



Best Practices for Teaching English to Young Learners

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Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels. However, starting earlier is not necessarily the solution for producing better English speakers. Therefore, what can EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English?

Outline

- Introduction to TEYL
- Considerations for teaching young learners
- Effective teaching approaches for young learners
- Useful resources for TEYL

Defining the Group

YLS

- Young Learners
- 7-12 years

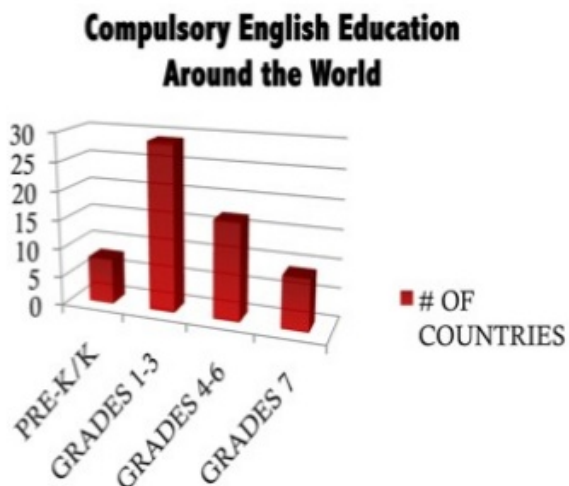


VYLS

- Very Young Learners
- Under 7

TEYL around the world

- ✧ Data from 63 countries
- ✧ 86% of countries start English instruction in primary school
- ✧ Majority start teaching English to very young learners



Data collected through the E-Teacher Scholarship Program in 2009-2010

Considerations for TEYL

- Is earlier really better?
- Characteristics of young learners
- How children learn
- Language learning environment

Is earlier really better?

- Type of program and curriculum
- Number of hours spent in English
- Techniques and activities used

FLEXIBILITY OF YOUNG MINDS
MALLEABILITY OF YOUNG TONGUES

a. Workshop approach

E X P E R I E N T I A L

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Experiential Approach

We remember...

___% of what we read

___% of what we hear

___% of what we see

___% of what we see and hear

___% of what we see, hear, and discuss

___% of what we see, hear, discuss,
and practice

Experiential Approach

We remember...

20% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we see, hear, and discuss

90% of what we see, hear, discuss,
and practice

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*Rutgers Cooperative
Research & Extension, 2004*

As Confucius said...



I hear and I forget.

I see and I remember.

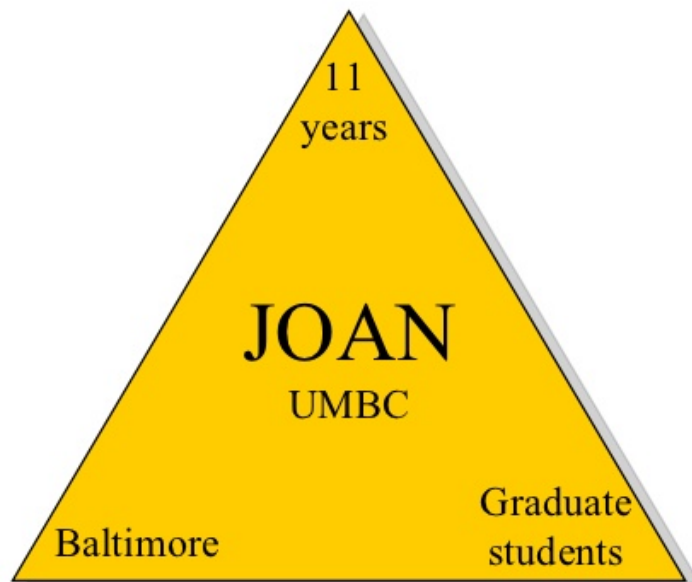
I do and I understand.

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b. Introduction pyramids

- Step 1: Make an introduction pyramid.
- Step 2: Write down information about yourself in the pyramid.
- Step 3: Use the pyramid to introduce yourself to your group members.
- Step 4: Listen to your trainer for the next activity.

b. Introduction pyramids



II. Considerations for teaching YLs

Adjective Splash

Brainstorm adjectives about YLs.



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a. Characteristics of young learners

LOUD! HYPER!
CAN'T SIT STILL!
TOO TALKATIVE!
EASILY DISTRACTED!



a. Characteristics of young learners

FUN!
SOCIAL!
CURIOUS!
ENERGETIC!
SPONTANEOUS!



b. 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)

Effective scaffolding

Parents who scaffolded effectively

- created interest in the task;
- broke the task down into smaller steps;
- modeled the task, including different ways to do the task;
- 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.

c. Language learning environment

L1 environment

- Language highly contextualized
- Language used is authentic
- Learner is highly motivated

L2 environment

- Language more decontextualized
- Language used more artificial
- Learners may not be highly motivated

Approach to grammar

- Meaning-focused input (Pinter, 2008)
- Grammar is “noticed” (Cameron, 2001; Pinter, 2008)
- Learning-centered grammar teaching (Cameron, 2001)

Approach to grammar

...children see the foreign language 'from the inside' and try to find meaning in how the language is used in action, in interaction, and with intention, rather than 'from the outside' as a system and form.

(Cameron, 2003)

YL Classroom

- Try to imitate the L1 environment!
- Teach language in context!
- Don't teach grammar explicitly!
- Create an English speaking environment in your class!
- Make English fun!



III. Teaching approaches for YLs

We help children learn language
when what we ask them to do is...

- ✧ Enjoyable
- ✧ Meaningful
- ✧ Supported
- ✧ Social
- ✧ Purposeful
- ✧ Full of practice

Read, C. (1998, April). The challenge of teaching children. *English Teaching Professional*, 7: 8-10.

a. Demonstration

FOOD

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Peanut Butter & Jelly Song

Peanut, peanut butter ~ and jelly!
Peanut, peanut butter ~ and jelly!
First, you take the **peanuts** and
you crunch 'em, you crunch 'em.
Then you take the **grapes** and
you squish 'em, you squish 'em.
Then you take the **bread** and
you spread it, you spread it.
Then you take the **sandwich**
and you eat it, you eat it.



Making PB&J sandwiches

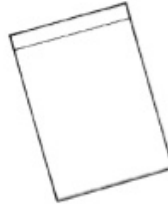


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Create a foldable

Layered Look Book

1. Stack two sheets of paper (8 1/2 x 11), and place the back sheet one inch higher than the front sheet.



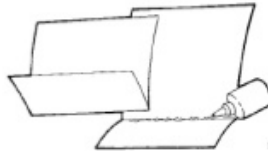
2. Bring the bottom of both sheets upward and align the edges so that all the layers or tabs are the same distance apart.



3. When all tabs are an equal distance apart, fold the papers and crease well.

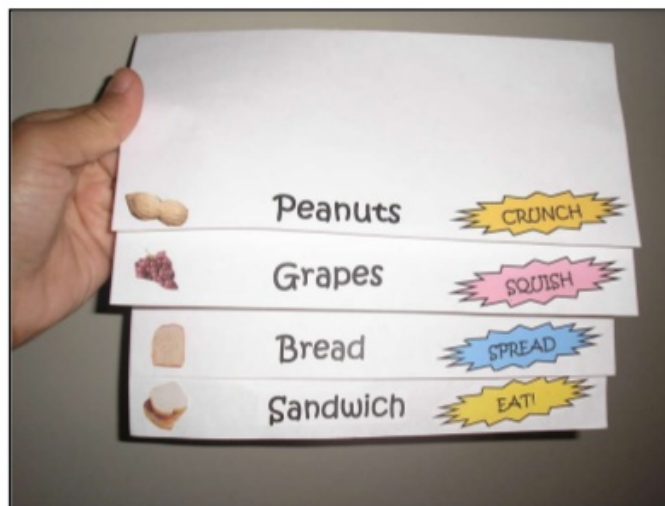


4. Open the papers and glue them together along the valley / center fold.



Source: Dinah Zike's Big Book of Activities, 1992

Foldable example: Key words



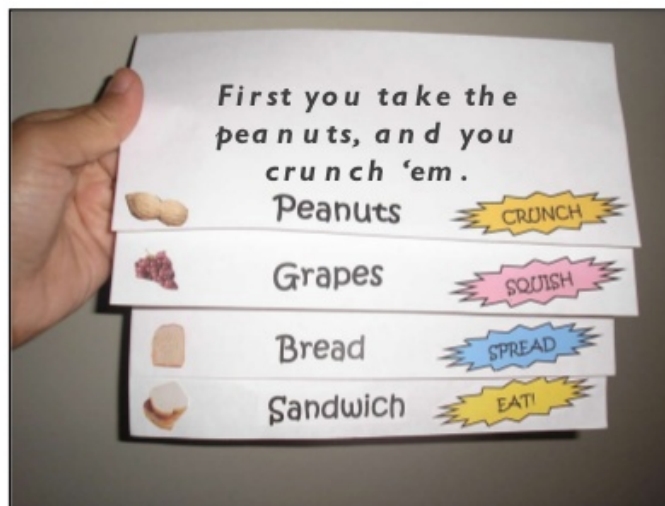
Notice the grammar

Dish: Peanut Butter & Jelly Sandwich

Peanut, peanut butter ~ and jelly!

	NOUN		VERB
First you take the	peanuts	and you	crunch 'em.
Then you take the	grapes	and you	squish 'em.
Then you take the	bread	and you	spread it.
Then you take the	sandwich	and you	eat it.

Write sentences



Review the sentences

Dish: Peanut Butter & Jelly Sandwich

Peanut, peanut butter ~ and jelly!

	NOUN		VERB
First you take the	peanuts	and you	crunch 'em.
Then you take the	grapes	and you	squish 'em.
Then you take the	bread	and you	spread it.
Then you take the	sandwich	and you	eat it.

New recipes from other countries

Dish: Maki Sushi (Japan)

Maki, maki sushi ~ with soy sauce!

	NOUN		VERB
First you take the	rice	and you	spread it.
Then you take the	fish	and you	lay it.
Then you take the	seaweed	and you	roll it.
Then you take the	maki	and you	cut it.
Then you take the	soy sauce	and you	dip it.
Then you take the	sushi	and you	eat it.



Students apply to own culture

Dish from your culture!

	NOUN	VERB
First you take the		and you
Then you take the		and you
Then you take the		and you
Then you take the		and you
Then you take the		and you
Then you take the		and you

What best practices did you see?

Connect
to culture

Song with
movement

Bring in
food

FOOD

Scaffolding
Modeling

Implicit
grammar
teaching

Social
Humor

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b. Ten best practices for TEYL

1. Make English learning active and fun
2. Use lots of visuals, realia, and movement
3. Establish classroom routines in English
4. Encourage creativity
5. Give students a chance to personalize
6. Move from activity to activity
7. Check comprehension often
8. Use thematic units
9. Use L1 as a resource only when necessary
10. Grow global citizens through TEIL

Make English active and fun!

Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.

~ Plato

Make English active and fun!

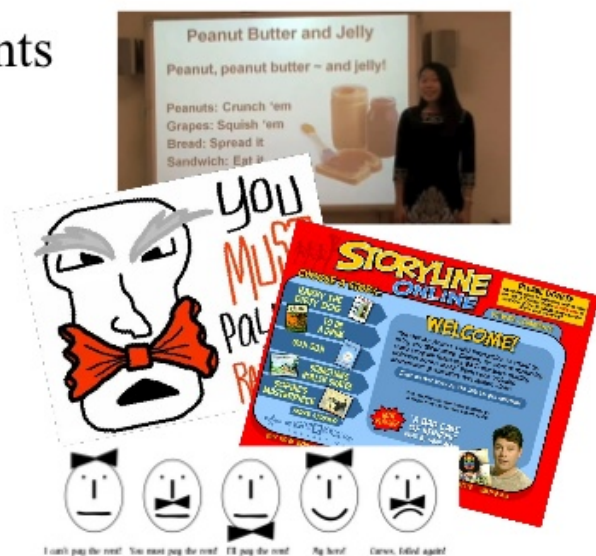


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Make English active and fun!

- Songs and chants
- Storytelling
- Drama
- Games



English cheers

ENGLISH IS FUN! x x xx x
ENGLISH IS COOL! x x xx x
I SPEAK ENGLISH! x x xx x
AND SO DO YOU! x x xx x
YAAAAAY! ENGLISH!

English cheers

GIVE ME AN E! E!

GIVE ME AN N! N!

GIVE ME A G! G!

GIVE ME AN L! L!

GIVE ME AN I! I!

GIVE ME AN S! S!

GIVE ME AN H! H!

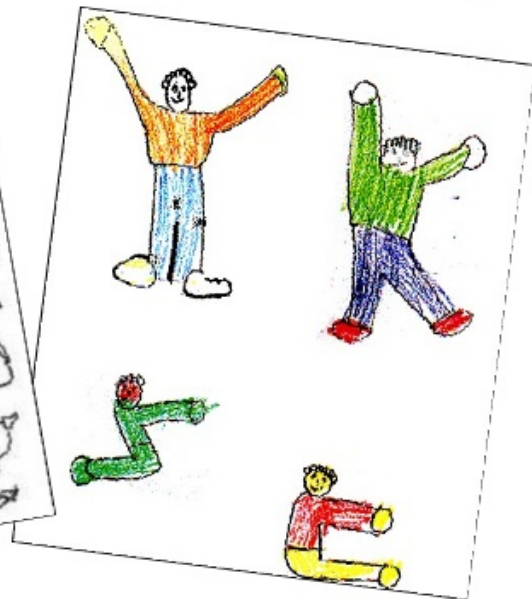
WHAT DOES THAT SPELL? ENGLISH!

WHAT DO WE SPEAK? ENGLISH!

WHAT DO WE LOVE? ENGLISH!

YAAAAAY! ENGLISH!

Body spelling



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Body spelling



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Storytelling

Great websites for storytelling!

<http://www.storylineonline.net>

<http://us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>



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Storytelling



<http://www.youtube.com/watch?v=0Rl0EXeiKwc&NR=1>

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Drama



<http://www.youtube.com/watch?v=FcIZWGhmkHA>

Strip story



You must pay the rent!



Curses, foiled again!



I'll pay the rent!



My hero!



I can't pay the rent!



You must pay the rent!



I can't pay the rent!



You must pay the rent!



I'll pay the rent!



My hero!



Curses, foiled again!

Sample dialogue

Lisa and Rosa run into John on the street.

Lisa: Hi, John! How are you?

John: Hi, Lisa! I'm fine. How are you?

Lisa: I'm good. This is my friend Rosa.

Rosa: Hi! I'm Rosa. *(Shake hands with John.)*

John: Nice to meet you.

Rosa: Nice to meet you too!

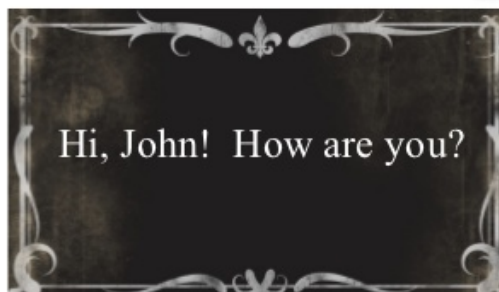
Miming

- Act out the dialogue using gestures without speaking out loud.



Silent movie

- Write your lines on paper.
- Practice the dialogue by mouthing the words with no sound and holding up the paper.



The director's cut

- Use a simple dialogue and have the characters do it in different ways: nervously, fearfully, happily, laughing, angrily, and naturally, of course!

(The teacher can act like the director of a movie and say, "Cut! Cut! No, that's not right. I want to see more emotion. Do it with anger this time!")



Use lots of visuals, realia, and movement

I hear, and I forget.

I see, and I remember.

I do, and I understand.

~ Confucius

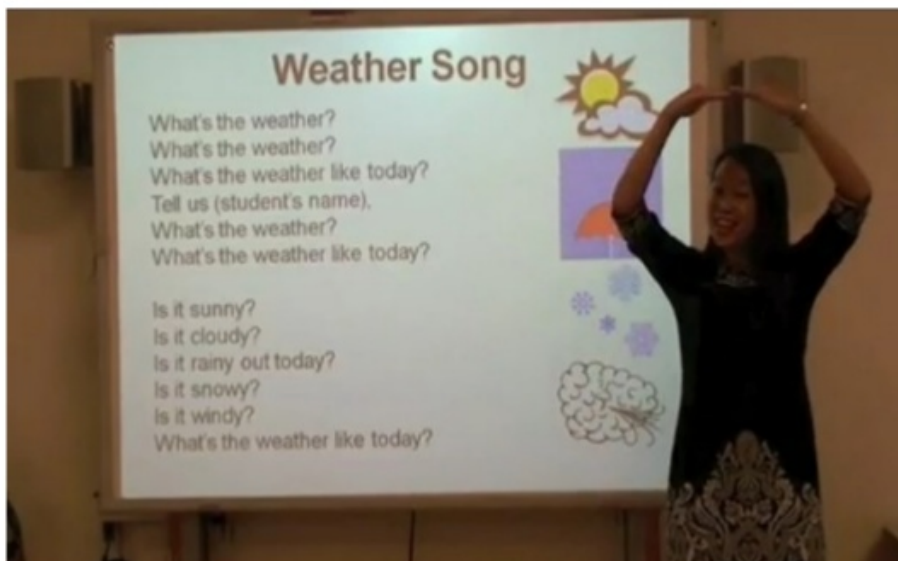
Use lots of visuals, realia, and movement

- Brightly colored visuals
- Toys, puppets, and masks
- Body as visual

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Songs with movement



http://www.youtube.com/watch?v=g_fmPkD1phk&NR=1

The weather song

What's the weather?
What's the weather?
What's the weather like today?
Tell us (student's name),
What's the weather?
What's the weather like today?

Is it sunny?
Is it cloudy?
Is it rainy out today?
Is it snowy?
Is it windy?
What's the weather like today?



Body as visual



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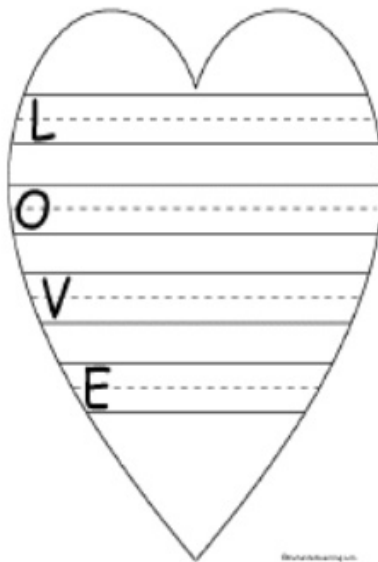
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Body as visual



AMERICAN SIGN LANGUAGE

Connect signs to letters

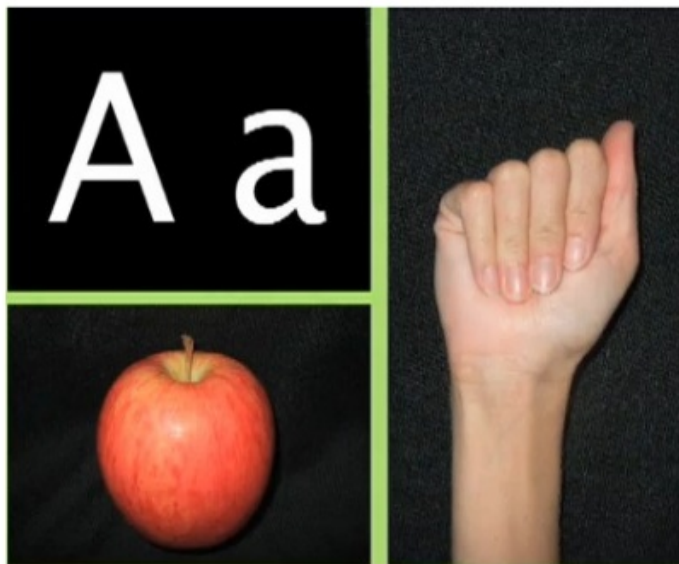


Support for signing

- Engages child's multiple intelligences in representing language symbolically.
- Provides constructive physical outlet for kinesthetic learners.
- Combines "saying and doing," which increases retention of language and concepts by 90%.
- Develops phonemic awareness, the alphabetic principal, vocabulary, and spelling skills.
- Builds comprehension by creating internal images of language.

*Dancing With Words: Signing for Hearing
Children's Literacy by Marilyn Daniels*

Learning the alphabet



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<http://www.youtube.com/watch?v=wMQHd1UBkeI>

NAME GAME

- Student **says and spells** his/her name while acting out something s/he likes to do.
- Children guess what student likes to do.
- Teacher writes information on the board.

Joan likes to sing and play tennis.

Establish classroom routines in English

*You can learn many things from children.
How much patience you have, for
instance.*

~Franklin P. Jones

Establish classroom routines in English

- Start of class or activity
- Attention getters
- Brain breaks
- End of class or activity

Developing routines

GREETING		
DATE		
DAY / TIME		
THE LESSON	ATTENTION GETTERS	
	BRAIN BREAK	
EXIT TICKET		
FAREWELL		

Developing routines

GREETING	Good morning, class! / Good morning, Ms. Shin! How is everyone today? / Great! How are you? <i>ENGLISH CHEER</i>	
DATE		
DAY / TIME		
THE LESSON		ATTENTION GETTERS
		BRAIN BREAK
EXIT TICKET	<i>EACH STUDENT TURNS IN ACCORDION BOOK AND GETS A STICKER AS EXIT TICKET.</i>	
FAREWELL	<i>END OF THE DAY CHANT</i>	

English cheers

ENGLISH IS FUN! x x xx x
ENGLISH IS COOL! x x xx x
I SPEAK ENGLISH! x x xx x
AND SO DO YOU! x x xx x
YAAAAAY! ENGLISH!

Developing routines

GREETING	Good morning, class! / Good morning, Ms. Shin! How is everyone today? / Great! How are you? <i>ENGLISH CHEER</i>	
DATE	Class, what is today's date? <i>WRITE ON BOARD</i> Today's date is May 28th, 2011.	
DAY / TIME	<i>DAYS OF THE WEEK SONG</i>	
THE LESSON		ATTENTION GETTERS
		BRAIN BREAK
EXIT TICKET	<i>EACH STUDENT TURNS IN ACCORDION BOOK AND GETS A STICKER AS EXIT TICKET.</i>	
FAREWELL	<i>END OF THE DAY CHANT</i>	

7 days in a week song

There are 7 days in a week,
7 days in a week,
7 days in a week,
and I can say them all!
Sunday, Monday and Tuesday,
Wednesday, Thursday and Friday
Saturday is the last day
And I can say them all!

<http://www.youtube.com/watch?v=GJXNz1y1bOg&NR=1>

Developing routines

GREETING	Good morning, class! / Good morning, Ms. Shin! How is everyone today? / Great! How are you? <i>ENGLISH CHEER</i>	
DATE	Class, what is today's date? <i>WRITE ON BOARD</i> Today's date is May 28th, 2011.	
DAY / TIME	<i>DAYS OF THE WEEK SONG</i> What day is it today? / It's Friday! And Friday is... Storytelling Day!	
Today's story is THE RAINBOW FISH! THE LESSON		ATTENTION GETTERS
		BRAIN BREAK
EXIT TICKET	<i>EACH STUDENT TURNS IN ACCORDION BOOK AND GETS A STICKER AS EXIT TICKET.</i>	
FAREWELL	<i>END OF THE DAY CHANT</i>	

Days of the week chant

Sunday, Monday, clap, clap, clap (*clap clap clap*)

Tuesday, Wednesday, snap, snap, snap (*snap snap snap*)

Thursday, hop. (*hop on one leg*)

Friday, stop. (*hold up hand*)

Saturday spin around like a top. (*spin around*)

Seven days are in a week. (*hold up 7 fingers*)

Now sit down and take a seat! (*motion to sit*)

Puzzle of the day

1. What has four legs but never stands?
2. What has two hands but can't clap?
3. What gets wet while it dries?
4. What becomes smaller when you add two letters?
5. What word is spelled wrong in every dictionary in the world?
6. Which month has 28 days?
7. What can you break with only one word?
8. Why are Saturday and Sunday stronger than the rest of the days?

Birthday cadence

(March or stomp feet)

I don't know but I've been told. *I don't know but I've been told.*

Someone here is getting old. *Someone here is getting old.*

It is someone's special day. *It is someone's special day.*

This is what we want to say. *This is what we want to say.*

Happy. *Happy.*

Birthday. *Birthday.*

Happy birthday—to you! (Say the last line together)

Who do we appreciate?

2 – 4 – 6 – 8!

Who do we appreciate?

(Name), (Name)!

YAAAA~AAAAAY, *(Name)!*

Developing routines

GREETING	Good morning, class! / Good morning, Ms. Shin! How is everyone today? / Great! How are you? <i>ENGLISH CHEER</i>
DATE	Class, what is today's date? <i>WRITE ON BOARD</i> Today's date is May 28th, 2011.
DAY / TIME	<i>DAYS OF THE WEEK SONG</i> What day is it today? / It's Friday! And Friday is... Storytelling Day!
THE LESSON	ATTENTION GETTERS
	BRAIN BREAK
EXIT TICKET	<i>EACH STUDENT TURNS IN ACCORDION BOOK AND GETS A STICKER AS EXIT TICKET.</i>
FAREWELL	<i>END OF THE DAY CHANT</i>

Attention getter

CALL AND RESPOND

Teacher: 1-2-3 eyes on me!

Students: 1-2 eyes on you!

Attention getter

WHEN I SAY -----, YOU SAY -----!

EXAMPLE:

When I say PEANUT, you say BUTTER!

PEANUT! *BUTTER!*

PEANUT! *BUTTER!*

To start pair work



I love English!

I love English!

Yes, I do!

Yes, I do!

Come and be my partner.

We have lots to learn.

Yes, we do!

Yes, we do!

Brain breaks

- Seat Running: Sit and run.
- Shake Shakes: Shake one hand (or foot) for 3 seconds then the other. Repeat 5x.
- Close your eyes and breathe in, breathe out (5x)
- Nosey Ear – Get your left hand to touch your right ear lobe and then get your right hand to touch the tip of your nose. Then swap positions. Repeat 5x.

Developing routines

GREETING	Good morning, class! / Good morning, Ms. Shin! How is everyone today? / Great! How are you? <i>ENGLISH CHEER</i>	
DATE	Class, what is today's date? <i>WRITE ON BOARD</i> Today's date is March 11th, 2011.	
DAY / TIME	<i>DAYS OF THE WEEK SONG</i> What day is it today? / It's Friday! And Friday is... Storytelling Day!	
THE LESSON	Today's story is THE RAINBOW FISH!	ATTENTION GETTERS
		BRAIN BREAK
EXIT TICKET	<i>EACH STUDENT TURNS IN ACCORDION BOOK AND GETS A STICKER AS EXIT TICKET.</i>	
FAREWELL	<i>END OF THE DAY CHANT</i>	

When I say
RAINBOW,
you say **FISH**.

Shake shakes

End of the day chant

SEE YOU NEXT CLASS! - BY JSHIN2

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Encourage creativity

*There are no seven wonders of the world
in the eyes of a child. There are seven
million.*

~ Walt Streightiff

Encourage creativity

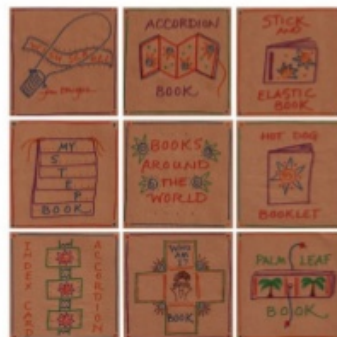
- Student-made visuals
- Poetry
- Drama



Accordion book

Susan Kapuscinski Gaylord's
MAKINGBOOKS
with children

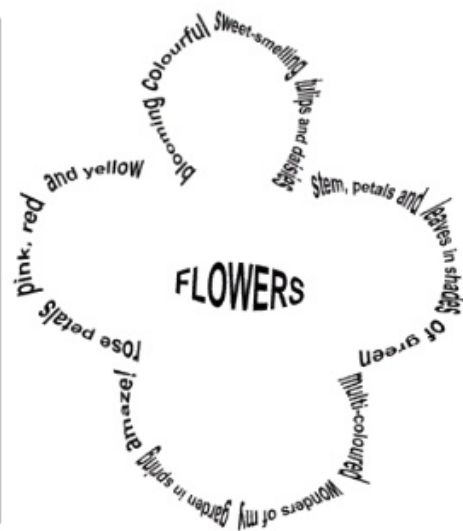
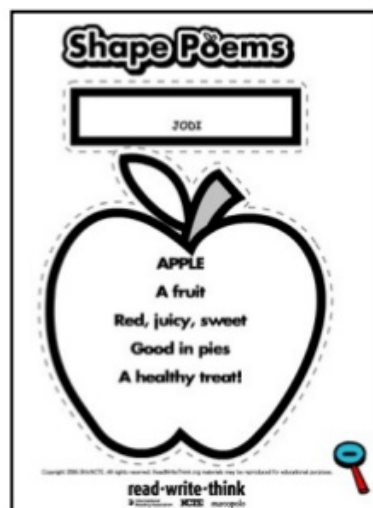
Free Activities



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<http://www.makingbooks.com>
<http://www.youtube.com/user/skgaylord>

Shape poems



<http://www.readwritethink.org/classroom-resources/student-interactives/shape-poems-30044.htm>

Give students a chance to personalize

*We worry about what a child will become
tomorrow, yet we forget that he is
someone today.*

~ Stacia Tauscher

Give students a chance to personalize

- Students write and talk about themselves
- Students compare content to their own culture and lives

Acrostic name poem



Jumping
Overjoyed
Athletic
Never tired!

Personalize chants

- Give learners chances to write and talk about themselves (*using the forms or models you provide*)
- Give learners a chance to notice grammatical structures
- Give learners more chances to practice

JAZZ CHANT BY CAROLYN GRAHAM

What Are You Going To Do When You're Twenty-Two?

What are you going to do when you're twenty-two?

I haven't decided.
What about you?

I might climb a mountain.
I might go to France.
I might write a story.
I might learn to dance.

Where are you going to be
when you're twenty-three?

I might be in Paris.
I might be in Rome.
I might be in Turkey.
I might be home.

What are you going to be
when you're ninety-three?

I'm going to be old when I'm ninety-three.

What are you going to do
when you're one hundred and two?

I haven't decided. What about you?



Jazz chant example

What are you going to do when you're
twenty-two?

I haven't decided.
What about you?

I might _____.
I might _____.
I might _____.
I might _____.



Move from activity to activity

Every student can learn, just not on the same day, or the same way.

~ George Henry Evans



Move from activity to activity

- Don't spend too much time on one activity
- Use different kinds of activities
 - ✧ Quiet vs noisy activities
 - ✧ Listening, speaking, reading, writing
 - ✧ Individual – pair work – group work – whole class
 - ✧ Teacher-student and student-student
 - ✧ Vary learning styles and intelligences

Quiet activities



HENRY HUSH

(Tune: London Bridge is Falling Down)

Henry Hush says,

“Please be quiet,

Please be quiet,

Please be quiet.”

Henry Hush says,

“Please be quiet.”

Sh! Sh! Sh!

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Finger Plays

HERE IS A TURTLE

Here is a turtle.
He lives in a shell.
He likes his home
Very well.
When he gets hungry
He comes out to eat.
Then goes back to his house
To sleep.



Caterpillars

“Let’s go to sleep,”
The little caterpillars said.
As they tucked themselves
Quietly in bed.
When they awake
By and by,
Each one will be
A pretty butterfly



Quiet brain breaks

- Quietly think about the riddle of the day
- Put your head down on your desk
- Close your eyes and breathe in, breathe out (5x)
- Close your eyes and roll your head around (5x)

Check comprehension often

“Do you understand?” ~ Every teacher

“Yes, teacher!” ~ Every student

Check comprehension often

- Ask questions frequently that require a response
 - ✧ Q & point
 - ✧ Q & move
 - ✧ Q & do
 - ✧ Q & sign
 - ✧ Q & say

Check comprehension often

- Use games to check comprehension
 - ✧ Charades for new vocabulary
 - ✧ Make a fake mistake (e.g., say words out of order or use the wrong pronunciation)
 - ✧ Freeze frame scenes from a story



Silent reading

- Read a passage and teacher checks comprehension with no noise.
- Students have to answer using sign language.



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Sample question

Once there was a fish. He was the most beautiful fish in the entire ocean. He had many different colored scales. His scales were the colors of the rainbow. He also had shiny silver scales. All the fish in the ocean called him the Rainbow Fish.

ext adapted from The Rainbow Fish by Marcus Pfister

. The Rainbow Fish had _ scales.

- » Red
- » Brown
- » Silver
- » a and c
- » All of the above



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Use thematic units

*You don't understand anything until you
learn it more than one way.*

~ Marvin Minsky

Use thematic units

- Repeat and recycle language as much as possible
- Connect language to other content areas

The weather song

What's the weather?
What's the weather?
What's the weather like today?
Tell us (student's name),
What's the weather?
What's the weather like today?

Is it sunny?
Is it cloudy?
Is it rainy out today?
Is it snowy?
Is it windy?
What's the weather like today?



Repeat and recycle

	Vocabulary	Grammar	Recycle	Content
WHAT'S THE WEATHER LIKE TODAY?	sunny cloudy rainy snowy windy	<i>Questions/contractions</i> What's the weather like today? It's ---- today. Is it ---- ?		Function: Describing weather
WHAT SHOULD I WEAR?	sunglasses raincoat trench coat scarf ear muffs hat mittens/gloves carry umbrella	<i>Modals</i> You should --- You'd better ---	It's ---- today.	Function: Giving advice
WHAT'S THE WEATHER LIKE IN THE U.S.?	seasons winter spring summer fall	<i>Prepositional phrases</i> in the U.S./Peru/etc in December in winter	What's the weather like...? It's ---- Is it ----?	Seasons in different countries
WHAT'S THE TEMPERATURE?	Celsius Fahrenheit degrees boiling below freezing room temperature	in celsius in fahrenheit	What's the---? It's ---	Math/science

Use L1 as a resource only when necessary

*Don't handicap your children by making
their lives easy.*

~ Robert A. Heinlein

Use L1 as a resource only when necessary

- Quick translation of hard words or expressions
- Translate difficult instructions for activities
- Focus on language objectives

Grow global citizens

*Children are the world's most valuable
resource and its best hope for the future.
~ John Fitzgerald Kennedy*



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Grow global citizens

Remember you are not *just* teaching English!

You are teaching YOUNG LEARNERS!

- Encourage and praise them!
- Help them build good character!
- Create life long learners of English!
- Build positive attitudes toward English!
- Start teaching intercultural sensitivity early!

You are teaching English as an international language!

Conclusion: Exit ticket

3

2

1

GOOD-BYE!

Conclusion: Exit ticket

- 3 ways you can make English active and fun
- 2 routines you will use to help you manage YLs
- 1 sentence that starts with “*When you teach YLs, you must...*”

GOOD-BYE!

Helpful articles about TEYL:

Ten Helpful Ideas for Teaching English to Young Learners by Joan Kang Shin

<http://exchanges.state.gov/englishteaching/forum/archives/docs/06-44-2-b.pdf>

Teaching Young Learners by Kerstin Klein

<http://exchanges.state.gov/englishteaching/forum/archives/docs/05-43-1-c.pdf>

For other useful articles, please browse these special issues of the English Teaching Forum focused specifically on TEYL.

Volume 44, Number 2

<http://exchanges.state.gov/englishteaching/forum/archives/2006/06-44-2.html>

Volume 43, Number 1

<http://exchanges.state.gov/englishteaching/forum/archives/2005/05-43-1.html>

Useful web resources for TEYL

- *Songs and Chats*

Joan's songs and chants: <http://www.youtube.com/user/steptforells>

U.S. Department of State "Sing Out Loud":

<http://exchanges.state.gov/english/teaching/resforteach/pubcat/class/text/iskills/solcs.html>

- *Storytelling*

Storyline Online: <http://www.storylineonline.net>

Aesop's Fables: <http://us.penguin.com/static/packages/us/ys/ysreaders/aesop/index.html>

Interactive stories: <http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm>

Making stories online: <http://storybird.com>

- *American sign language*

<http://www.lifeprint.com>

<http://www.nellieedge.com>

- *Making books*

<http://www.makingbooks.com>

<http://www.youtube.com/user/skgaylord>

- *Writing poems*

<http://www.readwritethink.org/classroom-resources>

- *Making cartoons*

<http://www.toondoo.com>

Last chant

SEE YOU NEXT CLASS! - BY JSHIN2

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