


Kids Engaged in Learning


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English Language Instruction for Young Learners




English Language Instruction for Young Learners in the Middle East

- English Instruction shifts to Grade 1 in:
 - Bahrain
 - Egypt
 - Kuwait (K)
 - Syria
 - United Arab Emirates
 - Community and Ministry of Education support drives the shift, because
 - Early language learning gives pupils more time to become proficient
 - Language learning strategies prepare pupils for later school success
 - Pupils learn about their own culture through a different lens
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Today's Goal

- To highlight the influences on teaching English to young learners.
 - To examine what is commonly included in young learner curriculum and textbooks.
 - To highlight some effective instructional strategies for young learners.
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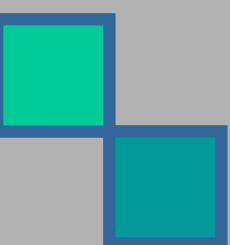



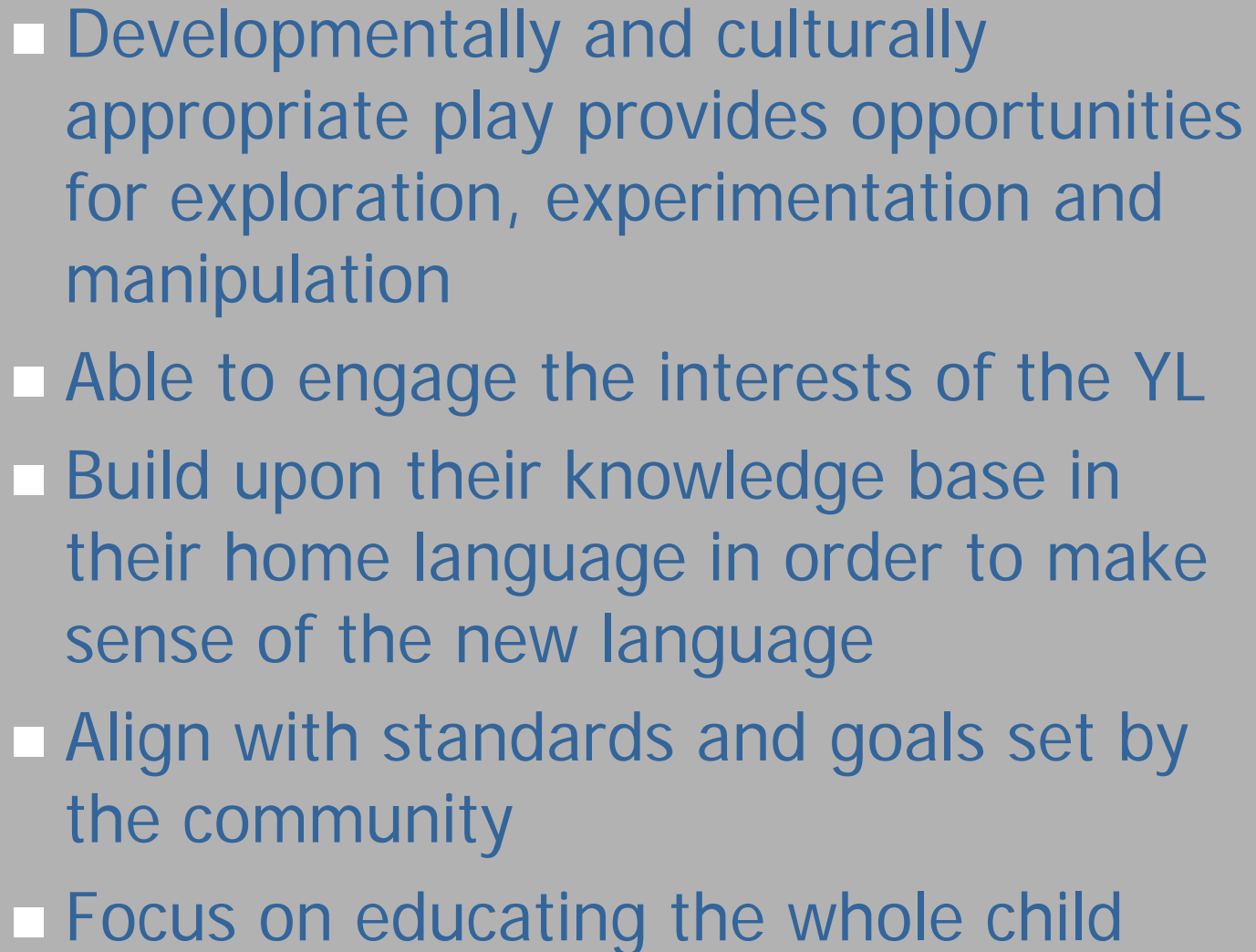
Communities set parameters for English Instruction

- Values of the community and the culture reflected
 - Government's desire to provide equity
 - Context for English use in the community
 - Parent's knowledge and experience learning a language themselves
 - Availability of English teachers and instructional materials
 - Balancing the timetable to add English – what gets cut
 - The influence of the Ministry of Education and other Government offices
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Research Based Principles

- ❑ Interests and “need to know” motivate learning
 - ❑ YL learn best when physical needs are met and they feel psychologically safe
 - ❑ YL begin to use logic to understand things they have seen or heard during the stage of Piaget’s Concrete Operations (age 6-11)
 - ❑ YL make meaning through interactions with others and the environment
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- Developmentally and culturally appropriate play provides opportunities for exploration, experimentation and manipulation
 - Able to engage the interests of the YL
 - Build upon their knowledge base in their home language in order to make sense of the new language
 - Align with standards and goals set by the community
 - Focus on educating the whole child

from the National Association for the Education of Young Children (NAEYC)

A Frame for Designing English Programs for Young Learners





A Review of EFL Curriculum for Young Learners


■ Curriculum reviewed:

- Brazil
- Egypt
- France
- Germany (Baden Wurttemberg & Hesse)
- Korea
- Japan
- Mexico
- Taiwan

■ Other Comprehensive Sources


- Common European Framework (CEF - A1 and A2)
- Cambridge Young Learner English Tests

■ Data collection

- Standards
 - Functions
 - Grammar
 - Vocabulary and Themes
- 





Standards

- Standards describe what pupils should know and be able to do as a result of instruction.
 - Pupil achievements expression varied
 - China; Egypt; Korea; Hesse, Germany
 - **Common standards focused on:**
 - **Information exchange**
 - **Describing experience**
 - **Vocabulary**
 - **Text comprehension**
 - **Conversation**
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Samples of Standards:

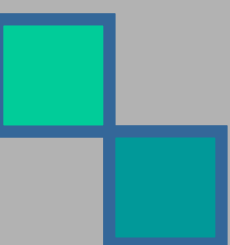

Information Exchange

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- Can ask and answer questions about themselves and other people, where they live, people they know things they have.
 - The pupils demonstrate ability to introduce self and others.
 - Can deal with practical everyday demands: finding out and passing on straightforward factual information.
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Samples of Standards:

Vocabulary

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- 700-750 lexical items
 - Has a sufficient vocabulary for the expression of basic communicative needs.
 - Understands formulaic expressions.
 - Pupils are able to use about 600-700 English words and 50 phrases or expressions.
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Functions

- Functions are “the role language plays in communication” (Crystal)
 - Sample sentences used to guide the aggregation
 - Mexico, Japan, Germany, Brazil, France, Taiwan, China.
- **Frequently used functions:**
 - Express facts
 - Greetings
 - Express time
 - Express preference
 - Naming Colors
- 



Grammar

- Few syllabi defined grammatical content:
 - Brazil, China, Germany, Mexico, and Cambridge Young Learners Tests
 - Breadth and depth of description varied, e.g. S+V+O, determiner, article.
 - **Commonly taught grammar:**
 - **Interrogative sentences beginning with WH-words**
 - **Prepositions**
 - **Adjectives**
 - **Conjunctions**
 - **Present tense**
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Themes and Vocabulary


Most prevalent themes:

- School
- Food
- Home
- Sports
- Family
- Clothes
- The Body





Instruction for the Whole Child

- Short focused instruction with regular repetition
 - Predictable organization and rituals
 - Practice opportunities with different configurations (HOTS)
 - Movement and singing
 - Content that has previously been taught in the home language
 - Learner talk rather than teacher talk
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Instruction –

The Cycle of Learning

Awareness



Exploration

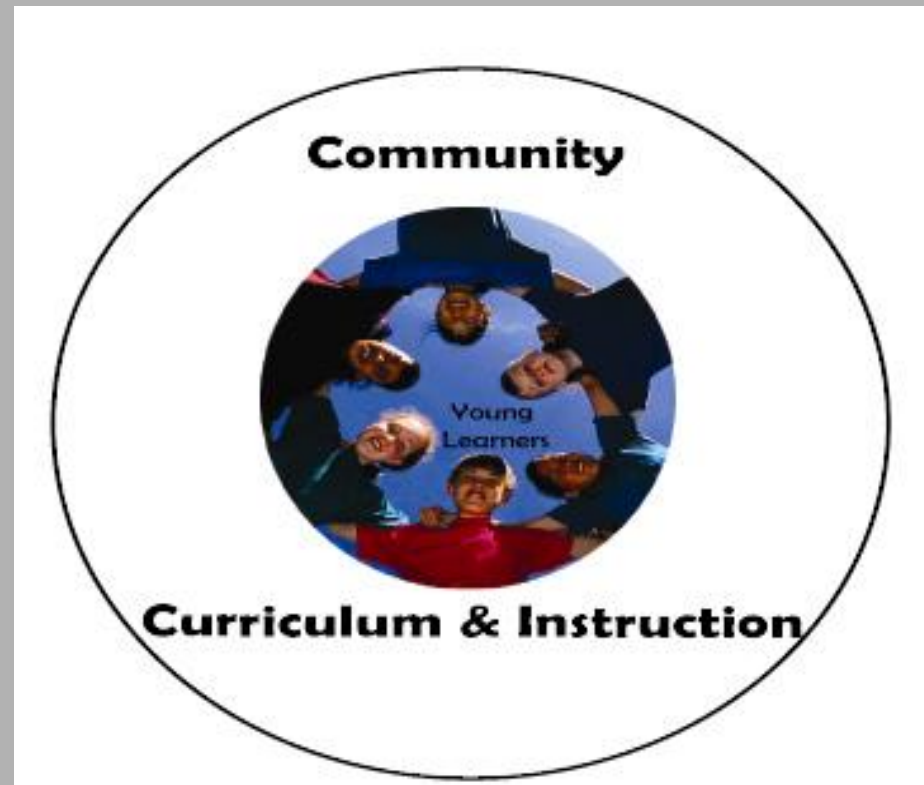


Inquiry



Utilization

Balance with a focus on the Young Learner!



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