

The Keys to Success in TEYL

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- Characteristics of YLs
- How children learn
- How children learn language
- Approach to grammar

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



- Use real world content
- English is a global language
- Teach about different cultures
- Grow global citizens

...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



- Language use
- Passion for learning
- Enthusiasm for English
- Interest in other cultures
- Respect and recognition of each child

Reading the word is dependent on reading the world.

~ Paulo Freire

Children are the world's most valuable resource and its best hope for the future.

~ John F. Kennedy



- Set your learners up for success
- Focus on what kids can do
- Make your expectations clear
- Give encouragement

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

~ George Henry Evans

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Bringing Storytelling into the Young Learner Classroom

Anna Hasper - November, 2015

A Framework for Storytelling: Plan - Do - Review

1. Plan before you tell

- Familiarise yourself with the story
- Find appropriate resources
- Think about place and seating
- Think about theatrics
- Think about need to pre-teach and scaffold
- Create a storytelling atmosphere
- Do a dry run

2. Do while telling

- Arouse interest, attention and curiosity
- Use illustrations: elicit ideas, make comments
- Use gestures, mimes and facial expressions
- Carry pace, tone and volume of your voice
- Pause for effect
- Use sound effects
- Repeat, expand and reformulate
- Read slowly and clearly but keep it natural
- Interact with learners and/or characters
- Be creative, enthusiastic and have fun!

2. Review after telling

- Reflect on your strengths and weaknesses
- Consider opportunities and threats
- Use Ellis & Ibahim's (2014) checklist to identify areas for improvement: www.deltapublishing.co.uk/resources

Some Storytelling Ideas: Before, While, & After Telling Activities

1. Before telling

- Setting the scene with sounds/ movements
- Predicting
 - Using the title / front cover/ images/ words/ sentences/ realia
 - Predict content
 - Predict language
 - Paused predictions
 - Give own ideas before reading & then compare with text

2. While telling

- Use Sounds effects
- Ask Questions (LOTS & HOTS)
- Click and shoot...!
- Drawing Story Paths
- Sequence Stories

3. After telling

- Checking & revising predictions
- Answering & asking questions
- Retelling (pair or group work)
- Story showing: Story Statues, Still Scenes, Story boarding
- Making connections
- Summarising (pair or group work)
- Creative responses: projects/ art/ rewriting/ drama
- Go beyond the story: theme or language

4. Storytelling Tips

- Hook students; arouse interest, attention & curiosity
- Scaffold, facilitate initial comprehension
- Make vocabulary memorable
- Engage learners with the text – age appropriate activities
- Match learners' attention span
- Re-tell or act out the story
- Think from within the story & explore significant issues
- Keep readers active & have fun!

Some Useful References

- 500 Activities for the Primary Classroom (2007), Read
- Storytelling with your Students (2014), Heathfield
- Teaching Children how to Learn (2015), Ellis & Ibrahim
- Teaching Reading Comprehension Strategies (2009) Cameron
- Teaching Young Learners English (2014), Shin & Crandall
- Tell it again! (2014), Ellis & Brewster
- Teaching Foreign language in the Primary School (2009), Kirsch
- www.soundsbible.com & www.deltapublishing.co.uk/resources
- www.ngl.cengage.com/ourworldtours/our-world-readers

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