Vicerrectorado de Modalidad Abierta y a Distancia

Itinerario I: Methodology for Teaching English to Children

Didactic guide

UTPL

Facultad Ciencias Sociales, Educación y Humanidades

Itinerario I: Methodology for Teaching English to Children

Didactic guide

Carrera	PAO Nivel
Pedagogía de los Idiomas Nacionales y Extranjeros	V

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Itinerario I: Methodology for Teaching English to Children

Guía didáctica

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1.1 Subject presentation

1.2 UTPL generic competencies

- Communication in the English language.
- Ethical behavior, organization, and time planning.

1.3 Program specific competencies

- To apply pedagogical models, employ innovative methodologies, and integrate knowledge for teaching English as a foreign language in an interdisciplinary, practical, and systematic manner. This involves the integration of psychopedagogical, didactic, and curricular knowledge with a strong ethical and professional sense.
- To manage learning through the creation of environments, planning, the use of methodologies, assessment, and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, promoting the development of critical, reflective, creative, and experiential thinking in relation to personal development and its context.

1.4 Issues addressed in the course

- Limited systemic mastery of epistemology and pedagogy from philosophical and historical derivation.
- Limited methodological and didactic knowledge, as well as scarce development of critical and reflective thinking.

2. Learning Methodology

The study of this subject will be carried out 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.

To apply this knowledge, students will need to employ various strategies such as debates and discussions focused on issues related to teaching young learners. Additionally, they will design activities and create teaching materials to be used in simulated scenarios, preparing them for real-world classroom settings. Technology will also play a crucial role, as students must select the most effective digital tools to incorporate into their lesson plans, facilitating the development of all English language skills in children.

The evaluation process will be based on the following three main components: teaching, application, and experimentation of learning, as well as autonomous work. Teaching will be carried out through teacher-student interaction using video collaboration, chat, and forum activities. The 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.

The academic resources to be used during the study of each 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 step to be followed for carrying out all the established activities. The virtual guide contains six units 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 to pass the subject.

Studying in a distance learning mode demands a high level of responsibility, discipline, and effort from students. Therefore, it is essential to establish daily study routines to effectively complete the assigned tasks. Additionally, students should use various communication tools such as phone calls, e-mail, and tutorial chat platforms to stay in contact with the tutor and address any questions or concerns.

3. Didactic guidelines by learning outcomes

First bimester

Learning outcome 1:

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

This learning outcome focuses on making students able to apply theoretical, methodological, and practical approaches in teaching English as a foreign language to children. They will gain an understanding of the characteristics of the child as a learner, enabling them to identify the main challenges and propose effective solutions. Furthermore, students will be able to analyze how age influences the acquisition of a second language and they will develop pedagogical strategies adapted to different stages of child development. They will also be able to create an effective environment for students, managing learning anxiety and encouraging active participation from parents in the educational process, thus strengthening the collaboration between school and home.

Contents, resources, and recommended learning activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

Unit 1. The child as a Learner

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

1.1 Characteristics of the Child as a Learner

Note. Taken from Teacher helping students with their written work [Photography], by Pressphoto, w. d., freepik, CC BY 2.0

To succeed in teaching, it is important to have a general framework about the learners we will teach. The age of learners is a critical factor to consider because there is a huge difference between teaching children and adults.

For this reason, it is necessary to know about the characteristics of our learners which in this case are children. This knowledge will guide teachers to prepare an appropriate learning environment and 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 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 of these two types of learners? To answer this question, I invite you to analyze the information provided by Pinter which has been included in the following table:

Table 1
Characteristics of younger and older learners

YOUNGER LEARNERS	OLDER LEARNERS
• Children in this group are usually in preschool or the first few years of elementary school. • They tend to have a holistic approach to language, meaning they understand the overall meaning of messages but are not yet able to analyze language details. • They are beginning to develop an awareness of themselves as learners, recognizing their language-learning process gradually. • Their reading and writing abilities are still limited, even in their first language. • Generally, these children are more focused on themselves than on others. • They have a limited understanding of the world around them. • They enjoy activities involving fantasy, imagination, and movement, which align with their interests and energy levels.	• These children are well-adjusted to the school environment and feel comfortable with its routines. • They are developing an interest in analyzing language, beginning to view it as an abstract system with rules and patterns. • Although their self-awareness and understanding of their learning process are still evolving, they are gradually becoming more reflective learners. • Their reading and writing abilities are well-developed, allowing them to handle more complex texts. • They are increasingly aware of others' perspectives and can consider viewpoints beyond their own. • Their understanding of the world around them expands, as they become more curious about broader topics. • They are beginning to take an interest in real-world issues, showing curiosity about matters that affect their community and society.

Note. Adapted from Who are Young Learners? (p. 2), by Nunan, D., 2011, Anaheim University Press.

Did you analyze the suggested information? Great! 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 a relation with the information stated by Pinter in the table you just read.

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 document titled "Teaching English to Children", so please read Unit 1.

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

One key characteristic identified by these authors for children aged five to seven is their ability to recount experiences or stories they've heard. Do you agree with this observation? If not, please share your reasons.

The knowledge you've gained so far will support you in understanding your learners better. By recognizing their unique characteristics, you'll be able to select the most effective strategies to maximize learning outcomes.
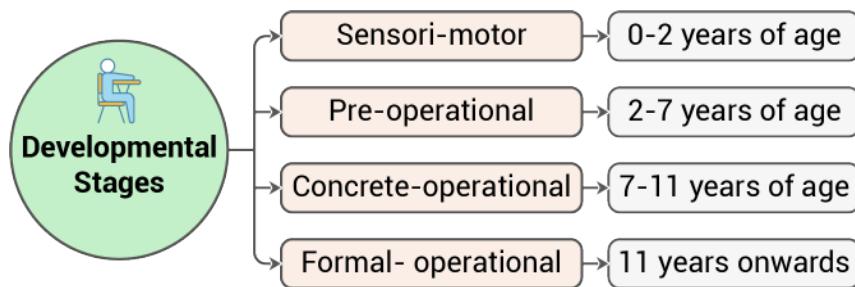
1.2 Developmental Stages

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

Jean Piaget identified the following developmental stages in children:

Figure 1

Developmental stages
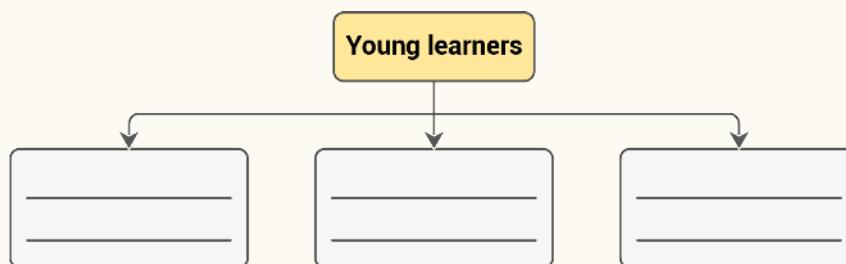
Note. Adapted from Through what developmental stages do young learners pass, and what are the implications of these developmental stages for instruction? (p. 4), by Nunan, D., 2011, Anaheim University Press.

These stages encompass children's social, psychological, and intellectual development. To gain a general understanding of each stage, I encourage you to watch the following video: Piaget's Stages of Development. For a more detailed exploration of each stage, please check the following information: What Are piaget's Stages of Development and How Are They Used?

Dear student, now, I invite you to do the following activities:

Recommended Learning Activities

1. After watching the video TEYL - Characteristics of Young Learners, complete the following chart by using the most relevant aspects mentioned in the video.

Note. Pinza, E., 2023.

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2. 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:

Complete

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

Note. Pinza, E., 2023.

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

Note: Please complete the activities in a notebook or Word document.

Contents, resources, and recommended learning activities

Week 2

Unit 1. The child as a Learner

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 represents a challenge for teachers when teaching children, let's check the information provided in the [Annex 1. Challenges Of Teaching Young Learners](.).

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

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 learn a second language?

  Note: Please complete the activity in a notebook or Word document.

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?](.)
- [Best age to learn a second language | When to learn English](.)

As you watched in the videos, referring to second language acquisition involves referring to the critical period hypothesis (CPH). Concerning 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, and the two hemispheres of the brain become much more independent of one another".
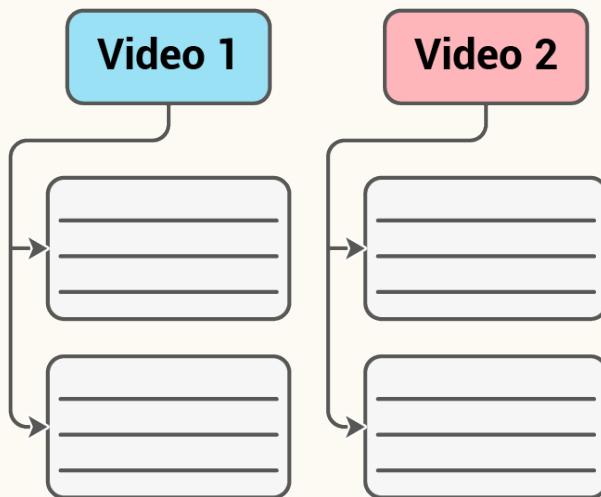
Although there is evidence supporting the critical period hypothesis when learning a second language, studies also support that "younger does not necessarily mean better" (Nunan 2011, p.24). What do you think about it? Do you have any experience related to it?

Recommended Learning Activities

It is time to apply your knowledge through the activities below:

1. After watching the videos: <u>What's The Best Age To Learn A Second Language?</u> and <u>Best age to learn a second language | When to learn English</u> now let's use the information of both videos to compare them. Now complete the following figure.

Note. Pinza, E., 2023.

2. 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?

Note: Please complete the activities in a notebook or Word document.

3. It's time to measure your knowledge of Unit 1 by answering the following self-assessment.

Self-assessment 1

1. For Nunan, the term "young learners" refers 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

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:

    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.

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

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

[Answer key]

Contents, resources, and recommended learning activities

Week 3

Unit 2. Affective domain and parental control

Note. Taken from Tutor with a little girl studying at home [Photography], by prostooleh, w. d., freepik, CC BY 2.0

2.1 Affective domain

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

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 TEDx University of Nevada](#)

Did you finish watching the video? Very good! So, as the speaker 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 to strengthen their positive attitudes and help them to overcome difficult situations. To know more about the teaching strategies to work on emotional learning, I invite you to visit the following website: [Social-Emotional Teaching Strategies](#)

Recommended learning activities

Let's continue learning by participating in the activities described below:

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

Activity Focused on Emotional Learning

STRATEGY	EXAMPLE
1. _____ 2. _____ 3. _____	

2. Let's complete the following table taking into account the information from both videos that I visualized in topic 2.1.

Information From Videos

The importance of emotional learning in childhood

Teaching strategies to focus on emotional learning

Note: Please complete the activities in a notebook or Word document.

Did you complete the activities? Great! Being mindful of these key aspects will equip you, as future teachers, to manage students' emotions effectively. This is especially important when working with beginners in language learning, who need encouragement to enjoy and engage in the process.

Contents, resources, and recommended learning activities

Week 4

Unit 2. Affective domain and parental control

2.2 Motivation

As 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."

Dear student, I invite you to review the following didactic module on motivation to deepen your knowledge.

Motivation

As shown in the didactic module, Nunan has outlined various strategies to enhance students' motivation in the classroom. These strategies offer practical ways to create a more engaging and supportive learning environment. Let's take a closer look at the following chart to understand what each strategy involves:

Table 2
Strategies that help learners increase their motivation

STRATEGIES	
Make goals explicit to learners:	This strategy involves clearly communicating learning goals to students. When they know what they're expected to achieve, they're more likely to stay focused and engaged.
Select content to which learners can relate:	Choosing materials that connect students' lives and experiences outside of school makes learning feel more relevant, strengthening understanding and motivation.
Scaffold the learning process:	Scaffolding provides structured support to guide students through new content. Examples include pre-teaching vocabulary or using visuals, which help make learning easier and clearer.
Provide opportunities for personalization:	Allowing students to bring in their own ideas and emotions makes lessons more interesting to them, as they feel personally connected to the content.
Encourage group cohesion:	Creating activities that build teamwork, and a sense of community can make students feel supported and motivated in their learning.
Provide opportunities for genuine communication:	Giving students real chances to communicate in class helps them see the practical value of language learning, increasing their motivation.
Provide learners with evidence of progress for their efforts:	Regularly showing students their progress, such as through vocabulary lists or checklists, keeps them motivated by demonstrating their improvement.

Note. Adapted from Strategies for Enhancing Motivation (p. 117), by Nunan, D., 2011, Anaheim University Press.

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.

Now that you've watched the video, you have a better understanding of how anxiety can impact students in their English learning process. Let's explore specific strategies that can help ease students' anxiety and create a more comfortable learning environment.

Figure 2
Strategies for decreasing anxiety

Note. Adapted from Strategies for dealing with student anxiety (p. 182), by Nunan, D., 2011, Anaheim University Press.

Please refer to the following chart to learn more about each strategy:

Table 3
Strategies for dealing with student anxiety

STRATEGIES	
Lengthening wait time:	Allowing for a longer pause after posing a question can give students more time to think and feel prepared to respond. However, it's important to be mindful, as overly long silences may increase anxiety rather than reduce it.
Improving questioning techniques:	Providing students with time to write down their answers before responding aloud can ease pressure and help them feel more confident when participating.
Accepting a variety of answers:	Encouraging students to understand that multiple responses are acceptable, rather than looking for one "correct" answer, can lead to more active participation and reduce fear of making mistakes.
Peer support and group work:	Giving students the opportunity to discuss their answers with peers before sharing them with the class acts as a "rehearsal," which can make them feel more comfortable about speaking up.
Focus on content:	Encouraging students to concentrate on the message they want to communicate rather than on grammatical accuracy can reduce anxiety, as they aren't worried about errors being corrected in front of classmates.
Establishing good relationships:	A positive and supportive teacher-student relationship can significantly improve the emotional atmosphere in the classroom, making students feel more secure and less anxious.

Note. Adapted from Strategies for dealing with student anxiety (p. 182), by Nunan, D., 2011, Anaheim University Press.

Recommended learning activity

Let's continue learning by participating in the activity described below:

After reviewing the information about motivation, you can complete the following table by providing a clear example of one of the strategies mentioned above.

Activity focused on motivation

STRATEGY	EXAMPLE

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.

Note: Please complete the activity in a notebook or Word document.

Contents, resources, and recommended learning activities

📅 **Week 5**

Unit 2. Affective domain and parental control

2.4 Working With Parents

Parents have a significant impact on their children's education. As Nunan (2011, p. 185) explains, "Even though they may not be physically present in the classroom, parents can have a powerful influence on their children's learning." Given this influence, which may be positive or negative, Nunan emphasizes the value of getting to know parents. This relationship helps teachers understand parents' attitudes and beliefs, as some prefer to be actively involved in educational decisions, while others feel more comfortable entrusting these decisions to the teacher.

Working with parents can be challenging, but it is essential for effectively supporting children's learning. For this reason, building a strong partnership with parents is crucial for teachers aiming to foster student success.

> 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 of the positive results she got when reaching out to parents.

Now, let's review the page [Parent Teacher Communication: Dos and Don'ts](#), to learn about some techniques for building a solid parent-teacher relationship.

After reviewing the techniques discussed earlier, you can now compare them with the recommendations provided by Brewster et al. (1992, pp. 267–268), as cited by Nunan (2011), which emphasize strategies for fostering effective collaboration with parents.

- Arrive early, about ten minutes before class to greet parents and be available to address any questions.
- Create a communication system between teachers and parents, such as using a notebook to exchange messages.
- Regularly share updates with parents through letters, information sheets, term reports, meetings, or other means.
- Set up a suggestion box where parents can leave their questions or feedback.
- Keep parents informed by explaining classroom activities and their purpose, fostering mutual respect.
- Incorporate review sessions into lessons to help children reflect on their learning and explain it to their parents.
- Address and clarify common misunderstandings or rigid beliefs by providing clear explanations.
- Encourage parents to visit the classroom to view their children's work.
- Offer guidance on how parents can support their child's learning at home. This might include asking their child about English lessons, reviewing English books, singing songs, repeating rhymes, or showing interest in materials the child has created. Praise children often to boost their confidence and pride in their learning.

- Arrange special events and invite parents to participate.
- Share your knowledge and teaching methods with parents to enhance their understanding.
- Actively listen to parents' perspectives, consult with them, and welcome their input.
- Be honest about your feelings to encourage openness from parents as well.
- Ask questions and be prepared to address any inquiries from parents.

Another important factor to consider is the diversity in the living circumstances of each child in the classroom. Teachers must understand students' home environments to tailor their teaching methods to better suit individual needs and contexts (Linse, 2005, as cited in Nunan, 2011). But how can teachers achieve this? Linse suggests that closely observing students' drawings can provide valuable insights. Let's explore the drawing prompts and tasks proposed by Linse that can help uncover more about students and their families.

Table 4
Prompts and tasks

Task	Prompts
Getting Ready for School	Who gets you ready for school in the morning? Draw a picture of yourself getting ready for school. Who helps you or reminds you to get ready?
Food	Who prepares favorite foods for you? Draw a picture of the person who gets food for you. Draw a picture of them preparing the food.
Getting Ready for Bed	Who gets you ready for bed at night? Draw a picture of yourself getting ready for bed. Who helps you or reminds you to get ready?
Feeling Better	Have you ever been sick? Draw a picture of yourself at home when you were sick and a picture of yourself getting better. Who helped you feel better?
Dinner Time	With whom do you eat dinner? Draw a picture of yourself eating dinner at home. Be sure to draw pictures of the people with whom you eat.
Story Time	Who tells you stories? Draw a picture of yourself listening to a story being told or read to you.

Note. Linse, C., 2005.

Recommended learning activity

Let's continue with your participation in the following recommended activity:

It's time to measure your knowledge of Unit 2 by answering the following self-assessment.

Self-assessment 2

1. This term refers to the emotional rather than the intellectual side of language learning.

   a. Self-esteem.
   b. Anxiety.
   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.

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.

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.

   [Answer key]

Learning outcome 2:

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

This learning outcome focuses on the contents studied in unit 3 and aims to equip you with the necessary knowledge to create an optimal learning environment for young learners. This environment will be tailored to the diverse needs of students, ensuring that their educational experiences are meaningful and effective. Additionally, you will learn to design personalized learning environments that consider both the educational context and the specific needs of individual students. This approach will provide an environment that supports both academic and personal development.

Contents, resources, and recommended learning activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.
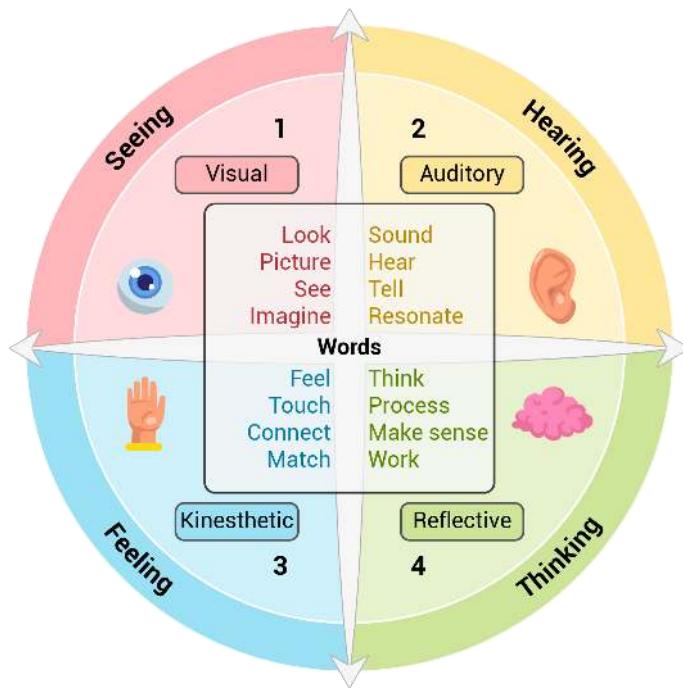
Unit 3. Learning Styles and Strategies

Figure 3
Example of learning styles
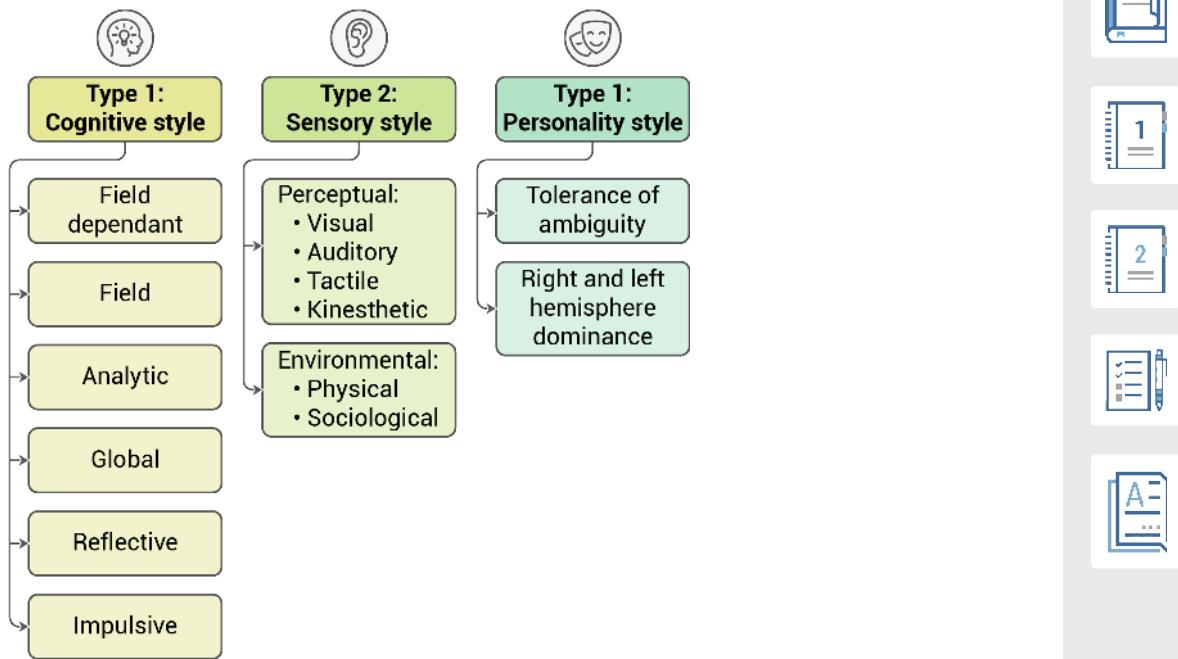
Note. Taken from Four Learning Styles Diagram, Tool used for Life Coaching and in NLP [Illustration], by Artellia, 2015, Shutterstock, CC BY 4.0.

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:

Figure 4

Types of learning styles

Type 1: Cognitive style	Type 2: Sensory style	Type 1: Personality style
Field dependant	Perceptual: • Visual • Auditory • Tactile • Kinesthetic	Tolerance of ambiguity
Field		Right and left hemisphere dominance
Analytic	Environmental: • Physical • Sociological	
Global		
Reflective		
Impulsive		

Note. Adapted from What are learning styles and strategies (p. 117), by Nunan, D., 2011, Anaheim University Press.

To learn about the characteristics of these learning styles, I invite you to read the following information:

Table 5
Types of learning styles

TYPOLOGY	
Type I: Cognitive Style	• **Field Dependent:** Learns more effectively when information is presented within a broader context. These learners typically excel in speaking and fluency in a language. • **Field Independent:** Prefers a structured, step-by-step approach to learning, excelling in tasks that require accuracy. • **Analytic:** Works best independently, at their own pace, and tends to prefer individual tasks. • **Global:** Thrives in group work and collaborative environments. • **Reflective:** Learns most efficiently when given time to think and process new information before responding. • **Impulsive:** Responds quickly and is more willing to take risks, often showing confidence in new situations.
Type II: Sensory Style	**Perceptual** • **Visual:** Prefers to learn through visual aids like diagrams, images, and written texts. • **Auditory:** Learns best by listening to spoken information or discussions. • **Tactile:** Benefits from hands-on experiences or physical interaction with learning materials. • **Kinesthetic:** Learns effectively when movement or physical activity is involved in learning. **Environmental** • **Physical:** Sensitive to the conditions of the learning environment, such as lighting, room temperature, or furniture arrangement. • **Sociological:** Aware of the social dynamics and relationships within the learning environment, which affects their learning experience.
Type III: Personality Style	• **Tolerance of Ambiguity:** Refers to how comfortable a learner is with uncertainty; some learners thrive in situations with multiple possible answers, while others prefer a definite, correct answer.

- **Right and Left Hemisphere Dominance:** Left-brain dominant learners tend to be more analytical, visual, self-sufficient, and reflective in their approach to learning.

- Right-brain dominant learners are more auditory, spontaneous, interactive, and prefer a broader, more holistic approach to learning.

Note. Adapted from What are learning styles and strategies (p. 117), by Nunan, D., 2011, Anaheim University Press.

3.2 What are Learning Strategies?

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

Figure 5

Types of learning strategies

Cognitive	Interpersonal	Linguistic	Affective	Creative
• Classifying • Predicting • Inducting • Taking notes • Concept mapping • Inferencing • Discriminating • Diagramming	• Cooperating • Role-playing	• Conversational patterns • Practicing • Using context • Summarizing • Selective listening • Skimming	• Personalizing • Self-evaluating • Reflective	Brainstorming

Note. Adapted from What are learning styles and strategies (p. 158), by Nunan, D., 2011, Anaheim University Press.

Let's analyze the characteristics of each type of learning strategies by reading the following information:

Table 6
Learning strategies typology

TYPOLOGY	
COGNITIVE STRATEGIES	• **Classifying:** Group similar items together based on shared characteristics. • **Predicting:** Anticipate what will be covered or learned based on the context, such as unit titles and objectives. • **Inducing:** Identify patterns or regularities within the information. • **Taking Notes:** Write down the key information from a text using your own words to summarize the content. • **Concept Mapping:** Organize the main ideas from a text visually, often in the form of a diagram or map. • **Inferencing:** Apply prior knowledge to help understand new concepts or learn something unfamiliar. • **Discriminating:** Identify the distinction between the main idea and supporting details or information. • **Diagramming:** Use information from a text to label or illustrate a diagram.
INTERPERSONAL STRATEGIES	• **Cooperating:** Collaborate with other learners to share ideas and complete tasks. • **Role-Playing:** Act out a scenario or take on a specific role to practice using language in context.
LINGUISTIC STRATEGIES	• **Conversational Patterns:** Use fixed expressions or phrases to initiate and maintain conversations. • **Practicing:** Repeat exercises to reinforce knowledge and skills. • **Using Context:** Use the surrounding context of a word or phrase to infer its meaning, especially for unfamiliar terms. • **Summarizing:** Extract and present the main points of a text in a concise form. • **Selective Listening:** Focus on key information in a conversation without worrying about understanding every word. • **Skimming:** Read quickly to grasp the general idea or overall meaning of a text, such as identifying its type (newspaper article, letter, advertisement, etc.).

AFFECTIVE STRATEGIES	• **Personalizing:** Share personal opinions, feelings, or ideas about a topic. • **Self-Evaluating:** Reflect on your performance in a learning task and rate yourself based on how well you did. • **Reflecting:** Think about your preferred learning methods and how you learn best.
CREATIVE STRATEGY	• **Brainstorming**: Generating a large number of ideas or words in a short time.

Note. Adapted from What are learning styles and strategies (p. 117), by Nunan, D., 2011, Anaheim University Press.

Did you finish reading? Great! So, now you can tell me the type of strategies you prefer to use when learning a language.

3.3 Strategies for Teaching Children
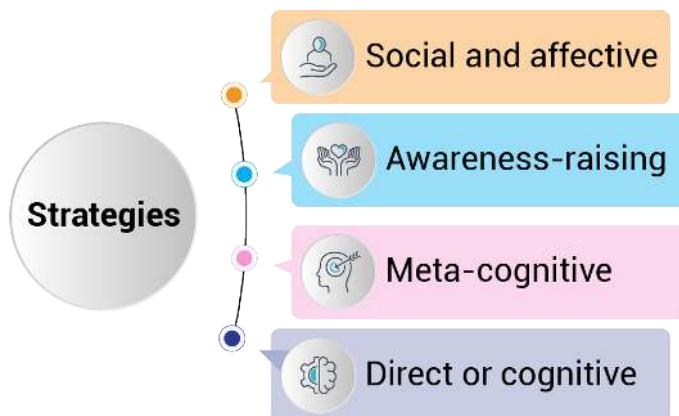
Being a school teacher involves a great responsibility because according to Pinter (2006), it is in school where students are taught how to learn.

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 the classroom. The author establishes the following four general strategy types to be used by even very young learners.

Figure 6
General strategy types

Note. Adapted from Teaching Strategies to Younger Learners (p. 162), by Nunan, D., 2011, Anaheim University Press.

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

Table 7
Rationale

Strategy	Rationale
Social and Affective Strategies:	Aimed at helping learners recognize how their emotions and those of others impact the learning process.
Awareness-Raising Strategies:	Focused on increasing learners' understanding of the nature and process of language learning.
Metacognitive Strategies:	Designed to enhance learners' ability to think critically about their learning by planning, monitoring progress, and evaluating their language learning efforts.
Direct or Cognitive Strategies:	Intended to help learners process and handle linguistic information more efficiently and effectively.

Note. Adapted from Teaching Strategies to Younger Learners (p. 162), by Nunan, D., 2011, Anaheim University Press.

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
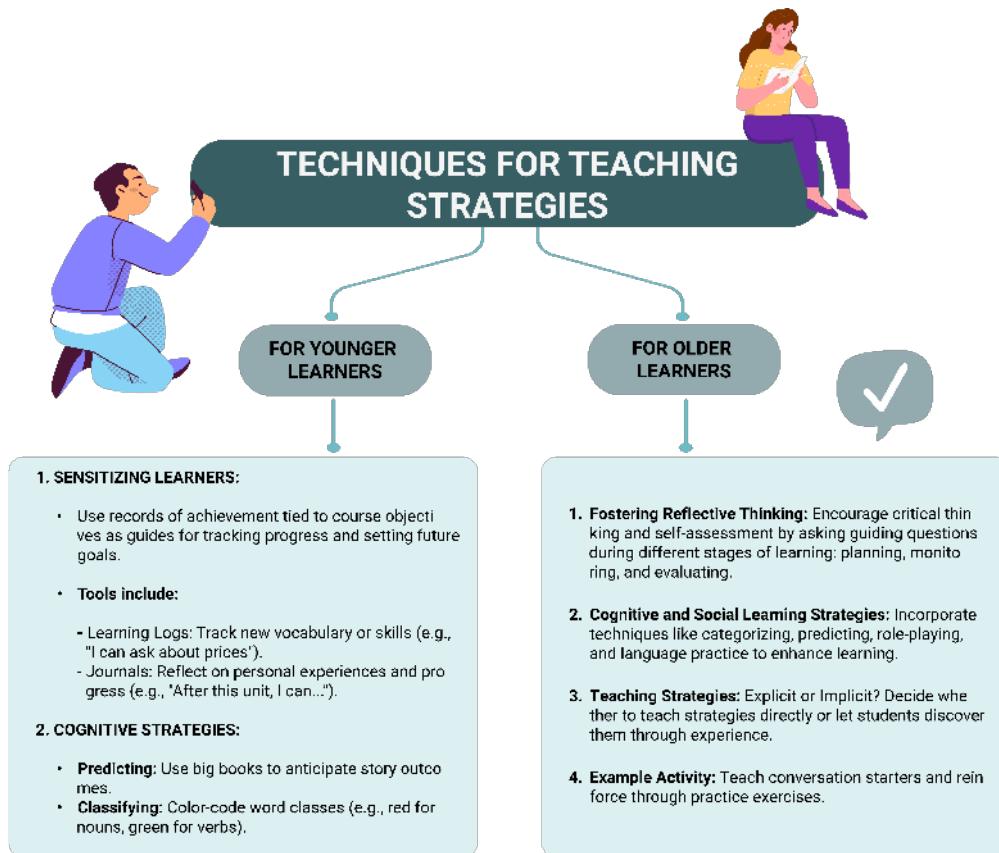
Unit 3. Learning Styles and Strategies

3.4 Techniques for Teaching Strategies

Figure 7
Techniques for teaching strategies.

Note. Adapted from Techniques for Teaching Strategies (p. 164), by Nunan, D., 2011, Anaheim University Press.

Dear student, once you have analyzed the information on the table, I encourage you to look for examples of each technique.

UTPL

3.5 Managing EFL classes for teaching children

According to Nunan (2011, p. 193), "the younger the learner, the shorter the attention span." As a result, he emphasizes that managing children in the classroom is particularly challenging. This highlights the importance of developing strong classroom management skills, which are essential for becoming an effective teacher. But how can we reach this goal? Well, Nunan provides the following suggestions:

- **Creating a positive atmosphere:** A secure and positive classroom environment is essential for learning. Teachers can achieve this by maintaining control, respecting students, accepting mistakes, avoiding competition, setting clear routines, assigning responsibilities, refraining from physical rewards, and allowing students to choose English names. Personalizing the classroom also enhances the atmosphere.
- **Establishing instructional groups:** Organizing group work for young learners requires careful planning of task goals, group sizes, and group changes. Odd-numbered groups are often more effective, and clear transitions between activities, like switching from pair work to individual tasks, help maintain student engagement.
- **Classroom talk:** It plays a vital role in delivering input, offering feedback, and giving instructions, and teachers must decide when to incorporate the students' native language.

Recommended learning activities

It is time to reinforce the knowledge acquired by solving the following activities:

1. Complete the following figure by including clear examples of each previously mentioned suggestions.

Positive atmosphere	Instructional groups	Classroom talk

Note. Pinza, E., 2023.

Was it easy to complete this activity? Excellent!

2. 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!

3. It is time to measure your knowledge regarding unit 3 by answering the following self-assessment.

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.

   a. Learning styles.
   b. Learning strategies.
   c. Learning procedures.

6. Which of the following strategies corresponds to the COGNITIVE TYPOLOGY?

   a. Role-playing.
   b. Inferencing.
   c. Personalizing.

7. Which of the following strategies corresponds to the CREATIVE TYPOLOGY?

   a. Skimming.
   b. Reflecting.
   c. Brainstorming.

8. This strategy involves sharing ideas and learning with other students.

   a. Discriminating.

b. Cooperating.

c. Inducing.

9. This strategy involves pretending to be somebody else and using the language for the situation you are in.

a. Selective listening.

b. Role-playing.

c. Conversational patterns.

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

Learning outcomes 1 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.

Contents, resources, and recommended learning activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

Week 8

Final Midterm Activities

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.

Second bimester

Learning outcome 3:

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

This learning outcome focuses on effectively adopting and adapting teaching resources for the development of English language skills, especially in the area of teaching children. They will learn to strategically plan the teaching of English to children, apply specific pedagogical techniques for this audience, and take advantage of resources and technological support in innovative and effective ways.

Contents, resources, and recommended learning activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

Unit 4. Planning for Teaching English to Children
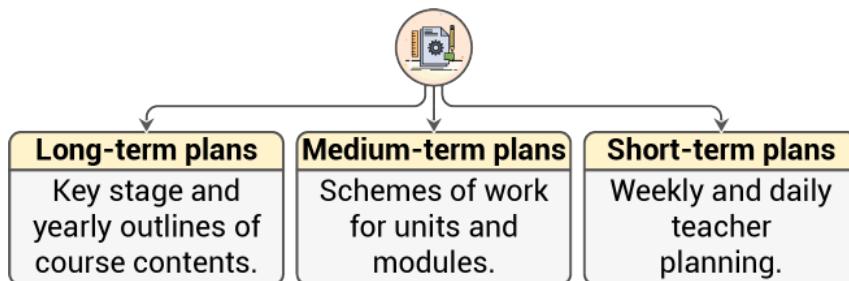
Note. Taken from A happy teacher listening to her students [Photography], by Pressphoto, w. d., freepik, CC BY 2.0

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 types of information are 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:

Figure 8
Stages of planning

Long-term plans	Medium-term plans	Short-term plans
Key stage and yearly outlines of course contents.	Schemes of work for units and modules.	Weekly and daily teacher planning.

Note. Adapted from Planning Teaching and Learning in English (p. 31), by Branson, J, 2005, Routledge.

To learn more details about each stage of planning, please review the document titled "Teaching English" and focus on the topic of planning teaching and learning in 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! Now, can you tell me why it is important to plan our lessons?

Note: Please complete the question in a notebook or Word document.

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.

Let's consider the following video about the elements of a good lesson plan.

Recommended learning activities

Dear student, let's continue learning by participating in the activities described below:

1. Analyze the formats and examples of lesson plans provided in ESL Kid Stuff. Take notes of the elements presented in these formats.
2. Now let's compare this information of video Elements of a good lesson plan 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?

3. 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:

Elements of a lesson plan

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

Note. Pinza, E., 2023.

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

Note: Please complete the activities in a notebook or Word document.

Week 10

Unit 4. Planning for Teaching English to Children

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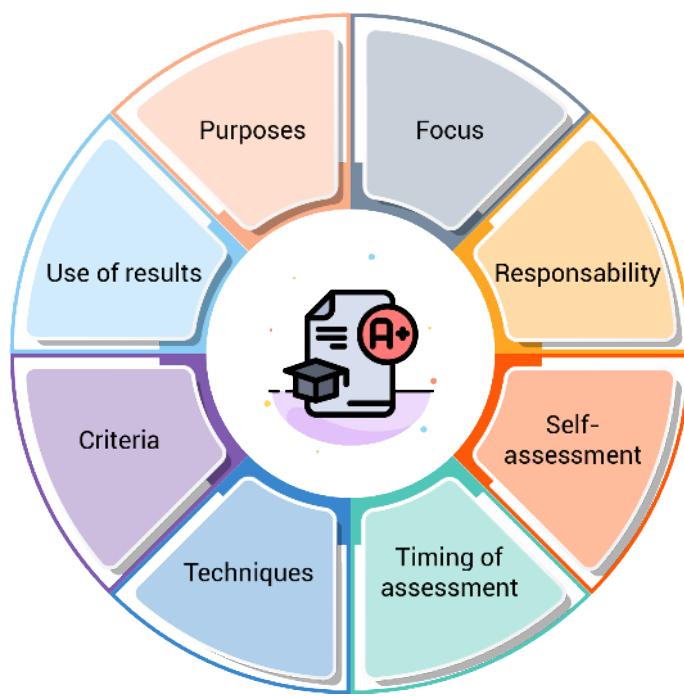
Assessment plays a very important role in the language learning process as "it refers to the tools, techniques, and procedures for finding out what learners can do" (Nunan, 2011 p. 217).

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

Figure 9

Aspects to be considered when assessing children's language learning

Now let's check the following information provided by Nunan (2011) to know about each aspect.

Table 8
Explanation about the aspects to be considered when assessing children's language learning

Purpose of Assessment	Assessment serves several purposes in education, including placing learners into appropriate groups, providing feedback, diagnosing strengths and weaknesses, and supporting accountability to institutions. It also encourages learners to take responsibility for their learning and provides records of achievement.
Focus of Assessment	The focus of assessment should align with what has been taught, ensuring that it reflects broader competencies like communication rather than just isolated skills like grammar. This helps ensure that the assessment is meaningful and reflects the full scope of the learning objectives.
Responsibility for Assessment	Assessment can be carried out by teachers, schools, educational authorities, or through self-assessment.
Self-assessment	It is particularly important as it encourages students to take responsibility for their learning, promoting independence and a better awareness of their progress and capabilities.
Timing of Assessment	It depends on its purpose. Placement and diagnostic assessments are conducted at the beginning, formative assessments provide ongoing feedback during the learning process, and summative assessments at the end measure overall achievement.
Assessment Techniques	Various techniques can be used to assess learners, with some being more appropriate for younger learners. For example, observation and informal discussions are effective for younger students, while older learners can handle more formal methods like self-reflection or teacher-constructed tests.
Criteria	The criteria for assessment should define what aspects of performance are being judged, such as accuracy, fluency, or complexity. These criteria should be linked to observable behaviors to provide clear and actionable feedback.

Use of Results	The results of assessments are used differently depending on their purpose. For feedback purposes, teachers might have individual discussions with learners, while for summative purposes, such as promotion or certification, written reports are often provided.

Note. Adapted from Assessment (p. 218), by Nunan, D., 2011, Anaheim University Press.

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?
_____	_____
_____	_____
_____	_____
_____	_____

Note. Pinza, E., 2023.

Note: please complete the activity in a notebook or Word document.

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?

Note: Please complete the question in a notebook or Word document.

4.4 Creating Learning Environments for Teaching Children

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: [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 they expect 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.

Note: Please complete the activity in a notebook or Word document.

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](#)

The article explains that a positive learning environment comes from caring and supportive relationships. This means it is important for teachers to take care of themselves so they can handle their emotions and reactions well. When teachers do this, they can better support their students and make them feel safe and secure. What do you think are the most important ideas from this article?

Note: please complete the activity in a notebook or Word document.

Recommended learning activities

Dear student, it is time to apply your knowledge through the following activities:

1. Explore various assessment techniques to identify those unsuitable for young learners. Focus on selecting age-appropriate and engaging approaches that align with their developmental needs.

Note: please complete the activity in a notebook or Word document.

2. Now, it is time to measure your knowledge regarding unit 4 by answering the following self-assessment.

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.

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

Contents, resources, and recommended learning activities

Week 11

Unit 5. Techniques for Teaching Children

5.1 Teaching Listening

Note. Taken from Picture of a teenager listening to music by using headphones [Photography], by Freepik, w. d., freepik, CC BY 2.0

Teaching listening to young learners can be challenging but is crucial, as it is a key receptive skill and the primary source of input for acquiring a new language. Nunan (2011, p. 48) states that "listening provides learners with

UTPL

models that they can follow when the time comes for them to speak". Then the importance of applying effective strategies that help young learners learn the language by appropriately developing the listening skill.

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

Figure 10
Listening activities.

Note. Adapted from Teaching Listening to Young Learners (p. 51), by Nunan, D., 2011, Anaheim University Press.

The following information provided by Nunan (2011, p. 55) explains the purpose of each activity:

- **TPR:** Focuses on listening and physical actions using commands and games like Simon Says.
- **Stories:** Engage learners with drawings, puppets, and predicting events in repetitive, familiar stories like Goldilocks.

- **Songs and Rhymes:** Songs like The Itsy-Bitsy Spider reinforce vocabulary through rhythm, repetition, and actions.

As you just read, one of the activities is listening to and retelling stories. Students need 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 such as making children draw characters or scenes from the story, telling students a story using puppets, and making them sequence pictures from a story, arranging them in the correct order, or predicting the sequence before hearing the story.

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](#)

Now that you have finished watching the video, it is important to give your opinion about it. Please use your notebook or a Word document.

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?

Note: Please complete the activity in a notebook or Word document.
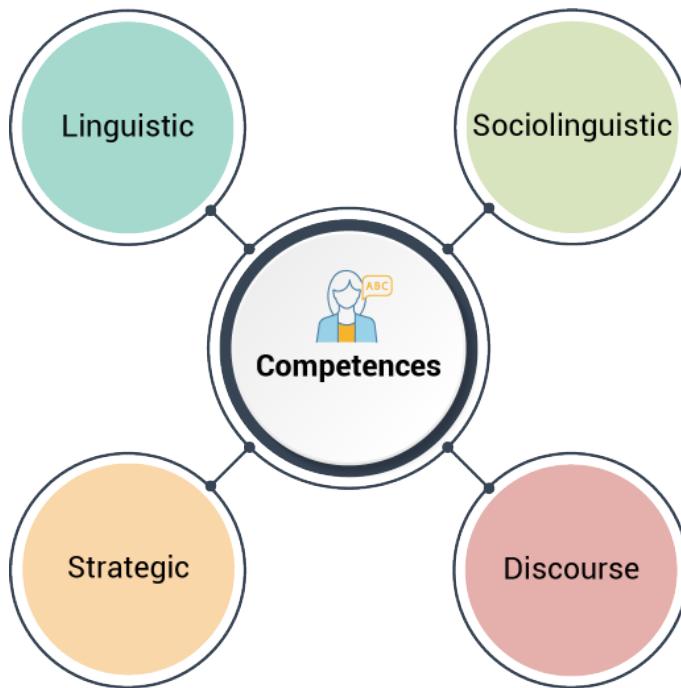
5.2 Teaching Speaking

Note. Taken from Tres niña sonriente linda en chismes de camisetas coloridas - aislado en blanco [Photography], by valuavitaly, w. d., [freepik](#), CC BY 2.0

Communicating in the target language is challenging because, as Nunan (2011) explains, it requires mastering four types of competencies:

Figure 11

Competences

Note. Adapted from Teaching Speaking (p. 64), by Nunan, D., 2011, Anaheim University Press.

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.

Now, let's watch a video on a different activity that can help students improve their speaking skills: 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 do you think about it? How would you use puppets to make your students speak?

Note: please complete the activity in a notebook or Word document.

Recommended learning activity

Dear student, let's continue learning by participating in the activity described below:

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

Note: please complete the activity in a notebook or Word document.

Contents, resources, and recommended learning activities

📅 **Week 12**

Unit 5. Techniques for Teaching Children

5.3 Teaching Reading

Note. Taken from A young boy studying at the library [Photography], by Pressphoto, w. d., freepik, CC BY 2.0

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:

Figure 12
Reasons for teaching reading

Note. Adapted from Teaching Reading (p. 81), by Nunan, D., 2011, Anaheim University Press.

This chart demonstrates that reading gives students many advantages in Spanish and English. It then emphasizes the importance of teaching children to read in a foreign language, applying the most relevant techniques to help obtain the desired results.

Nunan proposes the following activities:

- **Word games** (They may involve using cards that include words to learn. For example, memory games).

UTPL

- **Phonics** (Activities such as categorizing words by initial sounds or creating sound banks help learners recognize patterns in words).
- **Readers and storybooks (**They are essential tools for all stages of reading development, incorporating principles from oral language teaching, such as repetition, meaningful content, and context to aid comprehension).

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

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?

Note: please complete the activity in a notebook or Word document.

5.4 Teaching Writing
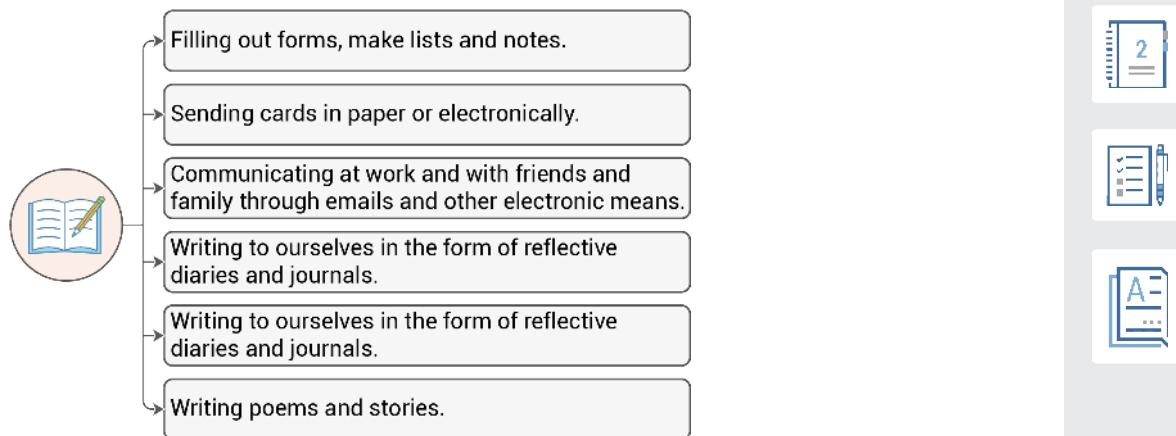
Note. Taken from Eruditos elementales [Photography], by Pressphoto, w. d., freepik, CC BY 2.0

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:

Figure 13
Reasons for teaching writing

Filling out forms, make lists and notes.

Sending cards in paper or electronically.

Communicating at work and with friends and family through emails and other electronic means.

Writing to ourselves in the form of reflective diaries and journals.

Writing to ourselves in the form of reflective diaries and journals.

Writing poems and stories.
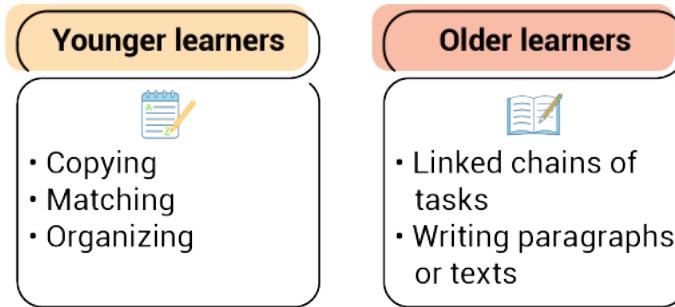
Note. Adapted from Teaching Writing (p. 95), by Nunan, D., 2011, Anaheim University Press.

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:

Figure 14

Writing tasks

Note. Adapted from Writing Tasks for Younger Learners (p. 99), by Nunan, D., 2011, Anaheim University Press.

Now, for having additional ideas that can help students to become effective writers, I invite you to visit the following website: <u>Teaching Elementary School Students to Be Effective Writers</u> Likewise, I recommend you watch the following video about the: <u>Instructional Strategies for Teaching Writing to Elementary Students</u>

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 in your notebook or Word document.

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

Note: answer the question in a notebook or Word document

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 <u>Story Jumper</u> which has been created with this purpose.

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

Recommended learning activity

Dear student, let's continue learning by participating in the activity described below:

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

Note: please complete the activity in a notebook or Word document.

📅 Week 13

Unit 5. Techniques for Teaching Children

5.5 Teaching Vocabulary

```
H  G  T  S  A  Z  H  H  A  J  K  Q  A  P  Q  J  K  L  O  S
D  B  R  D  Q  G  U  Q  Z  H  L  C  Y  L  A  P  L  Z  H  T
R  E  U  F  W  F  J  T  H  G  Q  J  Q  I  Y  K  A  N  Q  H
I  M  L  H  E  R  M  R  O  F  W  Z  X  O  X  Q  S  E  E  R
O  H  R  H  A  P  P  Y  B  I  R  T  H  D  A  Y  S  C  P  Q
P  Q  G  V  Z  E  I  H  I  S  R  E  W  M  W  R  F  N  J  M
W  L  H  U  T  S  O  P  T  A  T  B  E  J  E  S  G  Q  M  B
X  T  J  Y  I  Q  L  L  H  P  Z  C  D  U  D  A  H  U  L  C
U  J  E  B  U  J  P  O  S  O  U  O  C  Z  C  U  J  Z  I  U
E  H  T  P  I  M  T  I  A  I  I  M  V  H  V  R  K  R  Z  O
H  I  U  N  O  N  G  U  Q  U  O  L  F  N  F  Q  L  W  Q  J
Q  K  R  T  P  B  Q  J  A  Z  P  K  R  B  R  M  H  M  F  Z
N  H  P  H  A  H  A  M  Y  T  Y  H  T  H  T  T  Q  I  B  R
M  R  Z  N  S  C  Y  N  X  R  X  B  G  Z  G  O  W  R  P  M
U  F  W  A  F  V  X  H  S  E  A  S  B  T  H  U  E  A  H  Q
E  A  G  M  D  X  S  Z  W  W  Q  Q  N  G  B  T  R  N  K  T
I  V  J  T  F  Y  W  T  E  Q  E  I  H  V  N  Q  T  B  L  R
P  B  K  J  H  K  E  R  D  M  R  U  Z  F  M  Z  Z  X  B  M
G  R  A  H  G  L  D  F  C  N  H  Z  U  K  U  T  U  P  E  R
H  O  P  M  J  K  C  V  V  B  G  T  J  M  I  Q  H  O  A  I
```

Note. Taken from Random letters spelling 'Happy Birthday' used as a birthday card or wrapping paper, transparent pattern, vector illustration, steps 10 [Illustration], by Tatsiana Selivanava, w. d., shutterstock, CC BY 2.0

Although vocabulary represents the basis for the development of the four main skills, according to Nunan (2011), it is complicated to acquire. When teaching children, it is important to keep in mind different issues. For example, children should not be expected to learn things in a second language that they have not yet learned to do in their first language. It is also necessary to make learners aware of the different grammatical functions of a word.

Nunan also provides the following techniques for teaching vocabulary:

Figure 15
Techniques for teaching vocabulary.

Note. Adapted from Techniques for Teaching Vocabulary in the classroom (p. 115), by Nunan, D., 2011, Anaheim University Press.

The table below provides a clear explanation of each technique stated in Nunan's textbook.

Table 9
Vocabulary techniques

Younger learners	Older learners
	Classifying: Learners categorize words into specific groups (e.g., colors, clothing, months, events) and expand the lists by adding related terms. This promotes organization and retention.
Songs and Rhymes: They are enjoyable methods for teaching vocabulary through repetition and context. Activities often begin with controlled practice of vocabulary, followed by integration into songs. Grammar points, like countable and uncountable nouns, can be introduced gradually.	**Scrambled Word Challenge:** Students scramble and guess words, turning vocabulary review into an interactive and engaging game.
Total Physical Response (TPR): TPR activities, such as role-playing scenarios like shopping, help learners connect words with actions. Initially focusing on receptive vocabulary, learners later transition to productive vocabulary by giving instructions.	**Odd Word Out:** Learners identify and remove the unrelated word from a list, sharpening their categorization and analysis skills.
	Personalizing: Students describe subjects or items with personal opinions or descriptive words, making vocabulary learning relevant to their experiences and preferences.
Semantic Networks: Word wheels or semantic networks group vocabulary thematically, helping learners form meaningful associations. Brainstorming and illustration encourage creativity and personalization, supporting deeper vocabulary retention.	**Contextualizing:** Vocabulary is taught through context-rich activities, such as analyzing messages for likes and dislikes. This helps learners connect new words to real-life situations and emotions.

Note. Adapted from Techniques for Teaching Vocabulary in the classroom (p. 115), by Nunan, D., 2011, Anaheim University Press.

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 on the page of <u>Games to learn English</u>.

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

As you may have noticed, this game combines words, images, and audio which is important for students to associate the meaning of a word along with its correct pronunciation.

5.6 Teaching Grammar

Note. Taken from niña hispana dulce en clase escolar con cola de pontón y escritura uniforme con tiza en la pizarra del aula en aprendizaje de inglés, sabiduría y exitoso concepto de educación [Illustration], by Marcos Mesa Sam Wordley, w. d., shutterstock, CC BY 2.0

Teaching grammar is challenging especially 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.

Dear student, to deepen your knowledge I invite you to review the following didactic module on factors and techniques in teaching grammar.

Factors and techniques in teaching grammar

Now let's review the document titled "[ELT Methods and Practices Unit 3.2:Teaching Grammar to Young Learners](#)", to know additional information that will help you as future teachers when teaching grammar to young learners.

In the document 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"?

Note: complete the activity in a notebook or Word document

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?

Note: please complete the activity in a notebook or Word document.

5.7 Teaching Pronunciation

Note. Taken from Retrato de un chico lindo hablando con sus compañeros de clase en el lugar de trabajo [Illustration], by Pressmaster, w. d., [shutterstock](#), CC BY 2.0

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 that 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?

Note: please complete the activity in a notebook or Word document.

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](#)

Both techniques demonstrate the importance of engaging learners through diverse methods. The mirror technique not only helps students visualize and adjust their articulation but also fosters self-awareness in pronunciation practice. Meanwhile, the combination of activities in the second video showcases how varying strategies can maintain students' interest and address multiple learning styles. Together, these approaches highlight the value of creativity and adaptability in teaching.

Dear student, it is time to apply your knowledge through the activities that have been proposed below:

1. Now, I would like you to analyze the game Games to learn English and provide a list considering its advantages and disadvantages.

    - _____
    - _____
    - _____

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

    - Activity 1:
    - Activity 2:

    Note: Please complete the activities in a notebook or Word document.

3. Let's measure your knowledge regarding unit 5 by answering the following self-assessment.

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 involve _____:

    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.

5. They require learners to listen to a 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 stages 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.

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

Unit 6. Resources and technology support

6.1 Using commercial textbooks and material in EFL classes

Note. Taken from mother and daughter are studying with puppet pig [Illustration], by Shapoval photo, w. d., shutterstock, CC BY 2.0

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".

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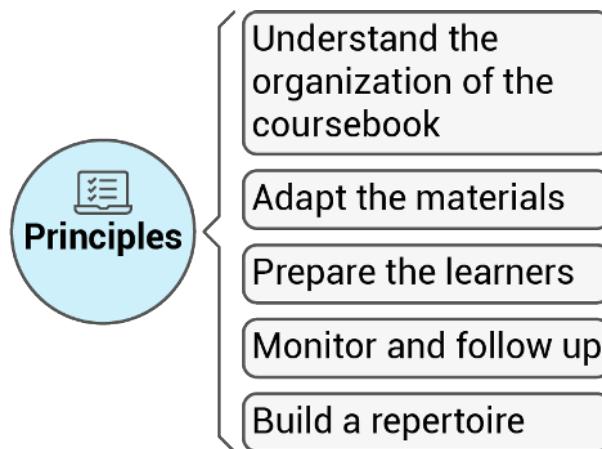
The following page contains samples of different books used to teach English to young learners. Please select one and analyze it by focusing on the two previously mentioned characteristics for being considered as a good textbook: Young Learners

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

Figure 16
Principles

Note. Adapted from Using commercial texts (p. 205), by Nunan, D., 2011, Anaheim University Press.

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:

Figure 17

Resources

Visuals	Realia
• Pictures • Cartoons • Diagrams • Videos • Posters	• Real-life objects • Toys • Stuffed animals • Glove puppets • Clothes jewelry

Note. Adapted from Visuals and Realia (p. 209), by Nunan, D., 2011, Anaheim University Press.

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 figure: Visuals for Kids: Enhancing Communication and Learning
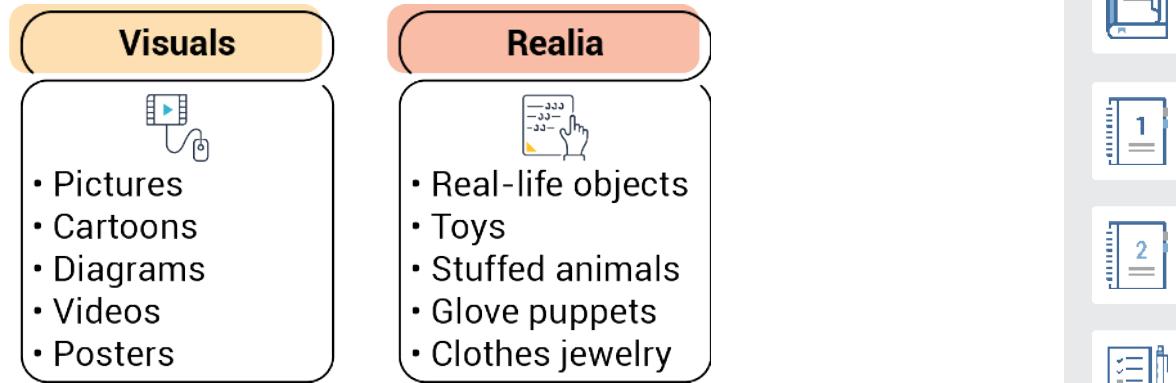
In order to have a clear idea about the use of realia, let's check the following video of a class where it is clearly used: Using realia in the classroom.

Recommended learning activities

Dear student, let's continue the learning by participating in the activities described below:

1. The following page 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
2. Did you analyzing the information about young learners, now you are ready to complete the following table:

Commercial textbooks

Name of the textbook	Main content	Main characteristics

Note. Pinza, E., 2023.

3. As you read in the article <u>Visuals for Kids: Enhancing Communication and Learning</u>, some tips for selecting visual material for kids are highlighted. Can you mention four of them?
4. Did you finish watching the video <u>Using realia in the classroom</u>? Great! So, can you mention four examples of realia that the teacher used in the class?

Note: Please complete the activities in a notebook or Word document.

📅 Week 15

Unit 6. Resources and technology support

6.3 Technology Support for Teaching English to Children

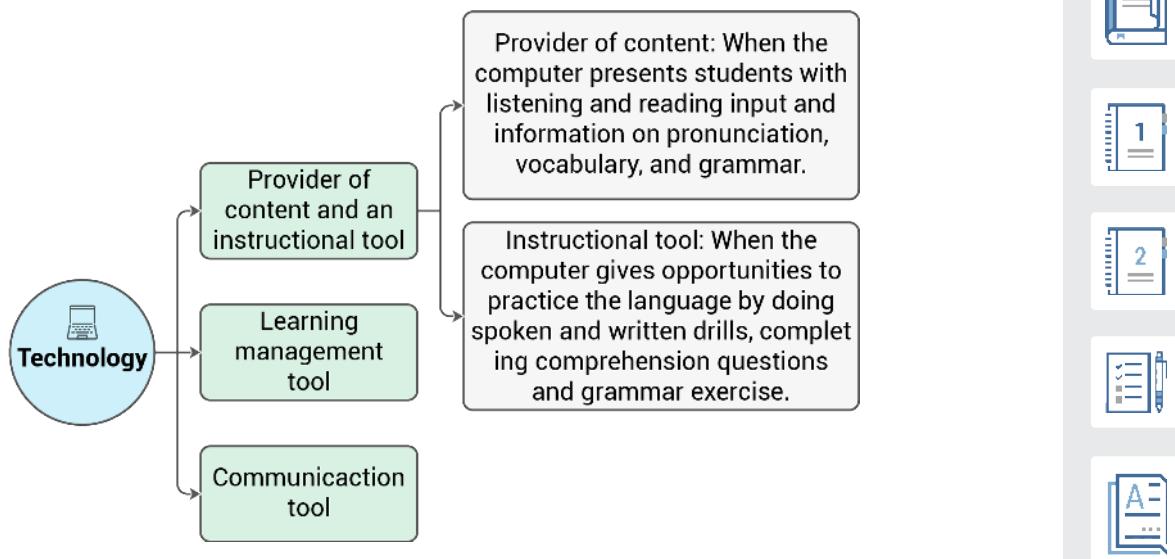*Note.* Taken from Alumnos trabajando juntos en un ordenador [Photography], by pressfoto, w. d., freepik, CC BY 2.0

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:

Figure 18

Technology

Note. Adapted from Computer-Assisted Language Learning (p. 210), by Nunan, D., 2011, Anaheim University Press.

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?

Note: please complete the activity in a notebook or Word document.

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?

Note: please complete the activity in a notebook or Word document.

The page [Using technology with young learners](#) 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.

What do you think about the tools suggested on the previously mentioned page?

Recommended learning activities

Let's continue with your participation in the following activities:

1. Check all the apps included in [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.
   Activity focused on the purpose of digital tools

DIGITAL TOOL	PURPOSE
Quizizz	
EDpuzzle	
Canva	
ClassDojo	

   Note. Pinza, E., 2023.

3. Based on what you have read about using technology with young learners, please complete the following figure by mentioning the digital tools that can be used for designing the three provided materials.

Stories	Animations	Posters
• Storybird • Storyjumper	• _____ • _____	• _____ • _____

Note. Pinza, E., 2023.

Note: please complete the activities in a class notebook or Word document.

4. It is time to measure your knowledge regarding unit 6 by answering the following self-assessment.

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.

5. I 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

Contents, resources, and recommended learning activities

Week 16

Final Midterm Activities

Reinforce your knowledge by reviewing all the resources provided in each topic.

Additionally, reviewing the self-evaluations included at the end of each unit is important. All the graded activities will also help you prepare for the evaluation

4. Self-assessments

Self-assessment 1

Question	Answer	Feedback
1	b	This term covers a chronological age period that goes from 3 to 15 years old. The question states that the term "young learners" covers a chronological age period that goes from a certain age to another.
2	a	The Sensori-motor stage extends from 0 to 2 years of age.
3	c	The Concrete-operational stage extends from 7 to 11 years of age.
4	a	The formal-operational stage begins around the age of 11.
5	a	Talk about what they are doing is a characteristic of 5 to 7-year-old students.
6	c	Understanding symbols is characteristic of 8 to 10 year olds.
7	C	The use of games is considered a challenge in teaching young learners.
8	a	Nunan suggests being aware of the physical and mental difficulties of individual learners.
9	b	The Critical Period Hypothesis refers to a limited period of time in the development of an organism during which a particular behavior can be acquired.
10	c	Lenneberg's critical period stretched from 2 years of age to puberty. This means that children have the greatest capacity to learn a second language during this period, and after puberty, the brain loses some of its plasticity and language acquisition becomes more difficult.

Self assessment

Self-assessment 2

Question	Answer	Feedback
1	c	The term AFFECT refers to the emotional rather than the intellectual side of language learning.
2	a	Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.
3	a	This term scaffolding is related to frameworks that support the learning process.
4	c	Individual work is not an appropriate strategy.
5	c	Accepting a variety of answers is not an appropriate activity.
6	a	Parents have a great influence over their children's learning.
7	b	By analyzing the content and style of their drawings, teachers can learn about their students' interests, family relationships and cultural background. This information can help teachers create a more personalized and effective learning environment for their students.
8	a	If you have parents who speak little or no English, it is important to 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. This helps establish a partnership with parents and ensures that they are informed and involved in their child's learning process.
9	a	One of the keys to success with younger learners is to build partnerships with parents. This collaboration allows for a better understanding of the students' needs, cultural background and family life, which in turn helps to adapt the pedagogical approach to the specific needs of the students.
10	b	Avoiding regular review sessions in your classes is inappropriate for providing quality parent care.

Self assessment

Self-assessment 3

Question	Answer	Feedback
1	b	Learning styles refer to the learner's natural and preferred way of learning.
2	b	In the analytic learning style, the learner works more effectively alone and at his or her own pace.
3	a	In the global learning style, the learner works more effectively in groups.
4	b	In the field dependent learning style, the student learns best when information is presented in context.
5	b	Learning strategies are mental and communicative procedures that learners use to learn and use language.
6	b	Inferencing corresponds to the COGNITIVE TYPOLOGY.
7	c	Brainstorming corresponds to the CREATIVE TYPOLOGY.
8	b	Cooperating involves sharing ideas and learning with other students.
9	b	Role-playing involves pretending to be somebody else and using the language for the situation you are in.
10	b	Offering rewards unsuitably is not appropriate for young learners.

Self assessment

Self-assessment 4

Question	Answer	Feedback
1	c	Long-term plans refer to the Key Stage and yearly outlines of course contents.
2	b	Short-term plans involve the schemes of work for units and modules.
3	a	Short-term plans refer to the weekly and daily teacher planning.
4	c	Detailed concepts are not considered a key element of a good lesson plan.
5	a	Sequencing 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.
6	b	Timing is important to be considered to estimate how long each part of the lesson will take.
7	a	Assessment refers to the tools, techniques, and procedures for finding out what learners can do.
8	a	The timing of the assessment will be determined by the purpose. Different purposes may require assessments at specific points in the learning process, which will influence the timing of the assessment.
9	c	Diagnostic assessment to determine strengths and weaknesses may be carried out at the beginning of or during the learning process. Conducting this assessment at the beginning provides valuable information about the students' starting point, while conducting it during the process can help identify progress and areas that require additional attention.
10	b	Summative assessment provides learners with a record of their achievement at the end of the learning process. This evaluation is used to determine the level of student achievement in relation to the learning objectives established at the beginning of the process.

Self assessment

Self-assessment 5

Question	Answer	Feedback
1	a	Listening tasks will vary according to the age, developmental stage, and proficiency level of the learner.
2	a	When working with young beginning learners who need to improve their listening skills, it is better to use activities that involve the use of rhymes. This approach allows learners to grasp the general meaning or main idea of auditory material, which is especially beneficial for young learners who are still developing their language skills.
3	a	Listening to and retelling stories are fundamental to early learning.
4	a	Repetition drills require learners to listen and repeat.
5	b	Substitution drills require learner to listen to cue and make changes to an initial model sentence.
6	a	Dictogloss activates grammatical knowledge and engages learners in authentic speaking practice.
7	b	Storybooks are important resources at all of the reading process.
8	c	Writing paragraphs is an activity that cannot be used with younger, beginning-level writers.
9	a	Total Physical Response activities are great for developing receptive vocabulary.
10	c	The answer-and-ask-questions technique cannot be used for teaching grammar to younger learners.

Self assessment

Self-assessment 6

Question	Answer	Feedback
1	a	Commercial textbooks can be an invaluable aid to the classroom teacher, providing structure and support for the inexperienced teacher.
2	c	Creating guidelines is not part of the key elements for using a coursebook.
3	a	Pictures can convey a wealth of meaning in an instant.
4	b	Realia is used to refer to objects and artifacts from the world outside the classroom, real-life objects not initially intended for second language teaching.
5	b	A video can provide examples of authentic language use in limited contexts for beginning learners. This approach aligns with the idea of using authentic materials to engage learners and make language learning more meaningful and relevant to their experiences.
6	a	The storybird tool allows students to create their own story.
7	a	The purpose of the Kerpoof tool is to create digital posters.
8	c	Audacity is used for recording audios.
9	a	Quizizz can be used for assessing students through competition.
10	a	Storyjumper is the most appropriate for making students improve their writing skill.

Self assessment

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