**Nové možnosti rozvoje vzdělávání na Technické univerzitě v Liberci**

**Specifický cíl A3: Tvorba nových profesně zaměřených studijních programů**

**NPO\_TUL\_MSMT-16598/2022**



**TEYL 1**

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Early Years Pedagogy

Aims.

You will discuss, share and explore ideas about teaching young learners  in a school environment and how their learning style can impact your planning. You will be able to demonstrate effective  scaffolding techniques to bring about understanding and progression,  and you will prepare and deliver a short vocabulary presentation aimed  at different young audiences.

Learning Outcomes

● To be able to discuss, share & explore ideas for young learners to access a curriculum

● To be able to demonstrate effective ‘scaffolding’ for young learners ● To be able to discuss the different types of learners and learning styles ● To be able to adapt lessons to online teaching

Self-Evaluation

 *https://wdrfree.com/stock-vector/self-assessment*

My skills to develop …..

What skills do I want to improve? How will I do this?

My classroom practice …..

What methodologies do I use most confidently when teaching Young Learners?

My strengths ….

What do I feel are my strengths when teaching Young Learners?

 

*https://www.hugo.team/blog/how-to-give-feedback-at-work*

Quote of the day:

SCIENTISTS HAVE DETERMINED THAT IT TAKES APPROXIMATELY 400

REPETITIONS TO CREATE A NEW SYNAPSE IN THE BRAIN - UNLESS IT IS DONE WITH PLAY.

IN WHICH CASE. IT TAKES BETWEEN 10 AND 20 REPETITION!

DR.KARYN PURVIS

Think about it / Talk about it

• When did you first begin learning English?

• What were your English classes in school like?

• Did you enjoy your English class?

• How old are your students?

• What are their English classes like?

• Do they seem to enjoy the class?

https://outschool.com/classes/lets-talk-about-it-and-play-conversational-games-e

U1gYQhz?sectionUid=59e2dc92-24d9-4e20-91fa-ee8c89775aec

**Early years pedagogy** can be many things, but it may touch on things like:

Most simply, pedagogy is about how we educate children and help their development. It’s the techniques and strategies you can use to provide opportunities for development and how your relationships and interactions with children can affect them.

● Development – Focusing on how and why children change in terms of their learning and development over time.

● Behaviour – How a child’s experiences shape their behaviour. ● Relationships – How children change and learn in relation to those around them.

● Culture – How family life and culture impact learning and relationships.

● Critique – Inviting you to challenge assumptions and issues around power, equality, and curriculum expectations.

**Pedagogy –**

How it is adapted for language teaching with young learners. How children learn?

● Children are active learners and thinkers. (Piaget, 1970) ● Children learn through social interaction. (Vygotsky, 1962)

● Children learn effectively through scaffolding by adults.(Bruner, 1983)  Who is right?

 **Learning Styles**

What different types of learner are there? Which type of learner do you think you are?

*https://www.mentalup.co/blog/what-are-the-learning-styles*

What's Your Learning Style?

20 Questions (educationplanner.org) 11

**Advancing your Professional Practice**Effective Scaffolding (Bruner, 1983)

Teachers who scaffolded effectively:

• created interest in the task;

• broke the task down into smaller steps;

• kept child “on task” by reminding him of the purpose or goal; • pointed out the important parts of the task;

• controlled the child’s frustration during the task;

• modeled the task, including different ways to do the task. https://famly.co/blog/management/better-scaffolding-early-years/

*https://www.academia.edu/3856243/Teaching\_English\_to\_Young\_Learners Program\_DescriptionModule\_I\_Learning\_and\_Teaching\_Styles\_for\_Primar y\_Students*

*https://study.com/cimages/multimages/16/scaffolding2.png*

**Teaching English to Young Learners**

6 Scaffolding Strategies to Use With Your Students

● SHOW AND TELL - Modelling: Teacher to Students  or Students to Students [Fishbowling]

● TAP INTO PRIOR KNOWLEDGE - Ask students to share their own experiences, hunches, and ideas about the content and have them relate and connect it to their own lives.

● GIVE TIME TO TALK - All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with others [Think-Pair-Share]

● PRE-TEACH VOCABULARY - It introduces words using photos, or in context, or with analogies and metaphors. Students could create symbols or drawings for the vocab.

● USE VISUAL AIDS - Graphic organisers, images & charts help students visually represent ideas, organise info and grasp concepts.

● PAUSE, ASK QUESTIONS, PAUSE, REVIEW - Share the content, then pause (for think time), and then ask a strategic question, pausing again. Questions are planned,  in advance, to be specific, guiding, and open-ended.

**Advancing your Professional Practice**

Best Loved Teachers:

1. Prepare lessons which relate to learners’ lives.

2. Replace lectures with stories - be passionate and use anecdotes.

3. Make lessons challenging and interactive.

4. Use games as a teaching strategy.

5. Get learners moving.

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

https://images.app.goo.gl/81i6iL5PFkXpxEH16 Teaching English to Young Learners

palmtreeteaching.com

**Very Young Learners (under 7 years)**

- acquire through hearing and experiencing lots of English, in much the same way they acquire L1

- learn things through playing; they are not consciously trying to learn new words or phrases – for them it’s incidental

- love playing with language sounds, imitating, and making funny noises - are not able to organize their learning

- not able to read or write in L1; important to recycle language through talk and play

- their grammar will develop gradually on its own when exposed to lots of English in context

For more information, see: Slatterly, M., & Willis, J. (2001). *English for primary  teachers*. Oxford: Oxford University Press.

https://www.academia.edu/3856243/Teaching\_English\_to\_Young\_LearnersProgram\_DescriptionModule\_I\_Learning\_and\_Teaching\_Styles\_for\_Primary\_Students

**Young Learner’s 7 to 12 years**

- are learning to read and write in L1

- are developing as thinkers

- understand the difference between the real and the imaginary

- can plan and organize how best to carry out an activity

- can work with others and learn from others

- can be reliable and take responsibility for class activities and routines

For more information, see: Slatterly, M., & Willis, J. (2001). *English for primary teachers*. Oxford: Oxford University Press.

https://www.academia.edu/3856243/~~Teaching\_English\_to\_Young\_LearnersProgram\_DescriptionModule\_I\_Learning\_and\_Teaching\_Styles\_for\_Primary\_Students~~

**The Importance of Teaching Vocabulary Some Famous Sayings**A good vocabulary range increases reading comprehension, the ability to understand technical subjects and improves writing skills.

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

*David Wilkins 1972:111/112*

Vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of the word is and how to pronounce it.  *Cameron 2001:73)*

Vocabulary of a language is just like bricks to a high building.  Despite quite small pieces, thay are vital to the great structure. *(Prashant Subhash Mothe – India; htts://ualications.earson.com/
https://qualifications.pearson.com/*

Discuss in which ways you normally teach vocabulary?

*https://www.buoyhealth.com/*

**7 Ideas for teaching Vocabulary**

1. Cut letters up

2. Pictionary - match picture to word

3. Bingo

4. Word wheel

5. Hangman

6. Magnet letters

7. What’s in the box?

**Tips on Teaching Vocabulary: Make it interesting**

Keep it relevant

Teach words in context

Set achievable goals:

Vocabulary has to be suitable for the learners Limit the number of new words per age

Assign enough time for students to learn the vocabulary https://owlcation.com/academia/Teaching-Vocabulary-to-Young-Learners

**Sample vocabulary lesson: Two Frogs in Trouble**

Vocabulary presentation using various media