

**APC Online Course  
for Teaching  
English to Young  
Language  
Learners**

- ❖ Module 8: Teaching Speaking: Songs and Holidays  
– Using songs with Young Learners
- ❖ Module 9: Teaching Speaking and Listening: Storytelling and Art Projects
- ❖ Module 10: Teaching Reading and Writing: Approaches to Teaching Writing
- ❖ Module 11: Teaching Reading and Writing: Using Pictures and Readings and Responding to Student Essays



Asia Pacific College  
Honolulu, Hawaii

# EFL Training Workshop

## “Teaching English to Young Learners”

This course begins by examining the role of the family, school, and community in young learners’ acquisition of English in Korea. It then examines various curriculum options for organizing materials for young language learners. Finally, the course examines strategies for teaching, vocabulary, speaking, reading, and writing to young learners.

### Course Objectives:

By the end of the course, you will be able to:

- Critically assess materials designed for teaching speaking, listening, reading and writing to young learners; and
- Design your own materials for teaching speaking, listening, reading, and writing for young learners in Korea.

### Design of the Course:

As an online class, this class is structured around lessons or lectures posted on the internet in the course management system, Moodle. Each lecture describes several **reflections** that you are to complete in your journals. Also, some lessons have required **readings** that you are to respond to. Both of these components are described below.

All instructional activities will take place online and you **MUST HAVE** a reliable hi-speed internet Connection. The course will consist of 4 Web-based instructional modules that contain:

- Written lecture notes;
- Reflections that require you to offer your thoughts and opinions on the topic of the module;

You will be asked to communicate online with the instructor and peers asynchronously (delayed time) through E-mail and with postings made on the Forum. For details on how to complete the required reflections or tasks, please refer to the modules section in the course syllabus.

## Module 8: Teaching Speaking: Songs & Holidays

### Using songs with young learners

(With thanks to Professor Hanh Nguyen)

- Warm up
- “Hi, my name is BINGO”



In Module 8, we examine how songs and the topic of holidays can be used to promote young language learners’ speaking and listening skills. I point out that songs often provide a change of pace in a language lesson and increase students’ motivation. In addition, songs often have repetition in them so that new vocabulary is heard over and over again. In order to provide you with ideas for various activities to use with songs, I illustrate several activities that can be used with a popular American song for young learners called Bingo. During the lecture you will hear this song as well as another well-known song called One Two Buckle My Shoe.

### Assignments:

- Reflection 8-1 – Using songs with young learners
- Reflection 8.2 – Using the theme of holidays

### In completing module 8, please do the following:

1. Open the pdf PowerPoint Presentation for the module.
2. Watch the video for each section.
3. Stop the video anywhere there is a reflection task and complete the task in a word document called “Reflections” with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link**

 [Module 8 Presentation PDF document](#)

 [Module 8.1 Video Lecture](#)

 [Module 8.2 Video Lecture](#)

 [One, Two, Buckle My Shoe sound file](#)

 [Module 8.3 Video Lecture](#)

 [Module 8.4 Video Lecture](#)

 [Jigsaw Example Video](#)

 [Module 8.5 Video Lecture](#)

 [Bingo Example Video](#)

 [Reflection 8.1 – Using Songs with your Learners Assignment](#)

 [Reflection 8.2 – Using the theme of holidays Assignment](#)

## Videos

### Teaching Speaking and Listening: Song & Holidays Module 8.1

Topics:

- Using Songs
- Reasons Why
- “Bingo” Example

Duration: 4:49

Download link: <http://view.vzaar.com/213910/download>

### Teaching Speaking and Listening: Song & Holidays Module 8.2

Topics:

- Talking About It
- Comparing It
- Reading About It
- Activities
- Reflection 8.1

Duration: 6:51

Download link: <http://view.vzaar.com/213907/download>

### Teaching Speaking and Listening: Song & Holidays Module 8.3

Topics:

- Counting, Rhymes and Singing
- Using a Holiday Theme

Duration: 7:04

Download link: <http://view.vzaar.com/213898/download>

### Teaching Speaking and Listening: Song & Holidays Module 8.4

Topics:

- Listening & Speaking
- Making Connections
- Using Jigsaws

Duration: 6:53

Download link: <http://view.vzaar.com/213856/download>

### Jigsaw Example Module 8

Duration: 5:28

Download link: <http://view.vzaar.com/237619/download>

### Teaching Speaking and Listening: Song & Holidays Module 8.5

Topics:

- Reflection 8.2: Using the Holiday Theme

Duration: 2:37

Download link: <http://viewvzaar.com/952082/download>

### Bingo Example Module 8

Duration: 4:49

Download link: <http://view.vzaar.com/237616/download>

## Reflection 8.1

1. Listen to the song “One two buckle my shoe.”
2. Then briefly describe what you could do with young language learners to prepare them to listen to the song.
3. Next briefly describe what you would do as one of the follow-up activities.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

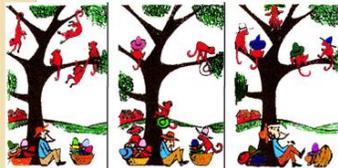
Name the document “Reflections” with Your Name and the Reflection Number labeled. Submit the assignment by uploading the file to Moodle using the associated assignment link.

## Reflection 8.2

1. To begin, describe the target class in terms of age and proficiency level.
2. Next select a holiday to use as the basis for the activity. It can be a holiday that is unique to Korea or one from another country.
3. Then briefly describe how you would begin the activity so that students have the necessary vocabulary to talk about the holiday.
4. Finally, describe one activity you could use that would encourage students to talk about the holiday.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

## Module 9: Teaching Speaking: Storytelling & Art Projects



Module 9 illustrates additional activities for promoting listening and speaking skills – storytelling and art projects. In discussing storytelling, I emphasize the importance of providing the students with a structure to help them design a story. I show how story cards, pictures and strip stories can be used in the speaking/listening classes.

You also view two short video clips that illustrate the use of strip stories and chain stories.

In examining the use of art projects in speaking/listening classes, I illustrate a project that involves drawing and describing imaginary boats and I emphasize the importance of preparing students for this project by using brainstorming and mapping. Again you view a video clip that shows how these techniques can be used in a class.

### Assignments:

- Reflection 9-1 – Using storytelling
- Reflection 9.2 – Using art projects

In completing module 9, please do the following:

1. Open the pdf PowerPoint Presentation for the module.
2. Watch the video for each section.

3. Stop the video anywhere there is a reflection task and complete the task in a word document called "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

 Module 9 Presentation PDF document

 Module 9.1 Video Lecture

 Module 9.2 Video Lecture

 Module 9.3 Video Lecture

 Module 9.4 Video Lecture

 Module 9.5 Video Lecture

 Chain Story Example Video Resource

 Strip Story Example Video Resource

 Brainstorming Example Video Resource

 Reflection 9.1 – Using storytelling Assignment

 Reflection 9.2 – Using art projects

## Videos

### Teaching Speaking and Listening: Storytelling & Art Projects

#### Module 9.1

Topics:

- Why Use Storytelling?
- Story Structure

Duration: 7:56

Download link: <http://view.vzaar.com/235216/download>

### Teaching Speaking and Listening: Storytelling & Art Projects

#### Module 9.2

Topics:

- Picture Story
- Strip Story
- Sequencing Strip Stories

Duration: 5:34

Download link: <http://view.vzaar.com/235255/download>

### Teaching Speaking and Listening: Storytelling & Art Projects

#### Module 9.3

Topics:

- Group Storytelling
- Chain Stories
- Reflection 8.2

Duration: 4:59

Download link: <http://view.vzaar.com/952563/download>

### Teaching Speaking and Listening: Storytelling & Art Projects

#### Module 9.4

Topics:

- Using Art Projects
- Imaginary Drawings
- Brainstorming

Duration: 8:14

Download link: <http://view.vzaar.com/236716/download>

### Teaching Speaking and Listening: Storytelling & Art Projects

#### Module 9.5

Topics:

- The Model
- Structuring a Task
- Reflection 9.2

Duration: 5:02

Download link: <http://view.vzaar.com/236875/download>

#### Chain Story Example

##### Module 9

Duration: 2:04

Download link: <http://view.vzaar.com/2237211/download>

#### Strip Story Example

##### Module 9

Duration: 6:30

Download link: <http://view.vzaar.com/237208/download>

#### Brainstorming Example

##### Module 9

Duration: 4:37

Download link: <http://view.vzaar.com/237622/download>

## Reflection 9.1

1. Using one of the techniques for storytelling described in the preceding power points or an original technique, briefly describe an activity that could be used to provide some structure to a storytelling activity.
2. Be certain to begin by briefly describing the age and proficiency level of the learners who would be doing the activity.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

Name the document "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

## Reflection 9.2

4. Begin by describing the target class in terms of age and language learning level.
5. Next describe an art project that you would have students do. It could be a collage, a drawing, a mobile, etc.
6. Then describe how you would combine the art project with a task that would ask them to talk about their art creation.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

Name the document "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

## Module 10: Teaching Reading Writing: Approaches to Teaching Writing

### The Candle



1. Put the candle in the candle holder
2. Take out your match
3. Light the match
4. Light the Candle
5. Blow out the match
6. Throw it away
7. Put the matches away
8. Look at the candle
9. Smell the candle
10. Blow out the candle



This module on teaching writing to young language learners describes four major approaches to the teaching of writing – controlled composition, free writing, the communicative approach and the process approach. I provide illustrations for each of these approaches and maintain that which approach to use in a class depends on the level of the students and the goals of the class.

The module also presents various arguments for using writing activities with young language learners, including the fact that writing tasks allow time for planning and revision and they result in a finished product that demonstrates students' English abilities.

#### **Assignments:**

- Reflection 10.2 – Designing a controlled writing task
- Reflection 10.2 – Designing a communicative writing task

*In completing module 10, please do the following:*

1. Open the pdf PowerPoint Presentation for the module.
2. Watch the video for each section.
3. Stop the video anywhere there is a reflection task and complete the task in a word document called "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link**



Module 10 Presentation PDF document



Module 10.1 Video Lecture



Module 10.2 Video Lecture



Module 10.3 Video Lecture



Module 10.4 Video Lecture



Module 10.5 Video Lecture



Reflection 10.1 – Designing a controlled writing task  
Assignment



Reflection 10.2 – Designing a communicative writing task

### Videos

#### Teaching Reading & Writing: Approaches to Teaching Writing Module 10.1

Topics:

- Having Young Language Learners Write
- Common Approaches

Duration: 9:13

Download link: <http://view.vzaar.com/238954/download>

#### Teaching Reading & Writing: Approaches to Teaching Writing Module 10.2

Topics:

- Controlled Composition
- Sentence Combining

Duration: 6:45

Download link: <http://view.vzaar.com/239011/download>

#### Teaching Reading & Writing: Approaches to Teaching Writing Module 10.3

Topics:

- Dicto-Compositions
- Reflection 10.1

Duration: 8:26

Download link: <http://view.vzaar.com/239089/download>

#### Teaching Reading & Writing: Approaches to Teaching Writing Module 10.4

Topics:

- Free Writing
- Cubing

Duration: 6:10

Download link: <http://view.vzaar.com/954453/download>

#### Teaching Reading & Writing: Approaches to Teaching Writing Module 10.5

Topics:

- Communicative Approach
- Process Writing Task
- Reflection 10.2

Duration: 6:51

Download link: <http://view.vzaar.com/960658/download>

### Reflection 10.1

1. Design a sentence combining task for a group of young language learners similar to the one on the television star.

OR

1. Design a model set of instructions such as the one on lighting a candle.
2. Be certain to describe the target class you would use this with and why you think the topic would be motivating to students.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

Name the document "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

## Reflection 10.2

1. Design a communicative writing task such as the one on being a movie reviewer or being a frog.



Module 11 illustrates how pictures and readings can provide a stimulus for writing. I emphasize the importance of carefully designing a writing prompt so that students know exactly what they are to do in their writing. As practice, you are asked to design a writing prompt using a picture or a reading text.

This module also deals with the difficult question of how to respond to student essays. I offer several principals that you can use in responding to student essays and ask you to practice this skill by writing a response to a sample student essay.

### Assignments:

- Reflection 11.2 – Using Pictures and Readings
- Reflection 11.2 – Responding to a Student Essay

In completing module 11, please do the following:

1. Open the pdf PowerPoint Presentation for the module.
2. Watch the video for each section.
3. Stop the video anywhere there is a reflection task and complete the task in a word document called "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link**

Module 11 Presentation PDF document

Module 11.1 Video Lecture

Module 11.2 Video Lecture

Module 11.3 Video Lecture

Module 11.4 Video Lecture

Module 11.5 Video Lecture

Reflection 11.1 – Using pictures and readings as a writing prompt Assignment

2. Be sure to describe the target class you have in mind and explain why you think this topic would be motivating for this group of learners.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

Name the document "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

## Module 11: Teaching Reading Writing: Using Pictures and Readings and Responding to Student Essays

Reflection 11.2 – Using pictures and readings as a writing prompt Assignment

On-Time Assignment Submissions

### Videos

#### Teaching Reading & Writing: Pictures & Readings Module 11.1

Topics:

- Techniques to Encourage Writing
- Pictures & Reading

Duration: 6:31

Download link: <http://view.vzaar.com/960613/download>

#### Teaching Reading & Writing: Pictures & Readings Module 11.2

Topics:

- Poems
- Writing Prompt Examples

Duration: 7:04

Download link: <http://view.vzaar.com/240958/download>

#### Teaching Reading & Writing: Pictures & Readings Module 11.3

Topics:

- Comprehension Activities
- Reflection 11.1

Duration: 5:27

Download link: <http://view.vzaar.com/960627/download>

#### Teaching Reading & Writing: Pictures & Readings Module 11.4

Topics:

- Responding to Essays
- Responding to Students' Writing

Duration: 6:01

Download link: <http://view.vzaar.com/241006/download>

#### Teaching Reading & Writing: Pictures & Readings Module 11.5

Topics:

- Dealing with Errors
- How to Mark Errors
- Reflection 11.2

Duration: 7:52

Download link: <http://view.vzaar.com/241474/download>

## Reflection 11.1

1. Design a writing prompt that makes use of pictures such as exemplified with the photos of children. Be certain to attach the pictures to the assignment.

OR

1. Design a writing prompt that uses a simple reading such as Silverstein poems or the paragraph on Japanese food. Be certain to attach the reading to the assignment.
2. As always describe the class for which the prompt is designed and discuss why you think the prompt would be appropriate for this group of learners.

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

Name the document "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

## Reflection 11.2

1. Read the essay on the following page through
2. Write an end-comment that provides your response to the content
3. Correct the errors you think need correcting either directly or indirectly

4. Why did you correct the errors you did?
5. What should this student focus on now?

Complete the task in a word processor document (MS Word, or OpenOffice Writer).

Name the document "Reflections" with Your Name and the Reflection Number labeled. **Submit the assignment by uploading the file to Moodle using the associated assignment link.**

## End of Course: Closing & Evaluations

Congratulations – You have successfully completed the course!

We hope this has been a rewarding and worthwhile learning experience. Before we conclude this course, we would appreciate your feedback about your learning experience so that we can make any improvements where necessary. Your participation is both requested and also required.

To participate, please take both the Student Evaluation and the Post Course Evaluation by clicking on the links below.

Mahalo & Aloha

 [Post Course Evaluation](#)

## ASIA PACIFIC COLLEGE

Asia Pacific College (APC) is a non-profit, educational institution, established and incorporated in Honolulu, Hawaii in October, 2005. Its primary purpose is to train leaders for the 21<sup>st</sup> Century, to provide capable, well-rounded individuals able to work cooperatively and harmoniously with people of different backgrounds and cultures. The goal is to create a pool of skilled leaders in the Asian-Pacific region possessing a high-minded desire to ensure that all people of the world can benefit from the advances which will come in the next century. APC qualifies as a tax-exempt organization, and has applied for accreditation by the Accrediting Council for Independent Colleges and School (ACICS), a non-profit education corporation recognized by the United States Secretary of Education as an independent national accrediting body for programs of study.

Programs offered include short-term, flexible certificate programs for students to expand their leadership and management skills and to enrich their language skills; online course for English Teachers, and one- and two-week workshops and lecture series for busy professionals and community leaders to broaden their cross-cultural perspectives on leadership styles and issues in countries across Asia.

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