YL Materials Design & Development

Today's class

- Reading discussion
- Review
- Characteristics of Yls
- Realia analysis
- Homework

Email: edpovey@hotmail.co.uk
Website: edwardtesol.com

Reading homework

1. Discuss your answers.

2. Let's collect your ideas:
- grammatical or structural
- functional-notional
- situational
- skills-based
- topic-focused

3. Table on p.50

4. Info, p.57

Look at the word list on page 37.

- What do the words mean?
- How do they relate to teaching?
- Any questions?

Discuss with your partner.

Questions

"**Modeling**" means to show or demonstrate.
What do we need to demonstrate for learners?
Make a list.

"**Scaffolding**" is the support that we provide for students.
What kind of support can we provide for learners?

There are **two** things teachers need to model.

Modeling

Language

Language input, Examples
Stories, TPR, Dialogues
Questions + Answers
Pronunciation, Spelling
Etc.

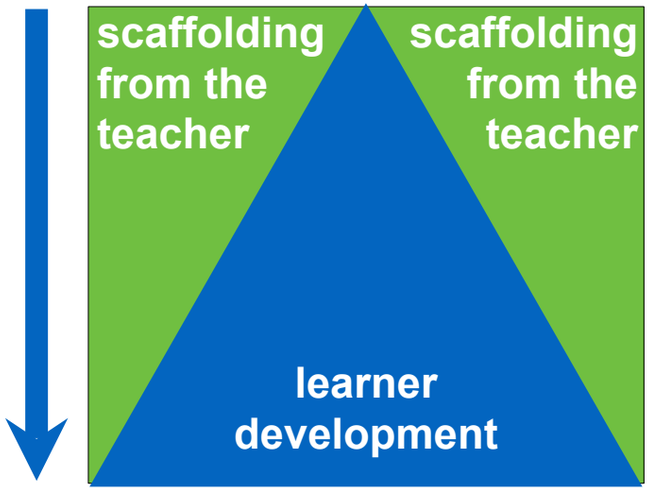
Activities

Steps
Materials
Instructions
Rules
Outcome
Etc.

The teacher is a model (but not clothes!)

Scaffolding = support

Scaffolding in construction

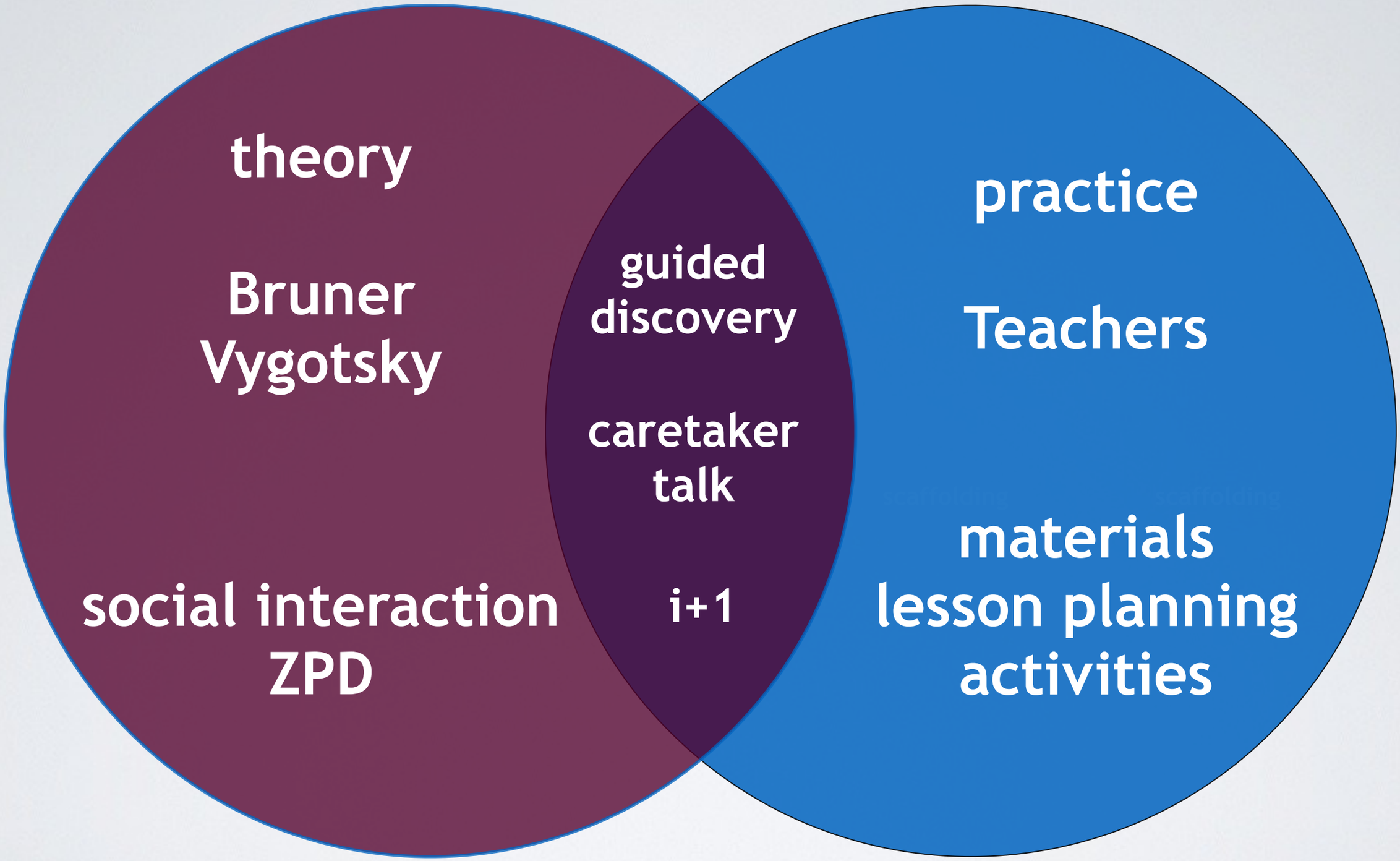


Scaffolding in education

Scaffolding (in education) is the support the teacher provides for the learner. There are many ways to support learners.

- visual examples (images, diagrams…)
- positive feedback and encouragement
- pre-teaching vocabulary
- simplifying classroom language
- easy tasks —> difficult tasks
- using mimes to help comprehension
- … and more!

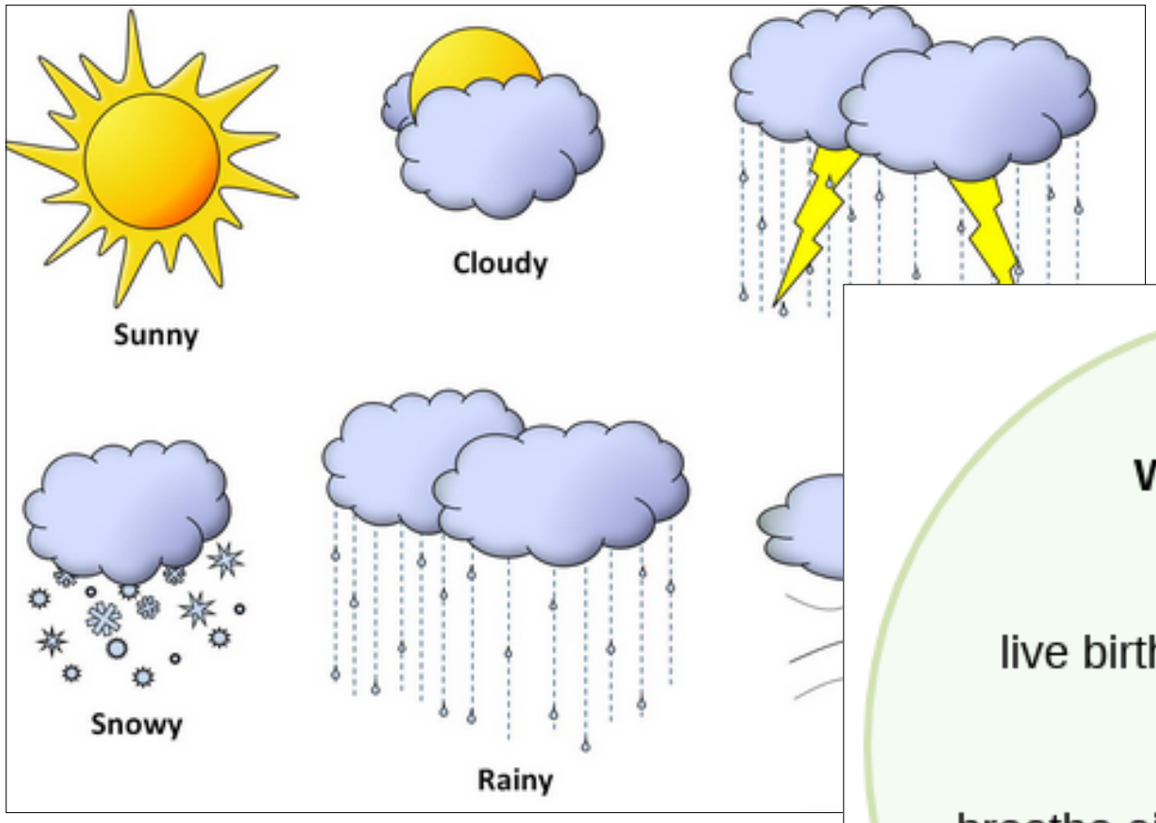
Viewpoints of “scaffolding”

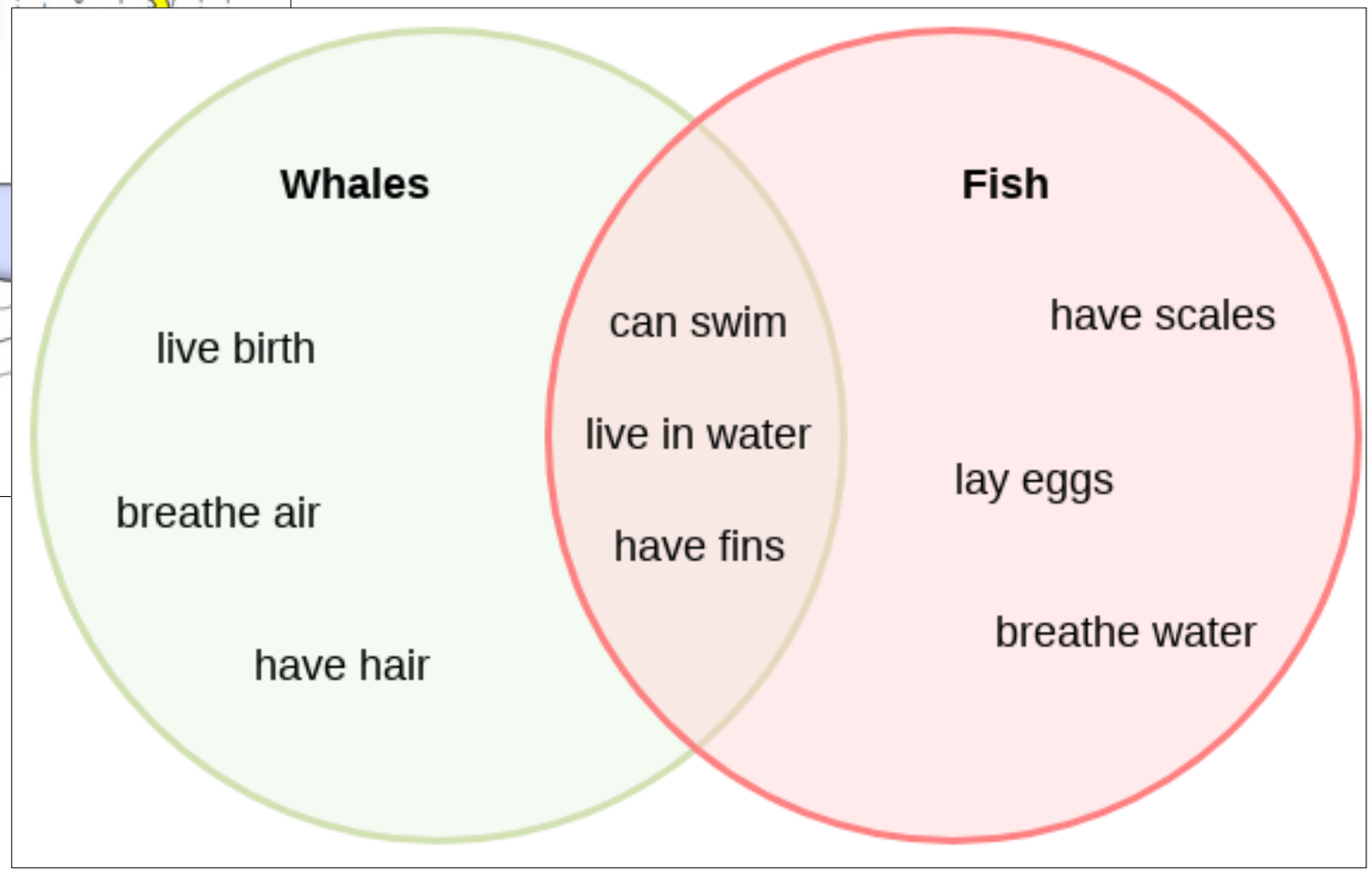


Look at this diagram. What does it mean? Discuss with a partner.

Scaffolding

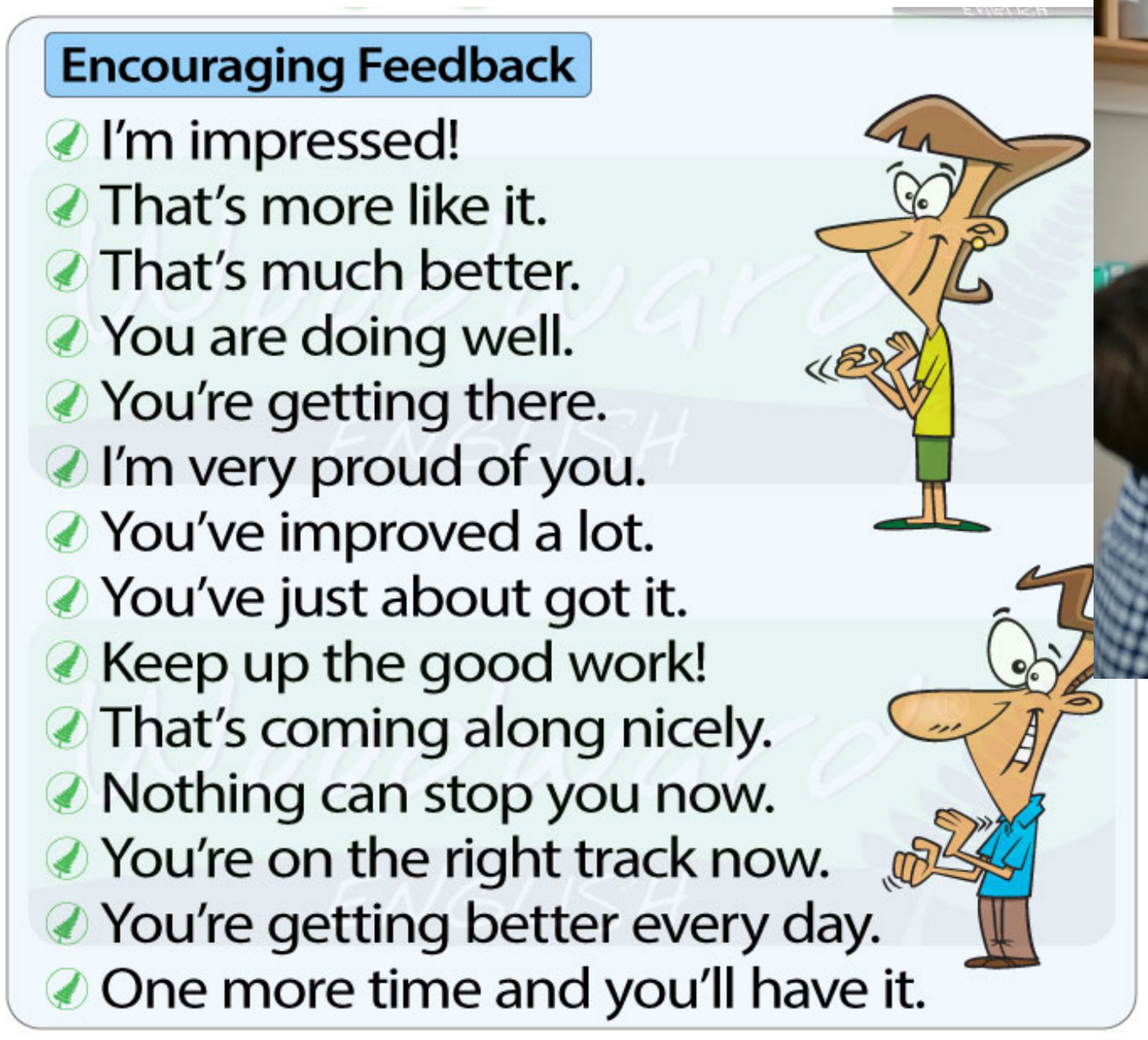
- visual examples (images, diagrams…)





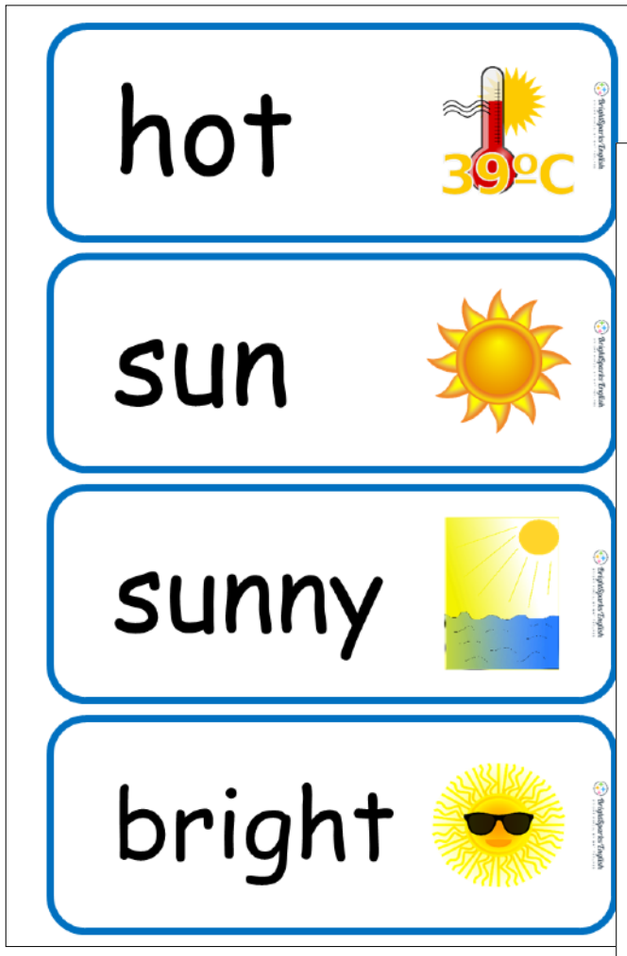
Scaffolding

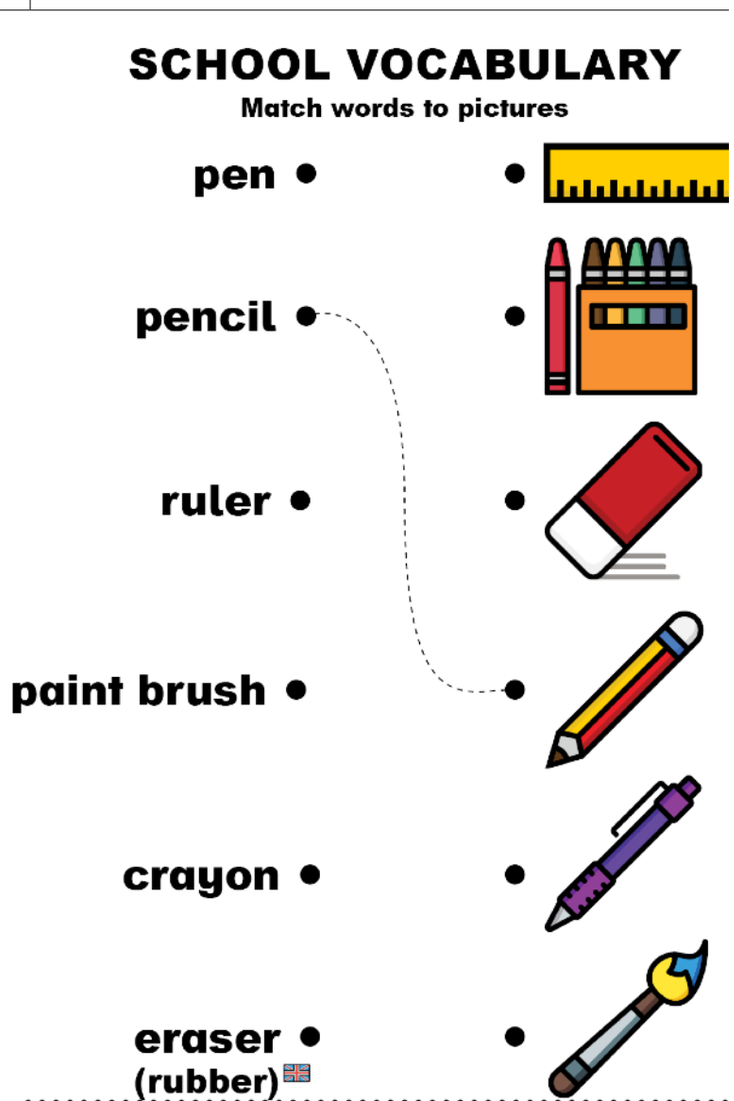
- positive feedback and encouragement

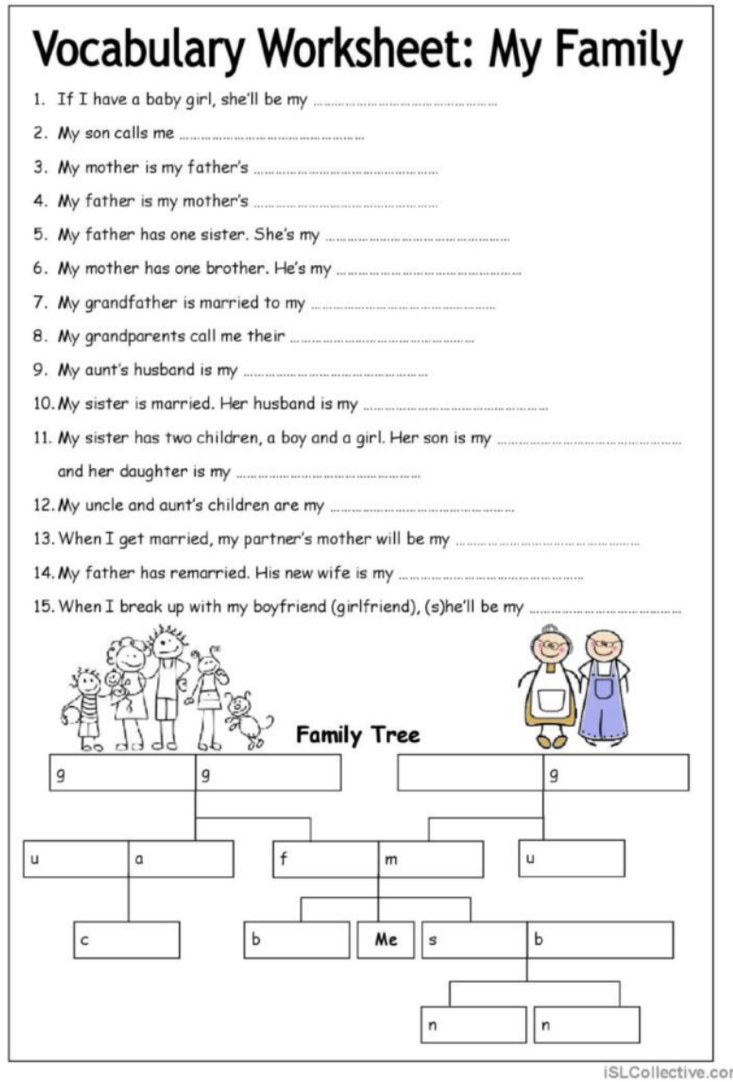


Scaffolding

- pre-teaching vocabulary

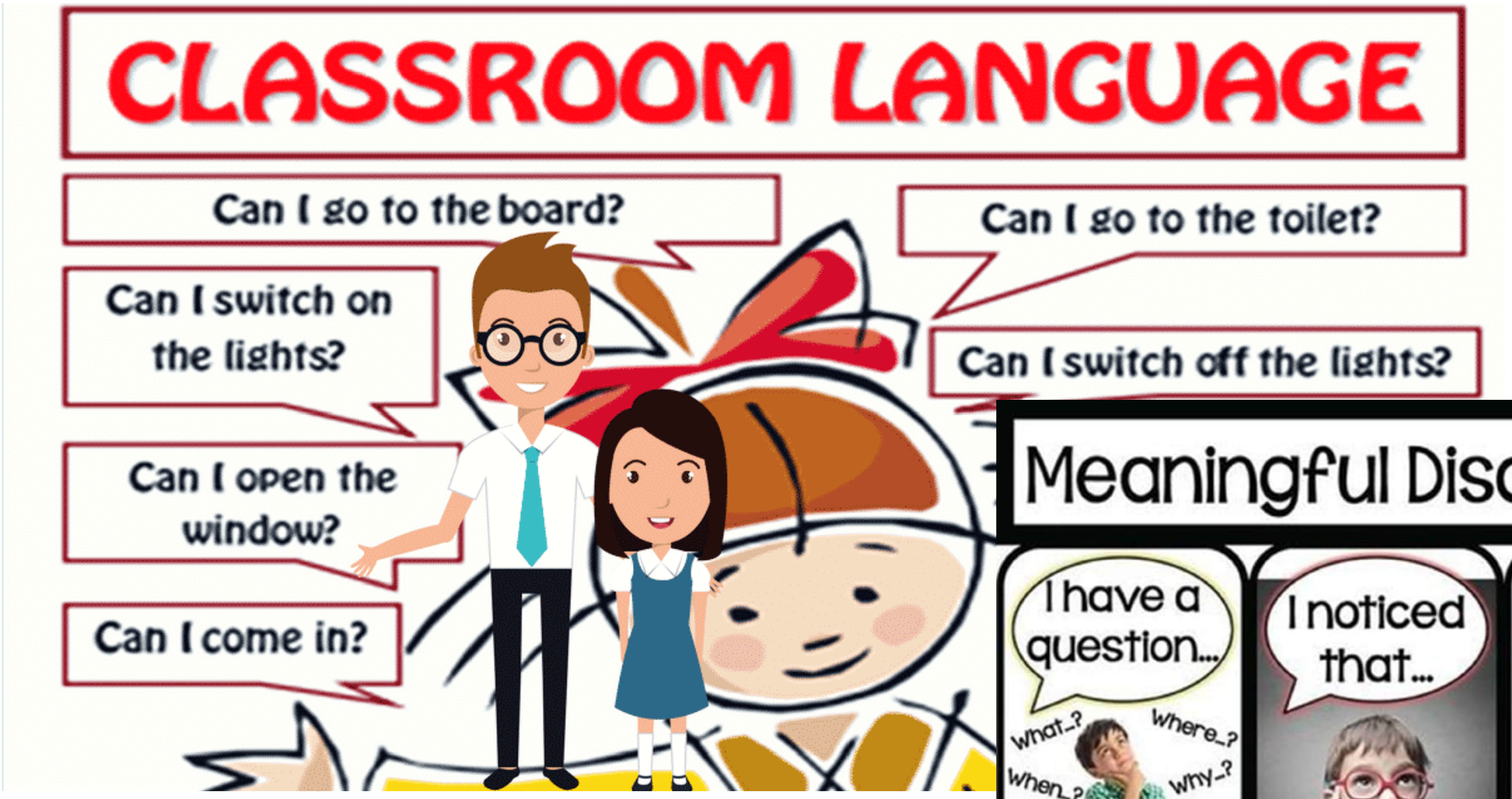






Scaffolding

- simplifying classroom language

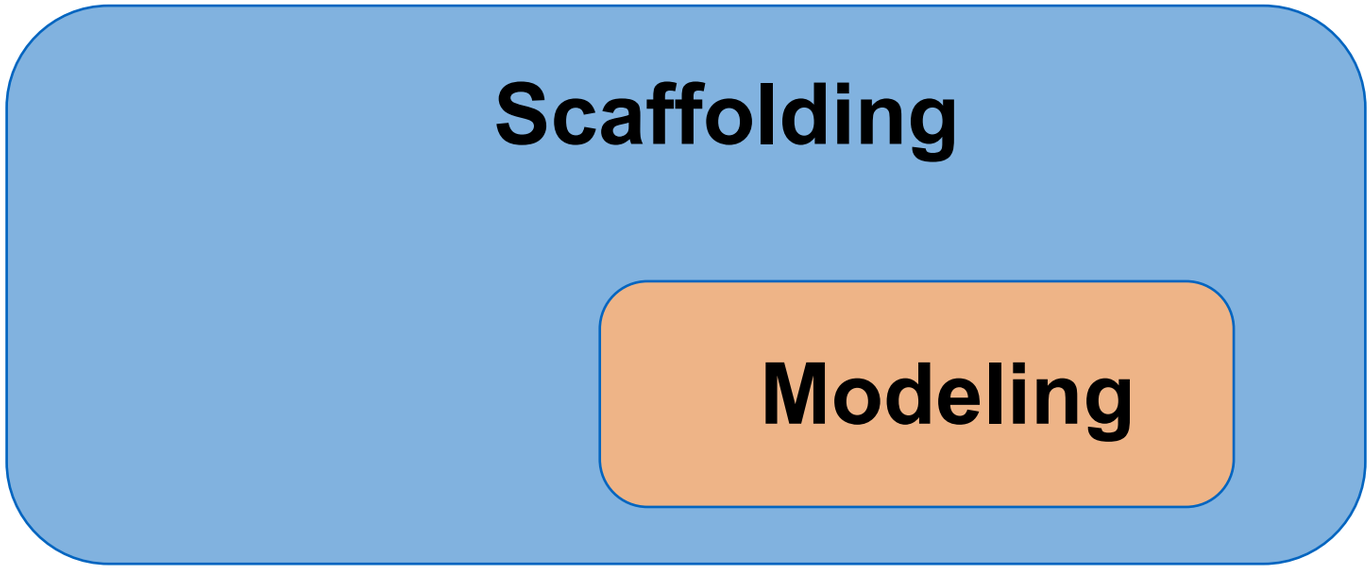


Scaffolding

- using mimes to help comprehension

Question

How are modeling and scaffolding related to each other?



Modeling is a type of scaffolding

CHARACTERISTICS OF CHILDREN AS LEARNERS

CURIOUS

ACTIVE

PLAYFUL

KNOWLEDGEABLE

CAPABLE

QUESTIONS IDEAS

ENERGETIC

MULTI SENSORY

CREATIVE

COMMUNICATIVE

12 Considerations for Teaching Young Learners

- Characteristics of Young Learners
- How Children Learn

Adapted from “Teaching Young Learners English” by Joan Kang Shin & JoAnn Crandall (National Geographic)

1. Children are…
Energetic and physically active

So teachers should…

Use kinaesthetic activities
and TPR (Total Physical Response)

What are your experiences with this? Please someone share!

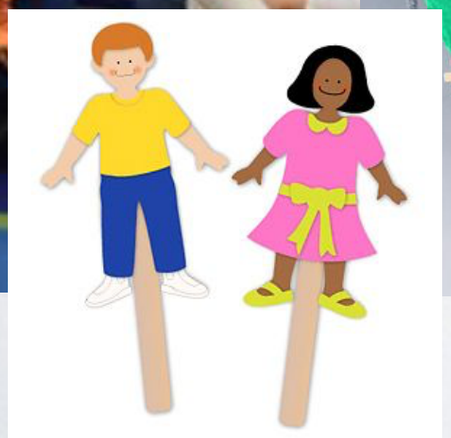
- Running game
- Run & grab
- Jump on the flashcard
- Floor board game
- Speed game
- Mime game
- Mime and guess
- Acting the story

2. Children are…
Spontaneous and not afraid to speak

So teachers should…

Use chants, songs, shouting and guessing
Use puppets and drama

What are your experiences with this? Please someone share!



- Role plays
- Masks / Hats
- Stick puppets
- Talking stick

Puppets are great for modeling/demonstrating conversations and encouraging responses.

3. Children are…
Curious and receptive to new ideas

So teachers should…

Arouse curiosity, e.g. magic bag / mystery box
Use unusual topics to get interest

What are your experiences with this? Please someone share!

Mystery bag / Magic box is good for vocabulary or realia

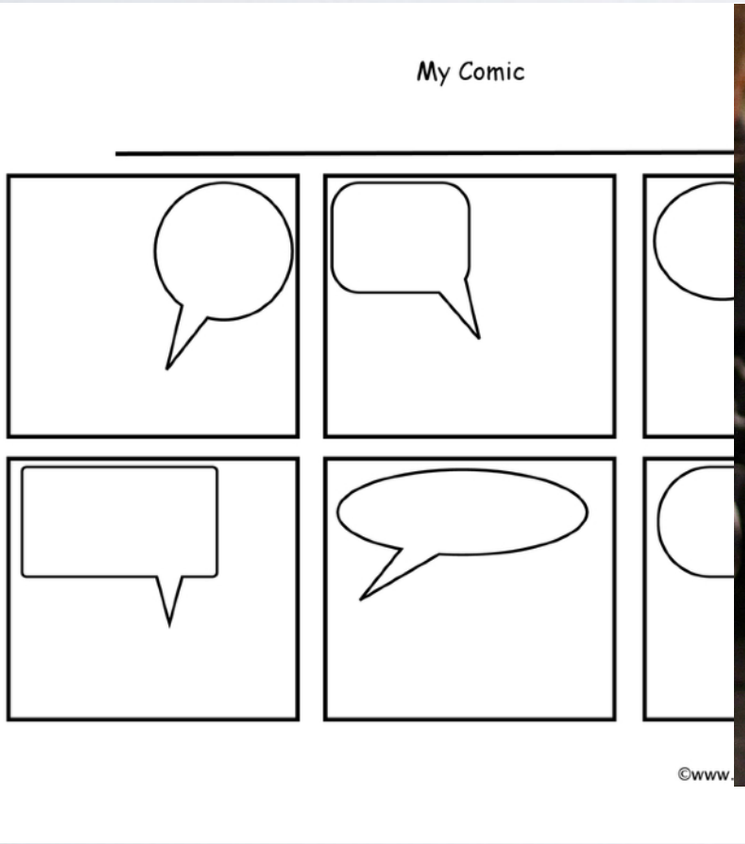
Use interesting topics to get attention

4. Children are…
Imaginative and enjoy make believe

So teachers should…

Use role plays and pretend games
Use costumes, puppets,
and creative materials

What are your experiences with this? Please someone share!



Drawing comic strips is a great way of checking comprehension of stories.

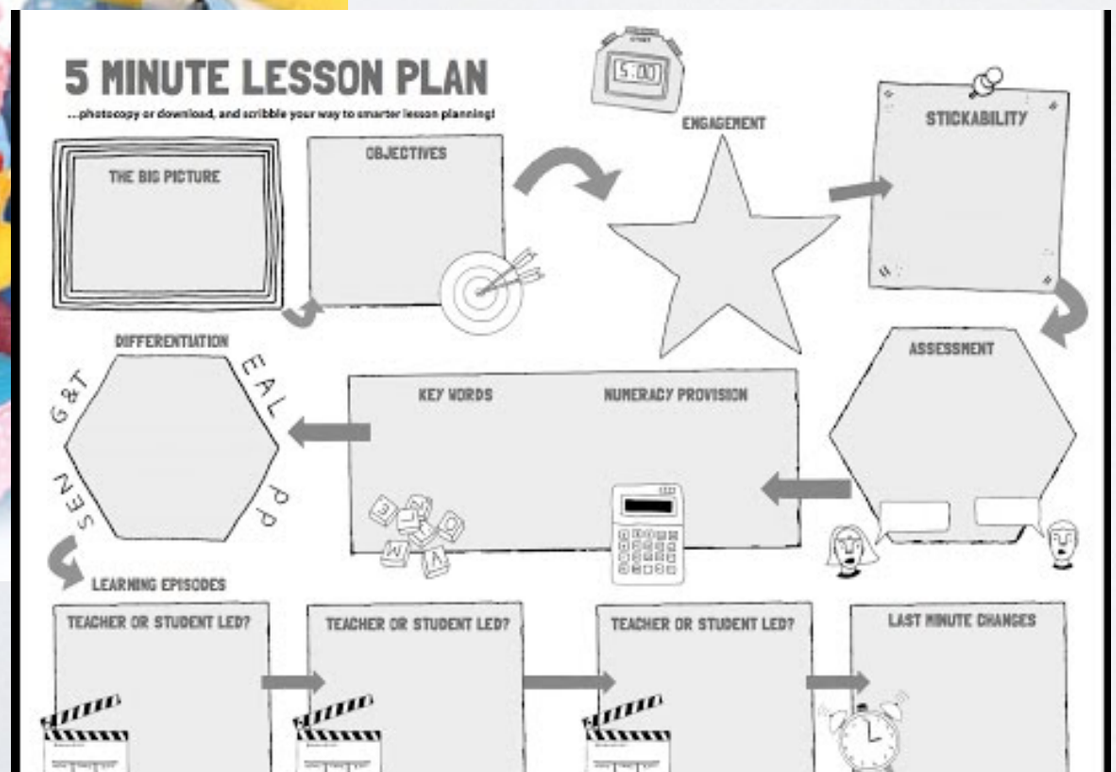
Masks help learners speak out.

5. Children are…
Easily distracted + short attention span

What are your experiences with this? Please someone share!

So teachers should…

Capture attention with bright materials
Move through various activities quickly



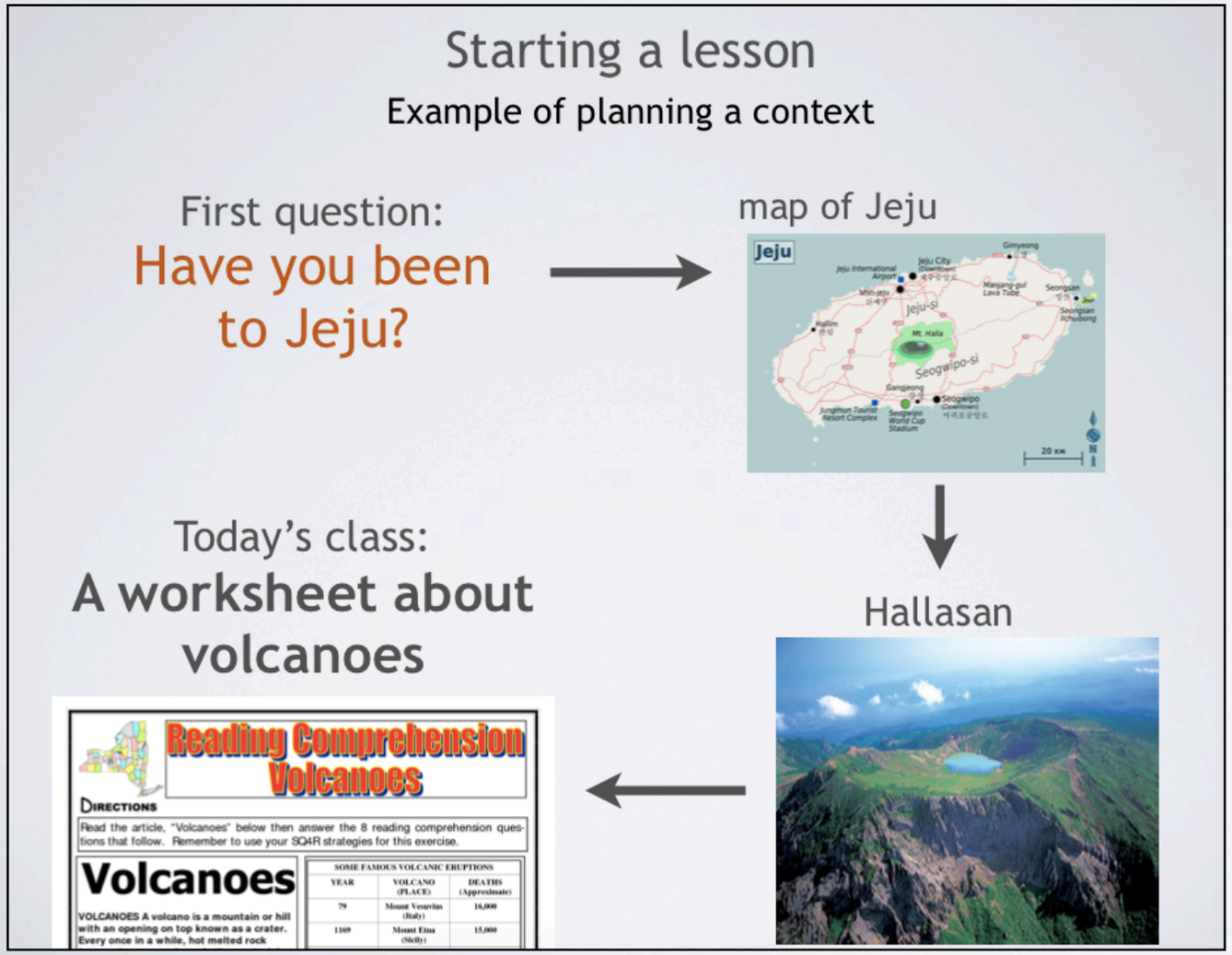
- Vary lessons (5-10 mins)
- Vary materials
- Short activities
- Realia
- Media
- Toys
- Brain breaks

6. Children are…
Egocentric, relate ideas to themselves

What are your experiences with this? Please someone share!

So teachers should…

Personalize new information
Relate new info to their culture/surroundings



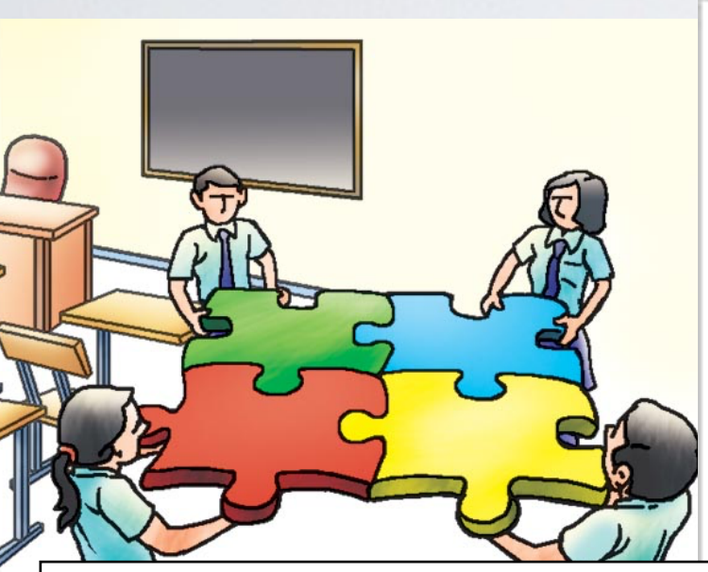
- Personalization
- Localization
- Contextualization

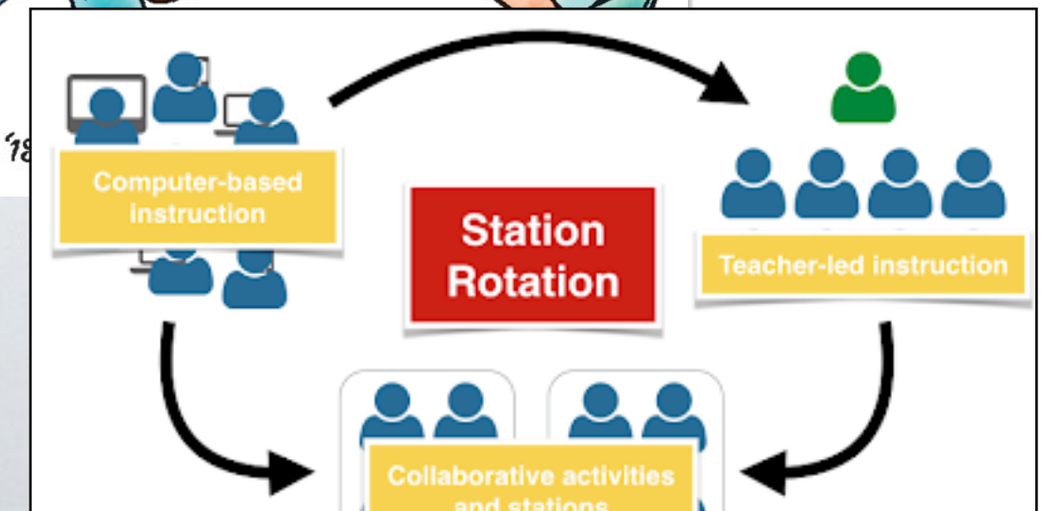
7. Children are…
Social, relate to others

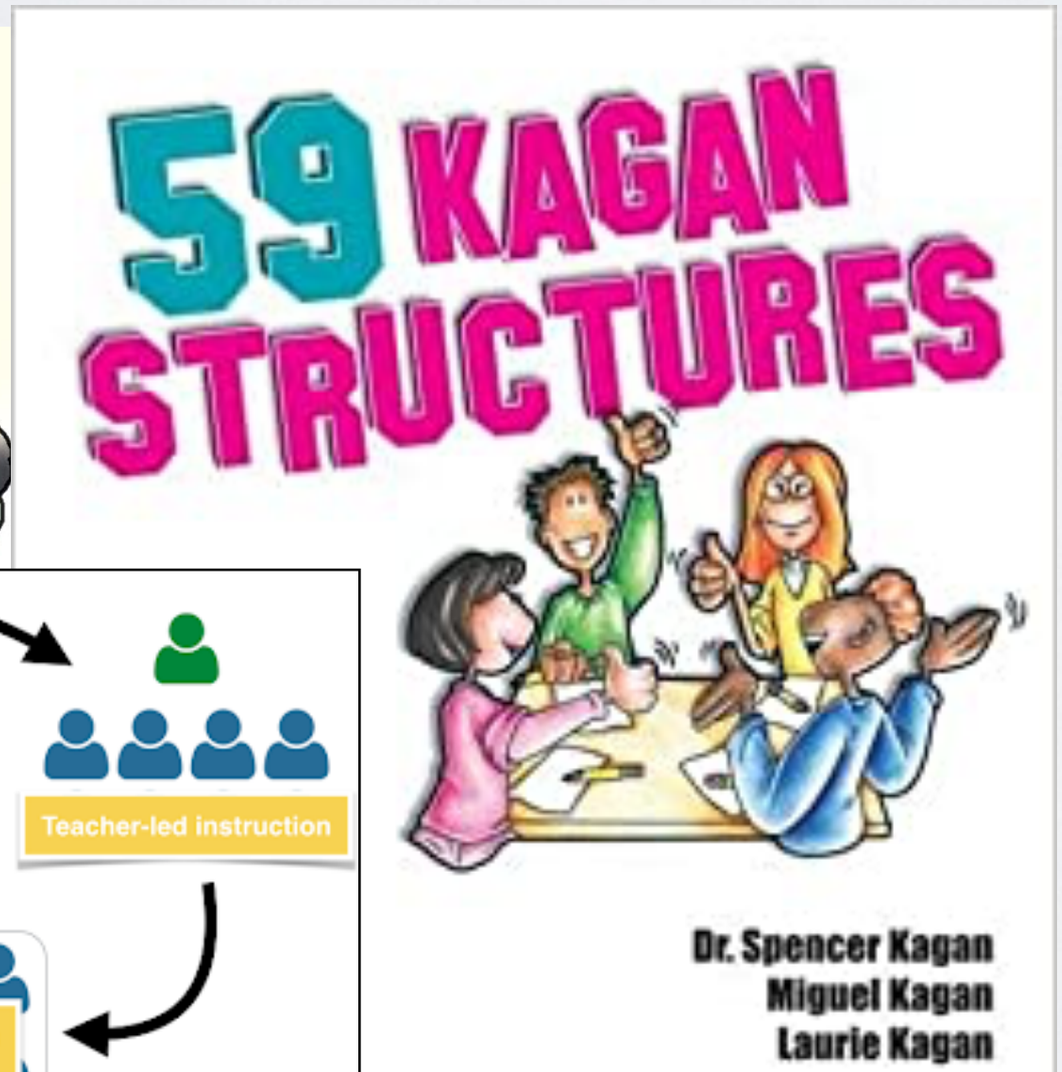
So teachers should…

Use variety of groupings
Use cooperative learning

What are your experiences with this? Please someone share!







- Cooperative vs. Competitive
- Kagan's structures
- Learning stations
- Groups: S-S, Ss-Ss, T-S, T-Ss

8. Children…
Learn by doing

So teachers should…

Use realia, toys and objects
Organize field trips

What are your experiences with this? Please someone share!

- Tactile learners
- Meaningful
- Experiential
- Cooking and making activities

9. Children…
Need support and scaffolding

What are your experiences with this? Please someone share!

So teachers should…

Break down tasks into small steps
Have a real purpose or goal
Model, demonstrate, show (language + task)
Give encouragement & feedback
Provide various outcomes & roles

- Making posters is a good group activity that let's learners take different roles. (not suitable for very young learners)

10. Children… Need a learning environment similar to L1

So teachers should…

Use authentic contexts, activities & materials

What are your experiences with this? Please someone share!

- Task-based language teaching - real world tasks in the classroom

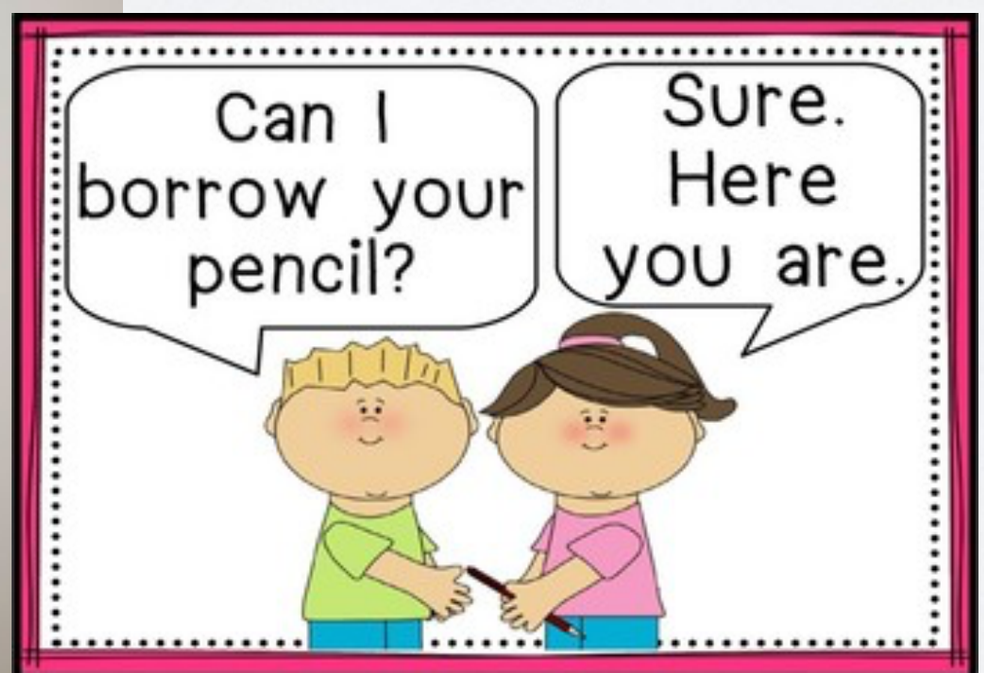
11. Children…
Learn language through meaningful exposure and practice

What are your experiences with this? Please someone share!

So teachers should…

Make input comprehensible
Train learners to use classroom language

- Visual instructions (pictures and actions



- Explicitly teach classroom language to new learners

12. Children…
Do not learn language through explicit grammar explanations

What are your experiences with this? Please someone share!

So teachers should…

Avoid using grammatical terms + metalanguage
Help learners “notice” grammar
Focus on “context of use”, not grammar rules

Here is a list of rules of these tenses:

	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
esent	Ist form + s / es	am/is/are + Ist form	have/has + IIIrd form	have/has been + Ist form + ing
ast	IInd form	was/were + Ist form + ing	had + IIIrd form	had been + Ist form + ing
ture	will/shall + Ist form	will be + Ist form + ing	will have + IIIrd form	will have been + Ist form + ing

I **went** to a restaurant.

I **ate** bibimbap.

Everybody is different.

Some people are active and outgoing, other people are quiet and like to work alone.

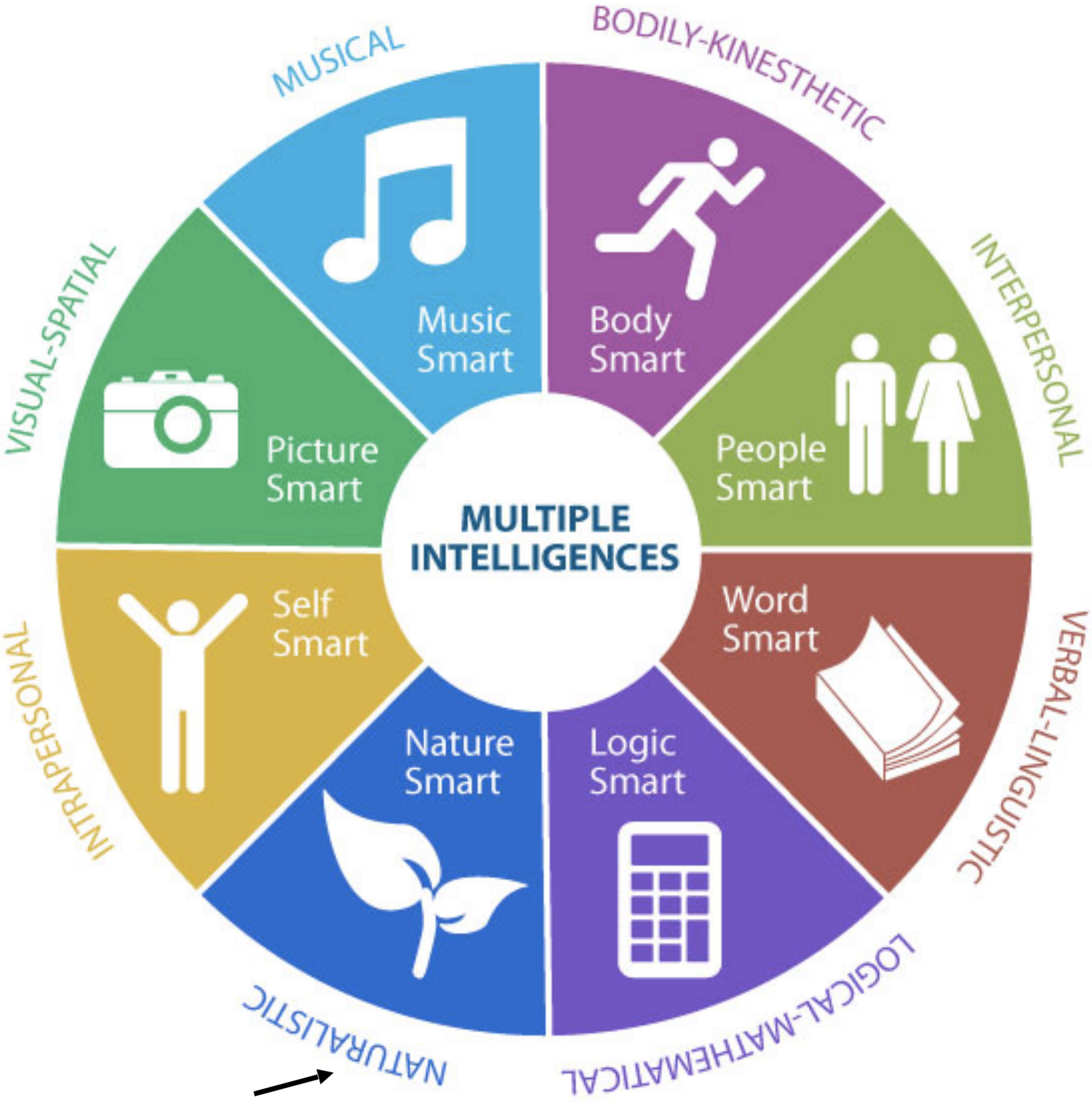
How can we help all of our students learn effectively?
How can we give multiple exposures to vocabulary?

Multiple Intelligences

"… students learn, remember, perform, and understand in different ways…"
- Gardner (1991)

Why should teachers think about multiple intelligences?

- create variety in your lesson and activities
- personalize your teaching to the interests and needs of students



added new!

Image from:
Connections Academy
www.connectionsacademy.com

Task:

1. Choose a topic suitable for your students.
e.g. Family, Months, Food & drink, Halloween, Numbers, Animals, Sports, Weather, Jobs…

2. Suggest an activity related to your topic that matches with each multiple intelligence.

Tip: Every lesson should have activities for 3~4 multiple intelligences.

Multiple Intelligences

Choose which multiple intelligences fit with these activities:

1. Create a picture dictionary with the new words.
2. Read a story and then draw a map of the places in the story.
3. Create sign language for each new word.
4. Create a rap from the story.
5. Do a treasure hunt with hidden objects.
6. Create a body map by tracing each other's body parts.
7. Look on Daum/Naver/Google maps to find places in the world.
8. Write new lyrics or a new verse for a song.
9. Create a board game with pictures and words from the story.
10. Do a cryptogram.
11. Highlight different words in the text like names, verbs, etc.
12. Create a Venn diagram to compare characters.
13. Draw a comic strip and add the speech bubbles.
14. Create a website or blog on your favorite topic.
15. Write a letter to the character about how they feel.
16. Keep a journal or diary about new words and study achievements.

PRACTICAL TECHNIQUE

Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia

Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive

PRACTICAL TECHNIQUE

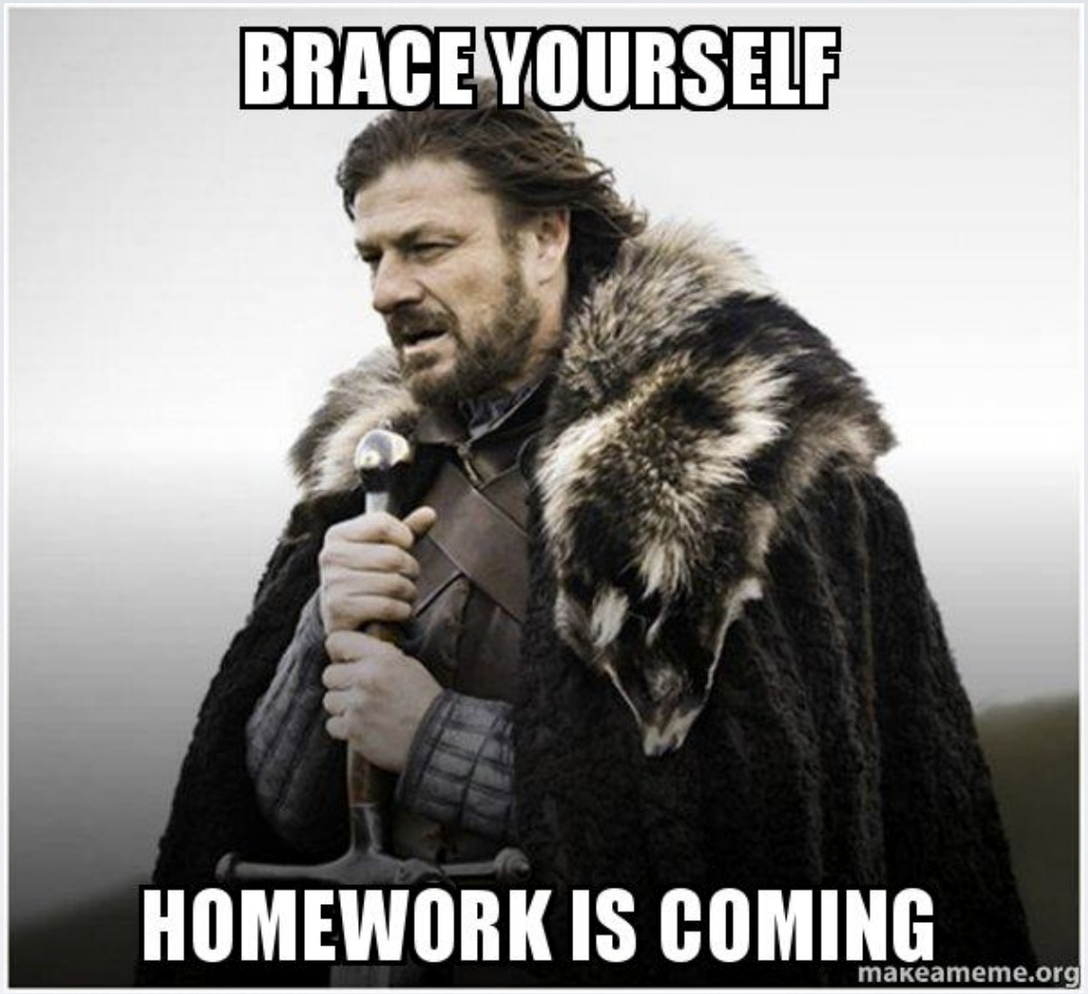
Task: Realia activities

1. Decide the target language (vocabulary / expressions for your realia.

2. Create a 3-4 step activity with your realia. Remember: input -> output

3. Create a worksheet or printed material to use with the realia.

4. Present to another group.



Materials HW for Next Week:

1. Read the Week 4 - ’16 features of good materials’ (p.57~) and answer the Q on p.56.

16 features: A1, A2, A3, A4, … A15, A16.