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## Introducing Teaching English to Young Learners (TEYL) in Pakistan Through Professional Development Workshop

Asim Karim

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Teaching English to young learners (YLS) has remained overlooked and uncultivated in the national education planning and policies in Pakistan. There are no specific training opportunities and facilities for English teachers of YLS. Therefore, they are unqualified in teaching English as a foreign language to YLS. There is a need to focus on this deficiency and take requisite steps to improve and innovate in existing practices. The plan proposed here aims to introduce current theoretical and practical dimensions of teaching English to YLS of the government and public sector primary schools of the district DIKhan in Pakistan through two-week professional development workshops.

The world has moved from traditional teacher-centric instructional methodology to learner-centric interactive class room culture. Teachers of English need to innovate in their methods and teaching objectives to materialize shifted paradigm in the country education system. The main objective of the proposed workshop is to introduce the concept of TEYL and provide participants an opportunity to experience learner-centric teaching paradigm through experiential activities and demonstrations.

Additionally, the training will initiate the participants to use pedagogy 2.0 tools to develop learning /teaching into life-long and global experience through sharing and participating in productive discussions.

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**Key words:** TEYL, EFL Teacher training, English Language Education in Pakistan

## **1. Introduction**

Living in an age of knowledge explosion, consistent and regular participation in professional development activities and workshops is essential especially for non native teachers of English Language. Chrisman and Crandall (2007) rightly assert that the teachers who have been trained to use innovative techniques and methodologies are more inclined to try them with the students. However, participation in professional development session and workshops is not to be taken as a forced activity.

On the contrary, it requires a self motivation as it adds to the knowledge base and equip the teachers with new skills of teaching a foreign language to the students in different contexts. In fact Curtis and Nunan (2001) list addition to knowledge base and acquisition of new skills as one of the main reasons for teachers desire to participate in professional development.

In addition, regular exposure to innovative training sessions is a positive way to achieve teacher personality development and empower him/her to act upon ideas as well as influence events and institutions that affect their lives ( Murray 2011: 3).

Department of English, Gomal University, DIKhan, Pakistan will host One Week work shop on Professional Development of the Primary teachers of Young Learners (YLS).

Teaching English to young learners is a new exciting field in TESOL. Unlike TESOL, TEYL focuses specifically on the young learners (7-12 year old). It means its focus is on primary education of English language. In view of the global shift towards introducing English language early at primary level, TEYL has assumed greater value as it provides opportunity for the primary teachers to gain access to methodologies that address young learners of diverse cultural background.

The proposed workshop addresses key areas of teaching English to YLS. They are: Principles of teaching EFL to YLS, teaching reading and writing to YLS and teaching speaking/listening to YLS, use of authentic material and assessment and learning. First workshop will focus on Characteristics of YLS, Fundamental theories of teaching YLS, basic Characteristics of teaching YLS.

The Second Workshop will be on contextualized language instructions with specific focus on Content-based instruction, theme-based instruction and, organizing thematic units.

The third workshop will be on the most important component of assessment and learning with specific focus on Teaching and Assessment, principles of Assessment, Key

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Concepts in assessment, and Why, what, who and How of Assessment. The methodology would be learners' centered with many class room activities like TPR (Richards and Rodgers 2001), group Discussion, each teach, preparing work sheets for assessment of the YLs. .At the end of the work shop the trainees will be able to understand the importance of adopting new methodologies in teaching EFL to YLs.

## **2. Problem Identification and Analysis**

English language planning has not been adequately addressed in the country. Ours is a multilingual, multi cultural and multi ethnic society. There are five major regional languages (Pashto, Saraiki, Punjabi, Baloachi and Sindhi). However, English is the official language as well as the language of the law and higher education. But adequate steps have not been taken to form a consistent and uniform language policy (Mansoor, 2005).

There are obvious advantages of introducing English Language Learning at very early stages of primary and elementary school levels in the country. The students under this system have greater exposure and greater time to interact in a foreign language and by virtue of their greater receptive abilities the young learners show greater propensity to improve their communicative abilities in it. But benefits apart the system has its own drawbacks.

Using Joan's (2009) "Lens approach", these drawbacks in our context are:

1. A huge gap between theory and practice. Theoretically our syllabi is marked by repetition of Grammar rules that in fact amounts to overdosing, but practically the performance even in the application of fundamentals of grammar is negligible
2. Excessive reliance on teacher centered Grammar translation methods
3. English Language learning early without requisite contextual factor political motivation, substantial grants, trained teacher etc have adverse emotive and psychological impacts on the individual and society. In the absence of these contexts, a very rewarding experience of learning vital foreign language has been transformed into nightmarish, complex issue and the masses take it as unnecessary burden/requirement. It has disadvantaged them in comparison to the affluent who can afford education in institutes where this obstruction is not so glaring.
4. The absence of English teacher not to mention trained English teachers at elementary and secondary school level in all Govt. schools has created numerous correlated complexities and problems that in turn reflect the discouraged approach to learning English language itself. Discouragement to the students to express themselves in English as they advance in their education from primary to secondary levels.

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5. Inability to create constructive interaction among the students to enhance their confidence in speaking English correctly.
6. Inability to transform EFL into a pleasurable experience and process.
7. Repetition of the same contents at different levels of learning English. Too much repetition of Grammar rules has almost irritated the young and adult learners of English Language.
8. Inability to ensure continuity of Language learning in a school
9. Inability to connect language learning with broader aspect of developing understanding of differences in cultural parameters of the different nations in the world.
10. Inability to connect English as a subject with other courses like social studies to transform language learning into a wholesome integrated process. This creates problems in integrated language learning abilities and opportunities.

Teaching English to young learners (YLS) in this context has remained utterly ignored and unexplored with the result that English language itself acts as a discouragement to the learners and the parents across the board. There are no specific training opportunities /facilities for EFL teachers of YLS. Therefore, teachers are unprepared, unskilled and untrained in teaching EFL to YLS. The work shop aims at enhancing Professional development skills of EFL teachers of the VYLs and YLS of the district DIKhan, Pakistan.

The proposed work shop has been facilitated by ten week on-line course on Teaching English to YLS conducted by University of Maryland Baltimore from October to December and the three week work shop on professional development of the EFL teachers at UMBC from July 24, 2010 to August 12 2010. In fact, the knowledge and the experience gained in the process would lead to development of an experiential teacher training template for the EFL teachers of the district DIKhan that would cater to their needs in terms of training them from modern/current teaching practices.

Besides, a comprehensive Proposal for inclusion of such areas as Critical thinking, Learning strategies, and current methodology of teaching English as EFL will be submitted to the Department of English language and Literature Gomal university DIKhan, and Institute of Education and research Gomal university DIKhan into their syllabi for MA English and Teacher training programs for improved teacher trainings in the university.

### **3. Objectives**

The objectives of the proposed training are:

1. To train participants to create Constructivist Class room that ensures learners' autonomy, where the teacher asks open-ended questions, encourages critical

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- thinking engages students in dialogue with teacher and with each other, encourages students to challenge hypothesis and discussion (Valais 2010).
2. To allow participants experience learner centered teaching paradigm through experiential activities and demonstrations.
  3. To Introduce concept of TEYL in Pakistan
  4. To address EFL teaching problems at the root level.
  5. To minimize the existing gap between theory and practice of teaching through integration of theoretical foundations of teaching English, learning styles and strategies with experiential teaching methods.
  6. To introduce elementary teachers to innovative EL teaching practices.
  7. Develop lesson plans on the basis of YLs characteristics
  8. Select and create appropriate/authentic material and tools that provide authentic age related language and activities to the learners.
  9. To enable teachers of elementary level to establish life long relationship with colleagues across the globe through social networking.
  10. To familiarize participants to collaborative techniques, e.g. form teacher support group, join a teacher support network, join a local or international teacher association etc (Murray 2010).

#### **4. Learners' Analysis**

Learners in the proposed workshop will be primary school teachers of government subsidized schools as well as public schools. Overall twenty five teachers will be invited to have training in the proposed areas. Their knowledge of teaching English to YLs is related to generalize instruction strategy for the learners. Their understanding of the new innovative techniques and styles of learning is practically nonexistent. The training is a step to familiarize them with the techniques in teaching English as a foreign language to the trainees and create an awareness of the vast possibilities of exploring strategies that make learning meaningful, productive, as well as fun.

#### **5. Content Analysis**

The training will focus on the following key areas in TEYL:

##### **5.1 Fundamentals of Teaching English to YLs**

The power point presentation will summarize fundamental aspects of teaching of English young Learners. It has been observed in local classrooms environment that the teachers engaged in teaching YLs need to develop a theoretical model of the ways of teaching YLs. Exposure to modern and contemporary theoretical notions on teaching YLs will by all means expand the planning and creative dimensions of teaching and equip the teachers with tools to develop effective class room environment for enhanced learning and personality development.

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The training will focus on building theoretical foundation through power point presentation on innovative methods/learning styles and learning strategies (Richards and Rodgers, 2001, Celce- Murcia, 2001: 3-13, Valais, 2010, Shin, 2010).

In addition to the presentation on learning styles and strategies, the training will focus on YLs characteristics as it requires a whole change of minds set and aptitude to teach English to YLs in a learner centered class room culture. The YLs have peculiar characteristics that set them apart from then adult learners and consequently require a new set of methodologies and approaches to teach a foreign language to them. The training will expose the participants to the characteristics through presentations, demonstrations, video clips and handouts (Lobo, Shin, Richards and Rodgers, 2001).

## **5.2 Contextualized Language teaching**

There may be a little disagreement over extending the teaching context to other academic disciplines in school curricula but there can be no dispute on the efficacy of contextualization or content based thematic planning and teaching (Curtain and Dahlberg, 2010). Reflecting on the practice of teaching English language literacy from elementary to graduate levels in our context, it becomes starkly clear that traditional stress on teaching EFL through grammar translation method (Richards and Rodgers, 2001: 5-7, Larsen-Freeman, 2001) has failed to inspire the Learners' interest in learning English language meaningfully and productively and has even proved counter productive in terms of creating strong repellece and discouragement to learning the vital language.

The new approaches such as contextualized language teaching would revolutionize and transform the whole course of EFL teaching into a vibrant system. There are definite internal and external challenges in the path of adopting contextualized language teaching that a teacher would have to confront in teaching L2 to YLs. While he external factors pertain to the presence of adequate training facilities and resources, the internal challenges exist within the teachers and the school set up:

1. Motivation to use EFL teaching a means towards end of YLs "whole development" (Read).
2. Readiness to initiate ever new meaningful contexts from real life for EFL class room with repetition/recycling methodology (Shin, Curtain and Dahlberg).
3. Initiatives to focus on improving all the four skills (Shin, 2007) systematically, collectively with consistent development of vocabulary and language structures.
4. Ability to initiate total physical response (Richards and Rodgers, 2001) and create Optimum Development Zone (Shin) through different teaching materials.
5. Intuitiveness to assess needs of the class composed of learners with variable learning abilities and aptitudes. This is particularly true if we have to pay heed to "learner autonomy or learner choice" (Shin, 2007).

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6. Ability and inclination to frame out relevant projects (Shin, 2007) for teaching L2 to YLs.
7. Ability to materialize close coordination with the teachers of other academic disciplines for enlisting their possible support in L2 development.
8. And most importantly teachers' behavioral tendencies to develop warm, friendly, cooperative environment in the class.

These factors are no less a challenge to realize for effective lesson planning in our traditional school system. Of these, the most challenging part would be assessing the needs of a class that is composed of heterogeneous learners with variable learning abilities and aptitudes, and planning a lesson that addresses those needs. In this situation lesson plan would require a complete knowledge of the individual learner's needs, what he/she has achieved in the previous classes, and what are the areas where he/she needs particular focus within the prescribed course parameters. Having a complete stock of the individual learner's needs would facilitate in coordinating the individual needs with the class needs.

One way to deal with this matter is to introduce project based activities among groups of variable learning abilities. Constant feedbacks from and to the learners, repetition, revising in different forms/styles would systematically assimilate the class into integrated whole and help in achieving objectives. Evaluation would also need to be more systematic, organized and frequent through inconsistent techniques from oral presentation to written tests and quizzes. The trainees will be exposed to discussion and activities on thematic/content based lesson planning, and process of developing thematic units (Shin 2007).

### **5.3 Teaching Reading and Writing**

The participants will be exposed to instructional strategies for teaching reading and writing to YLs (Sarah Shin 2010), followed by experiential activities and demonstration. Areas to be discussed through power point presentation will be: Reading is interactive, levels of text, basic approaches (phonic, whole word approach, language experience approach), developing reading skills and strategies , types of writing language, text types for the YLs (non fiction, editorials, essays, articles, diaries, journals messages as for instance phone message, labels , forms applications , memos, greeting cards, signs, recipes, bills, maps, manuals, advertisements, invitations, directions , cartoon ( Brown, 2001).

The participants will also be given power point presentation on writing as an interactive process for the YLs that should have audience, purpose and topic "APT" (Shin 2009). The participants will also be familiarized with "balance literacy program" (Shin 2009) that aims at creating balance in reading and writing in the YLs class rooms. The balanced reading program comprises four kinds of reading: reading aloud, shared reading, guided

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reading and independent reading. The balanced writing program also comprises four kind of writing: shared writing, interactive writing, guided writing, and independent writing. “As an EFL teacher, it is important to remember to keep a balance literacy program that keeps language whole while also working on phonics and always makes use of different kinds of reading and writing activities: (Shin 2009).

The participants will also be trained to design lessons to integrate reading/writing skills instructions. Shin (2009) forwards a model that integrates reading and writing skills for effective lesson designing. The model comprises: Pre reading Activity: Activate students schema/background knowledge to prepare them for the reading input; Reading Activity: Give reading in put by presenting target language structures with in a meaningful or communicative context and Post reading activities: Give students opportunities to practice the target language structures through writing activities.

The training will also introduce discussion on different kinds of reading skills that include:

### **A. Cognitive reading strategies**

1. predicting the content of the passage or section of the text
2. understanding the main idea to understand the entire reading
3. expanding vocabulary and grammar to help in increasing reading
4. Expanding active (words in use) and inactive (words you understand, but not in use) vocabularies
5. Guessing the meaning of unfamiliar words or phrases to let you know what you already know about English
6. Analyzing theme .style and connection to improve your comprehension
7. Distinguishing between opinion and facts
8. Breaking down larger phrases into smaller parts to understand difficult passages
9. Linking Li knowledge of words with word sin English
10. Creating Map to understand the relationship between words and idea (cognitive mapping).
11. Writing a short summary of what is read to understand the main idea.

### **B. Metacognitive Reading Strategies**

1. Setting goals for self to improve areas that are important to you.
2. Making list of relevant vocabulary for new reading
3. Working with class mates to improve your reading skills
4. Taking opportunities to practice
5. Evaluating things learnt

### **C. Compensating Reading Strategies**

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Relying on the previous knowledge to improve reading comprehension

1. Taking notes to recall important detail
2. Reviewing the tone and purpose of reading passage to remember more effectively
3. Picturing scenes in the mind to remember effectively
4. Reviewing key ideas and details to remember
5. Using physical action to help you remember
6. Classifying words into meaningful groups to help you remember more clearly

#### **5.4 Teaching Speaking and listening**

Like balanced reading and writing program, teaching speaking and listening needs to be taught in an integrated way. Through listening, the students can build an awareness of the inter-working of language systems at various levels and in this way establish a base for more fluent and productive speaking in the future. This overlapping nature of the two skills need to be practiced from the primary level and requires training for the teachers to create tools and activities as well as material for the purpose.

Burns and Joyce (1997) and Byrne (1976) argue that communication is a two-way process between speaker and listener involving the productive skills of speaking and receptive skills of listening. Thus both the speaker and the listener have important function to perform. The speaker encodes the message in appropriate language, and the listener decodes it. Burns and Joyce (1997), Carter, Hughes and McCarthy (1998) attach paramount importance to teaching speaking and listening as exclusive skills need I all academic and non academic settings.

The main goal in teaching productive (encoding) skills of course will be to enhance learners ability to express themselves intelligently and reasonably accurately as Baily and savage (1994) argue . The goal, however, cannot be achieved through written texts. Use of media (Brinton 2001: 459-477), songs, drama, story can be effectively manipulated for the purpose. Children as discussed above have different learning patterns and styles. This is so in case of learning speaking and listening as well. Unlike adults their attitude to language learning is like playing with the language (Sbarina Peck 2001). Unlike adults, a teacher has to make use of all sorts of material and be creative in activities that are authentic and facilitate language child centered language communication (Peck 2001 139).

Young learners, unlike adults, have not developed learning patterns. They are often good mimics, have short attention span and, therefore, need repetitions for consistent and measurable learning. Songs and chants (Peck 141) in this context serve important function of not only providing the desirable fun to YLs, but also the requisite

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methodology of repetition for exciting emotive and oral response for desirable TPR in YLs.

Speaking and listening skills of a new language are not supposed to be learnt in a vacuum. They need a real context that allows YLs to experience it through multiple strategies. The songs/chants carry very effective contextual element and the teacher needs to emphasize and ensure that it is available to the YLs from the beginning for serious language learning (Davanellos, 1999). For instance a teacher can initiate vocabulary, sentence structure, and grammar acquisition by writing the song on handouts and leaving out the key words.

The learners could be asked to fill in the missing words in the song. The wrong fill in could lead to further explanation of the meaning of the words and why the writer uses them. When designing effective speaking and listening activities it is important to remember that children love physical activities. Song/chants offer opportunities for activating learners from passive to active mode of learning. Songs on Teddy Bear, for instance “Teddy says, Stand up; Teddy says, Sit down” leads to dividing the class to practice the song in pairs.

Alternate expression and physical movement by contrasting pairs will associate learning language structure with physical response. This would be a wonderful fun experience for YLs.

As an extension of the song, teachers can ask the names of other animals that they have seen, and talk about their habits and habitat. They can elicit more information and sentences through comments such as “This paragraph has good examples. It would be even more complete if it had a cited quote or paraphrase to support your ideas with a reading.” A teacher must also create visuals in the class for perfect assimilation of meaning between spoken and written words. This topic sentence already contains connecting words to help knit the paragraph to what came before (“also” and “spoken and written”), so that’s good.

Songs/chants repeated in consonance with visual effect are likely to reinforce word meaning/vocabulary and sentence pattern expressed orally. Shin (2006) strongly supports the need of creating visuals or making learners create visuals related to lessons that not only help them to understand the context, but introduce vocabulary as well. Scott and Ytenberg (1990) also write of using mascot and puppets for exciting oral skills.

The oral presentation of song like Teddy Bear through mascot/puppet would be a wonderful way of introducing language through visuals. Similarly using BB, and charts as written forms of the songs/chants will reinforce listening/speaking and help the learners to retain/memories vocabulary and sentence structure effectively well.

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Shin's song/chants combine oral recitation with visual (body movement and written form) is successful for their integration of written and spoken forms to reinforce language acquisition and their retentive force for the YLs.

A song/chant can be effectively used to take the language teaching from a teacher-centered approach to a class-participatory approach. Children, as Lobo (2003) writes, are physically active and "learn by doing". Song/chants can be used effectively for language instruction if the learners are involved in the process. They can be divided into pairs to sing, practice, and respond/follow up the singing to learn listening and speaking skills. Shin's singing is inspirational and motivates the learners to follow the chants to create TPR and integration of speaking/listening skills. Teddy Bear type songs can be utilized for pair/group work. One group chanting Teddy Bear "stand up" and other Teddy Bear "sit down" will involve the learners physically in the learning process.

A teacher also needs to exercise caution in the selection of songs.

Davanellos (1999) has pointed out numerous drawbacks that a teacher should keep in mind to ensure effective language teaching. Many songs as he writes contain "slangs, bad grammar, and unnatural word stress" (14), are noisy and need proper equipment. Songs that are noisy contain slangs or bad grammar will prove counter productive in teaching language and may cause management problems in the class room. Songs/chants that are theme based appropriate for the age group and involve learners' participatory approach will be valuable source of language instructions. Songs can also be presented as Davanellos (1999) writes in different forms that do not require teacher singing them in the class. In order to save learners from monotony that is in fact a great obstacle in the language learning process, a teacher needs to adopt multi dimensional strategy of using song in pre- stage, while-stage and post-stage (Davanellos, 1999) levels.

In pre-stage for instance a teacher prepares the learners linguistically and psychologically for the purpose of song/text. It establishes a context, introduces words used in the song etc to prepare the learners for the oral and written exercises that they will have to carry in the stages ahead. Davanellos (1999) again puts forward the activities that a teacher could use in while and post stage levels that ranges from making notes to such follow up language learning activities as role play for a particular song that purposefully links the background language knowledge with new language and ideas introduced at these stages (Davanellos, 1999, 14). It would be good to have a specific example here to illustrate how you might do this in your particular classroom. Peck (2001) also prescribes such other activities as drama, story telling as other important activities for language acquisition in terms of speaking and listening.

## **5.5 Assessment and learning**

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Assessment is integral to learning/teaching processes at any level. Depending upon the system of education prevalent in a particular society, assessment targets the agreed upon principle of judging a learners performance, his/her attitudes towards studies, her personality development and the level; of knowledge he has accumulated as he/she moves from one grade to the other. Cameron, Ioannou-Georgious and Pavlov have unanimously highlighted the significance and certain features of assessment from multiple angles.

While there is a general agreement as to the importance of assessment and features, Cameron has drawn our attention to certain factors that in his opinion make EFL assessment distinct from other FL conditions. Prominent among these are children's social and conceptual development, and methods. He also hints at social and class room realities that may come into conflicts with the factors governing assessment.

The prevalent mode of assessment in our education system on the whole is that of periodic written test and end term examination ( summative assessment), but the periodic written tests have no impact on the final result that is solely prepared on the basis of end term written examination.

For YLs (KG group) there is also a provision for oral examination in some schools that usually consists of chants, and rhymes. It has generally been observed that exclusive focus on written end-term exam does not allow enhancement of speaking and listening skills, in comparison to formative assessment that takes place during the process of learning (Bechman 2005). It has been observed that the summative assessment encourages memorization of language instead of developing real language acquisition. Besides inability to score well in the summative tests acts as one major discouragement and creates a psychic obstruction to self motivation for improved performance in learning L2.

For YLs in particular there is a need to adopt formative assessment as Ioannou-Georgious and Pavlov assert that "children can some times be negatively affected by assessment techniques used for older learners (2003: 4).

Children vary in maturity, learning experiences and overall background, therefore techniques for the one age group in one context may not be suitable for the other age group in another context (Ioannou-Georgious and Pavlov, 2003: 4).

The role of teachers in this context is, as Ioannou-Georgious and Pavlov (2003) contend, very important and decisive in arranging an d adopting proper assessment mechanism. The proposed training will target this important area and familiarize with best alternative assessment strategies like peer assessment, performance assessment , self- assessment, conferences, interviews, criteria guidelines, journals, language proficiency, learning logs

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portfolios ( Bechman and Klinghammer 2006) that are suitable for the YLs and take into consideration integrated skills assessment throughout the learning process.

## 6. Using Technology For Life-long Learning

There is a huge deficit of opportunity for productive interaction among the EFL faculty at the regional, national and global level. Teachers need to be developing themselves consistently to keep themselves in touch with new teaching paradigms. They need to share experiences and learn from the others experiences. This kind of approach will transform learning into life-long learning. The training will demonstrate the use of web technology for this desirable objective.

Amer (2010) asserts the use of Web 2.0 tools (pedagogy 2.0) to ensure EFL professional development along new lines. The tool allows the teachers to have access to learning material and share their work and resources with the colleagues across the globe. The training will facilitate the participants to apply pedagogy 2.0 tools like blogs, wiki, itunes, pod casts, web quests, social network (face book), goggle docs etc for language teaching and learning foreign language. The instructor will prepare presentations and handouts to help trainees apply the tool in their institutions, experience autonomous learning to gain knowledge and experience.

## 6. Delivery Analysis

The E. teacher professional development Workshop will be arranged in department of English Gomal University DIKhan for twenty five participants from govt. and public schools teachers. It will be a power point presentation, based on experiential learning, demonstration with predominant learner- centered approach. Articles, handouts will be distributed. Discussions will be arranged in trios and pairs on TPS pattern.

## 7. Design

Objectives	Content	Learning Activities	Learning outcome
By the end of 1 <sup>st</sup> Work shop (two days), participants should be able to create a 5 minute demonstration activity based on at least one TEYL principle	Characteristics of YLs, Fundamental theories of teaching YLs, and basic characteristics of teaching YLs	Power point presentation on Learning styles and strategies, mini lecture on principles of TEYL, young learners traits, Experiential activities demonstrating the use of teaching methods and techniques	Show understanding of current /modern language learning theories Develop a Student Profile based on a

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<p>and explain current principles of teaching YLs.</p>		<p>Lecture on prevalent conditions of EFL teaching in the schools, principles of teaching English to YLs and characteristics of YLs. Distribution of handouts on the issues, TPS, Involving participants in listing activities that makes learning for YLs meaningful and fun. Creating</p>	<p>group of young learners that gives a description of those learners. Categorize what kind of classroom situation and activities are suitable for young learners based on their characteristics.</p>
<p>By the end 2<sup>nd</sup> workshop (two days), participants should be able to explain what contextualized language instruction is, find themes that are appropriate for young learners, and describe how to develop a thematic unit plan around a specific theme</p>	<p>Contextualized language instruction Thematic unit plans Developing dynamic units for EFL (Shin 2007), Format of thematic unit plans</p>	<p>Power point presentation on Contextualization of learning Distribution of handouts on the topic Arrange learners' discussion on the topic on TPS pattern in trios and pairs Play songs and arrange discussion on the use of songs and stories as themes for language instructions Arrange discussion on the need to make EL learning fun for the YLs. Role play between the trainer and the teacher. The teachers defend their understanding of modern theories of teaching EL to young learners and demonstrate examples of making learning</p>	<p>Describe Contextualized language instructions, categorizes themes for YLs, participants develop thematic plans</p>

		process as fun and meaningful	
By the end of third training session (two days), the trainees should be able to understand the new approaches to teaching reading and writing to YLs and demonstrate activities that initiate the learners to new reading and writing paradigms.	Comprehension strategies, Providing feed back on student writing), Shared reading ( <a href="http://www.eduplace.com/rdg/res/literacy/em-lit4.html">http://www.eduplace.com/rdg/res/literacy/em-lit4.html</a> ), metacognitive reading strategies, cognitive reading strategies, compensating reading strategies, using learning logs ( Valais 2010) <a href="http://www.topics-mag.com/english-learning/best-way-2.htm">http://www.topics-mag.com/english-learning/best-way-2.htm</a>	Power point presentation on reading/writing skills and strategies for YLs, Cooperative activities (think –pair-share, round robin/round table/jigsaw, and Numbered heads together, corners).	Reflective journals on innovative reading writing practices, Group demonstration of the suggested techniques
By the end of this training session (two day) the participants should be able to form a clear opinion on the regular use of speaking and listening activities for English language acquisition	Teaching oral/aural skills Use of Oral homework ( Mendez, 2010) Listening and speaking integration Use of songs, drama, story telling for listening/speaking skills Us of technical and non technical material (Brinton 2001) like posters, drawings, Flashcards, magazines, pictures for speaking /listening activities	Demonstration of development of speaking/listening skills through songs/chants/story telling	Group summarization of new ideas about using speaking and listening for language acquisition, Developing speaking and listening activities
By the end of this training session (two day), trainees should be able to develop understanding of principal assessment terms, connection between assessment and	Assessment and learning, principles of assessment, why, what and how of assessment, Some task in YLs assessment: selected response assessment, Constructed-response assessment, Personal – response assessment ( conferences, observation, portfolios, role-plays, dialogue journals, oral interview, written narratives, dramatizations, self and peer assessment	Power point presentation on assessment for YLs, Follow up discussion TPS , Alternative test development project, brainstorming and peer review	Creating worksheets of formative assessment, Preparing criteria for formative assessment, Share assessment practices and

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learning, and apply /make choices for different forms of assessment for reading, writing, speaking and listening activities.			grading criteria effective for various contexts, alternative assessment project by groups.
Technology in Language Teaching/learning	Blogging for English Language, <a href="http://www.Blogger.com">www. Blogger.com</a> social network for ELT, goggle docs, teacher resources on line, aural and oral skill building <a href="http://websites www. esplod.com">http:// websites www. esplod.com</a> , pedagogy 2.0 and other technology tools for creating student centered classes including larger classes (Amer 2010).	Discussion and lecture, teachers will use web-based resources to learn about social networking, Participants will consult itunes/podcast/itunes(U) resources t o learn about Facebook , pair presentation ( each pair will present one writing reading, speaking or listening web resource (Amer 2010).	

### 7. Implications for the Teachers

The proposed training will be a pioneering step in introducing TEYL in the district teaching community and can go a long way in opening up TEYL training courses in the country itself. It will familiarize elementary teachers with adopting innovative teaching patterns for the neglected YLs and prepare their lesson plan in line with the theoretical and conceptual features of teaching English to YLs. As the workshop will be based on interactive discussions and collaborative activities, it will also expose them to a changing teaching paradigm of learner centered class room practices and teaching. Thus it will be a step in developing teachers’ overall attitude to teaching a vital foreign language in accordance with new paradigm.

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