

JULIET MUNDEN AND ASTRID MYHRE

ENGLISH 1-4

Twinkle Twinkle

4th EDITION

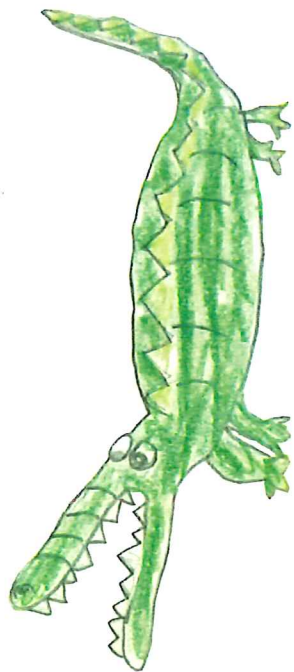


CAPPELEN DAMM AKADEMISK

Munden and Myhre

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Twinkle Twinkle is a user-friendly resource about teaching English in school years 1-4. *Twinkle Twinkle* builds on *Kunnskapsløftet 2020*. It discusses and demonstrates how to develop children's language skills and how to encourage learners, whatever their background, to become confident and curious users of English. This fourth edition has been thoroughly revised and updated, and includes exciting new material, both theoretical and practical.

"*Twinkle Twinkle* is a wonderful gift to teachers of English. It contains loads of practical ideas for Years 1-4. In simple, easy-to-understand English it also explains some of the theory behind the different approaches and activities. Since *Twinkle Twinkle* presents basic principles for effective and fun foreign language learning, I would argue that it is relevant for English teachers at other levels, too. I love the book!"

Ragnhild Elisabeth Lund, Professor in English,
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Juliet Munden works at Inland University of Applied Sciences. She has also worked as a teacher in Norway and Kenya, and with teacher education in Norway, Namibia, Papua New Guinea and Eritrea. Juliet is the author of several workbooks for very young learners, as well as the textbook series *Steps* for primary school. For teacher education she has written *Engelsk på mellomtrinnet*, and *Engelsk for Secondary School*.

Astrid Myhre has worked in Norwegian 'grunnskole' for thirty years, teaching English and training student teachers. She has also been a lecturer in English at Hedmark University College and at Newcastle University. She has extensive experience of in-service training, and has run numerous courses for teachers of English in Norway.

ISBN 978-82-02-61257-3



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www.cdda.no

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not spoken around them. Werker describes her empirical studies as contributing to understanding the puzzle of how early sensitivity to all language sounds becomes limited to the functional categories that are necessary for communicating in one's own language (p. 59). In this sense there is a critical period, but it is over long *before* children start school. The implications of Werner's research underline what we have said earlier about it not being sensible to aim for native-like pronunciation, since for most learners it may actually be a neurological impossibility.

In addition to general developmental factors, when one learns a second language best seems to vary from person to person. It also depends on which aspect of language is being learnt. We have to accept that, however much we would like to be able to say something conclusive about when it is most advantageous to learn a foreign language, it is not yet possible to do so. It is more correct to say that, as one grows older, a whole range of factors, including motivation, attitude and learning context, play a part in how well one learns. And there is no abrupt cut-off point beyond which one learns a new language less well (DeKeyser, 2013).

advantageous - fordelaktig

crucial - avgjørende

When it comes down to it, a crucial factor determining how well pupils learn English will always be how well they are taught. But there are almost no studies about the quality of English teaching. It is, says Djigunović, the most important but the least investigated learning condition (2009). Given that there is still relatively little research about teaching English as a second language in primary school, we must make good use of what our experience as teachers and our knowledge of young learners can tell us. This, then, forms the basis for twelve principles for teaching English to very young learners.

12 principles for language learning

- Teaching English through English
- English now and then
- Show what words mean
- Learning by doing

- Learning by playing
- Language in chunks
- Repetition and routines
- The learning spiral
- Transparency
- English here and there
- Motivation matters
- Smiles and praise

Teaching English through English

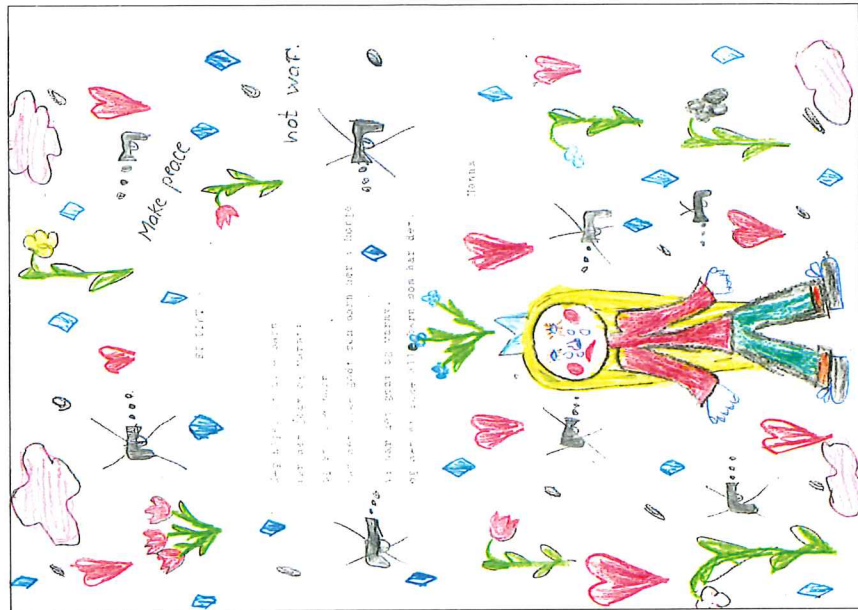
There is one principle that we will come back to again and again: teaching English through English. In principle we believe that using English for as much communication as possible, when you are teaching English, is the best help and the best model you can give your pupils. Teaching English through English also means that you encourage your pupils to speak English. This principle is so important that there is a whole chapter, Chapter 4, full of practical advice on how to do this. Of course, you will meet situations where you need to speak Norwegian, but then all principles are made to be broken!

English now and then

It is our belief that in the first years English is best taught in small doses of five to ten minutes, although we are aware that many schools timetable English lessons with one or two longer periods a week. By teaching **English now and then** throughout the week pupils are exposed to English more often, and ideally every day that they are at school (see also p. 69.) We can achieve this with a good morning song, the weather chart, a birthday song, a goodbye rhyme, a dipping rhyme when we are organising a pupil activity, a game in the playground, or by chatting with the children about a recent learning activity in another subject. Perhaps we can play an English song while the children eat their packed lunches? The idea is to give the youngest pupils a little bit of English now and then, instead of, or as well as, one dose a week.

achieve - oppnå
dipping rhyme - eling

However, it is sometimes not practical, or even possible, to show what words mean. Philosophers of language like Wittgenstein and experts on second language vocabulary learning like Thornbury (2002) have made the point that showing rather than telling can sometimes lead to confusion. We cannot always know whether the audience interprets a picture in the way we intended. If I jump, and say 'jump' and the children jump, then I have made good use of the principle 'show what words mean'. But if I show the class this picture to illustrate the word 'girl', I will be less successful. Some pupils may think that what I am trying to show them is a poem, a drawing, a piece of paper, a princess, guns, or perhaps even the emotions sadness and love.



However in Years 3 and 4, we will need a longer period. Still, just one English lesson a week is far from ideal for learning a language. We suggest that, if at all possible, the precious minutes allocated to English be divided into one longer period combined with a little English now and then. Furthermore, cross-curricular projects can include English, and you will find some suggestions for this in chapter 8.

Show what words mean

To teach English *through* English we try to show what words mean, rather than translating them. The inspiration for this principle is one of the world's most successful textbooks of all time: *Pictures of the World – Orbis Pictus* – by Johann Erasmus. First published in 1658, it was used to teach children Latin. Every page had a detailed illustration, and the details were numbered. Children could link the numbered illustrations to the words that were listed below the picture. The idea was later picked up in the **direct method**, which took Norway by storm in the early part of the twentieth century. The underlying theory in both *Orbis Pictus* and the direct method is that children learn vocabulary more easily with visual support, and when they can link a word directly to its reference, rather than to its translation.

We encourage you to follow this principle, showing what words mean through actions as well as pictures. Here are some **examples**:

<p>What you say <i>It is cold today.</i> <i>Be quiet, Lars!</i> Ssssh! <i>Sara has a dog.</i></p>	<p>What you do shiver and shake, and point out of the window finger to lips show a picture, draw on the board (just a simple drawing, it doesn't have to be great art), or bark!</p>
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You will find this principle in apps such as 'First Words' and 'iWrite- Words', and on online sites for early learning, where children match words, spoken or written, to pictures.



How would you show what these words mean? a baby, brother, Please find your books.

awareness -
(her) årvåkenhet



What words might be difficult to show?

Learning by doing

Learning by doing is a familiar principle from kindergarten. We don't just talk about birds; we go outside and look at them together. We don't explain what a knife, fork and spoon are called without providing a context for using these words. We actually lay the table with the children, with real or imaginary knives, forks and spoons, talking about what we are doing as we go along. The children learn by doing.

Doing can also be singing, mimicking, pointing and playing, and children can demonstrate their understanding by what they do, as well as by what they say. Children also develop their understanding and concentration by listening and then responding. We could use another term to describe this, and say that when children demonstrate their understanding with a non-verbal response, by *doing*, they give a **total physical response** – TPR. You will meet this term again, especially in Chapter 4.

Learning by playing

We know that young children learn by playing, and that playing is, in a sense, children's work. The importance of play is acknowledged as part of LK20's central values:

For the youngest schoolchildren, play is necessary for their wellbeing and development, but also for their overall education; play provides possibilities for creative and meaningful learning.

Throughout this book you will find suggestions for language learning activities that have a strong element of play. The playground activities on pp. 119–120 are just two of many possible examples.

There is much international research on the importance of play in early learning (see for example Wood, 2013). Yet play is a term that can mean so many different things that it is impossible to define (Skram, 2016, p. 58). How we understand the term is also dependent on the times and the cultures in which we live. When we talk about play in this book, we refer primarily to activities characterised by creativity and fun. Play can be spontaneous or rule-bound, initiated by children or by an adult, alone or with others, with or without objects or equipment, with or without a purpose. Play can involve physical activity, or sitting in deep concentration in front of a computer screen.

Here we present three examples where play is central to learning English. They are all favourites in the primary classroom: 'I Spy', the English box and 'Simon Says' (*Kongen befaler*). Their popularity has no doubt to do with their endless adaptability to different classroom situations, and the fact that they are inclusive and fun.

In the guessing game **I Spy** the first person picks an object that they can see and says, "I spy with my little eye, something beginning with B (or another letter)". The other children guess which object it is. I Spy can also be played using a picture with lots of details. You can find suitable pictures using the search words 'describe a picture', or 'målde/bilde' (a word which has no widely recognised English translation). The game can be teacher-led or pupil-led, played with the whole class, a group or with a partner. I Spy creates a lot of engagement, and an urgent need to find out what things are called in English. Several variations are possible. A simpler variation goes like this: "I spy with my little eye something grey". A variation which requires the players to produce and understand considerably more language involves one child describing an object or person in the picture, and the other child guessing which object or person it is.

An **English box** can be either a cardboard box decorated with children's drawings or pictures from English-speaking countries, or a suitcase, which is perhaps more mysterious and exciting. In this box (or suitcase) we keep objects and flashcards we can use when we teach English. The contents of the box are changed from time to time, so that it is always interesting to see what is in it.

adaptability
- tilpassingsdyktighet

Teacher: *Stand up!*
The children remain seated, because the teacher didn't say "Simon says" first.

You can use the word *please* instead of *Simon says*. This means that the children only do what they are asked to do if the order or request starts or ends with *please*. You can, if you wish, make this a competition. In the example above, the children who stand up by mistake are 'out'. Of course we can vary the language in this game – waving, putting our heads on the table, shutting our eyes and so on.

You can include instructions that lead to activities around the classroom: opening the door, going to the window, fetching books, sitting down, crawling under tables and standing on chairs. It may mean a lot of noise and action and a lot of fun. You can help your slow learners by using flashcards. The language will slip in as a kind of bonus because the children's attention is on the game and they are learning by playing.

A pupil can be given the job of instructor. You whisper to Kari: "Tell them to go to the window", and she passes the order on: "Go to the window, please!" If the *please* isn't there, you should find a way to make her include it. You can for instance ask the class: "What's the magic word?" or "What word do we have to remember?"



envisjon - ha en ynsjon om
transition - overgang

catapult - slenge ut

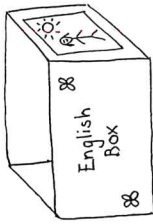
fit in - innordne seg

Write a list of 'Simon Says' instructions suitable for Year 3 pupils.

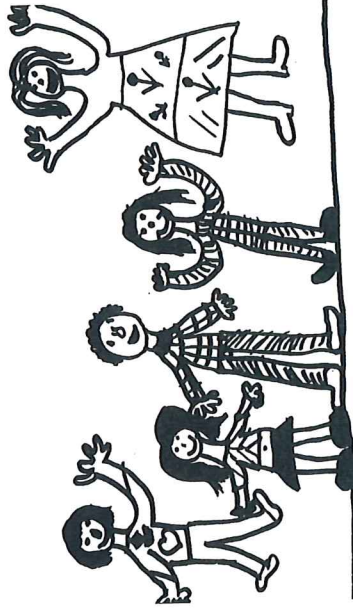
In 1997, when English was introduced from Year 1, the new curriculum envisioned that the first year of school would be a transition from being a child to being a pupil, drawing on the best traditions of both kindergarten and school. Since then, some schools have been catapulting five and six-year olds into the role of pupil. Skram (2016) makes the point that young children need to play and experiment as well as learning to fit in and do what the teacher says. He warns against organising, educating and intellectualising children from morning to evening. Instead, he says, teachers of young children need to have a playful approach themselves (p. 159).

We can use the box in many ways. Here are a few suggestions.

- The youngest learners can respond to 'yes/no' questions. Into the English box you put objects whose names sound similar in Norwegian and English: a ball, a hat, a bottle of shampoo, a book, a picture of a bus, a toy boat and a shoe. Take out one thing at a time, asking: "Is this a ball?" "Am I holding a hat?"
- The teacher shuts his or her eyes demonstratively, picks something out of the box and asks: "What am I holding?" Later, the pupils can take the role of the teacher.
- Collect pictures and objects in the box that you can use to introduce and generate curiosity about a new theme, song or picturebook.
- Use the box for more advanced guessing games: "What am I holding? It's long and thin. I use it when I write." (a pencil)



What other principles of language learning can you find in these English box activities?



This is how you can play 'Simon Says', and at the same time help children become more confident users of English:

Teacher: *Simon says 'Stand up'.*

All the children stand up.

Teacher: *Simon says 'Sit down'.*

All the children sit down.

stand by – ståttie opp om

We want to encourage you to stand by play as a way of motivating pupils to learn English both inside and outside school, and as a way of helping them to learn things that might otherwise seem complicated or even alien. If you ever find yourself 'going through' something with your pupils – going through new words, for example, or going through the homework – stop for a moment. Ask yourself if you could introduce an element of play into your teaching. The pupils will almost certainly learn more easily if you do.

Language in chunks

When children start learning English, they will probably be thrilled to be able to say 'Yes' and 'No', to be able to name some familiar objects and to count. So how should we move on from the very young learners' first fascination with single words in English? Or indeed some teachers' fascination with strange items of vocabulary. We should not, for example, take an enthusiasm for nouns too far! A little boy in Year 3 once asked one of us how to say the word 'ermine'. It was on a list of animal words his teacher had given his class for homework. What, we wonder, is the usefulness of learning what this very infrequent word means, let alone being able to produce it himself, at the age of nine?

Lists, it seems, have a logic of their own. They appear to create structure and order. They provide ready-to-go homework, and seem to represent measurable progress. But even with older pupils, and with lists of carefully chosen *useful* words, we wonder about the value of learning words without learning how to use them. As a child yourself, you have perhaps experienced learning a list of words for a test, only to forget them before you even got out into the playground?

Our teaching strategies should reflect the fact that young children learn **chunks** of language, and language that 'does' something, more readily than they learn isolated words in a list, however imaginatively that list is presented. The first four years of learning English is the time for words and chunks that the children learn to use. Not the time for lists!

ermine – hermelin, the winter coat of a stoat

'Chunks' in this context refers to words that very often occur together. Linguists call chunks '**collocations**'. 'See you later', 'once a day', 'That's enough now' and 'over there' are examples of everyday language chunks.⁴ This is one of the reasons why songs and rhymes are so useful and enjoyable at this stage, because much of the language in songs comes in chunks. Davis and Kryszewska (2012) explain that "learning a word in isolation invites error, as learners use it in the wrong environment – they need to know what goes *around* the word to be able to produce it when speaking or writing" (p. 10). They go on to argue that since learners know what goes around a word in their first language, teachers should teach vocabulary in a second or third language in the same way.

To see how this principle works in practice, let's consider how we can teach language about food. It really isn't difficult! It simply means that instead of being shown a picture of, say, a piece of cheese, and the children learning to say 'cheese', the teacher asks, "What do we call this in English?"; and the children reply, "It's called cheese!". In this way they learn a useful language structure ('It's called...') that they can use in many communicative situations. Alternatively, children can pass pictures to each other, saying, "Could you pass me the cheese?" "Here you are." "Thank you."

Let's look at another example. Suppose we want to teach some words for clothes. Again we introduce the words in a simple chunk of language, rather than teaching isolated words.

1. We choose the clothes words we want the pupils to learn: *T-shirt, jumper, trousers, dress, shorts, socks, tights, shoes, jacket, hat*. Choose your words carefully – there is not much point in teaching the children *shirt*, let alone *tie*. Small children seldom wear these garments to school!
2. The pupils listen to what we say and respond by pointing. We start with *T-shirt* and say: "Look at my T-shirt! Look at Kristin's T-shirt! Look at Mohammed's T-shirt!" and encourage the children to point at the correct garment.

⁴ Not all words occur together. We say, for example, 'That doesn't surprise me' far more often than we say 'That doesn't amaze me.'



3. We gradually introduce the other words in the same way, just one or two at a time.
4. Later we encourage pupils to use the words themselves by asking: "What is this called in English?" (pointing to a pupil's T-shirt).
Again and again!
5. When we repeat this vocabulary later on, we can use different chunks of language. Instead of "Look at ..." we can say: "Point to your T-shirt, Mala!" or "Who has a red T-shirt?"

Confident pupils can ask the questions or give the instructions instead of the teacher. To get even more children involved, the activity can be carried out in groups, rather than as a whole class.

Repetition and routines

We don't learn things all in one go, once and for all (now there you have two useful chunks!) We need to practise what we have learnt.

It is especially important to remember this general principle when it comes to learning a new language. It means that we first learn what a new word or chunk means, then we need to work at remembering it, and finally we need to revisit it at a later stage, quite simply to practise remembering it (Thornbury, 2002). Learners need to meet and use the same language again and again, in a variety of contexts, otherwise they don't really know it well enough to be able to use it when they need it. We will find many examples of this principle of repetition in the chapters 'Classroom English', 'Using Stories and Picturebooks', and 'Using Songs, Rhymes and Games'. A meaningful and enjoyable form of repetition is a day chart and a weather chart. These are described in detail in Chapter 7.

Repetition is also about **routines**: a good morning song, a goodbye verse, a song relating to the season or the weather. Here is one of three **good morning songs** in Lund and Sørheim's collection.⁵

Good morning, Tom, how are you,

How are you, how are you?

Good morning Tom, how are you?

I'm fine, and how are you?

Here are two traditional **goodbye rhymes** you can say at the end of the school day:

⁵ Most of the music in this book is taken from an out-of-print collection called *Songs and Rhymes for the Teaching of English*. We are grateful to Ragnhild E. Lund and Bjørn Sørheim for their permission to print songs and music from this collection.

*Down with the lambs
Up with the lark.
Run home children
Before it gets dark.*

Merry meet and merry part and merry meet again.

Pinterest offers some newer alternatives. How about this one:

*See you later, alligator
In a while, crocodile,
Get in line, porcupine,
Out the door, dinosaur,
Got to go, buffalo,
Take care, polar bear,
Group hug, ladybug,
Bye bye, butterfly.*

The Singing Walrus website has some charming songs. You might consider using their 'Goodbye Song'. Here are the lyrics:

*It's time to go home, (x3)
It's time to say goodbye.
I had so much fun,
And you had so much fun.
We all had so much fun,
And now we say goodbye.
Goodbye, goodbye, see you again. (x2)*

The learning spiral

Repetition is important, but it must be combined with moving forward, with **progression**. This can be problematic in English, where teachers have so much choice as to what to teach. Furthermore, when English is not taught by the class teacher in Years 1-4, pupils may have several English teachers in their first years of schooling. To avoid the risk of children being taught the same vocabulary or language structure several times, our advice is that you plan together, across the

years. Keeping a simple log that you can pass on to the next teacher should save you and the children from the pitfall of teaching colours, farm animals or weekdays year after year.

In this section we will look at the principle of spiral learning, which combines **repetition and progression** over time. Several of the examples we have looked at, including 'Simon says' and learning the words for clothes, are examples of spiral learning. We pick up vocabulary and songs, topics, stories and routines from earlier in our pupils' school lives, and develop them with more detail and more complexity. In other words, we **expand the familiar into the unfamiliar**, and move upwards through a learning spiral. Let's look at an example that shows how this approach is used to develop a simple greeting song into a creative activity:

- In Year 1 we sing the greeting song 'Good Morning, Tom' (p. 55) at the beginning of the day. All the children join in, greeting everybody by name.
- In Year 2 we sing this song around the circle. The teacher begins by greeting the child to her right: "Good morning, Hanna, how are you?" The child replies: "I'm fine, and how are you?" Then the child turns to the next child in the ring and greets her: "Good Morning, Emil, how are you?" and Emil replies: "I'm fine and how are you?" and so on.
- In Year 3 each child chooses how to reply. Instead of "I'm fine" they can choose to sing "I'm very well", "I'm OK", "I'm happy", "I'm cold", "I'm wet", "I'm tired" or "I'm hungry".
- In Year 4 the children compose and perhaps record their own morning song, and in this way combine competence aims in English and music.

Transparency

If something is transparent, you can see through it, like glass. We say that an English word is transparent if it is so similar to the word in the learner's first language that it can be understood straight away. *Bus*, *smile* and *TV* are examples of transparent words between English and Norwegian. You can 'see through' the English word to

the meaning. Transparent words are not only easy to understand, they are also easy to remember and produce. Here are some examples from the chapter you are reading now: *glass, can, reproduce, sequence, special, category, introduce, presentation*. Many nouns that small children use are transparent, too: *cat, book, cup, man, sham-poo, flag*. There are many transparent verbs: *come, sit, stop, begin, sing, dance*; and there are some quite transparent adjectives: *fine, good, sick, green*.



come up with - komme på

Can you come up with any more transparent words?

Some children 'see through' words easily. Interesting conversations can arise. The English word 'red' is almost transparent with the Norwegian 'rød' when read, although not when spoken. But English 'red' sounds and looks more like the Norwegian 'redd', although they don't mean the same at all. Exploring these similarities and differences develops the children's curiosity about language, a curiosity that can also make their encounters with English outside the classroom into fruitful language learning experiences.

Some pupils are very cautious about guessing, and need to be encouraged to take chances. There can also be both personality and cultural factors at play here. In some school contexts where the teacher's role is more authoritative, guessing can be seen as sloppy or even disrespectful. You may meet this expectation from some parents, and then you need to explain that encouraging children to take chances helps them to develop a useful language learning strategy.

Like all strategies, guessing needs to be practised. Transparent words will be the easiest words for your pupils to guess. So when you are aware of which words are transparent, use these words rather than other equally correct language, where it is natural. Instead of saying "Please repeat what I say", for example, you can use "Say after me", which is transparent to the Norwegian *Si etter meg*.

Transparent words, because they are so easy to understand, provide a particularly useful context for introducing new language. Here is an example. Let's imagine that the new language that we want the children to notice and learn is how to use 'your'. We do this by using

chunks of language and a transparent noun, 'ball', so that the children are only dealing with one new challenge.

1. Each child needs a small ball, which they hide behind their backs, under the table, in a rucksack, or wherever. The teacher moves around the classroom asking different children: "Where's your ball?" The children produce their ball from its hiding place, saying: "Here's my ball", or just: "Here!"
2. Now we want the children to use the word 'your' themselves. They sit in a ring with just one ball. Noor rolls the ball to Jakob, saying: "Jakob, here's your ball." Jakob rolls the ball to Samara, saying: "Samara, here's your ball", and so on.

Apart from teaching English in a playful activity, this learning sequence also trains co-ordination and concentration, and creates a good group feeling.

English here and there

We need to make the most of the room where we spend so much of our time. We need to use the **classroom walls** as part of our teaching environment. You have no doubt been in classrooms that were bright and optimistic places where the walls were covered with pictures and text, and where the children's work was lovingly displayed. You have probably also seen classrooms with very little on the walls, or the same old pictures from August to June.

What would your dream primary classroom look like?

Making active use of the walls creates a lively and stimulating learning environment. Part of the wall space should be reserved for English. We can have

- words, labels and simple illustrations made by the teacher
- pictures, postcards, maps, flags from around the world, and especially from countries where English is spoken as the main language
- pupils' drawings with short texts or captions
- posters





Alternatively one can gather these same resources in an **English corner**, a part of the classroom set aside for English. The advantage of an English corner is that you can have English picturebooks and board games there that the children can explore, read and share. If pupils don't have one-to-one tablets and headsets, the English corner can provide these, with stories and songs as well as software for language learning. Using this corner can be part of your plans for developing the independent learner, because the English corner provides many possibilities for differentiation.



Which principles of language learning can you find in an English corner?

Motivation matters

There has been a tremendous focus and enthusiasm for making the purpose of learning explicit for pupils. John Hattie's hugely influential meta-study (a study that summarises the findings of many other studies) concludes that "the more transparent the teacher makes the learning goals, the more likely the student is to engage in the work needed to meet the goal" (Hattie, 2011, p. 46). Even though there are many aspects of the meta-study that have been called into question, Hattie's study was widely referenced in schools and teacher education,

call into question - sette spørsmålsteget ved

where teacher educators were eager to make their teaching research-based. Presenting **learning outcomes** at the beginning of a learning period became the new orthodoxy. It made teaching, if not learning, more measurable and therefore, apparently, more professional.

The great educationalist John Dewey once said that one of the biggest fallacies in teaching is to think pupils only learn what you have set them to learn. And experience suggests that young children learn best when their focus is on a motivating activity, when they are *not* thinking about what they are supposed to be learning. This is the everyday experience of thousands of teachers of English to very young learners. Their experience and classrooms are not well represented in Hattie's meta-study. The limitation of his findings, for our purposes, is that they are not primarily about very young learners, or about English as a second language.

We argue that it is *not* usually appropriate for very young learners of English to know *why* they are doing an activity. You as teacher should know what you hope the pupils will achieve. Pupils in Years 1-4 do not need to have this awareness. So although it may well be appropriate and effective to focus on explicit learning outcomes with older pupils, with the youngest learners we should focus on providing learning activities that allow for intense involvement. Hattie's findings actually support this too: learners' involvement in what they are doing, he says, is the key to successful learning.

Children learn when their focus is on doing things with language, on the interest of a story, on **fun**. It has for many years been said that it is not a valid reason for choosing an activity that it is fun. We do not agree with this. Yes, activities must always be purposeful, and being fun should very seldom be the *only* criterion for choosing an activity. But for young learners it is, we argue, the most important criterion. If an activity does not engage young children, if they don't enjoy it, they will learn very little.

On a less controversial note, another aspect of motivation has to do with **personalisation**. This means that young children typically become more engaged, and for longer, when the language they are learning relates to their personal experience. It is motivating to talk or write sentences about people one knows: "Daddy is 39"; "Mummy is older than me"; "My brother is older than Oskar" and so on. Personalisation is part of what makes the activity about clothes on p. 53 both fun and effective.

orthodoxy - det som er allment akseptert som korrekt

fallacy - en vedtatt sannhet som allikevel ikke stemmer

Smiles and praise

Finally, a little reminder: *Good! Well done! Fine! Right!* These are such nice words to hear, not only from the teacher, but from other pupils too. Praise your pupils, but don't exaggerate. If everything a pupil says is 'Great', the word loses its value. Another word to think about is the little killer 'but'. Suppose you are talking through a story together, and Caroline says, "It was a werry hot day". And suppose you respond, "That's right, but it's not 'werry', it's 'very'". What Caroline will probably remember is not that her answer was basically correct, but that she said something wrong.



How else could you give Caroline feedback?

We suggest you say, for example, "That's right, it was a very hot day. Let's all practise saying 'It was a very hot day'". In this way, we build and improve on what Caroline has contributed. It may seem a small point, but it does make a difference. Risk-taking is fundamental in learning a language, but learners will soon stop taking chances if their mistakes are pointed out in a full class setting. Just repeat the correct version as often as possible, and the pupils will soon pick it up:

Pupil: "Can I lend the book?"

Teacher: "Yes, Eirik, you can borrow the book. Is this the book you want to borrow? Of course you can borrow it."

To get on, learners need you to feed them language and give them feedback on the language they use. If you think Eirik can cope with the two words for 'lâne' you could add: "I'll lend it to you." Or you leave it for later. Perhaps he will ask you himself, which is the ideal learning situation.

Principles in practice

We have been challenged by our readers to show how we would put together a sequence of lessons based on the principles that we advocate. So here is our suggestion for the first six weeks of English in Year 1. The timing can only be a rough, and perhaps rather optimistic, estimate.

estimate - ansilag

Weeks 1-6

Day	Time	Activity in class	Comments
Monday	30 min	Introduce English Box (EB) and Foxy. Discuss what English is, where you see English words and where English is used. Children make illustrations to decorate EB. Encourage children to write English words on their drawings.	Decorate EB with bits taken from all the children's pictures.
Friday	10 min	Present decorated EB. Foxy comments in English: "Very nice" "That's interesting" etc. Count to five.	Foxy counts with the children's help.
Monday	10 min	Foxy wants to sing a song. Pre-teach key phrases: 'little duck', 'mother duck' and 'over the hills'. Watch YouTube video of 'Five Little Ducks'.	Bring plastic duck! Keep him in EB.
Wednesday	5 min	Children sing along to "Five Little Ducks" with hand movements.	
Friday	5 min	as Wednesday.	
Monday	15 min	Learn 'Good Morning' song (see p. 55). Go round saying "Good morning" and "How are you?" to each other.	Motivation is that Foxy wants to greet the children
Wednesday	5 min	"Good Morning" song.	Homework: Teach someone at home this song.
Friday	10 min	Sing 'Five Little Ducks' and 'Good Morning'. Count to 10.	
Monday	20 min	Answering question: "How many X are there in the box?"	Bring books, pencils, leaves to put in EB.
Wednesday	10 min	as Monday.	as above + bottles and balls.
Friday	10 min	as Monday.	as above + stones This session can be pupil-led.
Monday	10 minutes	Sing 'Good Morning' and "Ten Green Bottles".	
Wednesday	10 min	Sing "Ten Green Bottles" with children pretending to fall like bottles.	Homework: Draw a bottle in a colour you like.
Friday	20 min	as Wednesday. Teach colour words for the children's bottles. Teacher or pupils write child's name and either a (colour) bottle or just 'bottle' on the drawings.	Hang up and count bottles in all languages represented in class.
Monday	15 min	Sing 'Five Big Ducks' and '10 Blue Bottles'.	Children suggest other song variations. Count and talk about bottles on wall again.
Friday	15 min	Children show Foxy everything they have learnt in English.	Foxy is very impressed!