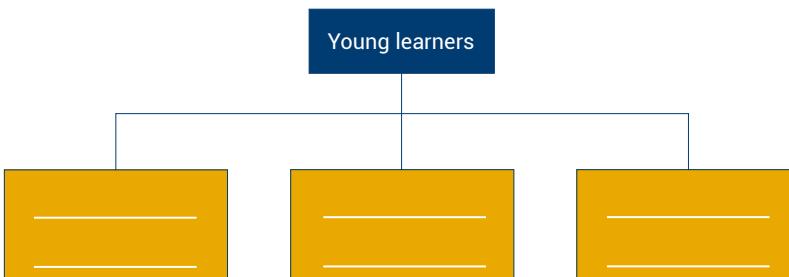
According to Pinter (2006, p.2 cited in Nunan, 2011), “all children are unique, and two children at the same chronological age can exhibit markedly different characteristics”. For this reason, this author prefers to refer to younger and older learners. But what are the characteristics between these two type of learners? To answer this question, I invite you to analyze the information included in the basic textbook related to the difference between these types of learners.

Did you analyze the suggested information? Great! So now you are aware that one of the characteristics is that younger learners enjoy fantasy, imagination and movement while older learners begin to show interest in real-life issues.

To know more about specific characteristics of young learners, I suggest that you watch the following video:

[TEYL - Characteristics of Young Learners](#)

The video was interesting, wasn’t it? Well in the video Joan mentions that young learners are imaginative and curious which has relation with the information stated by Pinter in the table you just read. Now I invite you to complete the following chart by using the most relevant aspects mentioned in both the video and the book.



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Did you finish completing the chart? Great! So, let's continue. In the book "Teaching English to Children", Scott and Ytreberg present clear information about specific characteristics of the young language learner by classifying children into two main groups. This information will be found in the following link, so please click on it and read unit 1.

[Teaching English to Children](#)

Did you finish reading? Excellent! So, what is your opinion regarding the information provided by Scott and Ytreberg? Is it interesting? Write down your ideas.

One of the characteristics that these authors provide regarding five to seven year olds is that they can tell about what they have done or heard. Do you agree with it? If not, please provide your reasons.

All the information you have learned so far will help you to get to know your learners and based on their characteristics select the most appropriate strategies to get the best results.

1.2. Developmental stages

Young learners pass through different developmental stages, so it is necessary for teachers to know about them in order to provide the best instruction considering the physical and psychological needs that students have.

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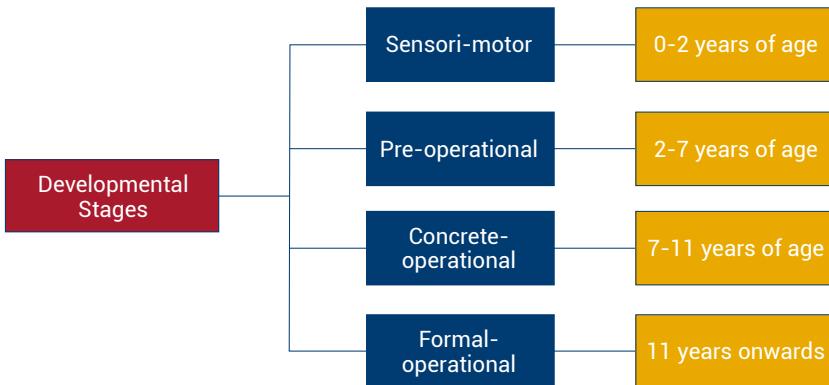
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Jean Piaget identified the following developmental stages in children:



Fuente: Elaboración propia

These stages involve the social, psychological and intellectual development of children. To have a general idea about each one of the stages, I invite you to watch the following video: [Piaget's Stages of Development](#). To know details about each one of the stages, it is important to check the following information: [What Are piaget's Stages of Development and How Are They Used?](#)

Once you have a clear idea about what is involved in each one of the developmental stages, you are ready to complete the following chart considering the most important information:

Developmental Stage	Characteristics
Sensori-motor	
Pre-operational	
Concrete-Operational	
Formal-operational	

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Did you complete the chart? Good job! It means that you can differentiate among each one of the stages. It will help you to be aware of the activities that best work with each group of students.



Week 2

1.3. Main challenges and solutions

Teaching young learners involves facing some challenges, according to Nunan (2011), those challenges are related to the following aspects:

- Cognitive development
- Motivation
- Attention
- Multi-level groups
- Assessment

To know why each of the mentioned aspects represent a challenge for teachers when teaching children, let's check the information provided in the attached pdf:

[Study Resources](#)

Did you finish reading the provided information? Great! So, you can realize that teaching young learners involve facing different type of challenges which doesn't represent a problem at all because different strategies can be applied as optimal solutions.

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1.4. Age and second language acquisition

Before presenting information about this topic, let me ask you the following questions:

Are younger learners better at learning a foreign language than older learners?

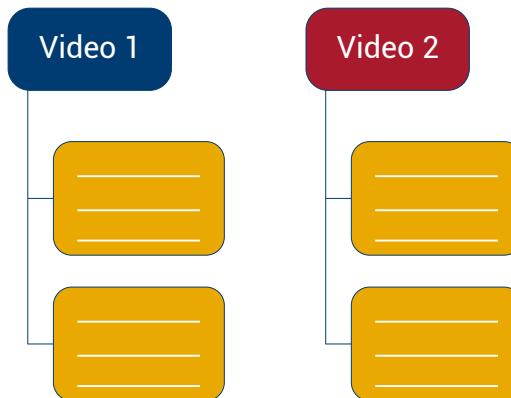
What is the best age for children to start learning a second language?

Was it easy to answer these questions? If not, don't worry because the information in the following videos will help you to answer them appropriately.

[What's The Best Age To Learn A Second Language?](#)

[Critical Period Hypothesis \(VideoScribe\)](#)

Did you watch the videos? Good! Now let's use the information of both videos to compare them.



Fuente: Elaboraci{on propia.

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As you watched in the videos, referring to second language acquisition involves making reference to the critical period hypothesis (CPH). In relation to CPH, Nunan (2011, p. 23) states that “it refers to a limited period of time in the development of an organism during which a particular behavior can be acquired”. Considering this hypothesis, there is an optimum age for learning a second language which according to Nunan (1999, p. 41) corresponds to “their first years of life because it is then that the brain retains its maximum plasticity or flexibility... It is suggested that around puberty, the brain loses its plasticity, the two hemispheres of the brain become much more independent of one another”.

Although there is evidence that support the critical period hypothesis when learning a second language, there are also studies that support that “younger does not necessarily mean better” (Nunan 2011, p.24). What do you think about it? Do you have any experience related to it?



Actividades de aprendizaje recomendadas

Watch the following video [Learning a language? Speak it like you're playing a video game | Marianna Pascal | TEDxPenangRoadh](#) and answer the question below:

What does Marianna Pascal say about learning a language?

It is time to measure your knowledge regarding unit 1 by answering the following questions. Once you have finished, go to the answer key and check your answers.

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Self-assessment 1

1. For Nunan, the term “young learners” to refer to children. This term covers a chronological age period that goes from _____ years old.
 - a. 1 to 10.
 - b. 3 to 15.
 - c. 4 to 12.

2. The Sensori-motor stage extends from _____ years of age.
 - a. 0 to 2.
 - b. 2 to 7.
 - c. 7 to 11.

3. The Concrete-operational stage extends from _____ years of age.
 - a. 0 to 2.
 - b. 2 to 7.
 - c. 7 to 11.

4. The formal-operational stage begins at around the age of _____.
 - a. 11.
 - b. 13.
 - c. 15.

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5. According to Scott and Ytreberg, which of the following is a characteristic of 5 to 7 year olds.
 - a. Talk about what they are doing.
 - b. Tell the difference between fact and fiction.
 - c. Make some decisions about their own learning.
6. According to Scott and Ytreberg, which of the following is a characteristic of eight to ten year olds.
 - a. Use their vivid imagination.
 - b. Understand the human interaction.
 - c. Understand symbols.
7. Which of the following is not considered by Nunan as a challenge of teaching young learners?
 - a. Motivation.
 - b. Multi-level groups.
 - c. The use of games.
8. According to Nunan, children have a limited attention span which represents a challenge for teachers. To deal with this situation, he suggests to _____.
 - a. Be aware of the physical and mental difficulties of individual learners.
 - b. Provide opportunities for authentic communication.
 - c. Provide evidence of progress.
9. It refers to a limited period of time in the development of an organism during which a particular behavior can be acquired.
 - a. Behaviorism.
 - b. Critical period hypothesis.
 - c. Developmental stage.

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10. Lenneberg's critical period stretched from 2 years of age to _____.

- a. 8.
- b. 10.
- c. Puberty.

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Week 3



Unidad 2. Affective domain and parental involvement



Fuente: [Enlace web](#)

2.1. Affective domain

Being a teacher not only requires teaching contents but also focusing on students' emotions. That is why now we are going to talk about "affect" which involves the emotional rather than the intellectual part of learning. This term includes different concepts such as motivation, anxiety, competitiveness, cooperative learning, and self-esteem" (Nunan, 2011).

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To know about the importance of emotional learning in childhood, I invite you to watch the following video:

[Social and emotional learning: Trish Shaffer at TEDxUniversityofNevada](#)

Did you finish watching the video? Very good! So, as the speaker clearly mentions in her talk, teaching students to manage their emotions will give them the ability to fulfill their life's potential. Then as future teachers, it is important to pay attention to students' feelings in order to strength their positive attitudes and help them to overcome difficult situations. In order to know more about the teaching strategies to work on emotional learning, please check the following link:

[Social-Emotional Teaching Strategies](#)

Let's complete the following table by considering the information in both videos.

The importance of emotional learning in childhood

- _____
- _____

Teaching strategies to focus on emotional learning

- _____
- _____

Did you successfully complete the activity? Perfect! Being aware of these important aspects will help you as future teachers to deal with students' emotions in an appropriate way. It is necessary specially when working with learners who are just getting involved in the process of learning a language and who need to love it.



Actividades de aprendizaje recomendadas

Complete the following chart by considering the 3 strategies to work on emotional learning:

STRATEGY	EXAMPLE
1. _____	
2. _____	
3. _____	

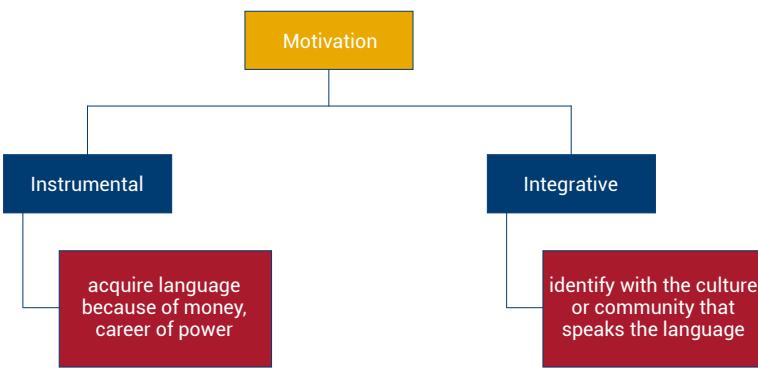


Week 4

2.2. Motivation

As it was mentioned before motivation is one of the concepts that the term affect involves. Gardner (1985, p. 10 cited by Nunan, 2011) defines motivation “as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.”

Gardner and Lambert (1972 cited by Nunan, 2011) establish the two following types of motivation:



Fuente: Elaboración propia

In order to make our students learn the language, it is necessary to motivate them to learn it. Hence the important of integrating different strategies in our classes to get the best results. But how can we do it? Nunan (2011) proposes the following strategies for enhancing motivation:



Fuente: Elaboración propia

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To know about each one of these strategies, it is important to read information in your basic textbook.

Did you finish reading the suggested information? Excellent! Now you can complete the following table by providing a clear example of one of the strategies mentioned above.

STRATEGY	EXAMPLE
Scaffolding the learning process	

Was it easy to complete the activity? Excellent! Remember that applying the strategies appropriately will help you to motivate young learners to learn the language successfully.

2.3. Anxiety

Another concept that the term affect involves is anxiety and it is important to refer to it because most people feel anxious when learning another language. Williams (1994, p. 77 cited by Nunan, 2011) states that learning a foreign language “involves far more than simply learning skills ...it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner”.

Let's watch the following video entitled “Fight Flight Freeze – A guide to anxiety for kids” that explains children in a simple and clear way the meaning of anxiety.

[Fight Flight Freeze – A Guide to Anxiety for Kids](#)

Now it is important to analyze the conversation with a young ESL student included in a study carried out in 1996 about reticence and anxiety in school students presented in your basic textbook.

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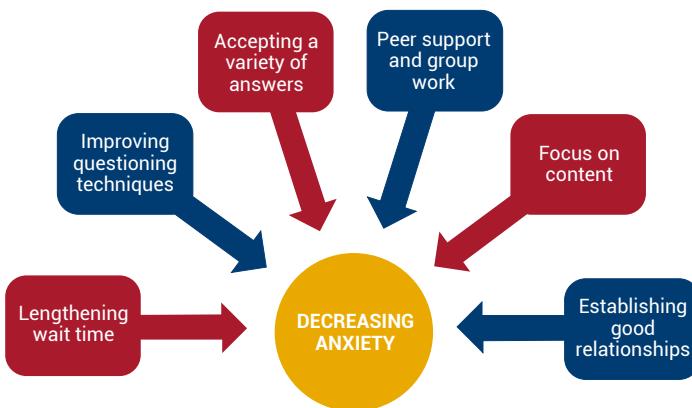
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Now that you have finished reading the conversation, you are aware about the way the student being interviewed feels when having to speak in class. Based on the results obtained the author of the study identified different factors that have influence on the willingness to speak. Please check your textbook to know about the mentioned factors.

Being aware of the factors that make students feel anxious about learning a new language, helps teachers to select the most appropriate strategies to decrease anxiety. But which are those strategies? Let's check the following chart that includes the strategies provided by Tsui (1996):



Fuente: Elaboración propia



Actividades de aprendizaje recomendadas

Check your basic textbook and take notes about the information provided to each one of the strategies proposed to deal with students' anxiety.

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Week 5

2.4. Working with parents

Parents play a very important role in their children's education; for this reason, Nunan (2011, p. 185) states that "even though they may not be physically present in the classroom, parents can have a powerful influence on their children's learning". Due to this influence which can be positive or negative, the author highlights the importance of getting to know parents. It allows teachers to learn about their attitudes and beliefs because there are parents who love being closely involved in the pedagogical decisions while others prefer to leave them up to the teacher.

Working with parents is not easy but it is really important if the desired goal is to support the children's learning. Therefore, it results necessary for teachers to build partnership with parents. Let's watch the following video to learn about how this goal can be reached.

[Building relationships between parents and teachers: Megan Olivia Hall at TEDxBurnsvilleED](#)

As you watched in the video, Megan Olivia Hall presents a clear example about the positive results she got when reaching out to parents.

Now let's click on the following link to know about some techniques to build a solid parent-teacher relationship [9 Techniques for Building Solid Parent-Teacher Relationships](#)

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Once you have read about the techniques previously mentioned, it is time to compare them with the information provided in your textbook regarding this topic.

Another important aspect to be considered is that the living circumstances of each child in the classroom is different, for this reason, it is necessary for teachers to learn about children's home lives in order to adapt their teaching to the students' needs and circumstances (Linse, 2005 cited in Nunan 2011). But how can teachers do it? The author suggests that it is possible to do it by paying special attention to the students' drawings. Let's check the drawing prompts and the tasks provided in your textbook that can help to learn about students and their families.

It is time to measure your knowledge regarding unit 2 by answering the following questions. Once you have finished, go to the answer key and check your answers.

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Self-assessment 2

1. This term refers to the emotional rather than the intellectual side of language learning.
 - a. Self-esteem.
 - b. Anxiey.
 - c. Affect.
2. This term refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.
 - a. Motivation.
 - b. Scaffold.
 - c. Affect.
3. This term is related to frameworks that support the learning process.
 - a. Scaffold.
 - b. Anxiety.
 - c. Motivation.
4. Which of the following strategies is not appropriate to deal with anxiety?
 - a. Lengthening wait time.
 - b. Accepting a variety of answers.
 - c. Individual work.

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5. Which of the following strategies is not appropriate for enhancing motivation?
 - a. Scaffold the learning process.
 - b. Provide opportunities for personalization.
 - c. Accept a variety of answers.
6. Because of the influence that _____ have over their children's learning, it is important to get to know them and to learn about their attitudes and beliefs.
 - a. Parents.
 - b. Teachers.
 - c. Authorities.
7. Linse suggests that you can learn about learners' home lives by paying attention to their _____.
 - a. Attitudes.
 - b. Drawings.
 - c. Academic record.
8. If you have parents who speak little or no English, it is important to_____.
 - a. Send them a letter, translated into their own language, explaining the rationale and goals of the program, and inviting them to take an active part in their child's education.
 - b. Avoid including them in any type of activities in which their native language is not involved.
 - c. Ask them to attend all the meetings and events with someone who speaks English and who can translate to them all the necessary information.

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9. One of the keys to success with younger learners is to _____.
- a. build partnerships with parents.
 - b. organize and invite parents to social events.
 - c. suggest them techniques for creating a positive classroom atmosphere.
10. One of the following is not an appropriate strategy for providing quality parent care.
- a. Arrive to class ten minutes early to greet parents and make yourself available for questions.
 - b. Avoid building regular review sessions into your classes.
 - c. Be honest about your feelings so the parents can be, too.

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Learning outcome 2

Designs learning environments adapted to the educational setting and students' needs.

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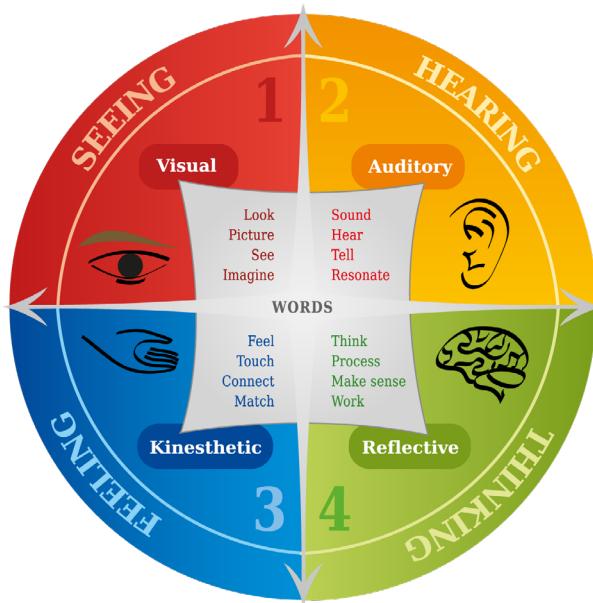
Contents studied in unit 3 will prepare you with the required knowledge in order to provide learners with an appropriate learning environment which will be designed based on the different students' needs.



Week 6



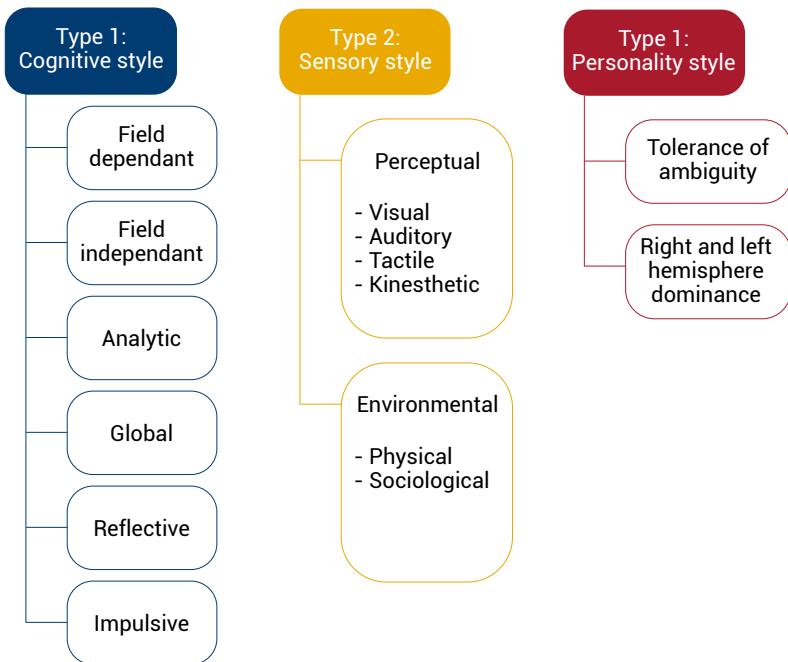
Unidad 3. Learning styles and strategies



Fuente: [Enlace web](#)

3.1. What are learning styles?

The term learning styles “refers to the learner’s natural and preferred way of learning. It is a general term that captures the learner’s overall cognitive makeup, and is reflected in such things as personality” (Nunan 2011, p. 155). Then considering that each child learns differently, it is fundamental for teachers to focus on the different children’s preferences during the learning process. Christison (2003, p. 270) identified the following learning styles:



Fuente: Elaboración propia

To learn about the characteristics of each one of these learning styles, I invite you to read the information in your textbook.

3.2. What are learning strategies

Learning strategies are “the mental and communicative procedures learners use in order to learn and use language” (Nunan, 2011, p. 158). This author suggests the following typology for learning strategies:

Cognitive	Interpersonal	Linguistic	Affective	Creative
<ul style="list-style-type: none"> * Classifying * Predicting * Inducting * Taking notes * Concept mapping * Inferencing * Discriminating * Diagramming 	<ul style="list-style-type: none"> * Cooperating * Role-playing 	<ul style="list-style-type: none"> * Conversational patterns * Practicing * Using context * Summarizing * Selective listening * Skimming 	<ul style="list-style-type: none"> * Personalizing * Self-evaluating * Reflective 	<ul style="list-style-type: none"> * Brainstorming

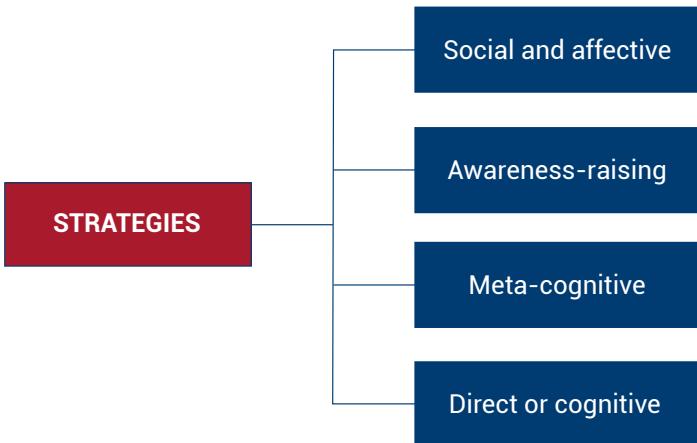
Fuente: Elaboración propia

Let's analyze the characteristics of each type of learning strategies by reading the information presented in your textbook.

Did you finish reading? Great! So now you can tell me the type of strategies you prefer using to learn a language.

3.3. Strategies for teaching children

Being a school teacher involves a great responsibility because according to Pinter (2006), it is in school where students are taught how to learn. Although it is not possible for students to get all the required skills and knowledge while studying in school, it is the school's responsibility to equip learners with the necessary strategies to be applied outside classroom. The author establishes the following four general strategy types to be applied with even very young learners.



Fuente: Elaboración propia

To know about the rationale of each one of the strategies, it is necessary to read the information in your textbook.

Now let's watch the following video about how children learn which highlights some useful strategies:

[TEYL - How Children Learn](#)

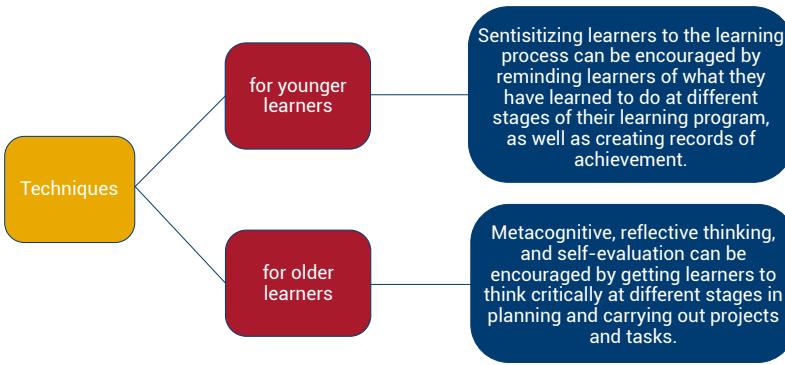
In the video Joan mentions the importance of social interaction, what does she say about it? Great! So let's continue.



Week 7

3.4. Techniques for teaching strategies

In order to teach strategies, Nunan (2011) has divided the techniques into two groups:



Fuente: Elaboración propia

Let's read information in your textbook to analyze the examples of useful activities presented for each group.

Once you have analyzed the suggested examples, I would like you to tell me what do you think about the use of learning logs. Please use the following space to provide your opinion:

3.5. Managing EFL classes for teaching children

For Nunan (2011, p. 193), “the younger the learner, the shorter the attention span”; for this reason, he considers that managing children is extremely challenging. Hence the importance of acquiring good classroom management skills which are necessary to become an effective teacher. But how can we reach this goal? Well, Nunan provides the following suggestions:

- Creating a positive atmosphere.
- Establishing instructional groups.
- Classroom talk.

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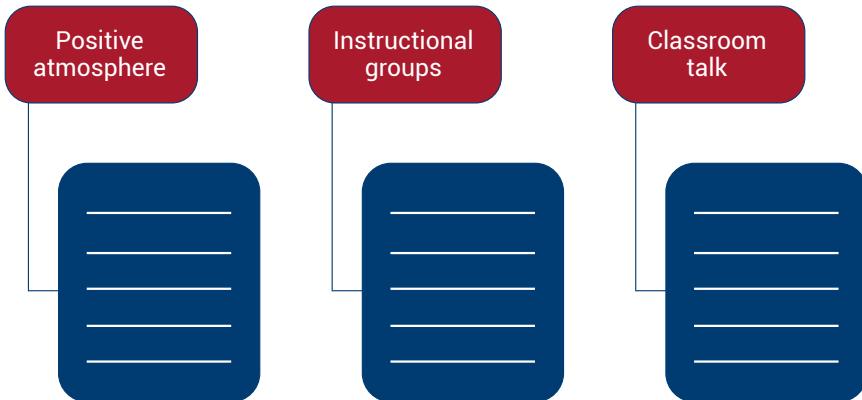
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Let's read information in your textbook to know details about each one of the previously mentioned aspects. This information will help you to complete the following chart:



Fuente: Elaboración propia

Was it easy to complete this chart? Excellent! Now, I invite you to watch the following video which contains valuable information about tips for classroom management:

[TEYL - Classroom Management Tips](#)

Did you finish watching the video? Great!



Actividades de aprendizaje recomendadas

Read the information in the following link [How to Teach English to Children: 3 Powerful Strategies for Impressive Results](#) Take notes of the information that you considered the most important.

It is time to measure your knowledge regarding unit 3 by answering the following questions. Once you have finished, go to the answer key and check your answers.

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Self-assessment 3

1. This term refers to the learner's natural and preferred way of learning.
 - a. Learning strategies.
 - b. Learning styles.
 - c. Learning process.
2. In this type of learning style, the learner works more effectively alone and at his or her own pace.
 - a. Field independent.
 - b. Analytic.
 - c. Reflective.
3. In this type of learning style, the learner works more effectively in groups.
 - a. Global.
 - b. Impulsive.
 - c. Field dependent.
4. In this type of learning style, the student learns best when information is presented in context.
 - a. Analytic.
 - b. Field dependent.
 - c. Physical.

5. They are mental and communicative procedures that learners use to learn and use language.
- Learning styles.
 - Learning strategies.
 - Learning procedures.
6. Which of the following strategies corresponds to the COGNITIVE TYPOLOGY?
- Role-paying.
 - Inferencing.
 - Personalizing.
7. Which of the following strategies corresponds to the CREATIVE TYPOLOGY?
- Skimming.
 - Reflecting.
 - Brainstorming.
8. This strategy involves sharing ideas and learning with other students.
- Discriminating.
 - Cooperating.
 - Inducing.
9. This strategy involves pretending to be somebody else and using the language for the situation you are in.
- Selective listening.
 - Role-playing.
 - Conversational patterns.

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10. Which of the following classroom management strategies is not appropriate for young learners?
- a. Teach the concept of appropriate and inappropriate behavior.
 - b. Offer rewards unsuitably.
 - c. Know when to use the child's native language.

Answer Key

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Final midterm activities

Learning outcome1 and 2

- Applies theoretical, methodological and practical approaches when teaching English as a foreign language for children.
- Designs learning environments adapted to the educational setting and students' needs.

Contenidos, recursos y actividades de aprendizaje



Week 8

Reinforce your knowledge by reviewing all the resources provided in each topic. Additionally, it is important to review the self-evaluations included at the end of each unit. All the graded activities will also help you to be prepared for the evaluation.

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Learning outcome 3

Adopts and adapts didactic resources for the development of the English language skills.

Contenidos, recursos y actividades de aprendizaje

The study of units 4, 5, and 6 will give you the necessary knowledge to create appropriate material and select the best resources when teaching English to children.



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Unidad 4. Planning for teaching English to children

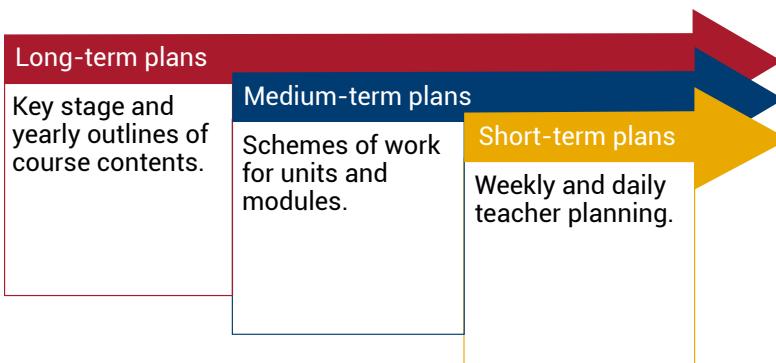


Fuente: [Enlace web](#)

4.1. Approaches to planning lessons

Successful classes are the result of effective lesson planning. For this reason, it is important for teachers to count on well-designed lesson plans that guide them to reach the desired learning goals. Different type of information is required when designing lesson plans but it will depend on the stage of planning we will have to focus on.

Branson (2005, p. 31) identifies the following stages of planning:



Fuente: Elaboración propia

To know more details about each stage of planning, please click on the following link and focus on the topic planning teaching and learning in English:

[Teaching English](#)

Now, I invite you to watch the following video focused on the purpose of planning lessons.

[Lesson Planning - Part 1 - Why do we plan lessons?](#)

Did you finish watching the video? Great! So now you can tell me why it is important to plan our lessons? Please use the following space to write down your answer.

4.2. Structuring lessons for teaching children

There are different formats for structuring lessons and mainly it will depend on the format provided by the institution where we are working. But there are some important elements that all formats share which are related to the topic of the lesson, objectives, procedure, material, assessment, etc.

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Let's consider the following elements of a good lesson plan:

Elements of a Good Lesson Plan

Now let's compare this information with the one presented in the following videos which focus on "What does a lesson plan contain?"

[Lesson Planning - Part 2 - What does a lesson plan contain?](#)

[Lesson Planning - Part 3 - What does a lesson plan contain?](#)

Once you have analyzed the information presented in both videos, you are ready to answer the following question: Are both lesson plans using the same elements? Let's use the following table to compare them:

Lesson plan in video number 1 ELEMENTS	Lesson plan in video number 2 ELEMENTS

Did you finish completing the chart? Great, so let's continue.



Recommended learning activities

Analyze the formats and examples of lesson plans provided in the following link: [ESL KidStuff](#) Take notes of the elements presented in these formats.



Week 10

4.3. Assessing children's language learning

Assessment plays a very important role in the language learning process as "it refers to the tools, techniques, and procedures for finding out what learners can do" (Nunan, 2011 p. 217).

To determine what students can or can't do, it is necessary to focus on the following aspects:

Purposes	Focus	Responsability	Self-assessment
Timing of assessment	Techniques	Criteria	Use of results

Fuente: Elaboración propia

To know specifically about each one of the previously mentioned aspects, I invite you to read information in your textbook.

Did you finish reading the suggested information? Excellent! Then now you are ready to answer the following questions:

When should the assessment take place?



What will happen with the results of the assessment?



Fuente: Elaboración propia

The answer provided to the first question above mentioned provides a clear idea about the best time for applying a specific type of assessment determined by an established purpose. Let's focus now on one of the types by watching the following video:

[Formative assessment in the classroom](#)

One of the strategies applied in the classroom by one of the instructors is the use of traffic lights. What is it about?

4.4. Creating learning environments for teaching children

The environment in which the learning takes place represents a key factor for having the best results. One way of providing a good environment for our young learners is to prepare an adequate physical setting that allows them to feel comfortable to reach their learning goals. Let's pay attention to the strategies presented in the following video in order to create a good quality early learning environment.

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Indicators of a Quality Early Learning Environment

What do you think about the strategies suggested in the video?

Well, as it was mentioned in the video when areas are well defined, children know what is expected for them to do in a specific area.

Please use the following space for providing examples of areas that can be created in the classroom to develop different types of activities.

Besides offering students an appropriate physical environment, it is necessary to make them feel secure in a place where the social and emotional aspects are also being considered. But how can we do that? Let's read the following information:

[Building Positive Learning Environments for Young Children Starts with You](#)

As it is mentioned in the article that you just read, a positive environment is based on caring and responsive relationships. Therefore, the importance of taking care of ourselves as teachers in order to manage our feelings and reactions appropriately. It will help to respond to our students effectively by providing the safeness and security that they need. Please use the following space to write down the ideas that you consider the most important regarding this article.

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Recommended learning activities

From the list of assessment techniques provided by Brindley (1989) in your textbook, select the ones that you consider might be inappropriate for younger learners.

Now, it is time to measure your knowledge regarding unit 4 by answering the following questions. Once you have finished, go to the answer key and check your answers.

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Self-assessment 4

1. This phase refers to the Key Stage and yearly outlines of course contents.
 - a. Short-term plans.
 - b. Medium-term plans.
 - c. Long-term plans.
2. This phase involves the schemes of work for units and modules.
 - a. Short-term plans.
 - b. Medium-term plans.
 - c. Long-term plans.
3. This phase refers to the weekly and daily teacher planning.
 - a. Short-term plans.
 - b. Medium-term plans.
 - c. Long-term plans.
4. Which of the following is not considered as one of the key elements of a good lesson plan?
 - a. Sequencing.
 - b. Materials.
 - c. Detailed Concepts.

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5. It describes what will happen during the lesson, the order in which it happens, and how you will transition between activities and to the next lesson.
 - a. Sequencing.
 - b. Differentiation.
 - c. Timing.
6. It is important to be considered in order to estimate how long each part of the lesson will take.
 - a. Objectives.
 - b. Timing.
 - c. Differentiation.
7. It refers to the tools, techniques, and procedures for finding out what learners can do.
 - a. Assessment.
 - b. Evaluation.
 - c. Both.
8. The timing of assessment will be determined by the _____.
 - a. Purpose.
 - b. Level of proficiency.
 - c. Age.
9. Diagnostic assessment to determine strengths and weaknesses may be carried at the _____.
 - a. Beginning of the learning process.
 - b. End of the learning process.
 - c. Beginning of or during the learning process.

10. Providing learners with a record of their achievement will happen at the end of the learning process. This is known as _____.
- a. Formative assessment.
 - b. Summative assessment.
 - c. Diagnostic assessment.

[Answer Key](#)

[Content](#)

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[Answer Key](#)

[Bibliographic References](#)

[Study Resources](#)



Week 11



Unidad 5. Techniques for teaching children

5.1. Teaching listening



Fuente: [Enlace web](#)

Teaching listening to young learners is not easy but is extremely important because it is a receptive skill which represents the main source of input for acquiring a new language. Nunan (2011, p. 48) states that “listening provides learners with models that they can follow when the time comes for them to speak”. Then the importance of applying effective strategies that help young learners to learn the language by developing the listening skill in an appropriate way.

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Nunan presents different activities to be used in the classroom which provide positive results. Among those activities we have the following:

Activities involving physical actions

Stories

Songs and rhymes

Fuente: Elaboración propia

To know details about each one of these activities, it is necessary to read the information provided in your textbook.

As you just read, one of the activities mentioned in the textbook is listening to and retelling stories. It is really important for students to be exposed to stories and storytelling because they are fundamental to early learning. But, as Nunan states, simply reading a story aloud to the students is not enough since it is necessary to involve them as much as possible in the story. Then how can teachers make it possible? Well, there are some suggestions involving learners in a story-based lesson. Please select one from the list and write it down.

To have a clear idea about the use of activities that involve physical actions, I invite you to watch the following video which is focused on TPR.

[Total Physical Response \(TPR\) - Teacher Training film no. 8](#)

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Now that you have finished watching the video, it is important to give your opinion about it. Please use the following space to do it:

An additional activity that can help young learners to improve the listening activity is listen and repeat. Scott and Ytreberg (1990) states that the activities that involve learners to listen and repeat provide them the opportunity to practice with sounds, stress, rhyme and the intonation which are parts of the language. Then the idea of using story refrains can help to reach this goal. A good example of it is the following:

[Michael Rosen performs We're Going on a Bear Hunt](#)

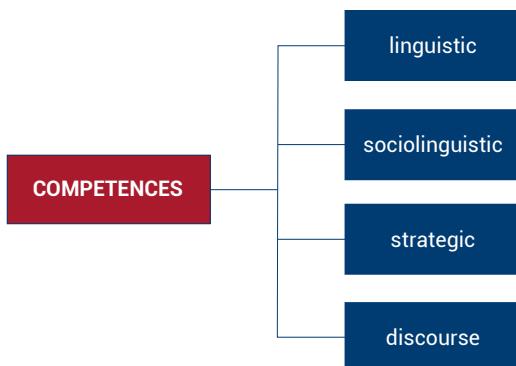
What do you think about this story refrain? How would you use it in the class with your students?

5.2. Teaching speaking



Fuente: [Enlace web](#)

To communicate in the target language is not an easy thing since as Nunan (2011) states, it involves mastering the following four types of competences:



Fuente: Elaboración propia

All these competences will help students to become fluent conversationalists but mastering them will take a long time. For this reason, it is important to consider different aspects to teach speaking to young learners effectively in order to provide them with a strong background which will help them to succeed in the future. To reach this purpose Nunan suggests the disguised drills and dictogloss techniques as well as the use of songs and rhymes. To know more about these techniques, let's read information in the textbook.

Did you finish reading? Excellent! So now you are ready to answer the following question: What does dictogloss involve?

Now let's focus on another type of activity which will help students to improve their speaking skill by clicking on the following link:

[Using puppets to get children talking in English](#)

As you watched in the video, the use of puppets can be a great resource for making young learners speak while having fun. What

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do you think about it? How would you use puppets to make your students speak?



Actividades de aprendizaje recomendadas

Create a lesson plan that focuses on the improvement of both skills "listening and speaking.



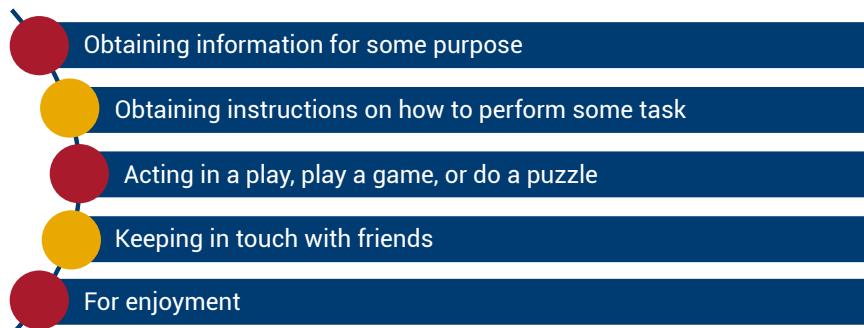
Week 12

5.3. Teaching reading



Fuente: [Enlace web](#)

Nunan (2011) claims that reading, which is considered a literacy skill, is an unnatural act since all people learn to listen or speak in their native language but not everyone learns to read. Then why is it important to read? The author provides the following reasons:



Fuente: Elaboración propia

This chart demonstrates that through reading students get a lot advantages not only in Spanish but in English; then the importance of teaching to read children in the foreign language applying the most relevant techniques that help to obtain the desired results.

Nunan proposes the following activities:

- Word games
- Phonics
- Readers and storybooks

To know details about each one of these activities, it is necessary to read the information provided in your textbook.

Did you finish reading? Great! So now you can complete the following chart by providing clear examples:

Word games

Phonics

Readers and storybooks



Fuente: Elaboración propia

To have more ideas about additional strategies for teaching reading to young learners, I suggest that you watch the following video.

[Strategies for Teaching Reading 1: Teaching Reading to Young Learners](#)

Once you have finished watching the video, you are ready to answer the following questions:

- According to the Dr. Ray Mackay, why is it not important to encourage students to read aloud?
- According to the Dr. Ray Mackay, is it necessary to prepare pupils for the content of the text they are going to read?

5.4. Teaching writing



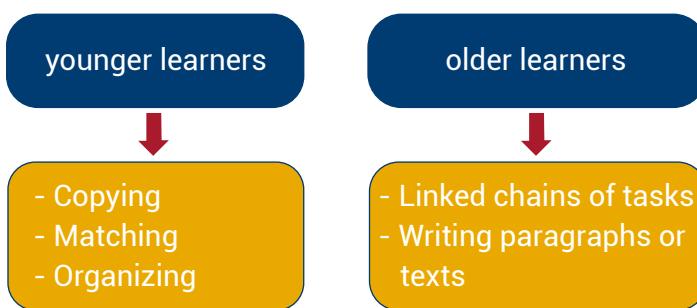
Fuente: [Enlace web](#)

Writing is also considered as an unnatural skill since not all people learn to write. This ability requires a lot of practice over many years (Nunan 2011). But why is it important to be able to write? The author provides the following reasons:



Fuente: Elaboración propia

Working on all of the previously mentioned activities will be possible by developing the writing skill effectively. Therefore, it is important that teachers apply effective strategies that help learners to succeed in this field. Nunan (2011) suggests the following writing tasks:



Fuente: Elaboración propia

To look for clear examples related to these tasks, it is important to read your textbook.

Did you finish reading the information suggested in your textbook? Great! Now, for having additional ideas that can help students to become effective writers, I invite you to check information in the following links:

[Teaching Elementary School Students to Be Effective Writers](#)

[Instructional Strategies for Teaching Writing to Elementary Students](#)

As you read information in the article about teaching elementary schools students to be effective writers, four different strategies are mentioned to make students learn about the writing process. Select one strategy and write it down.

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In the video related to instructional strategies for teaching writing to elementary students, the speaker refers to scaffolding instruction. Why does she mention it?

Another interesting strategy that can be very useful to make students have fun while writing is by creating story books. It can be done by using tools like STORYJUMPER which has been created with this purpose. To know about this tool please click on the following link:

[Story Jumper](#)

Now that you checked the storyjumper tool, what can you tell me about it? How would you use it with your students?



Recommended learning activities

Create a lesson plan that focuses on the improvement of both skills “reading and writing.



Week 13

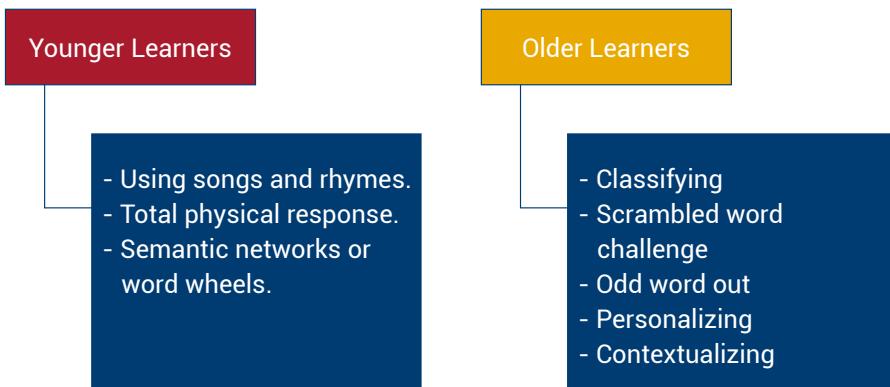
5.5. Teaching vocabulary



Fuente: [Enlace web](#)

Although vocabulary represents the basis for the development of the four main skills, according to Nunan (2011) it is complicated to acquire it. Then when teaching children, we have to keep in mind different issues; for example, should children be expected to learn things in a second language that they have not yet learned to do in their first language? Is it necessary to make learners be aware about the different grammatical functions of a word? To focus on the answer to these questions, it is important to read information in your textbook.

Nunan also provides the following techniques for teaching vocabulary:



Fuente: Elaboración propia

Let's check information in your textbook to know about each of the previously mentioned techniques.

The use of games for teaching vocabulary to children is also another technique that provides excellent results due to the fun that games provide while learning. So, let's play a game by clicking on the following link:

[Games to learn english](#)

Did you enjoy the game? Do you think students will enjoy it? Great!

As you could notice, this game combines words, images and audio which is really important in order for students to associate the meaning of a word along with its correct pronunciation. Now, I would like you to analyze the game and provide a list considering its advantages and disadvantages.

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ADVANTAGES

- _____
- _____
- _____

DISADVANTAGES

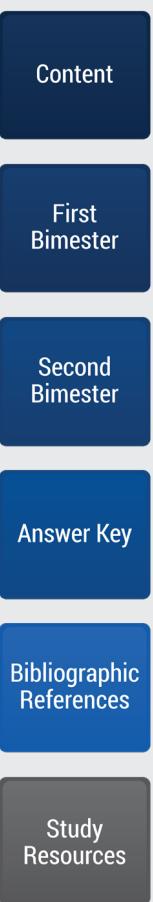
- _____
- _____
- _____

5.6. Teaching grammar



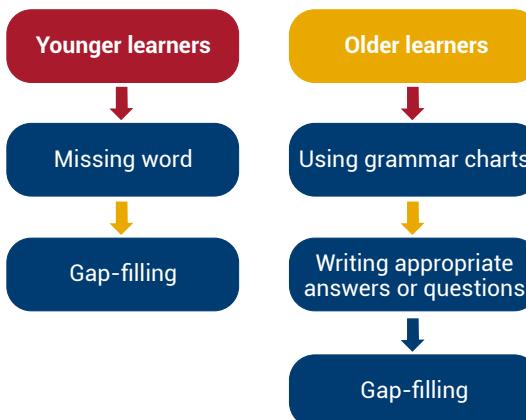
Fuente: [Enlace web](#)

Teaching grammar is challenging specially when working with young learners because it is not motivating for them to focus on rules and all of the issues that this field involves. Thornbury (1999, p. 27 cited by Nunan 2011) suggests the consideration of the following factors when teaching grammar:



Fuente: Elaboración propia.

From the provided list, Nunan has considered the age and level for recommending the following techniques to be applied when working with young learners:



Fuente: Elaboración propia.

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To know details about these activities, it is necessary to check information in your textbook.

Now let's click on the following link to know additional information that will help you as future teachers when teaching grammar to young learners.

[ELT Methods and Practices Unit 3.2: Teaching Grammar to Young Learners](#)

In the link that you have just read, different aspects that future EYL teachers have to keep in mind are mentioned. Based on that information, you are ready to answer the following question: What are the types of "noticing activities"?

The following video shows an example of a class that involves teaching grammar to children. Let's watch it

[Teaching grammar](#)

What do you think about the class? Do you consider appropriate the methodology applied by the teacher?

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5.7. Teaching pronunciation



Fuente: [Enlace web](#)

Pronunciation represents one of the main aspects when learning to speak, that is why, pronunciation and speaking should be taught together (Nunan 2011). Then the author mentions that activities such as songs, poems, and rhymes which are used for improving speaking can also be used for teaching pronunciation.

Hancock (2018) states that “since pronunciation is part of speaking, it is also physical. To pronounce a new language, we need to re-train the muscles we use to speak”. Therefore, he considers that pronunciation is more than listen and repeat. This idea is developed in the following article. Let’s check it!

[Pronunciation in the English language classroom is more than just 'listen and repeat'](#)

Do you agree with Mark Hancock? What do you think about the role of the tongue, lips and jaw in pronunciation?

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Now it is time to focus on activities that can be used in the classroom to make young learners learn pronunciation. Let's do that by checking and analyzing the following activities carried out with this purpose.

Teaching Pronunciation to Young ESL Learners

TPSD Kindergarten, Phonics First

What is your personal opinion about the use of a mirror to teach pronunciation? Interesting, right? And what about the combination of activities used during the whole class in the second video? Well, now let's compare these activities with the ones provided in your textbook.



Recommended learning activities

Design two different activities for teaching young learners, one focused on pronunciation and the other one focused on grammar.

Activity 1

Activity 2

Let's measure your knowledge regarding unit 5 by answering the following questions. Once you have finished, go to the answer key and check your answers.

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Self-assessment 5

1. Listening tasks will vary according to the _____ of the learner.
 - a. Age, developmental stage, and proficiency level.
 - b. Topic, provided time, and proficiency level.
 - c. Developmental stage and the learning style.
2. When working with young beginning learners who need to improve their listening skill, it is better to use activities that involves _____.
 - a. The use of rhymes.
 - b. Listening for gist.
 - c. Making inferences.
3. They are fundamental to early learning. In fact, it is argued that they are fundamental to the human experience.
 - a. Listening to and retelling stories.
 - b. Disguised drills.
 - c. Word games.
4. They require learners to listen and repeat.
 - a. Repetition drills.
 - b. Substitution drills.
 - c. Disguised drills.

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5. They require learner to listen to cue and make changes to an initial model sentence.
 - a. Repetition drills.
 - b. Substitution drills.
 - c. Disguised drills.
6. It activates grammatical knowledge, and engages learners in authentic speaking practice. It is a technique that can be used with older learners.
 - a. Dictogloss.
 - b. Retelling stories.
 - c. The use of Phonics.
7. They are important resources at all of the reading process.
 - a. Word games.
 - b. Storybooks.
 - c. Phonics.
8. Which of the following activities cannot be used with younger, beginning-level writers?
 - a. Copying.
 - b. Matching.
 - c. Writing paragraphs.
9. They are great for developing receptive vocabulary.
 - a. Total Physical Response activities.
 - b. Classifying.
 - c. Contextualizing.

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10. Which of the following techniques cannot be used for teaching grammar to younger learners?
- a. Missing word.
 - b. Gap-filling.
 - c. Answering and asking questions.

Answer Key



Week 14



Unidad 6. Resources and technology support

6.1. Using commercial textbooks and material in EFL classes



Fuente: [Enlace web](#)

There are different resources that help to support learning and it is necessary for teachers to count on them. One of them is commercial textbooks which according to Nunan and Lamb (1996 p. 181 cited by Nunan 2011) "can be an invaluable aid to the classroom teacher, providing structure and support for the inexperienced teacher".

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But how can teachers be sure about using good textbooks? Well, they contain interesting materials and provide a sensible progression of language items showing in a clear way what is supposed to be learned. It can also provide a summary (in some cases) in order to focus on what has been studied so that students can check grammatical and functional aspects that they have been concentrating on (Harmer, 1991).

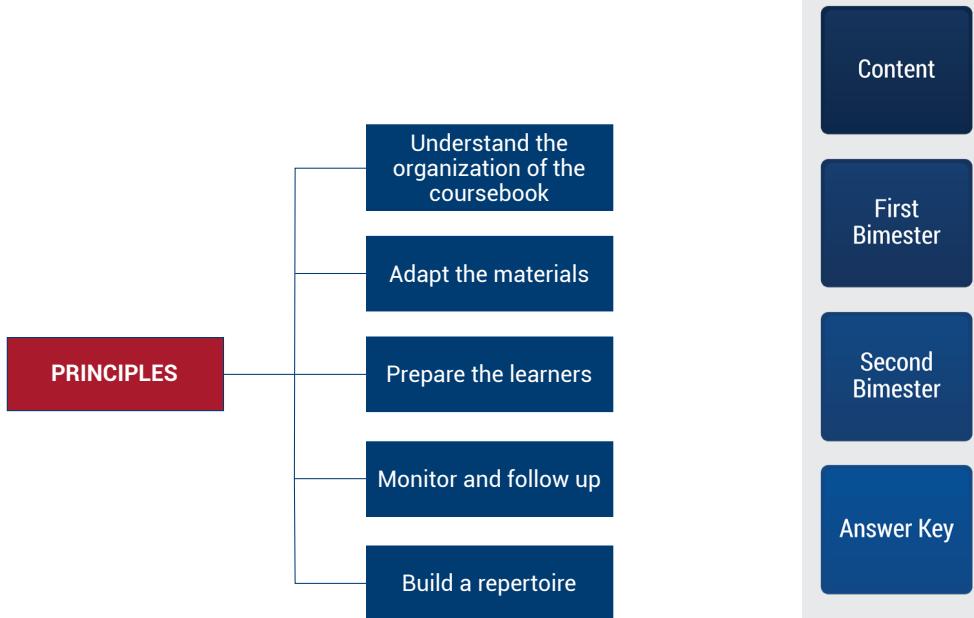
The following link contains samples of different books used to teach English to young learners. Please select one and analyze it by focusing on the two previously mentioned characteristics for being considered as a good textbook.

Young Learners

Did you finish analyzing? Excellent! Now you are ready to complete the following table:

Name of the textbook	Main content	Main characteristics

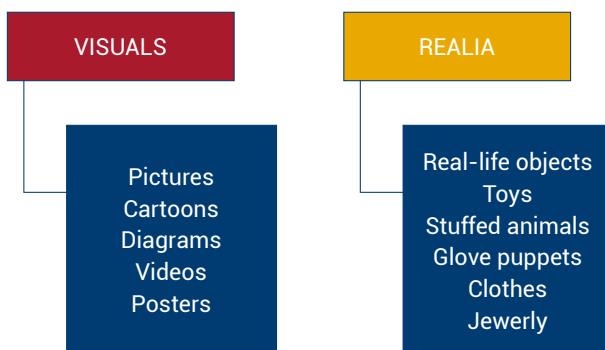
For using commercial textbooks successfully, Graves (2003 cited by Nunan 2011) establishes the following principles:



Fuente: Elaboración propia

6.2. Resources for teaching English to children

Besides the use of commercial textbooks, there is a variety of resources that can be used by teachers to help students in the process of the acquisition of a new language. Among those resources we have the following:



Fuente: Elaboración propia

To know more about the use of visuals, I invite you to visit the following website which provides clear examples of the types of visuals mentioned in the chart.

[Visuals for Kids : Enhancing Communication and Learning](#)

As you read in the article, some tips for selecting visual material for kids are highlighted. Can you mention four of them?

1. _____
2. _____
3. _____
4. _____

In order to have a clear idea about the use of realia, let's check the following video of a class where it is clearly used.

[Using realia in the classroom](#)

Did you finish watching the video? Great! So, can you mention four examples of realia that the teacher used in the class?

1. _____
2. _____
3. _____
4. _____

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Recommended learning activities

The following link contains resources and support services for future educators. So analyze it and make a summary of the most important information:

[RESOURCE GUIDE & EXPERT ADVICE FOR TEACHERS](#)



Week 15

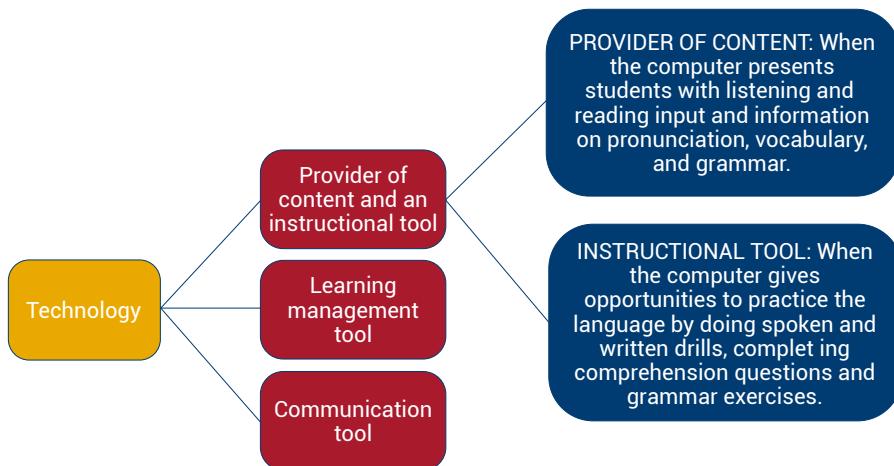
6.3. Technology support for teaching English to children



Fuente: [Enlace web](#)

The use of technology in EFL classrooms provides great advantages specially when working with children because it allows teachers to design unique learning environments that support students' learning.

Nunan (2011 p. 212) states that in the educational field, technology has the three following functions:



Fuente: Elaboración propia

There are lots of benefits that young learners receive through the use of technology, the following article mentions some of them. So, let's start reading them carefully.

Top 6 benefits of using technology in the classroom

One of the benefits mentioned in the article is that technology encourages individual learning. Do you agree? Why?

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To know more about the teaching language process by using technology, I want to share with you a study carried out considering this purpose. So. let's analyze it.

[The Use of Technology in English Language Teaching](#)

Once you have briefly analyzed the suggested study, I want to ask you the following question:

Based on the results obtained, which are the most important recommendations provided by the researchers?

The following link contains a video focused on the use of technology with young learners. Additionally, you will find the tools recommended by the speaker which have been organized considering the type of material that teachers may use in the class.

[Using technology with young learners](#)

What do you think about the tools suggested in the previously mentioned link? Great; Now based on what you have read, please complete the following chart by mentioning the digital tools that can be used for designing the three provided materials.

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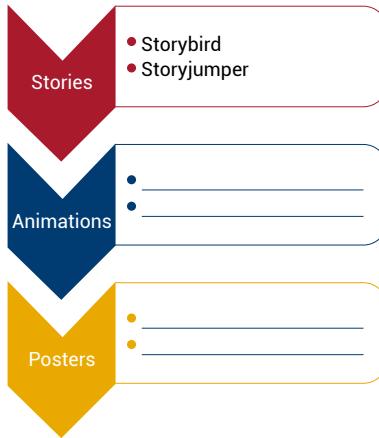
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Fuente: Elaboración propia



Recommended learning activities

1. Check all the apps included in this link [Polished Play](#). Analyze each one of the apps and select the one that can be used with the purpose of helping teachers to design material to make young learners improve their listening skill.
2. Search information about the following tools and write down the purpose of each one of them.

DIGITAL TOOL	PURPOSE
Quizizz	
EDpuzzle	
Canva	
ClassDojo	

It is time to measure your knowledge regarding unit 6 by selecting the most appropriate option. Once you have finished, go to the answer key and check your answers.

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Self-assessment 6

1. They can be an invaluable aid to the classroom teacher, providing structure and support for the inexperienced teacher.
 - a. Commercial textbooks.
 - b. Digital resources.
 - c. Realia.
2. Which of the following is not part of the key elements for using a coursebook?
 - a. Understand how it is organized.
 - b. Build a repertoire.
 - c. Creating guidelines.
3. They can convey a wealth of meaning in an instant.
 - a. Pictures.
 - b. Books.
 - c. Game words.
4. This term is used to refer to objects and artifacts from the world outside the classroom, real-life objects not initially intended for second language teaching.
 - a. Visuals.
 - b. Realia.
 - c. Handouts.

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5. A _____ can provide examples of authentic language use in limited contexts for beginning learners.
 - a. Picture.
 - b. Video.
 - c. Puppet.
6. What is the purpose of the storybird tool?
 - a. Allow students to create their own story.
 - b. Allow teachers to create board activities.
 - c. Allow students to create educational videos.
7. What is the purpose of the Kerpoof tool?
 - a. Creating digital posters.
 - b. Recording videos.
 - c. Recording dialogues.
8. Which of the following tools can be used for recording audios?
 - a. Sketchlot.
 - b. Powtoons.
 - c. Audacity.
9. Which of the following tools can be used for assessing students through competition?
 - a. Quizizz.
 - b. Storyjumper.
 - c. Show me.

10. Which of the following digital tools is the most appropriate for making students improve their writing skill?
- a. Storyjumper.
 - b. Puppet pals.
 - c. Jing.

[Answer Key](#)

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[Bibliographic References](#)

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Final midterm activities



Week 16

Reinforce your knowledge by reviewing all the resources provided in each topic. Additionally, it is important to review the self-evaluations included at the end of each unit. All the graded activities will also help you to be prepared for the evaluation.

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4. Answer key

Self-assessment 1	
1	b
2	a
3	c
4	a
5	a
6	c
7	c
8	a
9	b
10	c

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Self-assessment 2	
1	c
2	a
3	a
4	c
5	c
6	a
7	b
8	a
9	a
10	b

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Self-assessment 3	
1	b
2	b
3	a
4	b
5	b
6	b
7	c
8	b
9	b
10	b

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Self-assessment 4	
1	c
2	b
3	a
4	c
5	a
6	b
7	a
8	a
9	c
10	b

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Self-assessment 5	
1	a
2	a
3	a
4	a
5	b
6	a
7	b
8	c
9	a
10	c

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Self-assessment 6	
1	a
2	c
3	a
4	b
5	b
6	a
7	a
8	c
9	a
10	a

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5. Bibliographic References

Goodwyn, A. & Branson, J. (2005). Teaching English: A handbook for primary and secondary school teachers. New York: RoutledgeFalmer.

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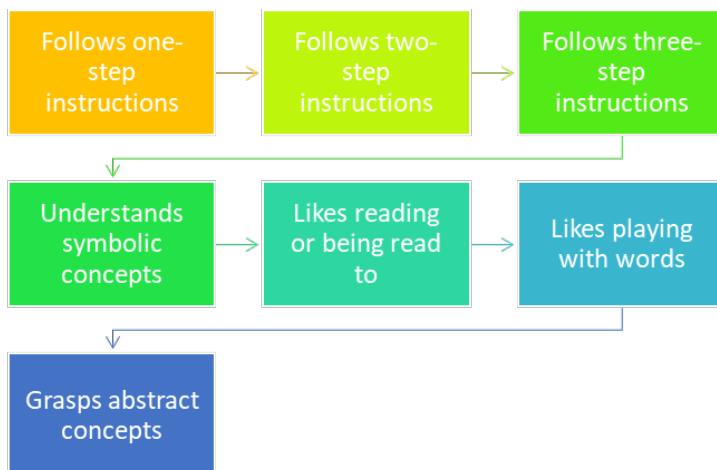


6. Study Resources

Challenges Of Teaching Young Learners

Nunan (2011) identifies cognitive development, motivation, attention, multi-level groups and assessment as challenges of teaching young learners.

Cognitive development: It is important for teachers to consider the developmental stages that learners have to go through when designing tasks and materials. Nunan mentions that it has no sense to introduce formal grammar to learners before the Concrete-operational or to any stage prior to the Formal-operational because it requires learners to focus on rules of language which is not possible at earliest stages of learning. Then in order to select appropriate activities when teaching children at earliest stages, it is important to be aware of the following stages of learning.



Motivation: Nunan states that in formal schooling, motivation decreases for all subjects not just for foreign language learning. It results because of different reasons:

- Lack of establishing clear goals of learning.
- Lack of content that is related to the students' age.
- The effort students are making to master the language is not providing the desired results.
- Foreign language is not important to the immediate learning context of students.

Considering these factors, Nunan (2011, p. 9) sets the following strategies as a solution to maintain motivation:

Strategies

- Make learning goals explicit.
- Select content to which learners can relate.
- Scaffold the learning process.
- Personalize the learning process.
- Encourage group/collaborative learning.
- Provide opportunities for authentic communication.
- Provide evidence of progress.

Attention: Nunan states that children have a limited attention span; therefore, the importance of using different types of activities so that students can keep their interest during the whole class. To deal with this challenge, the author provides the following solutions:

Strategies

Vary activities

Be aware of and understand the value of Total Physical Response

Focus on different learning styles: visual, auditory, auditory, kinesthetic.

Be aware of the physical and mental difficulties of individual learners.

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Multi-level groups: According to Nunan, having more than one student in the class means having diversity and diversity not only refers to levels of language proficiency because it also includes students' native language, personality, aptitude, attitude, motivation, learning styles, cognitive style, learning opportunities outside of the classroom, etc. To deal with diversity the Nunan (2011, p.11) suggests the following strategies:

Strategies

- Think beyond proficiency
- Modify tasks so that they can be done with learners at different levels of proficiency.
- Cater to differences in learning and cognitive style.
- Exploit the diversity of your learners by personalizing the learning process.

Assessment: The author states that learners are assessed considering different purposes which involve diagnosing weaknesses and strengths, providing a certification, etc. However, the most important purpose for the author is assessment for learning which must be considered as an integral part of the learning process. He considers that "all teaching tasks can be turned into in-class assessment tools, with the addition of two elements: criteria for judging the task and some kind of feedback mechanism for students." (p. 12)

Guide Content