

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИНСТИТУТ ФИЛОЛОГИИ И МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
ИМ. ЛЬВА ТОЛСТОГО
ОТДЕЛЕНИЕ РУССКОЙ И ЗАРУБЕЖНОЙ ФИЛОЛОГИИ
КАФЕДРА ГЕРМАНСКОЙ ФИЛОЛОГИИ**

**TEACHING A SECOND LANGUAGE
TO VERY YOUNG LEARNERS**

**Учебно-методическое пособие
для магистров профиля
«Мультилингвальные технологии раннего развития детей»**

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методике обучения дошкольников иностранному языку, приводятся образцы
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ПРЕДИСЛОВИЕ

Развитие мультикультурной и полилингвальной личности является вопросом национального и глобального масштаба, составляет важную часть государственной политики в сфере образования многих стран. Данная задача должна и может решаться с начального звена образования – дошкольного. Создание полилингвальных детских садов, активное продвижение языковых курсов для дошкольников, создание компьютерных и мобильных приложений для изучения иностранного языка детьми раннего возраста способствуют решению данной задачи. Вместе с тем, анализ литературы и программ подготовки педагогов показал недостаток материалов и курсов, которые бы развивали педагогические компетенции в области мультилингвальных технологий языкового развития детей дошкольного и раннего школьного возраста. Данное учебно-методическое пособие призвано восполнить данный недостаток.

Основная целевая аудитория пособия – студенты I и II курса Института филологии и межкультурной коммуникации им. Льва Толстого заочного отделения, изучающих мультилингвальные технологии раннего развития детей по программе магистратуры. Работа также может быть полезна для педагогов дошкольных образовательных учреждений, школ раннего развития детей, предлагающих языковые программы.

Освоение материала требует владения английским языком на уровне не ниже среднего (Intermediate).

Предлагаемое пособие состоит из восьми практических частей, охватывающих такие темы, как дифференцированное обучение, оценивание учебных пособий, адаптация учебных пособий, проектная деятельность, поделки, песни, чтение, игры, технологии на уроках иностранного языка в дошкольном учреждении. Каждая практическая часть пособия содержит задание для групповой работы в аудитории.

Данное пособие следует использовать в комплекте с учебно-методическим пособием «Early Childhood Second Language Acquisition».

Seminar 1

Differentiated learning – What is it?

"Differentiation is just a teacher acknowledging that kids learn in different ways, and responding by doing something about that through curriculum and instruction." *Carol Ann Tomlinson, Associate Professor at University of Virginia*

Why is differentiation so important?

- All learners learn differently
- All learners have individual interests
- All learners have different learning styles
- All learners have multiple intelligences

Different interests

First, let's have a look at the example where student groupings depend on interest they have shown in previous classes:

Example 1:

Students have been practicing toy vocabulary.

The teacher groups them based on in-class observations according to what they seemed more in love with: stuffed animals, play vehicles and musical instruments.

Students work together on the carpet, naming different realia.

Different learning styles

It's now time to consider different learning styles. To work out what they are you need to unscramble the letters:

- 1) **uvisal**
- 2) **itoudrya**
- 3) **estickinthe**

Once you have unscrambled the words, you then need to match different learning styles and some of their descriptions:

1) _____ learners	A	<ul style="list-style-type: none"> – need to be active and take frequent breaks – speak with their hands and with gestures – enjoy tasks that involve manipulating materials (e.g. cooking or construction) – appreciate physically expressed encouragement, such as a pat on the back
2) _____ learners	B	<ul style="list-style-type: none"> – tend to sit in the front – often close their eyes to visualise or remember something – find something to watch if they are bored – like to see what they are learning – benefit from illustrations and presentations that use colour
3) _____ learners	C	<ul style="list-style-type: none"> – sit where they can hear but needn't pay attention to what is happening in front – hum or talk to themselves or others when bored – like being read to – enjoy music

Consider what types of activities are appropriate for different learning styles. Add some activities to the list:

1) _____ learners	A	<ul style="list-style-type: none"> – Use melodies, rhythms and beats – Read aloud – Use repetition to memorize – _____ – _____ – _____
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2) _____ learners	B	<ul style="list-style-type: none"> - Role play - Take field trips - Play games - _____ - _____ - _____
3) _____ learners	C	<ul style="list-style-type: none"> - Use flashcards to memorize - Watch videos - Do matching activities - _____ - _____ - _____

Let's have a look at the example of differentiation in terms of learning style:

Example 2:

Students have been practicing jungle animals.

The teacher uses the following activities:

- A tablet with an app that describes different jungle animals. Children listen and click on the animal being described.
- A DVD-player/computer with the video clip 'Let's take a walk in the jungle' (See at <http://www.youtube.com/watch?v=GoSq-yZcJ-4>). The teacher and children sing and dramatize the video while watching it.
- The teacher has flashcards of jungle animals. The teacher and children play 'Guess the card game'.

Multiple intelligences

The Theory of Multiple Intelligences is a theory of intelligence that differentiates it into specific "modalities", rather than seeing intelligence as dominated by a single general ability. This model was proposed by Howard Gardner in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.

Gardner proposed that there are eight intelligences:

Verbal/Linguistic: People with Linguistic intelligence are naturally good with writing or speaking and memorization.

Logical/Mathematical: People with Logical intelligence are driven by logic and reasoning.

Visual/Spatial: People with Visual intelligence are good at remembering images and are aware of surroundings.

Bodily/Kinesthetic: People with Kinesthetic intelligence love movement, have good motor skills and are aware of their bodies.

Musical: People with musical intelligence are musically gifted and have a "good ear" for rhythm and composition.

Intrapersonal: People with intrapersonal intelligence are adept at looking inward.

Interpersonal: People with Interpersonal intelligence are good with people and thrive in social interactions.

Naturalist: People with Naturalist intelligence have a sensitivity to and appreciation for nature.

He later suggested that **existential** and **moral** intelligence may also be worthy of inclusion.

Humans possess at least seven types of intelligence. However, everybody has one or two types that work better for him/her when they learn. Also, multiple intelligences can be nurtured and strengthened, or ignored and weakened.

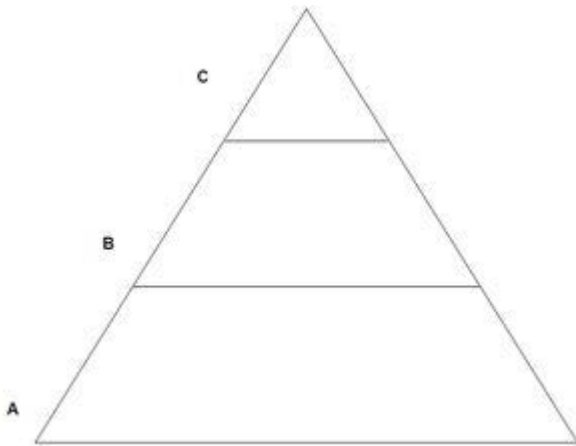
Different abilities

Now, let's consider differences of very young learners in abilities.

Use the 3 things listed below (1-3) to label the pyramid (with the most important concept at the base):

1. What most students will learn.
2. What all students should learn.
3. What some students will learn.

Use the following lesson objective: four-year-old students in their first year of studying English will be able to ask and answer the question, “What’s your name?”



(Figure adapted from Differentiated Assessment (Stefanakis, 2011, p. 158)

Another way of differentiation in terms of ability is the provision of different support, for example:

Example 3:

The teacher provides different support in the following scenario: A child asks something in L1, the teacher:

- encourages him/her to use L2 and waits for the student to do it
- asks him/her to say it in English and then works with the student to help put the language together
- recasts in L2 and then answers the student’s question
- answers the student’s question in L2

Finally, based on the seminar input, plan differentiated activities for a group of five-year-olds who have been studying English for a year. Imagine that your students are currently studying the topic of animals/food/clothes/body parts.

Complete the triangle in terms of what objectives you have for all, most and some students for this unit. Then write 3 different tasks which focus on **only one** of the following: differentiation of interest, learning style, or ability.

Further reading:

Different Strokes For Little Folks: Carol Ann Tomlinson On Differentiated Instruction – See at:

http://www.educationworld.com/a_issues/chat/chat107.shtml

Seminar 2

Evaluating the coursebook

The aim of this seminar is to find out whether the coursebooks for very young learners which are available in our country reflect the requirements for early language education or not.

Ideally, the research is based on a four-stage procedure suggested by Harmer (1998) for choosing a coursebook:

- a) **Analysis** – looking through various coursebooks and analyzing each for answers to the questions prepared in advance;
- b) **Piloting** – trying the coursebook out with the class;
- c) **Consultation** – discussing the material with colleagues who have used it before;
- d) **Gathering opinions** – talking to anyone who might have an opinion (Harmer 1998: 118).

We'll focus on the first stage – Analysis. Your task is to choose a coursebook and follow the criteria suggested in Table 1:

Areas for consideration	Questions for coursebooks analysis
Aims and approaches	Do the aims correspond with the aims of teaching programme? Do the approaches correspond with the needs of very young learners? Does the author respect the natural approach towards language acquisition?

Layout and design	<p>Is the coursebook attractive for the children?</p> <p>Is it clearly organized?</p> <p>What components make up the total course package?</p>
Syllabus	<p>What kind of syllabus does the coursebook contain?</p> <p>Is the syllabus appropriate for very young learners?</p> <p>Is there adequate recycling and revision?</p> <p>Is the quantity and range of vocabulary adequate?</p> <p>Is there a cross-curriculum aspect?</p>
Topics	<p>Is there a variety of topics that are adequate to the level and age of the students?</p> <p>Does the coursebook cover areas of interest, concern and experience of the children?</p> <p>Is it adequately personalized?</p>
Methodology	<p>Do the methods respect specifics of pre-school children?</p> <p>Does it support active learner involvement?</p> <p>Does it cater for different learning styles and intelligences?</p>
Language skills	<p>Are all four skills (listening, speaking, pre-reading, pre-writing) adequately covered?</p> <p>Is there material for pronunciation work?</p> <p>Is listening material well recorded and as authentic as possible?</p> <p>Are there enough speaking activities?</p>
Teacher's Guide	<p>Is there a good teacher's guide?</p> <p>Is it easy to use and clearly organized?</p> <p>Is it comprehensive and supportive?</p> <p>Does it offer lots of practical ideas?</p> <p>Are the basic principles underlying the material set out?</p>
Parental involvement	<p>Is it possible to use the material for home revision?</p> <p>Does the coursebook include a list of vocabulary with pronunciation and transcription of songs / chants / stories?</p> <p>Is a CD with songs / stories available for each student?</p>

<p>Practical considerations</p>	<p>How expensive is the coursebook for the student / parents?</p> <p>How much will the teacher / school pay for the course materials?</p> <p>Are all the components of the course available in the shops now?</p> <p>Is there any continuity for the next level?</p> <p>Are there any photocopiable materials?</p> <p>Is there any website supporting the coursebook by optional materials / discussion?</p> <p>Does the number of lessons correspond with the number of lessons in the course?</p>
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Seminar 3 Adapting the material

Suggested Reading Text:

David Petrie: Adapting your coursebook – See at: <https://www.teachingenglish.org.uk/blogs/paul-braddock/david-petrie-adapting-your-coursebook>

Your tutor will assign you a group. You then need to work together as a group to complete the task.

1. Choose an activity from a VYL coursebook that you would like to consider adapting.
2. Identify why you would adapt the material.
3. Identify how you would adapt the material to maximise language production.
4. Write a lesson outline, detailing stages and their timing, instructions, what the teacher does, what the learners do etc.

NB! Remember to include a copy of the original material (Coursebook and Teacher's Book notes).

Here is an example.

Age: 6 years olds, first year of learning English

Coursebook: *Happy House 1*

Lesson: *Merry Christmas*

Outline (according to the Teacher's Book):

1. Introduction (Teacher and SS talk about how Christmas is celebrated in Russia and Britain)
2. Presentation (SS learn Christmas vocabulary: *a stocking / bell / cracker / star / robin*)
3. Puzzle (SS find Christmas objects in the picture and count them)
4. Song (SS sing a Christmas song *We wish you a merry Christmas*)
5. Christmas tree craft (SS make a Christmas tree decoration)

What activity have you chosen to adapt? Why do you want to adapt it?

I have chosen to divide the original lesson into two parts and devote the second one purely to a song and follow-up activities. Why is it necessary? I think it is advisable to have several lessons dedicated to Christmas rather than one because SS need repeated exposure and recycling to start using the language independently. Based on my own experience they will not be able to learn Christmas vocabulary and a song after a single lesson. Therefore, I have divided the lesson into two: **Lesson 1 *Merry Christmas*** and **Lesson 2 *Merry Christmas***.

Lesson 1 *Merry Christmas* is basically the lesson presented in the Teacher's book with the 4th stage (Song) omitted. From my point of view, this song falls out of the lesson outline because it has no connection with the new vocabulary presented. However, the song (along with some other Christmas Songs for VYLs) might be played in the background while SS will be making a Christmas tree decoration.

Lesson 2 *Merry Christmas* is an adaptation of the 4th stage of the lesson presented in the Teacher's Book. First, it includes the revision of Christmas vocabulary. Second, it presents a Christmas song *We wish you a merry Christmas* with actions (which are not mentioned in the Teacher's Book). Third, it offers a story *What do you want for Christmas*, which will enable to exploit the new vo-

cabulary and maximize language production as a result. Finally, it includes a follow-up activity, called *Pass the present*; it will encourage students' interaction.

How would my adaptations maximize language production?

- All SS will learn to answer the question *What do you want for Christmas?*; all of them will learn to say *Merry Christmas*; all of them will learn some parts of the Christmas song; all SS will revise colors, toys and Christmas vocabulary from Lesson 1 *Merry Christmas*.
- Most SS will learn to role-play a story *What do you want for Christmas?* with a teacher; most SS will learn the Christmas song almost completely.
- Some SS will learn to ask each other (or the teacher) about what they want for Christmas; some SS will learn the Christmas song completely.

Lesson 2 Merry Christmas

#	Stage	Timing	Procedure
1	Routines	2-3 min.	Children sit in a circle and sing a <i>Hello song</i> . The teacher asks them <i>How are you today?</i> The SS answer.
2	Introduction <i>Christmas vocabulary</i> <i>a stocking / bell / cracker / star / robin</i>	5-8 min.	The teacher uses the completed Christmas tree decorations and asks SS to point to the star/robin/bell, then asks <i>How many bells have you got on your tree?</i> or <i>What color is your cracker?</i> SS answer the questions. Then the teacher shows a little Christmas tree (with a 'Ta Dah!'), puts it in the middle of the circle time area and asks SS to hang their decorations on its branches. The teacher says how beautiful the tree is, especially with their decorations.

3	Presentation <i>Song</i>	10-15 min.	<p>The teacher asks SS to listen to the song and plays it straight through. The teacher asks SS if they have ever heard it before. As the song was played during Lesson 1, the SS say <i>Yes</i>.</p> <p>The teacher invites SS to stand up round the Christmas tree and goes over the actions and says the words slowly to the class. SS are invited to join in (usually, saying <i>Merry Christmas</i> at the end of the lines).</p> <p>The teacher and SS sing and act out the song.</p> <p>We wish you a mer- The children hold ry Christmas, hands and move in a We wish you a mer- circle ry Christmas, We wish you a mer- ry Christmas, And a happy New The children clap Year! hands.</p> <p>When the majority of SS are more confident with the words, the teacher divides the class into two groups (e.g. boys and girls) with each group singing alternative lines. The teacher may divide them into 4 groups with one line for each group (it depends on the number of SS in class).</p>
4	Exploitation <i>Story</i>	10-15 min.	<p>The teacher asks SS to sit down, looks under the tree and says that there is a Christmas tree, but there are no presents. The teacher uses mice and cat puppets (Spike, Ruby and Otto) and <u>mini</u> flashcards showing toys (or realia) to act out a story.</p>

Spike: Otto, what do you want for Christmas?
A train?

Otto: Yes, a train. Choo. Choo.

Ruby: Here you are (Ruby puts a mini flash-card into a gift box and gives it to Otto).

Otto: Oh, thank you, Spike. Thank you, Ruby.

Spike and Ruby: We wish you a Merry Christmas and a Happy New Year!

Otto: Spike, what do you want for Christmas?
A doll?

Spike: Oh, no.

Otto: A guitar?

Spike: Yes.

Otto: Here you are (Otto puts a mini flashcard into a gift box and gives it to Spike).

Spike: Oh, thank you, Otto.

Otto: Merry Christmas!

Spike: Merry Christmas!

Otto: Ruby, what do you want for Christmas?
A car?

Ruby: Oh, no.

Otto: A drum?

Ruby: Yes.

Otto: Here you are. (Otto puts a mini flash-card into a gift box and gives it to Ruby).

Ruby: Oh, thank you, Otto.

Otto: Merry Christmas!

Ruby: Merry Christmas!

The teacher shows the flashcards and asks SS *What do you want for Christmas?* The SS respond one at a time by saying a word or making the toy sound. The teacher gives them the flashcard in a gift box (TIP: there should be

			<p>extra copies of flashcards!). SS say <i>Thank you</i>. The teacher says <i>Merry Christmas</i> and the SS say <i>Merry Christmas</i> too.</p> <ul style="list-style-type: none"> – For shier SS the teacher may hold up any of the 6 toy flashcards and ask [<i>Do you want</i>] a <i>drum</i>? and they will say <i>Yes/No</i>. – For more confident SS the teacher gives a possibility to act out a story (TIP: it is necessary to give them a set of 6 toy flashcards). <p>Finally, the teacher invites SS to ask him/her about what he/she wants for Christmas.</p>
5	<p>Follow-up activity</p> <p><i>Pass the present</i></p>	10-15 min.	<p>The teacher praises the SS for their excellent work and says that he/she has prepared a Christmas present for them.</p> <p>The teacher shows a box, tells the SS to pass it round while the song (<i>We wish you a merry Christmas</i>) is playing. The teacher stops the music and says <i>Stop!</i> The teacher asks the student holding the box to take off one layer of paper. The teacher asks <i>What color is it?</i> The student says the colour and the teacher asks the rest to repeat. Then the teacher plays the song and continues the game until they reach the last layer. The teacher unwraps this layer himself/herself, asks <i>What is it? /What are they?</i> There might be biscuits, chocolates, etc (something inexpensive and a key vocabulary object). The teacher distributes the biscuits/chocolates and says <i>Merry Christmas</i>, SS say <i>Thank you</i> (TIP: check parents if their children have allergies).</p>
6	Routines	1-2 min.	Children sing a Goodbye song.

Seminar 4

Crafts

When thinking about craft activities for VYLs we often think of three stages.

Before the craft activity

During the craft activity

After the craft activity

What can you do during each stage? Fill the table by adding some steps:

Before the activity
<ul style="list-style-type: none">– Prepare an example of the craft that the children will be making––
During the activity
<ul style="list-style-type: none">– Break the activity into clear, achievable step-by-step stages––
After the activity
<ul style="list-style-type: none">– Allow time within the lesson for the learners to talk about and use what they have made––

Your tutor will allocate groups. You need to work together as a group to complete the task.

1. Choose a craft idea.

2. Decide what age group and level you plan the activity for. Decide what topic the students would be studying and how will this affect the way you adapt and use the activity.

3. Analyse the activity:
 - Is it appropriate in terms of age, interests, abilities and level of English?
 - How long is it going to take to make?
 - What will the children do independently/with your assistance?
 - Is the outcome in terms of language learning worth the time investment?
 - What potential problems can you predict? How can you avoid them?
4. Write a detailed plan of each stage (before, during and after the craft activity).
5. The completed tasks can be copied and shared with the rest of the group, so you will all end up with a bank of craft activities to take away and use with your classes.

Seminar 5

Songs, chants, rhymes and music

First, answer the following questions:

1. What are your favourite songs/ chants for VYL?
2. What constitutes a good song/ chant?
3. Do you play a CD? Or sing-a-long without backup?
4. Have you ever used musical instruments in class?
5. Have you ever played music as a background?
6. What do you do if you come across some unconventional grammar or strange vocabulary in a song?
7. Do you ever make up your own songs/ chants? What's your strategy?

Now, it's high time to write a chant or song. Your tutor will allocate groups. You need to work together as a group to complete the task.

1. Select a VYL class (an imaginary class that you might teach in the future); give the class details (age and level).
2. Choose the language you want to practice.
3. Choose a tune you are familiar with.

4. Write your chant/ song. Remember! Some repetition and/or actions will make it even more memorable.

5. Discuss how you will integrate the song into the lesson. Write a lesson outline, detailing when and how you plan to introduce the song. Include strategies you might use if your students are too shy to sing along. Include some follow-up activities to practice the vocabulary from the song.

Age:	Level:
Lesson:	
Original song/chant:	
Your own song/chant (add movements in brackets):	
Lesson outline (stages/procedures/etc.):	
Your strategies if your students are too shy to sing along:	

Seminar 6 Storybooks

When thinking about storytelling we often think of three stages.

Before the story

During the story

After the story

Why each of these stages is necessary? For example, before-the-story activities can help to pre-teach vocabulary.

Fill the table by adding some more activities you could do at each stage:

Before the story	During the story	After the story
predicting from the pictures <hr/> <hr/> <hr/> <hr/>	responding to questions <hr/> <hr/> <hr/> <hr/>	acting out <hr/> <hr/> <hr/> <hr/>

Now, it's high time to 'get creative'. Your tutor will allocate groups. You need to work together as a group to complete the task.

This task is based on Aesop's fables:

'The Boy Who Cried Wolf'

'The City Mouse and the Country Mouse'

'The Lion and the Mouse'

If you are not familiar with the story, please have a look at it using the links provided.

<http://www.storyarts.org/library/aesops/stories/boy.html>

<http://www.storyarts.org/library/aesops/stories/city.html>

<http://www.storyarts.org/library/aesops/stories/lion.html>

There are several parts to the task:

1. Select a VYL class (an imaginary class that you might teach in the future); give the class details (age and level).
2. Write down the changes you need to make to the original story.
3. Write a detailed plan of what type of activities you would use at each stage (before, during and after the story).

- The completed tasks can be copied and shared with the rest of the group, so you will all end up with a bank of storytelling activities to take away and use with your classes.

Use the following plan doing the 3rd stage:

Before the story	
During the story	
The adapted story	Activities
After the story	

Seminar 7

Games and digital technologies

Your tutor will allocate groups. You need to work together as a group to complete the task.

- Choose a game/ app/ web tool according to the needs of an imaginary VYL class and decide what you would use it for, how you would adapt it etc. (NB! It needs to be a digital game.)

- Fill in a table below.

- The completed tasks can be copied and shared with the rest of the group, so you will all end up with a bank of digital games to use with your classes.

Age:		Level:			
Name of game/ app/ web tool:		Source/link:			
Brief description of chosen game/app/tool:					
Why would you use it with VYL?					
<p>Consider the following questions while filling this part of the table:</p> <ul style="list-style-type: none"> – Will the game increase students’ positive attitude toward English and technology? – Is educational/linguistic content suitable for the age group? – Is the user interface appropriate for the age group? – Does the playing time meet the VYLs’ attention span? – Is the game easy to monitor? – Does the game give any feedback? – Does the game offer opportunities for creativity? – Is there any possibility to develop fine motor skills? – Are there any opportunities for collaboration and group work? etc. 					
How would you use it with VYLs?					
Before the lesson:					
In class:					
Micro stage	What you will say	What you will do	What you expect the students to do	What the students might do	What you will do if students do this
After the lesson:					

Seminar 8

Project work

First of all, let's have a look at the definition of the term 'project': An extensive task undertaken by a student or group of students to apply, illustrate, or supplement classroom lessons (<http://www.thefreedictionary.com/project>). How would you change this definition to make it more appropriate for VYL?

Now, your tutor will allocate groups. You need to work together as a group to complete the task.

1. Select a VYL class (an imaginary class that you might teach in the future); give the class details (age and level).

2. Choose a theme for a project with the class. Remember that the theme of the project should be of interest to VYLs.

3. Decide on the end result (what should be produced) and then plan steps which will get you there. Include opportunities for maximizing language production (e.g. using functional language) and recycling of work done.

4. The completed tasks can be copied and shared with the rest of the group, so you will all end up with a bank of projects to do with your classes.

Below is an example to indicate the level of detail required.

Project: All about me (inspired by the photo below)



Skills: colouring, tracing, writing and gluing

Materials:

- blue paper (for background) with white clouds
- a model to demonstrate the activity (a photo of a teacher hanging on something and a balloon)
- ready cut-out photos of children hanging on something
- templates of a balloon with a child's name for tracing
- coloured pencils
- felt pens
- glue
- scissors
- a number line (for SS to look at while writing numbers)

Functional language:

Colour the balloon.

Trace your name.

Write how old you are.

Cut out your balloon.

Stick your balloon on the blue paper.

Stick your photo on the blue paper (under the balloon).

Draw a line.

This is how you colour/trace/write/cut/stick/draw a line.

Can you help me, please?

Can I have [a red pencil], please?

Here you are.

Thank you.

Be careful.

Tidy up.

Language focus: telling about yourself

My favourite colour is (red). My name is (Diana). I'm (six).

Procedure outline:

- Learners are given a cardboard A4 page with a balloon outline and their name printed in the balloon for tracing.

- Learners are asked about their favourite color. Learners take their favourite pencil and color the balloon (a model is shown by the teacher).
- Learners are asked what their name is. Learners trace their names, using a felt-pen (a model is shown by the teacher).
- Learners are asked how old they are. Learners write the number in the balloon, using a felt-pen (a model is shown by the teacher).
- Learners are asked to cut out the balloon and stick it on the blue paper (a model is shown by the teacher).
- Each learner is given his/her photo (cut-out) and asked to stick it under the balloon (a model is shown by the teacher).
- Learners are asked to draw a line (a string), using a felt-pen (a model is shown by the teacher).
- Learners do a show and tell: *Hi! My name is (Diana). I'm (six). My favourite colour is (red).* For shy students, ask questions, if necessary. For brave students, invite them to ask each other about their name/age/favourite colour.

GLOSSARY

Acquisition is picking up a language through meaningful conversation the way children pick up languages. There is no study of forms and grammar. Acquisition is contrasted to learning a language through conscious study of forms.

Approach is a set of principles about teaching including views on method, syllabus, and a philosophy of language and learning. Approaches have theoretical backing with practical applications. **The communicative approach** has affected language teaching greatly, changing the focus away from structure to meaning and accuracy to fluency. In this approach, a functional syllabus replaces a structural syllabus.

Attention span is the length of time during which a person can concentrate on a subject or idea.

Aural learners are learners who benefit more from left-brained activities. Aural learners learn respond well to oral instruction as opposed to visual instruction. The implication for ESL teaching is that learners have different styles of learning and a teacher should try to accommodate various learning styles. See also: visual learners.

Behaviouralism is the theoretical view that language learning is a matter of habit formation. The learner mimics the language they hear, and when they receive some positive feedback, that language becomes a habit. This view is criticised because it does not explain how a child can acquire something as complex as a language with so little input and feedback.

Comprehensible input is a hypothesis that learners will acquire language best when they are given the appropriate input. The input should be easy enough that they can understand it, but just beyond their level of competence.

Innatism is the theoretical view that children have an innate knowledge of the structures of language. Children are born with a knowledge of Universal Grammar that gives them access to the universal principles of human language. It is because of this innate knowledge that children can learn a complex language with relatively little input.

Interference (negative transfer) refers to caused by certain grammatical, syntactical, or phonological features of a learner's native language. It is generally acknowledged that interference/negative transfer presents significant impediments to the acquisition of pronunciation.

Method is how a language is taught, as opposed to the syllabus, which is what language is taught. Method is made up of a set of techniques that usually reflect a certain view of language teaching.

Mother tongue is a person's native language. It's the first language. See also: Target language.

Multisensory teaching involves teaching a child through each of the senses at the same time. They are auditory (hearing and speaking), visual (seeing and perceiving) and kinesthetic / tactile (touch, movement, and doing).

Regalia are props or other physical items which are used to increase the realism of role-plays. Fake menus, toys, and costumes are examples of realia.

Reinforcement is used to help increase the probability that a specific behavior will occur in the future by delivering a stimulus immediately after a response/behavior is exhibited. Positive reinforcement is adding something that will motivate the child (or individual) to increase the likelihood they will engage in that behavior again. For example, a teacher gives a child a sticker for doing homework.

Routine is a set of customary or unchanging and often mechanically performed activities or procedures:

Student-centered (learner-centered) are language activities, techniques, methods where the students/learners are the focus and the teacher plays only a peripheral role. Students are allowed some control over the activity or some input into the curriculum. These activities encourage student creativity. Group work is one kind of student-centered activity. Having students design their own test is another learner-centered activity. Individual styles and needs of the learners are taken into account. Learner-centered education is thought to be intrinsically motivating and thus beneficial. See also: teacher-centered.

Target language is a language that a non native speaker is in the process of learning. See also: mother tongue.

Teacher-centered are methods, activities, and techniques where the teacher decides what is to be learned, what is to be tested, and how the class is to be run. Often the teacher is in the center of the classroom giving instruction with little input from students. The teacher decides the goals of the class based on some outside criteria. See also: student-centered.

The silent period (preproduction) is a stage in second language acquisition where learners do not attempt to speak.

Total physical response (TPR) is a teaching technique whereby a learner (usually young learner) responds to language input with body motions. This could be, for example, acting out a chant. This technique was devised by James Asher who noted that children listen and respond with gestures before they speak. One benefit is that TPR allows for low anxiety learning since students don't have the stress of producing language.

Visual learners are learners who benefit more from right-brained activities. Visual learners learn best when they see as opposed to aural learners. The implication for ESL teaching is that visual stimulation accompanying lessons may have some benefit for some students. See also: aural learners.

Teaching a Second Language to Very Young Learners Course Syllabus

1. Rationale:

The increasing number of pre-school children learning a second language and the constantly decreasing age that they start learning it is a growing trend. Nowadays, there are infant and toddler language classes where children as small as 0 years old (!) are accompanied by parents or caregivers.

Do you have experience of teaching a foreign language, but find that the needs of learners age 6 and below are different and require a different approach? Are you a qualified and experienced language teacher who has already taught very young learners but would like to engage in professional development? Are you a student who is planning to take up a career of a very young learners' teacher?

Then, this course is for you. It caters to teachers/trainees who are currently teaching VYL or are about to start teaching VYL or at minimum have access to VYL classes which they can observe.

2. Course Aims and Outcomes:

Aims

This course aims to introduce you to the principles involved in teaching very young learners and give you a bank of activities and resources to support your teaching.

Outcomes

By the end of this course, students will:

- Learn about physical, cognitive, social-emotional and language development of very young learners
- Learn how to create a positive learning environment and manage a classroom

- Learn how to write an action plan
- Learn how to use versatile materials, evaluate and adapt them to achieve better results
- Learn how to plan a lesson effectively
- Learn how to use various activity types
- Learn how to write a reflection
- Learn what differentiated learning/teaching is and how to apply it in class

3. Course content:

This is a 13 module course consisting of input, reading, research, discussion and after-class written tasks. The modules cover:

1. Very Young Learners and Teachers (lecture, 2 hours; 1st semester)
2. Classroom Management (lecture, 2 hours; 1st semester)
3. Coursebooks and Materials (lecture, 2 hours; 1st semester)
4. Lesson Planning (lecture, 2 hours; 2nd semester)
5. Activity Types (lecture, 2 hours; 2nd semester)
6. Differentiated learning (seminar, 2 hours; 2nd semester)
7. Evaluating the coursebook (seminar, 2 hours; 2nd semester)
8. Adapting the material (seminar, 2 hours; 2nd semester)
9. Crafts (seminar, 2 hours; 3rd semester)
10. Songs, Chants, Rhymes and Music (seminar, 2 hours; 3rd semester)
11. Storybooks (seminar, 2 hours; 3rd semester)
12. Games and Digital Technologies (seminar, 2 hours; 3rd semester)
13. Project Work (seminar, 2 hours; 3rd semester)

4. Format and Procedures:

Firstly, this course concentrates on individual reading and research followed by collaborative discussion. Therefore, be ready to actively participate during our lectures rather than sit and take notes. In order to do well, please, (a) read required book chapters or articles before lectures start and (b) do two pre-lesson activities.

Secondly, you will have to submit regular homework tasks (via Moodle) for your tutor and groupmates when the lecture is over. They will send you feedback. It gives a nice opportunity for further development. All communication via Moodle will be monitored by the course organisers. Remember that you must follow the rules of Netiquett, have respect for others and their points of view and avoid plagiarism.

NB! The tasks are often classroom based; however, if you are not teaching very young learners at the moment, they can be done by observing another teacher.

Thirdly, lectures are followed by seminars. Active participation is a must.

5. Course Requirements:

Class attendance and participation policy (lectures and seminars):

To be considered in *attendance*, you must physically attend a lesson during the scheduled hours.

To earn *full participation*, you must be actively engaged in classroom activities and discussion (which is impossible unless you do your homework).

After-class (online) attendance and participation policy:

To be considered in *attendance*, you must post your homework task.

To earn *full participation*, you must post substantive messages to your course-mates (not less than five).

What is a “substantive post”?

A substantive post adds to the discussion and encourages a response from your fellow students. Here are some guidelines to help you earn credit for your discussion posts:

Do

– Explain why you agree or disagree, and add some examples to support your belief.

- Relate your personal or work experience to the topic at hand.
- Ask additional questions of your course-mates.
- Make connections between the topics and the readings in the text.
- Add ways you can apply lessons from the class to your work and educational life.

Don't

- Offer a one-word or two-word response like “Great!” or “I agree.”
- Talk about something unrelated to the coursework, like a movie you saw recently.
- Insult or mock course-mates for their opinions. If you disagree, explain why you do – but in a constructive manner.

6. Grading Procedures:

Grades are assigned to students on the basis of their attendance and participation as well as quiz/exam results. See the table:

Class attendance and participation	Online attendance and participation	Quiz (2 nd semester) / exam (3 rd semester)	Total
25 points	25 points	50 points	100 points

Final grading system:

86 points and above	Excellent (отлично)
71-85 points	Good (хорошо)
55-70 points	Satisfactory (удовлетворительно)
54 points and below	Poor (неудовлетворительно)

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**TEACHING A SECOND LANGUAGE
TO VERY YOUNG LEARNERS**

Учебно-методическое пособие
для магистров профиля
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