Summary of 12 Considerations for Teaching Young Learners

CHARACTERISTICS OF YOUNG LEARNERS	
CHILDREN ARE . . .	**SO TEACHERS SHOULD . . .**
1. ENERGETIC AND PHYSICALLY ACTIVE	• Use kinesthetic activities, like Total Physical Response (TPR), Simon Says game
2. SPONTANEOUS AND NOT AFRAID TO SPEAK OUT AND PARTICIPATE	• Use songs, rhymes, chants, and dialogs • Use drama activities that encourage students to be expressive, like the Meet and Greet lesson on pg. 49
3. CURIOUS AND RECEPTIVE TO NEW IDEAS	• Arouse students' curiosity with games, like Mystery Bag • Use topics like exotic animals and plants and international cultures, e.g., food, dress, music, holidays.
4. IMAGINATIVE AND ENJOY MAKE-BELIEVE	• Use role plays and pretend games, like Animal Charades • Use stories that involve fantasy and imagination • Have students use their creativity to make their own pictures or puppets to retell stories • Let students play make-believe by dressing in costumes and role
5. EASILY DISTRACTED AND HAVE SHORT ATTENTION SPANS	• Make learning fun • Capture students' attention with brightly colored pictures, photos, and posters • Use audio-visuals like songs, TV shows, movie clips, YouTube videos • Move quickly from activity to activity, spending about 5–10 minutes per activity • Use brain breaks
6. EGOCENTRIC AND RELATE NEW IDEAS TO THEMSELVES	• Encourage students to personalize new information and language, like the acrostic name poem • Relate new information and language to students' native culture and local surroundings
7. SOCIAL AND ARE LEARNING TO RELATE TO OTHERS	• Make learning interactive • Incorporate group games and cooperative activities • Use a variety of different kinds of interactions, i.e., S–S in pairs, Sts–Sts in groups, T–S one-on-one, T–Sts with whole class
	Control children's frustration • Assess if the task is too hard • Break task down into smaller steps • Give students hints or make a game out of figuring out the right answer • Create a comfortable classroom atmosphere in which students can succeed

HOW CHILDREN LEARN	
CHILDREN . . .	**SO TEACHERS SHOULD . . .**
8. LEARN BY DOING AND INTERACTING WITH ENVIRONMENT	• Make learning active • Use realia like food, toys, and other real objects • Organize field trips in the local environment like the zoo, park, beach, or forest
9. NEED OF SUPPORT AND SCAFFOLDING BY THE TEACHER	*Create interest in the task* • Use engaging activities; see nos. 1–8 • Be enthusiastic and passionate about tasks *Simplify the task* • Break tasks down into smaller tasks, like Writing the Story from a Video on p. 30 and Singing a New Song on p. 35–36 *Keep children on task* • Have a real purpose and goal like creating a valentine for a friend which must be completed by Valentine's Day • Focus them on the task by praising, encouraging, reminding, and giving suggestions to students *Model the task, including different ways to do it* • Clearly show your expectations and the ideal end product • Cater to different learning styles, i.e., visual, audio, kinesthetic, and multiple intelligences: spatial-visual, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic
HOW CHILDREN LEARN LANGUAGE	
CHILDREN . . .	**SO TEACHERS SHOULD . . .**
10. NEED A LEARNING ENVIRONMENT SIMILAR TO L1 ACQUISITION	• Use authentic contexts and situations that mirror real life • Use activities with a real purpose and reason to use English, like storytelling, singing, chanting, dialogs, plays, TV shows, movies, letter writing, e-mailing, recipes, etc., that present language in a real context
11. LEARN LANGUAGE THROUGH LOTS OF MEANINGFUL EXPOSURE AND PRACTICE	• Create an English-speaking classroom environment by using English as much as possible • Give plenty of comprehensible input (just above students' current level) • Make input comprehensible by using visuals, realia, gestures, and caregiver speech • Train students to use classroom language in English • Recast any use of L1 in English
12. DO NOT LEARN LANGUAGE THROUGH EXPLICIT GRAMMAR EXPLANATIONS	• Avoid using grammatical terms and rules that young learners will not understand • Help learners "notice" the grammar by repeating and recycling new language, i.e., Meet and Greet lesson