The course aims to provide 30 pre-service and in-service EFL teachers from the city of Samarkand and Samarkand’s surrounding rural areas with training on modern practices in the field of Teaching English to Young Learners (TEYL). Materials from the TEYL E-Teacher course (UMBC) constitute the main body of the workshop. The course consists of 13 units; the units are focused on traditional professional issues and on effective use of technologies in English classes. Trainees will also benefit from reflection on their own experience as well as the experience of their colleagues.

Host: UzTEA Samarkand

Participants: 30 pre-service and in-service EFL teachers

Program: 13 face-to-face units over five days

Schedule: January 2013

Goals: To apply the main innovative practices in the field of TEYL to the local teaching context in order to develop participants’ teaching skills and to increase effectiveness of their teaching.
**Problem Identification**

The current global role of the English language in the key spheres of international relations dictates the necessity to design and implement new educational policies in the field of teaching English all over the world. One of trends is to change the age of compulsory study of English. The educational policy in the Republic of Uzbekistan also promotes the idea to lower the age at which children begin to study English starting from 2015 when learners are expected to study English from the age of 8 (now they do it when they are 10). However, we lack teacher trainers and teachers and appropriate books and educational programs in the sphere of TEYL in Uzbekistan, which makes these plans challenging to carry out. Participants of the course developed for pre-service and in-service EFL teachers in Samarkand will definitely be equipped with necessary knowledge, skills and resources to tackle the problem as the workshop focuses on the successful innovative practices in Teaching English to Young Learners.

**Contextual Analysis**

EFL teachers in Uzbekistan lack methodology and professional skills for teaching English to young learners as it is a new stream in the educational process in our country. The Ministry of Public Education (MoPE) needs expertise for designing programs and materials in the field of TEYL and information obtained from analysis of the workshop and trainees' feedback will be of great help in it. Uzbekistan Teachers of English Association (UzTEA) is a non-governmental, non-profit organization established in 1996 to help local educators in their professional development by means of organizing and conducting professional seminars, workshops, and conferences; UzTEA embraces about three thousand members. A number of UzTEA projects including the development of books for secondary schools were approved by the MoPE. The Samarkand branch will host 30 pre-service and in-service primary and secondary school teachers working in the city of Samarkand as well as in Samarkand’s surrounding rural areas. As UzTEA works in close contact with the US Embassy in Uzbekistan, UzTEA’s Samarkand branch relies on the financial support of the US Embassy in Tashkent, Uzbekistan for the implementation of the workshop.

**Learner Analysis**

The main audience will embrace in-service novice and experienced teachers working in primary and secondary schools. Due to the fact that our pedagogical institutes do not possess the latest TEYL resources, it is reasonable to attract student teachers as well, in order to raise their interest in the sphere of teaching English to younger learners. Potential candidates for participation will be selected on the basis of questionnaires and interviews designed to reach diversity in terms of educational institutions participants’ work or study, age and professional experience, and their ability to cascade the course. The other target audience includes the Ministry of Public Education which would approve and employ the course as an official program for Teacher Training Institutes if its outcomes prove to be successful.

**Content Analysis**

As Uzbekistan is planning to lower the age of mandatory education of English, the demand for properly trained ESL teachers grows. The course on TEYL will introduce pre-service and in-service primary and secondary ESL teachers to the most recent practices in the field of TEYL in an engaging and efficient way. In order to provide trainees with a wide range of key aspects of TEYL, the following 13 modules will be included in the workshop:

- Who are Young Learners and is younger better?
- Using Chants, Songs and Games
- Contextualized Language Instruction
- Storytelling and Drama for Young Learners
- Learning Styles
- Cooperative Learning and Project Based Learning
- Using Technologies
- Lesson Planning
• Thematic Unit Planning
• Classroom Management
• Assessment for Young Learners
• Reflective Teaching
• Mentoring and Peer Support Groups (PSGs)

As activities developing language skills (listening, speaking, reading, writing, grammar and vocabulary) as well as critical and creative thinking are incorporated into the modules, there are no separate sessions on teaching them.

Each module contains a mini-lesson giving participants a certain idea on how a lesson for young learners is to be structured and leading to discussions and reflection on participants’ professional experience. Thus, the course is designed with an experiential approach, and theoretical issues will be first experienced by participants in practice and then analyzed.

With the aim to make the content input of the course more sustainable at the end of the workshop, participants are expected to produce micro-teaching sessions.

For the mini-lessons the following principles will be observed:
• Communicative Language Teaching (CLT)
• Comprehensible Input
• Learning by doing
• From simple to complex
• From more controlled to less controlled activities
• Teaching language through language
• Learner-centered approach
• Inductive approach
• Learner’s autonomy
• Cooperative learning

**Delivery Analysis**
The materials from the UMBC E-Teacher course on TEYL will be modified to meet the needs of Uzbekistan ESL teachers. In addition to these materials, internet resources from UzTEA Samarkand Resource Centre will be used.

**Project Plan**
January 3, 2013
- Who are young learners and is younger better? 8.00 - 9.30
- Using Chants, Songs and Games 9.40 - 10.10
- Contextualized Language Instruction 10.30 - 12.00

January 4
- Storytelling and Drama for Young Learners 8.00 - 9.30
- Learning Styles 9.40 - 10.10
- Cooperative Learning and Project Based Learning 10.30 - 12.00

January 5
- Using Technologies 8.00 - 9.30
- Lesson Planning 9.40 - 10.10
- Thematic Unit Planning 10.30 - 12.00

January 6
- Classroom Management 8.00 - 9.30
- Assessment for Young Learners 9.40 - 10.10
- Reflective Teaching 10.30 - 12.00

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January 7

- Mentoring and Peer Support Groups (PSGs) 8.00 - 9.30
- Micro-teaching session 9.40 - 14.00

**Design**
The overall purpose of the instructional unit is to apply the main innovative practices in the field of TEYL to the local teaching context in order to develop participants’ teaching skills and to increase effectiveness of their teaching.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. After the module trainees will be able to:
  - identify processes taking place in the field of TEYL in Uzbekistan and abroad;
  - indicate mental and physical characteristics of different groups of young learners; and
  - develop professional teaching skills for working with younger learners. | 1. Educational policy in the field of TEYL around the world
2. Educational policy in the field of TEYL in Uzbekistan
3. Information and questionnaire on who young learners are and peculiarities of this group of learners
4. Implications for teachers
5. Article by Nunan, D., Is younger better? TESOL Matters, Vol.9, N3, 1999
6. Article by Read, C., The Challenge of Teaching Children in English Teaching Professional | Participants will discuss the issues on educational policies in TEYL abroad and in their country and express their opinions concerning changing the age of compulsory English learning. In pairs, participants will read articles and answer the questionnaire which will enhance their understanding of the issue.
In groups, trainees will ponder on appropriate implications for teachers.
In groups, trainees will share their ideas on the article by David Nunan.
In groups, trainees will compare their ideas with the article by Carol Read. | Participants will write a reflective journal upon the information they got during the session with indication of how they would apply it to their teaching context |

2. After the module trainees will be able to:
  - realize the importance of chants, songs and games for teaching English to young learners;
  - distinguish advantages and

| 1. Mini-lesson
2. Articles on using chants, songs and games:
  ○ Davanellos A., Songs in English Teaching professional, N 13, 1999 | Trainer will conduct a mini-lesson.
In plenary, trainees will analyze it.
In plenary, trainees will sing songs, chants and recite poems. | Participants will modify some songs, chants and poems, create their own and share their ideas with each other. |
### Challenges of Using Chants, Songs and Games with Younger Learners;

- Linse C., Using Favorite Songs and Poems with Young Learners, ET

### Group Activities

1. **Mini-lesson**

### After the Module

#### Trainees Will Be Able to:

1. **Mini-lesson**
2. **Discussion of the mini-lesson, advantages and challenges of storytelling and drama for young learners**
3. **Analysis of a story “The ABC ZOO”**
4. **Analysis of a play “Goldilocks and Three Bears”**
5. **Designing 3 types of foldable books**
6. **Discussion of excerpts from the article by Zalta, G., Using Drama with Children, ET**

### Practical Activities

- **Adapt, Design and Apply the Materials to Their Teaching Context.**
- **FORUM, N2, 2006**

### 3. Practical Activities Aiming to Use Creatively and Modify Chants, Songs and Games in EFL Class

- In pairs, participants will modify songs, chants and poems in order to achieve different lesson aims and meet a variety of young learners' needs.

### 4. After the Module

#### Trainees Will Be Able to:

- Formulate the advantages of using storytelling and drama for young learners;
- Use stories and plays for contextualized language teaching;
- Apply 6 activities for storytelling and drama;
- Use stories and plays for project work; and
- Make 3 types of foldable books.
5. After the module trainees will be able to:
   • indicate how people learn;
   • distinguish VAK model of learning styles;
   • identify their own learning styles;
   • recognize the influence learning styles may have on teacher's behavior;
   • explain why lesson activities should reach all learning styles; and
   • analyze 3 activities in terms of variety of learning styles they address.

<table>
<thead>
<tr>
<th>FORUM, N2, 2006</th>
<th>activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Discussion of how to use stories and plays for project work</td>
<td>In plenary, participants discuss how to use stories and plays for project work.</td>
</tr>
</tbody>
</table>

| 1. Information about how brain works |
| 2. VAK model |
| 3. Questionnaire to identify trainees' learning styles |
| 4. Reflection upon trainees' experience in order to identify the influence of teacher's learning style on their behavior |
| 5. Implications for teachers |
| 6. Extract from an article (Shin J., Ten Helpful Ideas on Teaching English to Young Learners, ET FORUM, N2 2006) |
| 7. Some activities for VAK analysis |

Individually, participants read information about how the brain works. In plenary, participants discuss which influence it may have on teachers' behavior and reflect on their experience. In groups, trainees ponder upon appropriate implications for teachers. Trainees read and discuss an excerpt from the article. In groups, trainees do and analyze some activities for VAK analysis.

6. After the module trainees will be able to:
   • formulate what cooperative learning is; and
   • articulate what project based

| 1. Mini-lesson |
| 2. Discussion of the mini-lesson and principles of cooperative learning and PBL incorporated in the Trainer will deliver a mini-lesson. In plenary, trainees will discuss it and identify the principles of CL and PBL incorporated in the |
| 3. Extract from an article (Shin J., Ten Helpful Ideas on Teaching English to Young Learners, ET FORUM, N2 2006) | Participants will reflect upon the session in their reflective diaries and produce activities designed by them which reach multiple learning styles. |
| 4. Some activities for VAK analysis |

Trainees will develop lesson plans incorporating principles of cooperative learning and PBL.
<table>
<thead>
<tr>
<th>learning is;</th>
<th>lesson</th>
<th>mini-lesson.</th>
</tr>
</thead>
</table>
| **• evaluate activities for cooperative learning and PBL; and**  
**• apply principles of cooperative learning and PBL to their teaching context.** | **3. Elicitation and discussion of other activities enhancing CL and PBL**  
**4. Work with school books** | **In groups, which are set up according to the level teachers work with, participants will design lesson plans incorporating principles of cooperative learning and PBL.** |

| 7. After the module trainees will be able to: | 1. An article by M. Prensky Digital Natives, Digital Immigrants from On the Horizon, Vol.9, N5, 2001  
2. Evaluation tables  
3. Selection process  
4. Integrating the Web as a language resource in a classroom  
5. Using technologies for school links projects | **Trainee will introduce the topic and stimulate discussion on using technologies in an English classroom.**  
**Trainee will elicit ideas about selection and evaluation of websites for learning English.**  
**In plenary, trainees will read and discuss information about integrating the Web as a language resource in a classroom.**  
**In groups, trainees will read and discuss information about using technologies for school links projects.**  
**Participants will summarize the article Digital Natives, Digital Immigrants by M. Prensky in their reflective journals.**  
**Participants will develop lesson plans demonstrating integration of the Web in their lessons.** |

| 8. After the module trainees will be able to: | 1. Discussion of importance of lesson planning, its advantages and challenges  
2. Info-gap activity on components of a lesson plan  
3. Elicitation of peculiarities of lesson planning for younger learners  
4. Analysis of a lesson plan | **In plenary, trainees will discuss the importance of lesson planning, its advantages and challenges.**  
**In pairs, trainees will do an activity on components of a lesson plan.**  
**In plenary, trainees will expand on peculiarities of lesson planning for**  
**Trainees will write the summary on a chapter Why did I do it like this? Planning for children’s language learning by Moon and reflect upon their own teaching experience.** |
<table>
<thead>
<tr>
<th>9. After the module</th>
<th>1. Reading and discussion of an article on thematic unit plans (Shin, J., Developing Dynamic Units for EFL, ET FORUM, N2, 2007)</th>
<th>Trainee will provide trainees with a lesson plan for analysis in pairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>trainees will be able to:</td>
<td>2. Designing thematic unit plan for individual teaching context</td>
<td>In plenary, trainees will discuss why it is important to reflect on a lesson plan after the lesson.</td>
</tr>
<tr>
<td>• explain what a thematic unit plan is;</td>
<td></td>
<td>Participants develop a thematic unit plan relevant to their teaching contexts.</td>
</tr>
<tr>
<td>• identify advantages of using thematic unit plans for younger learners; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• design a thematic unit plan relevant to their teaching context.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. After the module</th>
<th>1. Information on Elementary Classroom Management Survival Tips</th>
<th>Trainees will ask participants to look at flashcards about discipline issues and guess the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>trainees will be able to:</td>
<td>2. Discussion and reflection on discipline issues and classroom management</td>
<td>In groups, trainees will reflect on their experience on how to deal with discipline issues and classroom management.</td>
</tr>
<tr>
<td>• identify what classroom management is;</td>
<td></td>
<td>Trainees will read and discuss the article Elementary Classroom Management Survival Tips and discuss it.</td>
</tr>
<tr>
<td>• explain the importance of use of L2 in establishing classroom routines;</td>
<td></td>
<td>In plenary, trainees will discuss how they could apply recommendations from the article to their teaching contexts.</td>
</tr>
<tr>
<td>• use different interaction patterns in lessons;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• manage time more effectively; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• establish rapport with learners.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. After the module trainees will be able:
- identify various types of formative and summative assessment for younger learners;
- recognize the purpose of each types of assessment;
- create rubrics for assessment; and
- use different types of assessment in practice.

| 1. Information about summative and formative assessment for younger learners |
| 2. Peer assessment |
| 3. Information about different types of rubrics for assessment |

Trainer will elicit from participants how they assess their learners.

Trainer will ask trainees to discuss how assessment for young learners should differentiate.

12. After the module trainees will be able to:
- recognize the role of reflection for teacher development;
- formulate and explain components of experiential cycle; and
- apply reflective practice to their teaching.

| 1. Article Reflective Practice and Professional Development by Ferraro, J., ERIC Clearinghouse on Teaching and Teacher Education Washington DC., 2000 |
| 2. Information about experiential cycle |

In plenary, trainees read and discuss the article Reflective Practice and Professional Development by J. Ferraro.

Individually trainees read the information about experiential cycle and reflect on it.

In pairs, trainees discuss how they can apply reflection practice to their teaching and share their ideas.

13. After the module trainees will be able to:
- explain the role of mentoring and peer support for professional development;
- identify rules for establishing mentoring and peer support groups in their educational institutions; and

| 1. An article Teacher Mentoring as Professional Development by Huling, L., ERIC Clearinghouse on Teaching and Teacher Education Washington DC., 2011 |
| 2. Information about the mission of TESOL, IATEFL, UzTEA |

Trainees will read and discuss the article Teacher Mentoring as Professional Development by L. Huling.

Trainer will provide participants with information about TESOL, IATEFL and UzTEA and their role for professional growth of teachers.

Participants will develop a plan for starting Peer Support Groups and mentoring.
• recognize the importance of teachers' professional associations in continuing professional development.

3. Discussion of what teachers do on their own for their continuing professional development

Trainees will discuss how to establish mentoring and peer support in their educational institutions.

**Rationale for Sequence**

The sequence of the units develops from concepts on how to use and design separate activities most appropriate and effective for young learners to the design of the whole lesson and thematic unit planning. The gradual development of complexity of the input will result in better understanding of the content of the workshop by trainees. Regular reflective practices as well as the units on mentoring and peer support will help teachers become reflective practitioners and enhance the effectiveness of their work through professional communication with colleagues.

**Development**

Module 1. Who are young learners and is younger better?

Objective #2: By the end of the modules participants will be able to indicate mental and physical characteristics of different groups of young learners.

<table>
<thead>
<tr>
<th>Development</th>
<th>Pictures of children of different ages (as an alternative, participants could be asked to bring photos of their children in advance) are on the walls. Participants are asked to go around the room and identify young learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain attention</td>
<td>Objectives are written on a poster. Trainer draws participants’ attention to it and asks them to read the objectives.</td>
</tr>
<tr>
<td>2. Inform learners of objectives</td>
<td>Trainer elicits information about younger learners from participants (the age groups and characteristics of the age) and writes the ideas on a poster without giving comments.</td>
</tr>
<tr>
<td>3. Stimulate recall of prior learning</td>
<td>Trainer gives out copies of an article about young learners with some false information and asks them to identify it in pairs. Trainer sets time for the activity.</td>
</tr>
<tr>
<td>4. Present the content</td>
<td>Trainees produce their ideas in plenary.</td>
</tr>
<tr>
<td>5. Guide learning</td>
<td>Trainer monitors pairs and facilitates the process.</td>
</tr>
<tr>
<td>6. Elicit performance (practice)</td>
<td>Trainees produce their ideas in plenary.</td>
</tr>
<tr>
<td>7. Provide feedback</td>
<td>Trainer encourages participants to give feedback to each other.</td>
</tr>
<tr>
<td>8. Assess performance</td>
<td>Participants do questionnaire individually.</td>
</tr>
<tr>
<td>9. Enhance retention and transfer</td>
<td>Trainer starts the discussion about possible implications of the information for teachers. Participants reflect in their notepads.</td>
</tr>
</tbody>
</table>

**Implementation Checklist**

**Items**

- Welcome packs for participants including files with notepads, pens, bookmarks, and issues of ET FORUM magazine
- Flipcharts
- Blackboard/Whiteboard
- Markers
- 30 copies of the information about young learners
- 30 copies of questionnaire about young learners

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Photos of children of different age
- Stickers
- Refreshments (tea/coffee, cookies)
- Cups, plates, napkins

Tasks
- Putting photos of children of different ages on the walls
- Purchasing items for welcome pack
- Purchasing stationery
- Purchasing refreshments
- Writing objectives on a poster

- Copying handouts with information about young learners (30 copies)
- Copying handouts with a questionnaire about mental and physical characteristics of young learners (30 copies)

Evaluation
Formative assessment:
- questionnaires
- tests
- reflective journals
- lesson observation
- lesson plans
Summative assessment: final micro-teaching

Required Readings

Excerpts from Chapter 10:

Excerpts from Chapter 6:

Optional Reading
Click here: Content - Centered Language Learning

Chak-chaki boroni bahor shirin ast
Dar yod doram turo,
Shud bedor dar dil ghami derinam,
Az nozi lolazor
Bedilam, bedilam
Ghanjar zadand bar sinam,
Judo kardand moro
Mainamo, maina
Taqriram hamin ast,
Charo charo, ay charo?

Капай, капай дождик весенний, эта красивая мелодия
Напоминает мне о тебе
Проснулась во мне моя давняя печаль
От кокетства тюльпановых полей
Разбили моё сердце, раскололи на две части кинжалом
нас разлучили
Махина моя, судьба у нас такая
Почему, почему, ах почему...
перевод

http://www.makingbooks.com
http://www.youtube.com/user/skgaylor