

Teaching Young Learners of English: Integrating Principles and Practices

Mary Lou McCloskey, PhD
Educo, Atlanta, Georgia USA
www.mlmcc.com

What is unique about young learners?

- Innate Programming for Language Acquisition
- Physically Active
- Eager to speak and participate
- Short Attention Span
- Egocentric
- Holistic

How do we design learning for these young people?

- **Jean Piaget**
 - Different ways of learning at different stages
 - Sensorimotor (birth-2)
 - Pre-operational (2-7)
 - Concrete Operations (7-11)
 - Formal Operations (11-15)
- **Lev Vygotsky**
 - Importance of language
 - Importance of social learning: Teaching is assisted performance
 - Development and learning meet in the Zone of Proximal Development
 - Learning is social
 - Learners need scaffolding
 - Getting children interested in the task
 - Simplifying the task; breaking it down into smaller steps
 - Keeping children on task; reminding them of goals
 - Pointing out what is important
 - Preventing/managing frustration
 - Demonstrating the task

Seven Principles for teaching English to young learners (With Practice Examples)

Principle 1: Offer learners enjoyable, active roles in the learning experience

Activity 1: Metamorphosis TPR

Crawl like a caterpillar.
Chew on a green leaf.
Build a cocoon around yourself.
Sleep for two weeks.

Nibble a hole in the cocoon.
Push your way out.
Fly like a butterfly.

Principle 2: Help students develop and practice language through collaboration

Activity 2: I Have, Who Has?

I Have Who Has Directions

- Create a card sequence of paired words, numbers, pictures, definitions, etc. Try to have one for each child.
- Pass them out.
- Ask who has the first card.
- Ask and answer till you get to the end.
- Trade cards and play again.

I have, who has templates on www.mlmcc.com website. Handouts.

Principle 3: Use Multi-dimensional, Thematically-organized activities

Activity 3: Read-aloud of *The Very Hungry Caterpillar* by Eric Carle

In this book are the integration of:

- Numbers
- Days of the week
- Night and day
- Food names
- Stages and life cycle of the caterpillar

Principle 4: Provide comprehensible input with scaffolding

Learning to Learn:

- Predicting
- Selective attention
- Circling
- Skimming/scanning
- Referring to text
- Eliminating
- Completing tasks and homework
- Copying
- Questioning
- Memorizing

Activity 4: Vocabulary Learning: An Active Approach

- Group students.
- Students draw pictures for words.
- Teacher names pictures.
- Students respond.
- Students exchange pictures.
- Students teach each other the words in small groups.

Principle 5: Integrate language with content

Activity 5: Science of Metamorphosis of the Butterfly: Life Cycles

Caterpillar Chant

Linda New Levine

I'm an egg. **
 I'm an egg. **
 I'm a very little egg. **

I'm a caterpillar. **
 I'm a caterpillar. **
 I'm a fuzzy, wuzzy, caterpillar. **

I'm a cocoon. **
 I'm a cocoon. **
 I'm a sleepy, sleepy, cocoon. **





I'm a butterfly. **
 I'm a butterfly. **
 I'm a beautiful, beautiful, butterfly. **

Principle 6: Validate and integrate home language and culture

Activity 6: Our own life cycles: drawings of the cycle of life in our own families





Principle 7: Provide clear goals and feedback on performance

Activity 7: Caterpillar rubric

Caterpillar Rubric				
Score	1	2	3	4
Feature Stages of life of the butterfly 	Not yet	Points to them correctly	Names them correctly	Names them in order
Days of the week 	Not yet	Names 3	Names 5	Names 7 in order
TPR 	Not yet	Participates a little	Participates most of the time	Participates always
Numbers 	Not yet	Up to 5	Up to 10	Up to 20
Vocabulary 	Not yet	Names 3	Names 10	Names and writes 10
Retelling 	Not yet	Points to key events	Tells 3 events	Tells most events

Summarizer: Numbered Heads Together

*Numbered Heads Together

1. Students in groups number off. 	2. Teacher or leader asks a question 
3. Group members put their heads together to find the answers. 	4. Teacher/leader calls out number of person who gives group's answer. 

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Questions:

1. How do children learn?
2. How should we teach them?
3. What are new strategies and activities we'd like to use?

Thank you!

Handouts and Resources: www.mlmcc.com - Click on Handouts

References and Resources

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