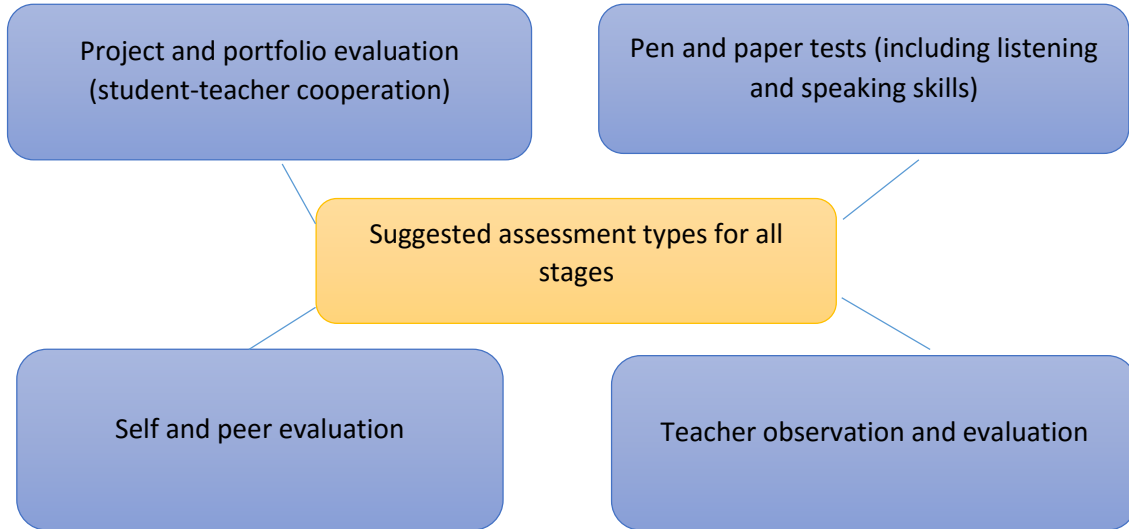


## Suggested Assessment Types for All Stages



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## *Basic characteristics of young learners*

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### **Children: 4-6 year-olds**

<b>Characteristics</b>	<b>Implications</b>	<b>Need</b>
Pre-school or just beginning school	Not used to classroom conventions	Training in class routines e.g. listening to teacher
Limited motor skills	Clumsy control of pen / scissors etc.	to develop motor control e.g. colouring, copying
Learning holistically	Whole child needs stimulation	opportunities to move, sing, play, explore, touch etc
Cannot distinguish between different parts of language	Cannot analyse language	Exposure to *chunks of language e.g. chants, stories, classroom language
Limited reading/writing skills in L1	Introducing reading/writing in English	Lots of listening, speaking activities Fun introduction to English letters and words
See no need to communicate in English	Students use L1 exclusively	Reasons to speak English e.g. games, chants
Love stories, fantasy	Bored with many topics	Stories, fantasy, fun

\*chunks of language = words that naturally come together e.g. 'thank you very much', 'glass of water', 'have a nice day' – that are easily learnt, repeated and do not need analysis.

#### **Chants**

Chants are great as children

- learn to work together
- pick up chunks
- get to listen to lots of meaningful language
- have a reason to use English
- find them funny
- move their body
- enjoy repeating them

## Songs

Classic songs like Old MacDonald had a farm (see related pages below) are very popular with young children. This is a version of the song that encourages students to produce long vowel sounds. It also practises the numbers one to four. Farms are universal. Young students enjoy making the animal noises and farm animals are a nice lexical set.

To create a nice wall display, get children to draw their favorite farm animal and the teacher (or a child who draws quickly and finishes their animal) can draw a big farm to paste the animals onto. More animals can be added later as well as a farmer etc. Once they begin writing, students can label the different animals.

## Stories

There are many story books based on animals. Children love listening to stories about animals especially if there are colourful, child-friendly visuals to help them follow the story. You can also use cuddly animal toys while story-telling to get and hold the children's attention.

## Games

Children all love games. 4 – 6 year olds have still to develop cooperative skills, so introducing games that involve turn-taking helps to develop these skills. Do not despair if they get impatient or want to take each other's turns – they are still learning to be less egocentric and need lots of opportunities to allow these skills to develop. The first version of the game is appropriate for 4 – 6 year olds as they simply have to count out the steps of the game according to what their dice lands on and then name the animal on the spot.

## Cutting and coloring

See related pages How things work below. The students get to create a herd of elephants by cutting out an elephant and naming him/her. They can also colour it in. They can practise the 'What's your elephant called?' & 'He's / Se's called....'

## Children: 7-9 year-olds

In this section, find out how 7-9 year-old children learn and develop.

### Characteristics

Beginning to be logical and analytical

### Implications

Can see patterns, aware of language

### Need

Opportunities to experiment