





Methodology of English Language Teaching to Young Learners



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“Methodology of English Language Teaching to Young Learners” has been developed by the Curricula and Teacher Qualification Department in Quality Assurance Agency of Pre-University Education in Albania, with the aim of supporting English language teachers of Albania who teach English to young learners of the first and second grades.”

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II. ENGLISH LANGUAGE SYLLABUSES FOR THE FIRST AND SECOND GRADE

The English language syllabuses for the first and second grade are based on the National Curriculum Framework, the Common European Framework of Reference for Languages (CEFR), as well as the CEFR Companion Volume. Both syllabuses aim to achieve and meet the standards of teaching, learning and assessment in order to respond to the demands and needs of an open society in relation to the learning and mastery of a foreign language in our country.

The syllabuses are designed to support the interests and characteristics of the 6-8 year old age group and to promote the intellectual and socio-cultural development of children by making them independent and competent for lifelong learning. Through a variety of fun activities, children begin to realise that English takes time and a wide range of communicative practice to master.

Both syllabuses aim to develop awareness of the English language so that young learners can gradually acquire linguistic and socio-cultural knowledge, ensuring that, as well as learning a language, they learn attitudes and behaviours that help to develop their individuality.



The young learner takes the first steps towards discovering and recognising a foreign language. The use of various situations, which are interesting for the age, leads to the full development of the young learner, in terms of the cognitive, linguistics and emotional aspect. The teacher works with young learners to familiarize them with the musicality of the language and basic vocabulary for their personal life, as well as facilitating the development of general psychomotor, linguistic, and socio-linguistic skills of children in accordance with their age group, along with the achievement of key and subject competences.

The young learner reproduces very simple elements of the English language with a limited grammatical structure (subject and predicate) which belong to a memorised repertoire of information about oneself and daily needs.

Good command of English helps to expand knowledge in other areas. The acquisition of the English language contributes not only to the enrichment and development of the child's individuality, but also to the development of ethical attitudes and behaviours that serve the community and make up a new European citizen.

Learning English helps young learners develop and master the 21st Century skills. The purpose of learning English at an early age is to provide children with the opportunity to learn a different language from their mother tongue and to use the language as a tool to learn more in the future.

The main approach to teaching English to first and second graders focuses on learning through interaction, games, projects, without elaborating on the linguistic elements. In the following years, the



focus will gradually shift to an analytical approach, while maintaining a balance between the two approaches.

The goals of the English language syllabus for first and second grade envision that young learners:

- promote a positive attitude and develop a sense of appreciation of English language, values and culture;
- raise awareness of respecting and acknowledging the cultures and traditions of English-speaking countries;
- develop and foster interest in language communicative activities;
- develop skills to be engaged in language activities while interacting with each other;
- develop listening and speaking skills by actively participating in various activities;
- explore, experiment, and enjoy all aspects of language;
- use different strategies for understanding a foreign language.

One major goal of both syllabuses is to develop the communicative competence as one of the key competences of the National Curriculum.

Achieving the key competences of the Curriculum Framework during the teaching process requires that the teacher link the key competences with the learning area competences as well as with the subject specific ones. To be able to establish this link in practice, the teacher should select the appropriate didactic methods, techniques, and tools for the achievement of each competence and learning outcome.

The approach adapted according to the Common European Framework of Reference for Languages (CEFR) is action-oriented, since language users or young learners are considered “social actors” i.e., society members, who must fulfil tasks (which are not merely linguistic in nature) under certain circumstances and within a certain environment and within a certain area of action. Communication takes place through language activities, which are part of a wider social context that contributes to their full meaning. The action approach considers the cognitive, emotional, voluntary resources, as well as the entirety of skills that everyone possesses and puts into practice as a social actor.

The main content of the English language syllabus for the first and second grade is as follows:

- The English Language Syllabus (ELS) outline
- Goals of the ELS
- Description of pre-A1 level according to the Companion Volume of the Common European Framework of Reference for Languages (CEFR)
- Competence-based learning approach of ELS
- Communicative English language competences learning outcomes
- Language skills descriptors for pre-A1 level

- Methodological guidelines and principles
- Pedagogy and pedagogical processes
- Assessment



III. THE IMPORTANCE OF LEARNING ENGLISH FROM AN EARLY AGE

Young learners in the first class have no personal reasons to motivate them to learn English. They may see English lessons as just another way to have fun. It is the teacher's duty to encourage them at this young age to develop their interest in learning English.

- Teaching English to young children is a growing area worldwide. Although there are studies and theories which suggest that learning a foreign language at a very young age is not necessarily the best thing to do, there are still many benefits, such as:
- Children gain fluency in speech and acquire a better pronunciation of words.
- Children, who learn a foreign language, are characterized by high mental flexibility.
- Children are educated and become aware at a very early age of the existence of different cultures in the world.

English language teachers of the first and second grades are the ones who help young learners appreciate the language and become good speakers.

To achieve this aim, teachers should:

- know their learners well, i.e., knowing their learning styles, the learning environment and how they learn a foreign language specifically.
- encourage children to increase their curiosity, promote interaction and foster active learning, etc.
- explore the world through English by using authentic materials, and discussing topics related to their young learners' daily lives, along with teaching about world cultures and 21st century skills.
- be role models for their young learners in terms of using the language accurately, demonstrating a passion for learning, showing enthusiasm for learning English, revealing interest in other cultures, and treating every child with respect.
- set high and clear expectations as well as encourage self-esteem.

Moreover, young learners should be taught beyond their language abilities. While learning a foreign language they should also be encouraged to use their imagination as part of the learning process. They could either be invited to draw along with the reading and listening process or they could be encouraged to create their own songs and chants as part of the classroom routines or activities.

Young learners should be supported by the teacher during this process, and they should also start developing their social skills. When learning a foreign language and completing class activities, young learners are also introduced to some social values such as respect and sharing. They are constantly reminded of their importance which the teacher explains anytime a situation of conflicts emerges in the classroom.

IV. HOW TO BETTER UNDERSTAND AND TEACH YOUNG LEARNERS

What do young learners need?

Learners of this age have just started their academic career. For some of them going to school can be overwhelming, therefore, it is important that the teacher encourages them to be engaged in entertaining and relaxing activities. Even though young learners will only learn very simple things, the teacher must plan and design lessons to make them move and talk to each other. Young learners generally like songs and especially those accompanied by games. The teacher should make sure, not only to encourage young learners to the greatest extent possible, and give them positive feedback, but they should also establish a safe and stress-free environment, where everyone should have fun and learn at the same time.

How do young learners behave?

Young learners can not concentrate for a long time on one activity and as a result become distracted very quickly. Hence, the teacher should plan and conduct short and entertaining activities. Moreover, it is important that the teacher teaches young learners how to behave in the classroom by asking them to listen quietly while the teacher is speaking, to raise their hand if they have any questions or if they would like to answer the questions. Part of the daily tasks that the teacher performs in the classroom is to teach children how to act and respond to classroom instructions in English such as “*Please sit down.*” “*Open the books*” “*Listen to your friend*”, which will be repeated regularly during the English classes throughout the school year. When it comes to children of this age-group, the teacher is not only teaching English, but he/she is also guiding them for their further levels of education and training. Young learners will perform well if they behave well and understand the basic principles of politeness.

Ongoing support for young learners

Support refers to the way a child learns by collaborating with a partner who knows more than he or she does (a parent, a classmate, a teacher). For instance, when children work together to accomplish a task, the good students can support the weak ones when placing pictures in the right order to tell a story or when accomplishing any other task such as filling in the missing information.

Where should the focus be?

The main focus of the lessons should be on communication and on the establishment of a solid foundation for English language learning. Young learners should practice the different pronunciation of English sounds, as well as acquire different knowledge such as, the alphabet, numbers, colors, and shapes. They should be introduced gradually to the new vocabulary and simple structures that are related to the activities of daily life. The focus should be on listening and speaking, which will make the young learner feel comfortable and confident when it comes to English language.





Some other instructions

There are many other ways, which help the teacher ensure that young learners are succeeding in class. It is not necessary to give them homework, however, the teacher should always keep a record of their progress, be it individual or collective. Consequently, the young learners will know how much they have learned and how they have progressed in English. The teacher should encourage them to give their best in every lesson and create a constructive learning environment where young learners should not be afraid to make mistakes. The teacher's role and tasks are to plan activities and exercises, which are entertaining, and the teacher should also assist young learners how to interact with each other and how to speak English better. One technique that works is the regular repetition of the new words and practising them actively interactively. Teachers should avoid introducing too many new words in a lesson as young learners do not remember them all.

It is a pleasure to teach young children and the teacher plays an important role in helping to develop lifelong learning. The teacher should plan attractive lessons appropriate to the young learner's age and needs and by doing so they are nurturing the love of learning in children.

Important tips for teachers teaching this age group for the first time

Classroom ground rules are important to be established from the first day as young learners pose some difficulties when it comes to managing their behaviour properly within the classroom. They should be reminded of the rules regularly and it should become part of the teaching routine.

It is also recommended that teachers establish a routine when conducting an activity or organizing the class. Young learners of this age group need to know what to do before the activities begin. The instructions given should be as simple as possible and straightforward with the teacher demonstrating in advance.

In the event of any conflict, the teacher should remain calm and should approach the children and speak to them with a soft voice. Teachers should position themselves at the level of the children and establish eye contact.

Some of the activities are fun and entertaining and teachers should also show the same enthusiasm as their learners and participate along with the children. Young learners are easily distracted; therefore, teachers should have a set of songs, chants, and quick games to draw back their attention. These activities can be easily used even when switching from one activity to the other.

V. CONTEMPORARY APPROACHES TO TEACHING ENGLISH TO YOUNG LEARNERS

Planning and conducting the lesson by including physical activity

The teacher should try and find ways how to link English language learning with physical activities by getting children to use and listen to English when they are performing another activity such as, drawing, completing puzzles, playing, acting, and responding to instructions given by the teacher kinesthetically, with the use of hands, eyes, and ears. Teachers generally use TPR (Total Physical Response) activities, for instance children listen to and respond by acting on the commands “Sit down”, “Turn around!”, “Touch your nose!”

Planning and delivering the lesson based on interrelated activities

Since children have a short concentration span, it is important that the teacher includes in the lesson several short activities and makes a natural transition from one activity to the other. Activities which last 5 to 10 minutes are usually the most successful ones. It is indispensable to strike a balance between the following activities:

- Quiet/loud activities
- Different skills: listening, speaking, reading, writing.
- Individual work/pair work/group work/activities for the whole class -
- Teacher-student/student-student activity



Planning and delivering a task-based lesson

A task is an activity focusing on content that requires children to get involved and use their language skills to accomplish it, such as drawing an image by giving verbal instructions, working in pairs or groups, and ordering some pictures in the right sequence to tell a story. The classwork assigned to young learners should:

- make sense and be linked to each other (the topic of the lesson, the activity, and the learning outcome).
- have a purpose and be easily understood by children.
- have clear learning outcomes.
- involve children actively.

Involving young learners in developing resources to support their own learning





Young learners can draw the story characters which can help them retell the story later. They can color objects or the characters in a story. They could find photos from magazines or the internet that are related to the topic of the lesson and they can bring them to class, for example bringing family photos to introduce their family members, etc.

Young learners can also bring to class objects which are related to the lesson under discussion. These objects might have been recommended by the teacher during the previous class and based on the topic of the lesson, children may create objects by using cardboard, colors, playdough, etc. Another way which can awaken their interest, it could for example be the creation of various objects such as masks, clothing, etc. using recycled materials, or the promotion of healthy eating through fruits or food that children might have brought for their morning break.

Planning and delivering lessons on specific topics

Lessons can be designed in relation to certain topics such as, animals, friends, food, and family. Topic based lessons provide for the continuity of the activities and allow for the English language to relate to the daily lives of young learners.

Lesson planning tips

Planning the lesson efficiently contributes to its final success and to achieve it there are several stages to be completed, from the pre-planning to the revision of the final draft plan. The first stage of the planning process includes the setting of the objectives and defining clear learning outcomes. The latter could be demonstrated through games as the testing of children's knowledge should be performed in a relaxing and entertaining way.

Then, the relevant activities should be selected along with the resources and the materials to be used in the classroom. It is also important to identify the methodology that the teacher is going to employ during the lesson. Preferably teachers should plan to start the lesson with a general comprehensive activity so that everyone can be easily involved. They could also use a variety of methods to introduce the new knowledge including flashcards, photos, pictures, short videos or reading aloud a short text. The more activities and methods the teacher chooses to use, the less monotonous the lesson would be.

Another stage involves the time to be allocated for every activity, which is advisable that they last no longer than 10 minutes. Moreover, including a wide range of activities appropriate for young learners encourages their active engagement and ensures the achievement of high results for every learning style that young learners might have.

Finally, the teacher should be able to preview a summary of the lesson plan and make the relevant changes where necessary.



Selecting lesson content that is relevant to young learners' interests

The teacher should carefully choose the content of a lesson based on the interests, needs, and requests that young learners might have. It is also important that the content is familiar and include information about national holidays, traditions, interests, wishes, daily activities of that age group. Being familiar with and having that information in the mother tongue helps the young learner to start learning how to speak about them in English as well.

Planning activities that require young learners to work together

Children like socializing with each other and the activities that work best include the ones where young learners work with each other in pairs or in groups, as compared to activities where learners are just sitting and listening to the teacher. The teacher should carefully plan activities that require young learners to collaborate. However, the teacher should make sure that their learners know the words and expressions, which are needed to carry out these activities.

Creating a supportive learning environment



A classroom with young learners needs to be a community where everyone wants to learn and have common goals, needs and concerns. When you think of a class as a community, it means considering it as a place where every child cooperates to achieve the common goals of the class. Children who interact and collaborate develop a more positive attitude towards learning and a greater sense of self-confidence.

Introducing active learning focused activities

The learning process with this particular age group is more effective when it falls under the category of active learning, where young learners are provided with an appropriate environment that allows them to activate their visual, auditory, kinesthetic and tactile senses. Learning activities that promote the use of all the senses include the integration of songs, rhymes, dance, games, videos and arts and crafts. For instance, with a simple activity where a song is integrated, young learners use all senses. They first hear the new words (while listening to the song), then they repeat the words (when singing along), see the word if they already know to recognize the letters of the alphabet, and depending on the activity, tracing or building with play-doh, they can also be assigned to practise the new words.

Planning and organizing fun activities that can be easily carried out

Young learners are satisfied when participating in activities that are successful, but at the same time offer challenges. The success of these activities depends noticeably on the way the teacher plans, introduces and designs them.



Activities should be carefully chosen by considering the young learners' age group, their interests and needs, as well as to successfully contribute to the achievement of the learning outcomes. The selection of the activities plays an important role in facilitating the young learner's access to the language.

Language support for young learners

Taking into consideration the fact that learners of this age group have very little knowledge of English, they will need language support to carry out the activities. The successful accomplishment of the activities depends on the teacher demonstrating how an activity can be carried out. Along with the verbal language used during instructions, the teacher uses body language, the mother tongue, actions, contextual objects, audio-visual techniques, flashcards, etc., to facilitate and support young learners in acquiring the foreign language.

Setting clear goals and giving positive feedback

In general children love to be successful when they perform an activity. In order to facilitate this success, the teacher should set clear goals and constantly inform young learners whether they are successful or not and let them know of the reasons for their failure or success. Assessment is also very important to young learners so teachers should use stars, stickers, dots or smiling faces.

Using English in classroom management

It is highly advisable that the teacher uses English when giving instructions for routine actions, for example, when forming groups, introducing activities, giving feedback and for other teaching processes. There are two crucial factors that help young learners gain confidence in the use of language, extensive language listening and practising. There is a wide variety of classroom routines and activities that the teacher can perform in English, including the following:

- greeting the learners;
- introducing the topic of the lesson;
- taking down the absences;
- giving instructions and orders;
- reviewing the previously learned knowledge;
- managing different behaviours of children in the classroom;
- assessing the work performed by the young learners in the classroom;
- assigning homework.

The most common used expressions while performing the above activities might be: Sit down; Read; Listen; Stand up; Color; Draw; Write; Come to the board; Circle; Match; Trace, etc.



Using the mother tongue when necessary

Even though the main purpose of a first and second grade English class is to speak English in the classroom, the mother tongue can also be used, when necessary, for instance when explaining the meaning of words and expressions or when explaining the activities. Normally, the use of the mother tongue creates a comfort zone for young learners, therefore, the teacher should be cautious and avoid young learners from becoming too dependent on it.

Inviting English speakers to class

Whenever possible, the teacher may invite English speakers to the classroom to talk to the young learners. Teachers may also organize activities where students from higher classes and who are fluent in English could be invited, so that young learners may ask them questions or perform a role-play activity. These activities increase the interest and motivation of children to learn English.

VI. DESIGNING ACTIVITIES FOR YOUNG LEARNERS TO LEARN ENGLISH

Designing activities for young learners is an important process due to several reasons:

- They help meet the needs of every learner.
- They are the initial steps introduced for learners to become independent from textbooks.
- They involve learners in the preparation of materials.
- They encourage learners to create their own activities.

Choosing activities for young learners to learn English

Prior to selecting an activity, it is necessary to consider some criteria which help decide whether certain activities should be used or not. These criteria determine that the activities should:

- have a clear purpose and as their priority communicating in English.
- encourage young learners to become critical thinkers and as a result they become more active with the use of English in communication.
- be fun and interesting and therefore young learners are willing to progress further.
- promote the use of English instead of the mother tongue.
- provide young learners with the opportunity to be creative with the language and to experiment with the language knowledge they possess.

Most importantly teachers should not forget that these activities should have a clear language purpose.

Adapting activities for children to learn English



The process of adapting the activities, which are found in the textbook, is a good way for teachers to start designing their own materials. Some ways to adapt include:

- making the task in the text less complicated or using a simpler language (when the language used in the text is difficult for the class);
- making the task in the text more complicated or using a more difficult language (when the language used in the text is simple for the class);
- making the task more interesting by giving young learners the space to be creative and use their imagination.

Adapting materials has its own advantages, such as:

- helping the teacher gain a new perspective on teaching.
- helping meet the needs of young learners.



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- encouraging the teacher reflect on his/her work to see what went well and what needs to be improved.
 - separating the teacher and young learners from the daily routine.

VII. GAMES AND THEIR ROLE IN TEACHING ENGLISH TO YOUNG LEARNERS

Games play a crucial role in learning English. Young learners love playing games and participate willingly not realizing that they are learning. They learn more and better when they are active and if games are well planned, they become an important part of the learning process. The more activities are organized, the better the needs and desires of the young learners are met. Games in the learning process should be activities with certain rules and they should have a goal to achieve as well as an element of fun. This is the only way that games can become encouraging and interesting as well as keeping the learners involved in the given task.

Furthermore, games establish an environment where young learners' attention is focused on the accomplishment of the task and at the same time, they are practicing a language element. The teacher should be careful to select and plan the games by taking into consideration his/her learners' individual learning style.

Teachers should also be reminded that the concentration span of young learners is short, and they should select and plan games accordingly, with diversity being an indispensable element of the process.

Games and play are part of some of the activities that are important for this stage of their development. The games that young learners find most exciting and amusing include games with flashcards, competitions, races, and so on.

The following are some examples of games that can be used by teachers with this age-group:

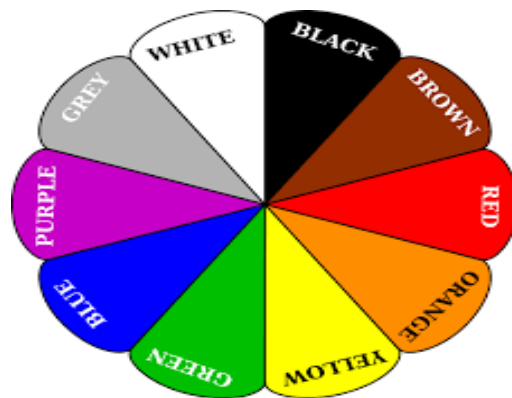
Title:	Memory
Materials:	<ul style="list-style-type: none"> - 5 sets, each consisting of 10 cards with pictures of clothes - 10 cards with names of clothes
Aims:	<ul style="list-style-type: none"> - to practise the vocabulary children learnt during the previous lesson; - to practise asking questions “What have you got?” and answering them “I have got....”.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game. - Children, in pairs, get a set of 20 elements. - There are 10 elements with names of clothes on one side and they are coloured red on the other side. - There are also 10 elements with pictures of clothes on one side and they are coloured blue on the other side. - Children match the right word with the right picture. <ul style="list-style-type: none"> • The rules are the same as for playing MEMORY. • At the end, the teacher asks: “Gridi, what have you got?” • And Gridi answers: “I’ve got a pair of socks, a t-shirt, and a pair of gloves.”



Title	What's in the box?
Materials:	<ul style="list-style-type: none"> - big cards with pictures of clothes on them - 1 big box
Aims:	<ul style="list-style-type: none"> - to practise the vocabulary children learnt during the previous lesson; - to practise asking questions "Is it a..." and answering them "Yes, it is/No, it isn't".
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game. - Teacher starts by showing cards with pictures of clothes on them and asks: "Is it a coat/jacket/jumper/sweater?" etc., and children answer: "Yes, it is. /No, it isn't." - Teacher chooses one child to come up to the front, takes one card without showing it to the others and puts it into the box. - The rest of the group asks questions: "Is it a...?", and the chosen child answers: "Yes, it is/No, it isn't." - The first child to guess what's in the box comes to the front, chooses the next item, and puts it into the box.



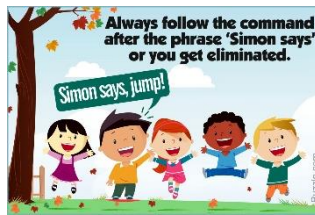
Title:	What colour is it?
Materials:	<ul style="list-style-type: none"> - big cards with pictures of different colours - 1 big box
Aims:	<ul style="list-style-type: none"> - to teach names of colours; - to practise asking questions "Is it ...?" and answering them "Yes, it is/No, it isn't".
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game. - Teacher shows cards with pictures of colours on them and asks: "Is it green?" etc., and children answer: "Yes, it is/No, it isn't". - Teacher chooses one child to come up to the front, takes one card without showing it to the others and puts it into the box. - The rest of the group asks questions: "Is it a...?", and the chosen child answers: "Yes, it is/No, it isn't." - The first child to guess what's in the box comes to the front, chooses the next item, and puts it into the box.

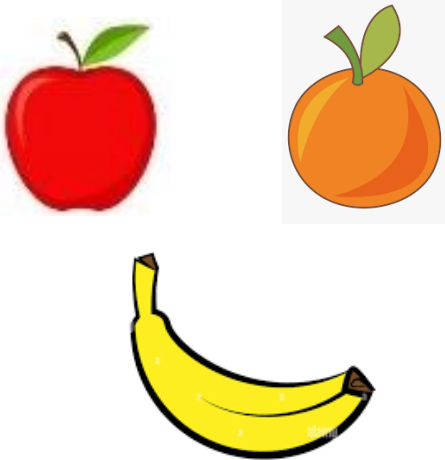
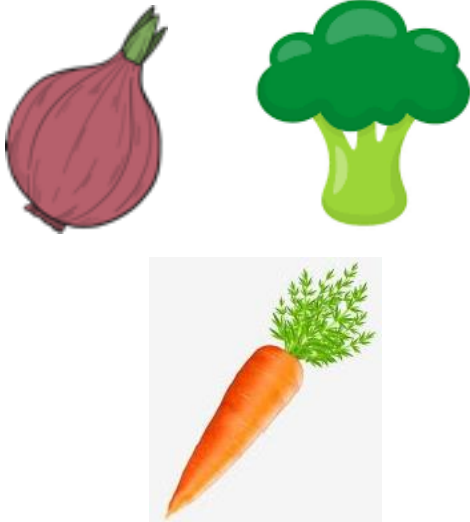


Title	Clothes
Materials:	<ul style="list-style-type: none"> - big cards with pictures of clothes on them - 1 big box
Aims:	<ul style="list-style-type: none"> - to practise the vocabulary children learnt during the previous lesson; - to practise asking questions “Who’s got red trainers/sneakers /blue trousers?” and answering them “I have got it/them”.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game and makes sure that children understand them. - Children form two teams. - Teacher shows a picture of an item of clothing. - Team’s members take turns in running to the board where the pieces of paper with names of clothes are pinned and take the article which was shown by the teacher. - At the end the teacher asks: “Who’s got a green dress?”. - The child, who has got a green dress, answers “I’ve got it.”.



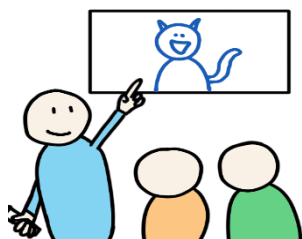
Title	Simon Says
Materials:	none
Aims:	<ul style="list-style-type: none"> - to check listening comprehension; - to practice new vocabulary; - to practice classroom instructions.
Procedure:	<ul style="list-style-type: none"> - Teacher organizes the class into a circle and explains the rules of the game. <i>(Children must only follow instructions which begin with the phrase “Simon says”, and those children who don’t are out of the game).</i> - Teacher pretends to be Simon for the duration of this game. - Teacher says for example: “Simon says Touch your nose/ears!” and simultaneously does this action. - Children must copy what the teacher does (in this case they touch their nose/ears) - Teacher repeats this process choosing different actions (the teacher can be as silly as he likes and the sillier the teacher is the more the children will love the teacher for that). - Then the teacher does an action, but this time says only the action and omits ‘Simon Says’. Whoever does the action this time is out and must sit down. (The idea of the game is that children should not perform the action unless the teacher says “Simon says”.) - The winner is the last child standing. - To make it harder, the teacher speeds up the actions. - The teacher may reward the children for good behavior by allowing them to play the part of Simon.




Title	Board Race
Materials:	<ul style="list-style-type: none"> - coloured markers/chalks - board
Aims:	<ul style="list-style-type: none"> - to revise previously learnt vocabulary; - to practice listening comprehension; - to revise previously learnt grammar items.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game and divides the class into two teams - Teacher gives each team a colored marker. - If there is a large class, it may be better for the teacher to divide the children into teams of 3 or 4. - Teacher draws a line down the middle of the board and writes a topic at the top. - The children must then write as many words as required related to the topic in the form of a relay race. (For children in the first grade, instead of writing the word, they can draw it.) - Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.
Fruit	Vegetable
	

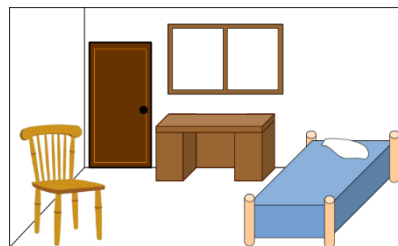


Title	Pictionary
Materials:	<ul style="list-style-type: none"> - a bag or a box - pens - coloured markers - board
Aims:	<ul style="list-style-type: none"> - to practice new vocabulary children have learnt on a specific topic.
Procedure:	<ul style="list-style-type: none"> - Before the class starts, teacher prepares a bunch of words and puts them in a bag or box. - Teacher gives clear instructions of the game and divides the class into teams of 2. - Teacher draws a line down the middle of the board. - Teacher gives one team member from each team a pen and asks them to choose a word from the bag/box. - Teacher tells the children to draw the word as a picture on the board and encourage their team to guess the word. - The first team to say aloud the correct answer gets a point. - The child who has completed the drawing should then nominate someone else to draw for their team. - This is repeated until all the words are used. - Teacher makes sure there are enough words that each child gets to draw at least once!

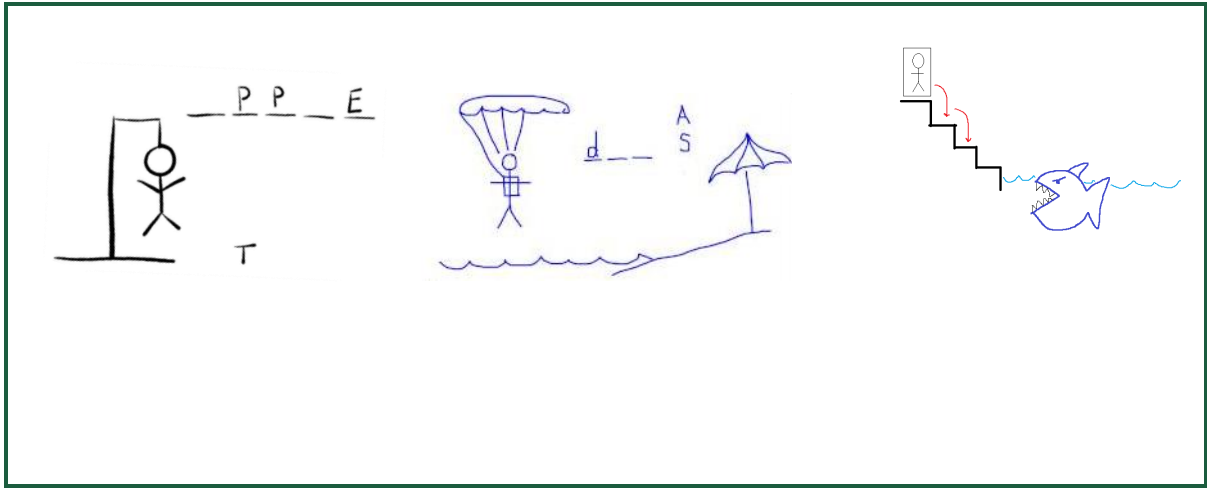




Title	The Mime
Materials:	<ul style="list-style-type: none"> - a bag/ or a box - pens - pieces of paper
Aims:	<ul style="list-style-type: none"> - to check the understanding of action verbs; - to practice speaking skills; - to practice new vocabulary.
Procedure:	<ul style="list-style-type: none"> - Before the class, teacher writes some expressions describing actions or pictures of people performing different activities as for example washing the dishes/ watching TV - and puts them in a bag/box. - Teacher gives clear instructions of the game and divides the class into two teams. - One child from each team comes to the front of the class and one of them chooses an action from the bag/box. - Both children mime the action to their team. - The first team to shout the correct answer wins a point. - This is repeated until all children have mimed at least one action. - Teacher makes sure there are enough actions so that each child gets to mime at least once!
	

Title	Hot Seat
Materials:	<ul style="list-style-type: none"> - board - chalk - pictures of objects
Aims:	<ul style="list-style-type: none"> - to practice their speaking and listening skills; - to practice new vocabulary; - to practice “it is”; - to practice colours, shapes, numbers etc.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game and divides the class into 2 teams, or more if the class is large. - Teacher asks for volunteers from each team to sit in the Hot Seat, facing the classroom with the board behind them. - Teacher writes/draws a word or puts a picture of an object on the board. - One of the team members of the child in the hot seat must help the child guess the word by describing it. (for example: if the word is apple, the children should say: It is round. It is red. etc) - Teacher decides on the amount of time and children cannot say, spell or draw the word. - This activity can continue until each team member has described a word to the child in the Hot Seat.



Title	Hangman
Materials:	<ul style="list-style-type: none"> - board - piece of chalk/markers
Aims:	<ul style="list-style-type: none"> - to reinforce vocabulary; - to practice spelling skills; - to practice the letters of the alphabet; - to practice "Is there a/an? Yes, there is. No, there isn't.).
Procedure:	<p>(This game is best used for 5 minutes at the start to warm the class up or 5 minutes at the end if there is some time left.)</p> <ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the class. - Teacher thinks of a word and draws dash lines for each letter of that word on the board. - Children are asked to raise their hands and try to answer either by guessing letters or the word itself. - For each incorrect answer, the teacher draws part of the hangman. - The child who guesses correctly before the hangman is drawn completely will be the next person to think of a word. <p>Game variations:</p> <ol style="list-style-type: none"> a) Teacher draws a shark in the sea with its mouth wide open and lots of teeth and a certain number of steps going into the shark's mouth. The teacher thinks of a word and draws dash lines for each letter of that word on the board. Each time a child says the wrong letter, the teacher draws a stick man going down the steps. They lose (and get eaten by the shark!) if the stick man runs out of steps. b) Teacher draws a person with a parachute with a number of strings attaching the person to the parachute. The children then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash line, giving them the chance to guess what the word is. If they guess an incorrect letter, it is written on the board and one of the parachute strings is erased. The goal of the game is to guess the word before the person loses all of their parachute strings.

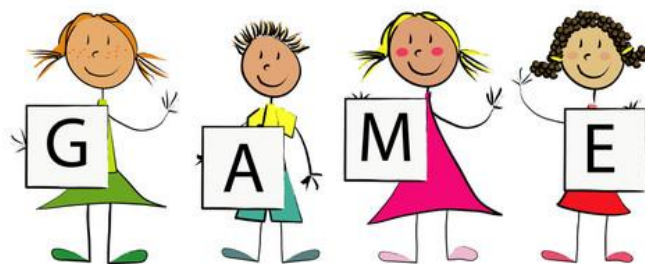



Title	Ball Toss
Materials:	- ball
Aims:	<ul style="list-style-type: none"> - to practice new vocabulary; - to practice listening understanding skills; - to practice giving and following instructions.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the children. - Teacher tosses a ball to a child. - The child who gets the ball should answer a question or follow an instruction the teacher gives based on the lesson/level just taught, e.g., “Name a fruit!”; etc. - The child answers the question or follows the instruction and then tosses the ball to another child to answer. - Teacher changes the question often or mid-game. - The random nature of the ball toss keeps children on their toes. <p>Variation of the game:</p> <p>This game is a good way to practice giving and following instructions.</p> <ul style="list-style-type: none"> - Teacher tosses the ball to a child and gives a direction for example:” Go to the window, please!” - The child performs the action, tosses the ball to another child and gives another instruction as for example: “Pick up a blue pen, please!” - The teacher makes sure that each child is given a chance to give and follow directions.
 	

Title	Telephone
Materials:	<ul style="list-style-type: none"> - pieces of paper - a box
Aims:	<ul style="list-style-type: none"> - to practice new vocabulary; - to practice sentence patterns.
Procedure:	<ul style="list-style-type: none"> - Before the class the teacher writes some new words or short sentences on pieces of paper and puts them on a box. Teacher may also have pictures of objects or people doing different activities. - Teacher gives clear instructions of the game to the children. - Children form a circle and one child picks up a piece of paper from the books, reads it and starts by whispering the word or short sentence into the ear of the child next to him. - The second child then whispers the same word or sentence to the child on the left, and so on. - At the end of the circle, the last child says the sentence out loud and sees how close (or hilariously far) it is from the original sentence! - Teacher makes sure that each child is given a chance to start the game.



Title	Alphabet Relay
Materials:	<ul style="list-style-type: none"> - pieces of paper - coloured pencils/ markers
Aims:	<ul style="list-style-type: none"> - to practice the alphabet; - to practice new vocabulary on certain topics.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the children and divides the children into two groups. - Teacher gives each group pieces of paper to write the letters of the alphabet. - Teacher shuffles each group`s flashcards and places them in two piles on one side of the room. - Each group line up on the opposite side of the room. - Teacher says “Go,” and the first child in each line runs across the room, finds the letter A, and brings it back to their group. The next child finds the letter B, and so on. The first group to get to Z wins! <p>Variations of the game:</p> <ul style="list-style-type: none"> - Teacher starts the game by writing the letters of the alphabet on the board and divides the class into teams. - Teacher chooses a topic for the relay e.g., Cities of Albania. - One member from each team says the name of a city and wipes the first letter of that name from the whiteboard. For example, if a child answers with “Berat,” then the letter “B” will be erased. - Therefore, other cities starting with “B” (Burrel etc.) cannot be used. - When a child successfully wipes off a letter with a correct answer, their team is awarded a point. - The team with the most points wins! - Other topics for the game may be animals, fruits, vegetables, countries around the world, jobs and occupations etc.



Title	Categories
Materials:	<ul style="list-style-type: none"> - sheets of paper - coloured pencils/ markers
Aims:	<ul style="list-style-type: none"> - to practice vocabulary; - to practice letters of the alphabet; - to practice listening skills.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the children. - Teacher and children brainstorm to come up with a list of categories (maybe from new vocabulary recently taught) - Teacher writes each category on a sheet of paper/ or on the board as for example colors, jobs, or fruits. - Teacher asks for two volunteers to stand up. - Teacher calls out a category and a letter of the alphabet (for example, “animals” and “d”). - The first child to come up with something from within that category that begins with the letter is the winner and remains standing. - Another child stands up to go against the winner, and the teacher repeats the game with a new category and letter.
	

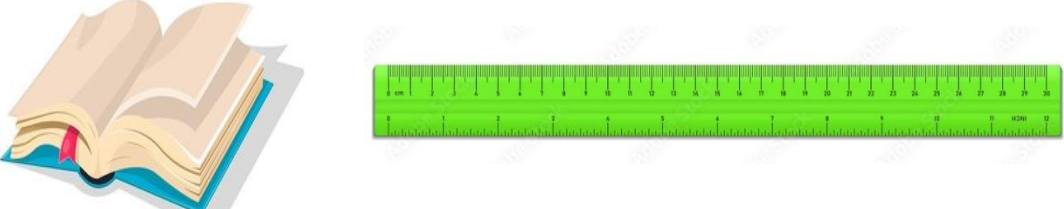


Title	What's Missing
Materials:	- none
Aims:	<ul style="list-style-type: none"> - to practice vocabulary; - to practice pronunciation.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the children. - Teacher writes 10-15 the words or draws pictures of these words on the board (teacher can also use flashcards for this game and tapes them on the board). - Children line up in front of the board and are given about a minute to try to memorize all the vocabulary words they see. - Children, turn around so they can't see the board and the teacher removes one of the words/pictures. - Children turn back around and guess "what's missing." - The first child to say the correct word gets a point! - To make the game more engaging, the teacher may have a child come to the board and take the teacher's place.

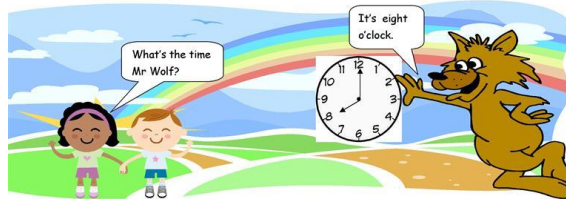


Title	Memory
Materials:	<ul style="list-style-type: none"> - different small objects - a piece of cloth
Aims:	<ul style="list-style-type: none"> - to practice new vocabulary; - to practice speaking skills.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the children. - Teacher picks five small objects and hides them under a piece of cloth. - Teacher shows the objects to the children for a minute or two and then covers them up. - Teacher gets to know how many of the objects the children can remember. - Teacher may add more objects to make the game more challenging.

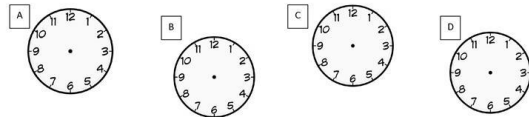


Title	I Spy
Materials:	<ul style="list-style-type: none"> - different objects related to the topic of the lesson - classroom objects
Aims:	<ul style="list-style-type: none"> - to practice the vocabulary on topics such as colors and sizes; - to practice listening comprehension skills; - to practice alphabet letters.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game. - Teacher says, for example “I spy something beginning with B,” - The children try to find something in the classroom beginning with this letter. - The child who is the first to find that thing is the one who continuous the game by saying for example “I spy with my little eye, something that is green,” - The other children subsequently try to find a green object.
	

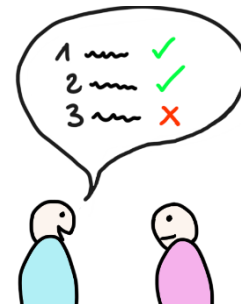
Title	What's the time, Mr. Wolf?
Materials:	- none
Aims:	- to practice telling the time; - to practice numbers.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game and makes sure that children understand them. (This activity is best played in a park or court outside.) - Teacher selects one child to be the wolf. - The selected child to be the wolf turns the backs on everyone. - The class start from a distance away and ask, "What's the time, Mr. Wolf?" - "The wolf" responds with a random time. If the wolf says, "It's six o'clock," everyone takes six steps forward. - The process is repeated until the wolf responds with "it's dinner time," which is when he chases the class and catches someone. - The child that is caught becomes wolf himself. - The last person to survive wins.

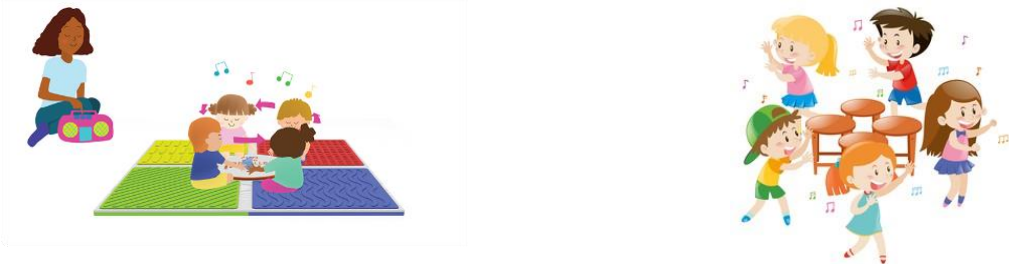


Listen and draw the times.



Title	Two Truths and a Lie
Materials:	- none
Aims:	- to encourage creative thinking; - to practice speaking skills.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game, makes sure that children understand them and asks children to form a circle. - Teacher randomly picks one child to stand in the middle or at the front of the class. - The child says three statements, two of them being true and one being a lie. - The rest of the class try and guess which one is the lie. - The children, in small groups, may discuss in Albanian the three statements with each other and try to guess. - The teacher makes sure that each group gives one answer after having decided on it. This encourages group discussion and careful thinking.



Title	Hot Potato
Materials:	<ul style="list-style-type: none"> - music player - an object for students to pass around (the potato; a ball) - pieces of paper with words written on them or pictures of different objects - a box/hat
Aims:	<ul style="list-style-type: none"> - to revise the vocabulary; - to practice pronunciation.
Procedure:	<ul style="list-style-type: none"> - Children are asked to form a circle. - Teacher gives instructions of the game and then plays the music. - Children pass each other the potato with music playing. - When the music stops, the child with the hot potato must take a piece of paper from the box/hat and reads the word or says the word related to the picture on the paper. - The child must attempt to make a very short sentence using the word on the piece of paper. - If the child makes a mistake, they will sit out for the rest of the round. - The child who's left standing wins the round! <p>Variation of the game:</p> <p>The teacher may use the musical chair game. The teacher plays the music and the children walk around the perimeter of the chair circle.</p> <p>When the music stops, everyone must immediately sit on a chair.</p> <p>The child, who is left standing, must pick up a piece of paper from the box/hat and reads the word or says the word related to the picture on the paper. Then the teacher removes another chair and continues until only one child is left.</p>
	
Title	Word Bingo
Materials:	<ul style="list-style-type: none"> - a hat/a box - bingo sheets

	<ul style="list-style-type: none"> - pieces of paper
Aims:	<ul style="list-style-type: none"> - to practice reading and listening skills; - to practice new vocabulary; - to practice the alphabet/numbers/colours etc.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game to the children. - Teacher hands out bingo sheets to the children (the bingo sheets might have either English words written on them, or pictures of different objects or activities). - Teacher picks a piece of paper from the hat/box with a word written on it and says that word loudly. - Children cross off the words they hear. - The first player to cross off all the items on their bingo card shouts 'Bingo!'. - Teacher may award children prizes for winning.



numbers BINGO			
2	14	1	4
7	3	6	13
13	8	12	17
9	16	11	15
20	5	10	18

Title	Heads Up
Materials:	<ul style="list-style-type: none"> - timer - cards with written words or pictures of the words (Children themselves have prepared the cards in the previous days. They have written newly learnt words or drawn pictures of the words.)
Aims:	<ul style="list-style-type: none"> - to review previously learnt vocabulary; - to ask and answer “yes” and “no” questions.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game and divides children into groups of three to five. - Teacher gives each group a stack of cards, face down. - Children might play “Rock, Scissors, Paper” to decide who goes first to pick a card. - Without looking at it, the player shows the card to the other members of the group. - The child places the card on the forehead by sticking it in a headband (see below for options for displaying the card). - The child who picked the card asks “yes” or “no” questions to the other children in the group. No gestures or noise is allowed. (Can I swim? Can I fly? Am I an animal? Am I a colour? Am I a number? Can you eat me? etc,) - If the child guesses the word before time runs out, the team gets a point.

Write the word here/ draw a picture of the word



Title	Fly Swatter Game
Materials:	<ul style="list-style-type: none"> - board - 2 fly swatters - pictures of topic related vocabulary
Aims:	<ul style="list-style-type: none"> - to review previously learnt vocabulary (clothes, colours, animals, shapes, fruits etc); - to practice listening skills; - to build children`s confidence.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game and divides children into two teams. - Teacher sticks a bunch of pictures, or writes of topic related vocabulary words (10-20) in a random fashion on the board. - Teacher provides each team with a fly swatter. - One child from each team comes to the front of the classroom room facing the class, with their back to the board and the fly swatter in their hand. - Teacher calls aloud a word and the players have to turn around and hit the right picture of that word with the fly swatter. - The first one to touch the word gets a point for their team. - The next two children come to the board and the game goes on until all children have participated. - The winning team gets a reward.



Title	Chain Spelling
Materials:	none
Aims:	<ul style="list-style-type: none"> - to practice the letters of the alphabet;

	<ul style="list-style-type: none">- to practice spelling and pronunciation.
Procedure:	<ul style="list-style-type: none">- Teacher gives clear instructions of the game and asks all children to stand up.- Teacher says a target vocabulary word.- Children spell out the word letter by letter and if they miss, they sit down and are out of the game.- The game continuous until 1 or 2 children are left and they are the winners.



Title	Stand up if you ...
Materials:	none
Aims:	<ul style="list-style-type: none"> - to practice listening skills; - to check understanding of new words and expressions.
Procedure:	<ul style="list-style-type: none"> - Teacher gives clear instructions of the game. (This game would work well outdoors, if there were an outdoor space!). - Teacher gets all the children to form a large circle with the teacher standing in the middle. - Teacher then calls out an instruction such as ‘Stand up if you’re wearing shorts’ - Everyone wearing shorts must switch places with each other in the circle while the teacher tries and takes one of their spots. - The child left in the middle then gets to call out the next instruction. - This game can be easily adapted to suit the vocabulary the class is learning such as appearance, clothing, likes/dislikes, family members, holidays – it’s amazing!



VIII. WHY AND HOW TO USE SONGS WITH YOUNG LEARNERS OF THE FIRST AND SECOND GRADE

Children learn songs easily as they are rhythmic, and the vocabulary is repeated. Activities with songs become very soon the most favourite ones, as young learners find them entertaining and motivating. Songs provide learners with an opportunity to reinforce their knowledge of structure as well as vocabulary.

Generally, songs promote the strengthening of self-confidence, where even shy children have fun while they are singing a song in group or as a class. Young learners become proud of what they have learned and like to tell friends or family about the content that they learned in school.

The use of songs enhances the process of remembering and concentrating. Teachers can use the songs as an activity to start the lesson especially when the lyrics match the topic of the lesson.

The following should be considered when selecting songs as classroom materials:



- They should be simple with lyrics easy to be understood.
- They should be related to the topic of the lesson or to the vocabulary that is being practised in the class.
- The lyrics should have a repetitive pattern.
- Young learners can easily perform the actions of the lyrics, so that the meaning can be further emphasized.

The following sections provide some instructions of how songs can be used in the class:

To teach and reinforce grammar

Songs are particularly effective with first graders, as they cannot be introduced to grammar rules yet. However, songs help children to establish accurate grammar structures. Some songs can be used to learn and repeat some grammar topics. They could be integrated in the lesson with a particular focus on a grammar issue while young learners are provided with a variety of materials during the lesson. For example, with the song 'Quiet please', which can be retrieved from the following link, the structure 'Can I have...?' is introduced and it can be practised along with other expressions from the daily vocabulary that is used in the classroom.

<https://learnenglishkids.britishcouncil.org/en/songs/quiet-please>



The song 'Over the mountains' helps practise the present continuous structure within a travelling context. The song chorus repeats several times 'I'm driving in a car' and learners can pattern their sentences accordingly.

<https://learnenglishkids.britishcouncil.org/en/songs/over-the-mountains>

To teach and reinforce vocabulary in a specific language situation

Studies in the area of foreign language learning by young children have revealed that new vocabulary should be repeated several times until it is learned and memorized. This is made possible by songs which are appropriate for all children. For example, the song 'Pizza and chips' has a pattern where the days of the week are repeated.

<https://learnenglishkids.britishcouncil.org/en/songs/pizza-and-chips>

Songs are easily adapted to the syllabus of the first and second grade which have been designed based on the topics defined by the Common European Framework of Reference (CEFR). For instance, when the topic of farm animals is introduced, the famous song 'Old Macdonald had a farm' can be used.

<https://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm>

The song 'People work' is also an easy song to be understood and practised by young learners where they are learning different professions and there is an entertaining element as the name of the person rhymes with his/her profession.

<https://learnenglishkids.britishcouncil.org/en/songs/people-work>



To enhance the listening skill

Longer songs, with heavy grammar structures, may be difficult for first graders, yet they can be used as additional materials when introducing a story or a tale. This will help young learners to identify certain words, and, in this way, they are also enhancing their listening skills while learning English. For instance, the song 'The ballad of Lisa the lemur' is about a story introducing the topic of forests and animals at risk.

<https://learnenglishkids.britishcouncil.org/en/songs/the-ballad-lisa-the-lemur>

To sing and have fun while singing

The majority of songs can be either sung as a group or by young learners individually. Singing as a group in the classroom is fun and has the advantage of all children participating in the activity, especially when the singing process is accompanied with actions or mimics. Children like singing and this will contribute



to their motivation to learn and socialize with others. Furthermore, singing improves their pronunciation and intonation. Generally, first graders learn individual words or simple and short expressions, and songs become a very good manner to learn and practice the vocabulary. Short and simple songs contain words that repeat several times throughout the song, and they have been adapted to be sung. 'The alphabet song' is a good material, which can be used to learn and practise the alphabet.

<https://learnenglishkids.britishcouncil.org/en/songs/the-alphabet-song>

Activities to accompany the learning of a song

Before listening to the song

It is recommended that young learners be given some information about the song (warm up) prior to playing the song. This could be achieved by using flashcards to introduce the new vocabulary that will be in the song. For example, the warm-up activity for the song 'Old Mac Donald had a farm' can be the vocabulary about different animals, which can be introduced either through flashcards or small animal toys. Or the children might guess the words used in the lyrics, for instance, guess the words in the song 'We're going to the zoo'.

<https://learnenglishkids.britishcouncil.org/en/songs/were-going-the-zoo>

While listening to the song

When introducing a new song to children, allow them to listen to the song several times until the tune of the song becomes familiar for them. Ask children to point at any drawing or object, which is mentioned in the song. Encourage them to use movements, gestures or mimics while singing. For example, the song 'If you're happy and you know it' is an entertaining one where children might use a lot of movements and perform actions. Even when teaching children new songs, encourage them to use movements while uttering the words.

<https://learnenglishkids.britishcouncil.org/en/songs/if-youre-happy-and-you-know-it>

After listening to the song

As mentioned above many songs are based on a certain theme and as a result they can be used as an encouragement for further activities such as removing some words and replacing them with some others. The words in the lyrics of the song 'Old MacDonald had a farm' can be replaced and it can become 'Old MacDonald had a zoo'. Some songs can be used as an incentive to create works of art. Using the same song 'Old MacDonald had a farm' teachers can encourage their learners to make an exhibition with small toy pets.

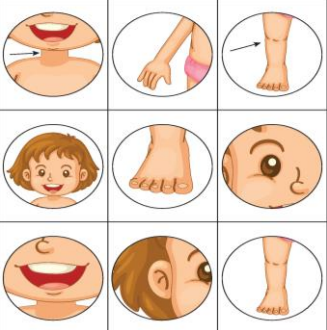
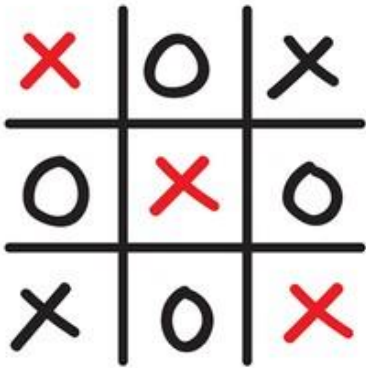
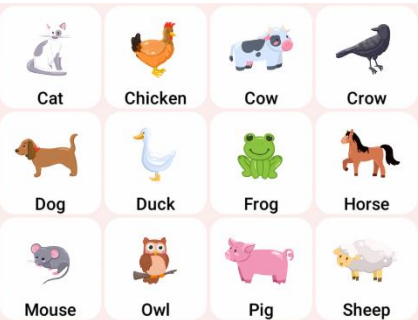




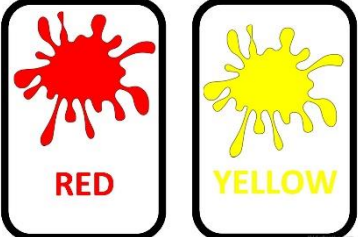
IX. WHY AND HOW TO USE FLASHCARDS WITH YOUNG LEARNERS OF THE FIRST AND SECOND GRADE

The teacher can use different games and strategies to help young learners memorize and practise the new vocabulary. One of the most effective ways is the use of flashcards. They are very useful and multipurpose and can be used at any stage of the lesson. Flashcards can either be used to introduce the vocabulary, practise, or revise it once children become familiar with it. They can also be used as a fill in activity for children who finish earlier. These activities vary from activities that seek to test children's memory, to activities practising the vocabulary, or kinesthetic activities. The section below describes some useful activities to be used by teachers in the classroom.








- The teacher introduces the new words with flashcards and asks the children to describe them with the use of actions instead of words. For example, the children can move like a tiger or elephant when they see their pictures.
- The teacher places flashcards in the classroom, on walls, windows, chairs or on the floor and asks the children to point to the appropriate flashcard when they hear the word. If the space of the classroom allows, children can run and stand next to the appropriate flashcard.
- The teacher hands out some flashcards to every child and asks them to put the right card up once they hear the new word, for instance, the teacher could say 'Show me the dog!', 'Hands up if you've got the cat!', or 'Point to the bird!' This activity can be organized in the form of a competition between teams, where each of the teams has an equal number of flashcards and the first team that shows the correct picture wins a point.
- The teacher places five or six flashcards in a row on the board. The teacher repeats the words several times and then removes the last flashcard. The teacher repeats the words several times including the one, which was removed. After that, another flashcard is removed and so on and so forth until all the cards have been removed and the children repeat the words in the correct order.
- The teacher can also make the lesson entertaining and fun while showing the flashcards to the children very quickly up and down or back and forth (so that the children can get only a glimpse of the picture on the flashcard). Then the children are asked to identify the pictures; or the teacher can cover the flashcards with a piece of paper and reveal the pictures step by step.
- The teacher puts either a number on the flashcards or uses a color code. After showing the picture to the children and the corresponding number or colour code, he/she places the flashcard with the picture showing on the table or on the board and asks the children 'What color/number is the dog?' Then the flashcard is turned over and the teacher asks the children 'What's red/blue/green?' or 'What's number 1/2/3?'

The following are some games and vocabulary activities in which teachers can make use of flashcards.

Game/Activity	Description
<p style="text-align: center;">Bingo</p> <p style="text-align: center;">Body Parts Bingo</p> 	<p>Teacher gives to the children a photocopy of the flashcards for the topic related vocabulary and a blank bingo card. Then, the teacher asks them to choose a certain number of vocabulary items and sticks them onto their bingo card. Alternatively, they could either draw or write the vocabulary. The teacher places a complete set of flashcards into a hat and pulls them out one by one. The first player to cross off all the items on their bingo card shouts 'Bingo!'.</p>
<p style="text-align: center;">Noughts and crosses</p> 	<p>Teacher selects nine flashcards and numbers them 1-9. Then the teacher draws a grid on the board, numbering each square 1-9. After that, the teacher divides the children into two teams, noughts (O) and crosses (X). In turns, each team chooses a number between one and nine. If noughts choose square 5, for example, the teacher shows them flashcard 5. If they can correctly identify the card, the teacher draws (O) in the square. Each team should try to choose squares that block the other team from making three in a row, horizontally, vertically or diagonally.</p>
<p style="text-align: center;">Categorise</p> 	<p>Teacher gives each group a set of flashcards and asks them to put the flashcards into categories. For instance, animal flashcards could be divided into those with four legs, those with two; those that can fly, those that can't.</p>

<p>Guess what it is</p>  <p>zebra</p>	<p>Teacher places several flashcards on the board. Then, the teacher describes one of the cards without saying its name, for example, 'It's big.... It's got four legs... It is black and white...' The team that guesses the correct card wins a point.</p>
<p>Backs to the board</p>  <p>Grapes</p>	<p>Teacher puts learners in pairs, A and B. Then, the teacher asks As to sit with their backs to the board and Bs facing them. After that, the teacher puts a flashcard on the board. Bs facing the board must describe the word to their partner without saying what it is. The first A to guess the word correctly wins a point.</p>
<p>Board rush</p> 	<p>Teacher places flashcards on the board. Then, the teacher asks the children to stand in two lines facing the board, a little distance away. After that, the teacher says a word and a child from each line runs and touches the correct flashcard.</p>



<p style="text-align: center;">Snap</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  Circle </div> <div style="text-align: center; margin: 5px;">  Square </div> <div style="text-align: center; margin: 5px;">  Star </div> <div style="text-align: center; margin: 5px;">  Rectangle </div> <div style="text-align: center; margin: 5px;">  Heart </div> <div style="text-align: center; margin: 5px;">  Triangle </div> </div>	<p>Teacher gives each group of children a set of flashcards with two copies of each card. The teacher asks them to shuffle and deal the cards equally, face down. Each player now has a pile of cards. In turn, the players turn over a card, say what it is and place it in the middle of the table. If a player turns over a card which is the same as the previous one the first player to say 'Snap!' wins all the cards. The game ends when one player has all the cards.</p>
<p style="text-align: center;">Kim's game</p> 	<p>Teacher places the flashcards on the board or a table and asks the children to close their eyes. After that, the teacher removes a flashcard and asks the children to open their eyes and say which flashcard is missing. To make the game more challenging, the teacher gradually increases the number of flashcards to be removed.</p>





X. HOW TO TEACH THE ENGLISH ALPHABET TO YOUNG LEARNERS

Teaching the alphabet to young learners is among the first challenges that teachers encounter when teaching English. There are many ways to teach the alphabet, and all teachers develop their own style over time. The following is a basic outline of the steps that young teachers can follow when introducing a new letter of the alphabet.

- Hold up an alphabet letter flashcard so all children can see it.
- Chorus the letter 3 to 5 times.
- Ask each child individually to say the letter.
- Teach the sound of the letter, chorus again and check individually.
- Provide an example of an object that begins with the letter. Double-sided flashcards with the letter on one side and a picture on the other are great for this. (e.g., "What's this?" (elicit "A"). "And A is for...?" (turning the card over) "apple!". Chorus the word and check individually.
- Do a final check (Teacher: "What's this?", Children: "A", Teacher: "And 'A' is for...?", "And 'ah' is for...?" Children: "Apple!").

These basic steps can be followed by different alphabetic games which are explained below.

Game	Description of the game
<p style="text-align: center;">Alphabet Line-up</p> 	<p>Teacher gives each child an alphabet flashcard, and then plays the ABC song. Children skip around in a circle singing along to the song. Teacher stops the tape at random points and the children have to line up in the correct alphabetical order according to their cards.</p>
<p style="text-align: center;">Alphabet Soup</p> 	<p>Teacher places plastic letters on a bowl (or teacher writes the alphabet letters on small pieces of paper, and places them in a bowl/basket/box). Then, the teacher hands out flashcards to the children. Each child draws a letter from the bowl and then finds the flashcards associated with that letter.</p>
<p style="text-align: center;">Alphabet whispers</p>	<p>Teacher divides children into groups of three. Child number one stands at the blackboard, number two is sitting down, and number three is running between</p>



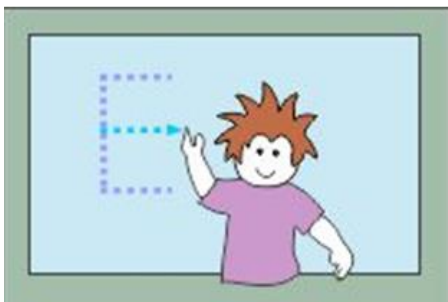
the two. The child sitting down (number two) has a sheet with the alphabet letters printed out in a random order - s/he whispers the first letter to number three child, who then runs to the board and whispers the letter to number one child. If the letter is understood s/he writes it on the board. The first team to write it correctly gets a point. The teams can change positions and get maximum benefit from this game.

Board/wall Scramble



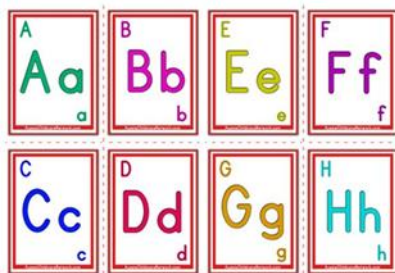
Teacher puts the whole alphabet on the board/wall in a scramble of letters here and there, but low enough that the children can reach it. Children are divided into two teams and then the teacher calls out a letter. The child that is able to find and circle it first wins a point for their team. To make the game even more challenging the teacher divides the class into four teams all looking for the same letter.

Magic Finger



Teacher goes through the daily routine of teaching a letter using an alphabet flashcard. Then, the teacher holds the flashcard letter up in front of the children and lets them trace the letter on the card with their 'magic' finger. Then the teacher, using his/her magic finger, traces the letter in the air and the children do the same. The teacher and the children can then use their magic fingers to trace the letter on all sorts of fun places. E.g., Teacher: "Draw 'P' on your hand. Now on the floor. Now on your partner's back. Now on your cheek. Now on the wall. Now on your foot" etc. Finally, if there are posters on the walls, the teacher asks the children to find examples of the letter in the posters.

Vanishing Alphabet Flashcards



Teacher places a number of flashcard letters in front of the children, giving them a few moments to memorize the letters and then tells them to close their eyes. The teacher takes away one of the flashcards and then tells the children to open their eyes again. The first child to guess the missing letter flashcard can win that flashcard (for 1 point) and takes away a flashcard in the next round.

Kick the Cup



Teacher writes a letter of the alphabet on each plastic cup with permanent marker (the lowercase letter on one side of the cup matches the uppercase on the other side). Then, the teacher lines the cups up in a row on the floor, and asks one child to stand up facing the cups with the ball in front of him/her. When instructed to kick, the child kicks the ball towards the cups and knocks one or two of them over. Then, the child goes over to the cups he/she knocks over and identifies the letter on each cup.

Alphabet shape



To play this game, the teacher takes the children outside/around the school and asks them to try to find things in the playground/school which have a similar shape to letters of the alphabet. For example, children might see a clock on the wall and recognize that the clock has a similar shape to the letter O.

XI. BIBLIOGRAPHY

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