

Speaking for Very Young Learners: Why and How


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English Language learning in the 60's


Lesson One




a man



a pan



a man and a pan



a pan and a man

1. It is a pan.
2. Is it a pan?
3. Yes, it is a pan.

4. He is a man.
5. Is he a man?
6. Yes, he is a man.

7. He is a man and it is a pan.
8. It is a pan and he is a man.

x

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Conceptions in the 60s - Do you agree?

As long as students know a lot of grammar rules and plenty of rules, one day they will be able to use English.

Task: “A successful second language learners is someone “



Task: Sequence the 4 language macroskills as they are usually ordered.

Writing	Speaking
Listening	Reading

The 4 Language Macroskills

Listening



Speaking



Reading



Writing



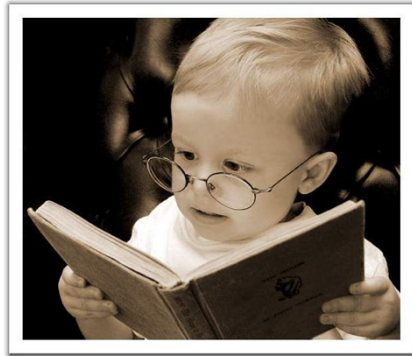
What about grammar and vocabulary?



VOCABULARY IS IMPORTANT ...

because it is words that
make up sentences, paragraphs,
letters, books ...

Knowing a lot of words is one thing; using them is another.



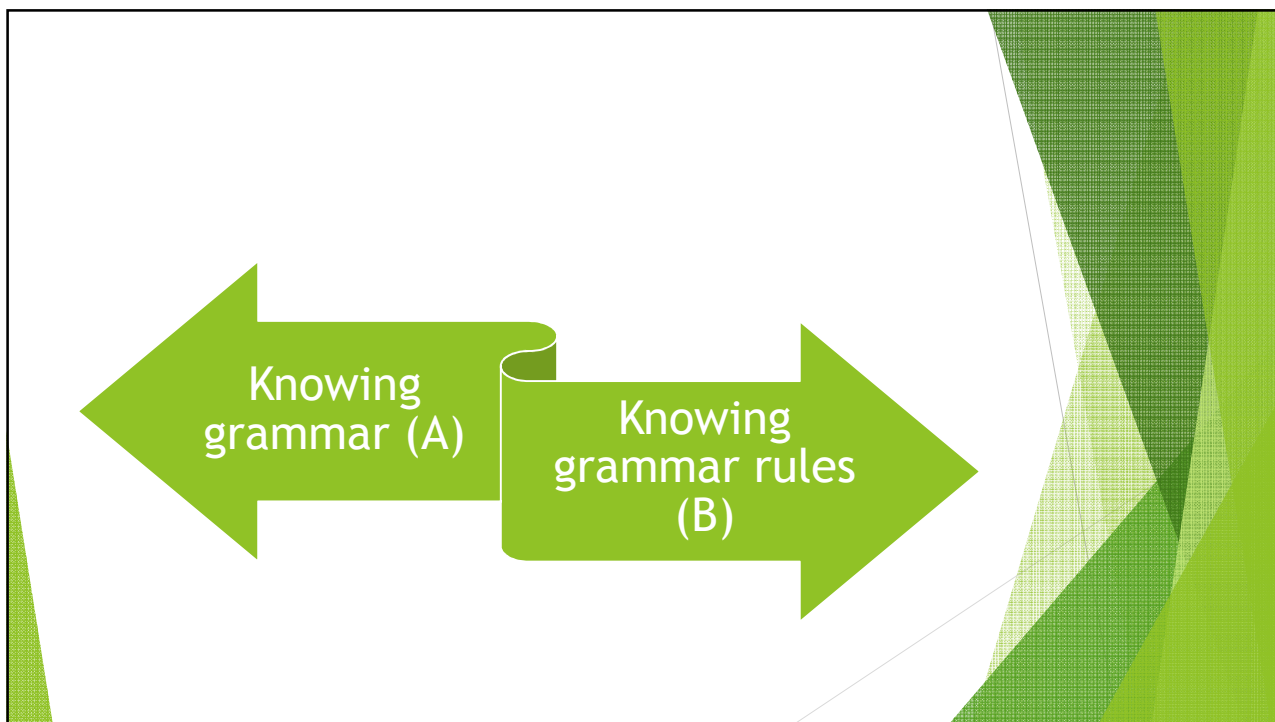
B



What about grammar?
Agreed patterns of language
that enable people
to understand each other.

Task: Rewrite 'no buy' in proper English





Task: How would you explain to an (adult) learner when to use to Present Perfect tense?

Simple Past Tense

Present Perfect Tense

A diagram illustrating the relationship between two tenses. It features two green arrows pointing in opposite directions, one up and one down, connected by a central ribbon-like shape. The top arrow points up and is labeled "Simple Past Tense". The bottom arrow points down and is labeled "Present Perfect Tense". The background is white with a green geometric pattern on the right side.

The 'rule' for using Present Perfect

*We use the Present Perfect to refer to:
an event that happened in the past,
but has current relevance.*

Task: Which is a more appropriate response by the wife?

- ▶ Boyfriend: Let's go to Macau this weekend.
- ▶ Wife:
- ▶ (A) Um ...but I've been there 10 times. Let's go to Zhuhai instead.
- ▶ (B) Um ... but I was there 10 times. Let's go to Zhuhai instead.

2 kinds of knowing grammar

B. Being able to spell out the rule for using a grammar item

A. Being able to use a grammar item appropriately

Listening
Speaking
Reading
Writing

Grammar

Vocabulary

B Speaking Skills

- B-1-1 Be willing to answer others' questions and talk with others politely;
- B-1-2 Pronounce the letters of the alphabet correctly;
- B-1-3 Pronounce common words accurately and say common everyday expressions with appropriate intonation;
- B-1-4 Communicate with others on simple everyday topics;
- B-1-5 Describe familiar objects and matters in daily life in simple sentences;

- B-1-6 Briefly introduce oneself;
- B-1-7 Read aloud words and phrases or tell short stories according to the teaching materials or teaching aids;
- B-1-8 Demonstrate interest in participating in performances and oral activities;
- B-1-9 Demonstrate interest in task-based activities;
- B-1-10 Express personal feelings and emotions with simple words;
- B-1-11 Use simple classroom language.

- B-2-1 Show respect while speaking;
- B-2-2 Show self-confidence in using English to communicate;
- B-2-3 Use appropriate pronunciation and intonation while participating in different performances or activities;
- B-2-4 Carry out simple dialogue using complete sentences;
- B-2-5 Introduce oneself and familiar people with supporting details;
- B-2-6 Share personal experiences briefly;
- B-2-7 Enrich one's expressive ability through attention to other people's expressions;
- B-2-8 Tell brief stories;

Task: Which Speaking BAA is the following classroom activity working towards?

Self Introduction

A: What's your name?
B: Hello! My name is _____

A: How old are you?
B: I am _____

A: How are you?
B: I'm _____ years old.

A: Where are you from?
B: I'm from _____

A: Where do you live?
B: I live in _____

A: What school do you go to?
B: I go to _____ school.

A: What subject do you like?
B: I like _____

A: What subject don't you like?
B: I don't like _____

That's me! Name: _____

Second language teaching:

A Science

Theoretical and
research literature

An Art

Pedagogical
decisions and
implementation



How does Stephen Krashen explain the importance of Listening for language acquisition?



Krashen's *Comprehensible input hypothesis*

"If people continue to listen to language input that they understand, then they will gradually acquire that language."

Three functions of Listening for L2 learners



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Is listening sufficient for language acquisition?

Comprehensible Output Hypothesis

‘... learning takes place when a learner encounters a gap in his or her linguistic knowledge of the second language (L2). By noticing this gap, the learner becomes aware of it and may be able to modify his output so that he learns something new about the language.’



²⁶ Merrill Swain

2 main purposes of Speaking in Lower Primary classroom

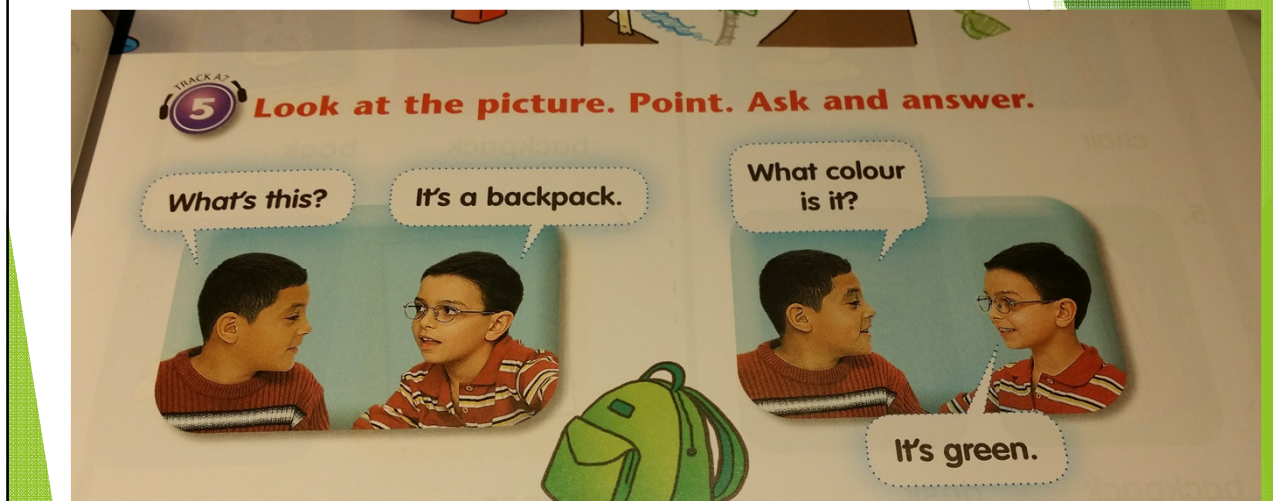
- ▶ Practise new language items (grammar, vocabulary) in oral form
 - > Oral drills
- ▶ Language acquisition through trying to speak > Communicative Activities

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Task: What grammar structures are being presented here?



Task: What grammar structures are being practised here?



Target language items

- ▶ What's this?
- ▶ It's (...)
- ▶ a ...
- ▶ What colour is it?
- ▶ It's (green).
- ▶ Vocabulary: Things in the classroom: backpack, book, chair, etc.
- ▶ Vocabulary: Colours: green, blue, red, etc.

An example drill format: Substitution Table

There	is	a		little children
			fat cat	
			small chairs	
				thick books
There	are	some		
			tall girl	
				long table
			comic books	

Make sentences with the Present Perfect

1. I _____ (be) to Hong Kong before.
2. He _____ (have) his breakfast already.
3. She _____ (do) her homework.
4. They _____ (go) home.

**Towards more
communicative
activities**
*Comprehensive Output
Hypothesis*

Task: The Dream Team

Talk with your partners for about
2 minutes, and see if you can
find 3 things you have in
common.

Possible language items you may have used:

- ▶ Can you?
- ▶ Do you ...?
- ▶ Have you ...?
- ▶ What do you ...?

A more communicative practice activity:

- ▶ For practising ...
 - ▶ Have you ... before?
 - ▶ Yes, I have.
 - ▶ No, I haven't.

- ▶ Student A: Find out whether your partner has done the following things before. Then ask two more similar questions:
been to Hong Kong; tried skydiving; had Japanese sushi; played volleyball; ..., ..
- ▶ Student B: Give true answers to your partner.

P2 lesson by Miss Celia

- ▶ 'This is my (nose/mouth/head/etc.)
- ▶ These are my (ears/eyes/arms/feet/etc.)

Target grammar structures: ???

Target Vocabulary: ???

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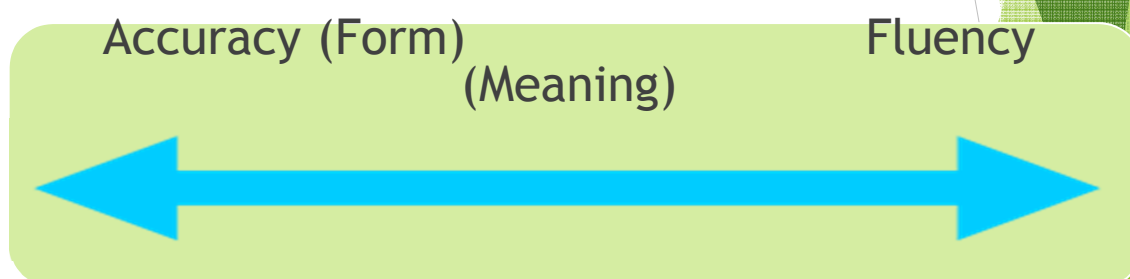
3 Challenges for the teacher

1. Be able to tell the objective of a speaking activity as it appears in the textbook.
2. Be able to tell when students are ready for more communicative activities.
3. Be able to administer a variety of speaking activities in the classroom effectively.



Harmer's Communication Continuum as a reference point

- ▶ The Communication Continuum is a simple but useful tool for analysing a speaking activity:



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Task: Analyse these pages from the textbook.

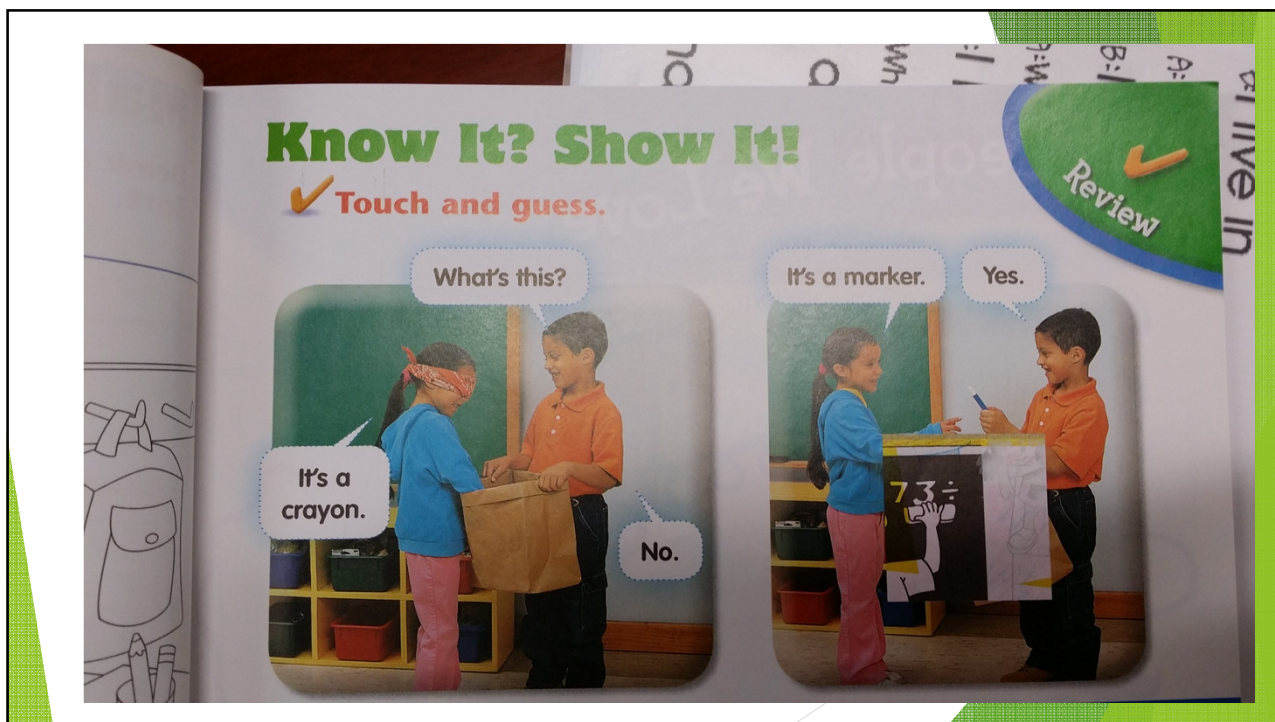
Language in the Real World

Listen and point. Listen and say.

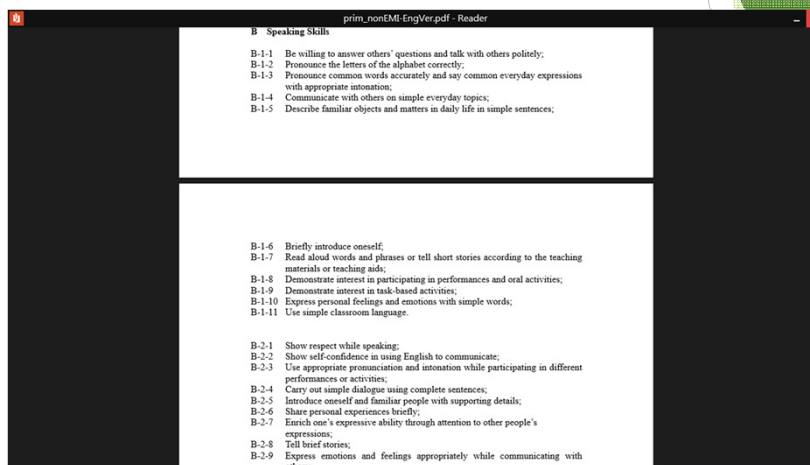
1. 2. 3. 4. 5. 6.

5 Look at the picture. Point. Ask and answer.
What has he got?

6 Ask and answer about you.
Do you like lemonade?



Which Speaking BBA is this task working towards?



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3 Stick and say.

Look! She's... Look! He's...

4. They're listening to a story.

7. She's cutting paper.

8. He's gluing shapes.

9. They're talking about the drawing.

5 Point. Ask and answer.

What's she doing? She's cleaning the board.

How many crayons are there? There are seven crayons.

Question formation with what and how many: present continuous, there is/there are.

Unit 1
5

Working Hard!
Monday, Tuesday, Wednesday,
Thursday, Friday, too.
We work hard all week long.
We're busy, busy, busy!

My dad's a chef in a restaurant.
He's busy!

My mum's a nurse in a hospital.
She's busy!

My brother makes toy robots.
He's busy!

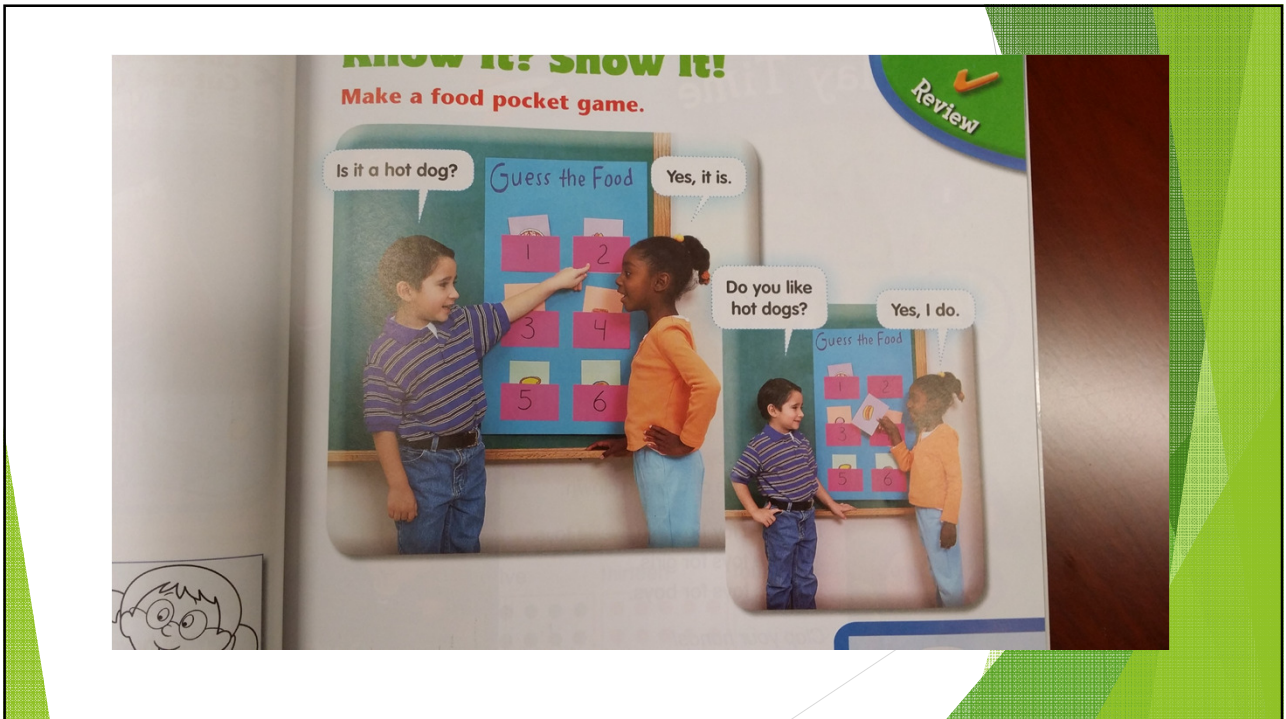
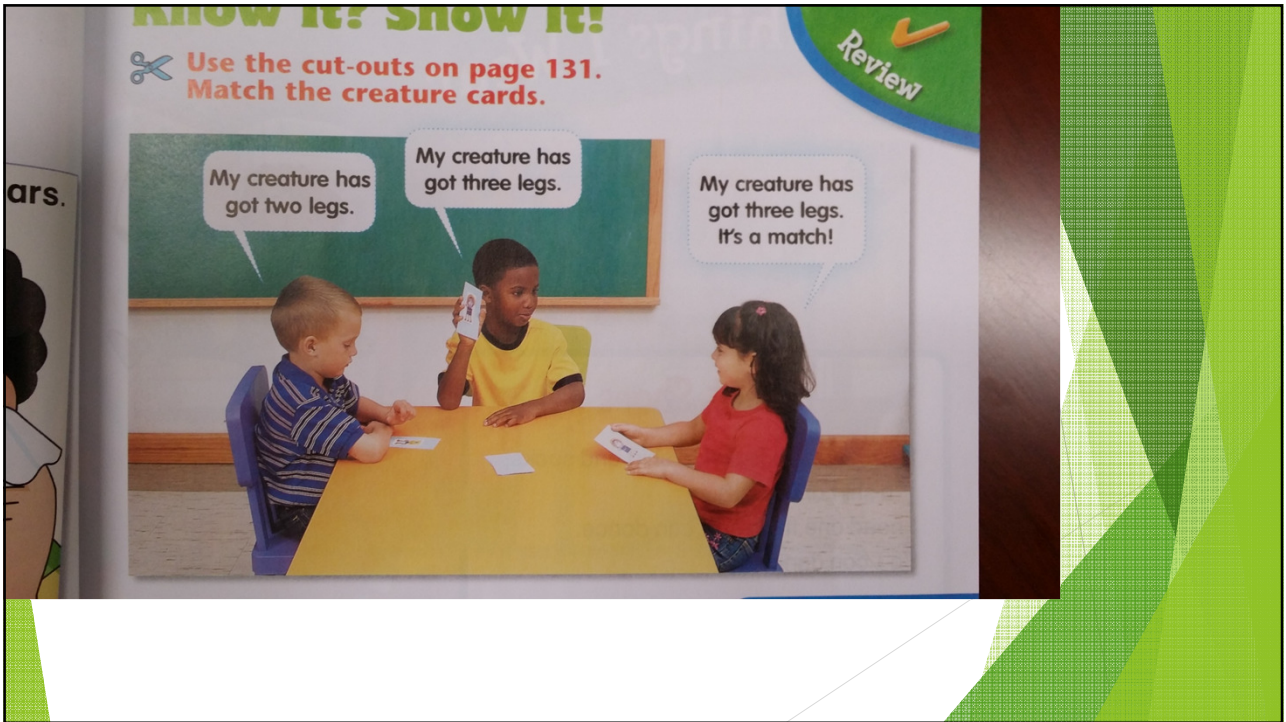
My sister studies hard at school.
She's busy!

(Chorus)

Make a Surprise Drawing
Draw and fold. Take turns. Count.

Look at their drawing.
There are three eyes, two ears, one nose, five arms, five hands and four legs.

Content connection: art/math



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Follow-up ? Monthly stocktaking

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
L1									
L2									
L3									
L4									
...									
S1									
S2									
S3									
S4									
...									
R1									

Pedagogical Focus for Visits 2 and 3 ??

Language areas

- ▶ Grammar
- ▶ Vocabulary
- ▶ Listening
- ▶ Speaking
- ▶ Reading
- ▶ Writing
- ▶ Phonics, etc.

Generic issues

- ▶ Classroom language
- ▶ Classroom English
- ▶ Conducting pairwork and groupwork
- ▶ Mixed ability teaching
- ▶ Adapting coursebook materials
- ▶ Lesson planning