

# 4th EFL Young Learners Conference

*"EFL materials for young learners and teens"*



**PROGRAMME ABSTRACTS**

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## Tamara Álvarez

**Talk:**  
Using Nursery Rhymes to foster effective learning

The aim of this talk is to enhance the relevance of using Nursery Rhymes, Chants and Stories as a useful complementary resource in the classroom tuned to the contents being presented to the students. Enhancing vocabulary and sounds in class should always be presented as an engaging activity where students are exposed through several activities aligned with the Child's Language Acquisition Process, Communicative Approach and Total Physical Response in which these words and sounds can be elicited while the activity is being carried out or after it, but never before.

## Trinidad Cáceres

**Workshop:**  
Young Learners' Literature selection: from Classical Tales to Picture Books.

The workshop will provide practical resources for the selection of appropriate Children's books for TEFL, based on their literary and aesthetical appreciation. Firstly, through a general review of the development of Children's and Youth Literature; its connection to classical tales, fables, and views of childhood in Literature. Secondly, participants will acquire critical visual skills for reading Children's Picture Books (these sections will last 25 minutes). Finally, there will be a practical assignment where participants apply the contents to review a children's book and discuss about its quality, and techniques to enhance reading skills in the EFL classroom.

## Daniela Avello García

**Workshop:**  
Miss Dani's suitcase: sharing tools to teach young learners effectively

The evidence has revealed that an early exposure to EFL lessons may not necessarily ensure a successful learning outcome. Thus, it is of paramount importance to bridge the gap between research and teaching practices so as to enhance the use of effective methodologies and strategies in the EFL classroom. To this aim, this workshop offers a variety of engaging tasks that encourage an active participation of the attendees, who will learn easy-to-implement activities to teach young learners. Most importantly, Miss Dani will share the teaching 'tools' she has collected over the years inside her 'magical suitcase'.

## Renato Cares

**Workshop:**  
Task-based language teaching (TBLT) in young learners. A contextualized look for Chilean classrooms

There are plenty of benefits that task-based language teaching (TBLT) has offered in English-learning classrooms around the world. A great amount of studies, in diverse contexts, provide interesting results and conclusions about this method. Yet, when considering research in primary classrooms, the majority of these studies have focused on task outcomes as a result of teachers' design and not about contextualized classrooms (interaction between tasks and contexts). This workshop not only gives an overview about the characteristics, classic tasks, and the advantages and disadvantages that this method might present with children, but it also provides an opportunity to reflect on how TBLT could fit in regular Chilean classrooms, based on Chilean young learners' needs and interests.

## Angelina Isabel Caceres

**Workshop:**  
Including students with Autism in an EFL class

In the classrooms we find a diversity of students who have different needs and different learning styles. In the process of inclusion, we can see students with ADD, ADHD, Down syndrome, and ASD among others. This last condition, Autism Spectrum Disorder, sometimes is unknown for some teachers, and we do not have the proper strategies to help them and to include them in our classes, especially when they suffer a "meltdown". What to do then? The purpose of this workshop is to provide information about this condition and strategies to use with them in an EFL class.

## Tom Connelly

**Workshop:**  
Didactic EFL Games for the Primary Classroom

This workshop looks at the constructive use of interactive ELT games to enhance the principle lesson tasks at primary and early secondary levels, as well as guiding teachers to reflect more specifically on the primary aims of the games they use in class. The workshop examines two primary aims of games: focusing on fluency through communication games and focusing on accuracy through practicing specific lexis in "code-control" game formats. The workshop also includes a focus on effective setting up and management of classroom games. Examples and manual tasks guide teachers to apply the key concepts of the workshop to their own classroom practice through observation, comparison and reflection.

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## Fiona Copland

**Plenary:**  
Materials for teaching English to young learners: Principles for design and adaptation

Materials for teaching English are created to meet the needs of teachers and learners who work in a wide range of contexts and who have different language needs. Because of this, they may not always be suitable for all the classes we teach in all circumstances. But how do we design or adapt materials to ensure that they are fit for purpose? This talk will introduce six principles which should inform the design and adaptation of materials for teaching English to young learners (5-12 year-olds). Drawn from chapters in the recently published Routledge Handbook of Teaching English to Young Learners (Garton and Copland, 2018), these principles provide a framework for ensuring that materials support the linguistic and personal development of children.

## Fiona Copland

**Workshop:**  
Principles for designing and adapting materials for young learners

There are lots of reasons why teachers find materials for teaching young learners unsatisfactory. Some believe they do not meet the needs of the children in their class; some find the materials unimaginative or dull; and some think that too much content is covered with not enough time for practice. In this workshop, we will consider how to improve materials by drawing on the principles introduced in the plenary presentation. The workshop will provide practical examples and ask participants to develop their own adaptations, based on the principles.

## Brenda Delany

**Workshop:**  
Food In The Classroom Without Any Crumbs

Food: the universal language! Serve up a smorgasbord to students without ever getting a crumb in the classroom. Using food as a symbol in the writing process will help students activate prior knowledge, create a visual aid, and be a great analogy! Participants will never look at a hamburger, taco, or complete the same way after learning it is the perfect way to teach a paragraph. Use chocolate chip cookies to explain your rubrics, and "grandma's lasagna" to challenge students to achieve their personal best. The symbol of food will engage, excite, and encourage your students to become better writers.

## Maria Laura Garcia

**Talk:**  
Developing context-sensitive digital materials for young learners

Nowadays, more and more teachers are experimenting with ICT tools. While some still use technology in the same way they would traditionally use a coursebook and a board, some others design their own local digital materials. In this talk, I will present samples of digital materials I designed for primary school children. First, I will introduce the principles which led the writing process, including aspects such as local cultures, subject matter and intercultural reflection. Then, I will explain the evaluation criteria for selecting the digital tools. Finally, I will share samples of materials created with online and offline resources.

## Susana Nathalie Godoy Gavilán

**Talk:**  
Age and methodology to Teach English to Young Learners: Beliefs

This qualitative research aims to examine Chilean pre-service teachers' beliefs regarding the age and methodology to teach English to young learners in a foreign language context. It also reflects on the interplay between those beliefs and a myriad of previous experiences, which go from the school time until the professional practice. Three pre-service teachers from an undergraduate initial teacher training programme at the south of Chile participated in the study. Data was collected from semi-structured interviews and thematically analysed. Results indicated a consensus that English should be taught communicatively, considering the natural characteristics of children such as energy and creativity. However, in terms of the proper age for learning English as a foreign language, there was a strong disagreement. While some supported the idea that the younger the better for learning languages, one participant believed otherwise, taking into account the reality of English lessons in public schools in Chile. Thus, this study argues that if governments attempt to improve English teaching and learning along the country, important changes should be made in English initial teacher training programmes since pre-service teachers' beliefs of English lessons will be embedded in their future instructional practices.

## Katherina Gonzalez

**Talk:**  
A Didactic Teaching Strategy: Integrating ICT to a Multisensory Approach

In the early stages of education, English teaching has gained prominence in majority of Chilean schools without any orientation from the Ministry of Education. For this reason, the following study seeks to analyze whether a didactic strategy design, which integrates ICT and a multisensory approach, improves the learning experience in a class of children in the second level of transition of English as a foreign language. It contains a mixed methodology design with an exploratory level, using two different groups of children in the second transition level of the Antilen School, in Rengo. The study concludes with favorable outcomes.

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## Nicole González

**Talk:**  
Exploratory Action Research: Teaching Vocabulary to Deaf Students through the Use of Visual Aids.

In Chile, D/HH children have been taken out from the English classes. Currently, Decree 83 demands curriculum adaptations to help students with special learning needs to develop their skills. However, limited information can be found about the effect EFL lessons may have in their linguistic skills. Thus, a EFL workshop was carried out using visual aids and strategies to recall vocabulary in order to explore their contribution in teaching written vocabulary. The results showed that they improved their performance and their perspectives were positive. These findings were relevant to create an effective classroom to boost their linguistic skills.

## María Jesús Inostroza & Esteban Matus

**Talk:**  
Using Chilean Sign Language to teach English in early years

Although EFL is part of the Chilean Primary Curriculum from Fifth Grade, many schools have included English lessons from pre-primary education. Recently a national decree was passed demanding curriculum adaptations in order to support students with Special Educational Needs in mainstream Chilean classrooms. However, limited information can be found about pedagogical adaptations for Deaf or Hard of hearing students in the EFL classroom.

This talk reports the results of a collaborative action research carried out in order to explore the contribution of using Chilean Sign Language to teach English to pre-kinder students in a state-run primary school in Concepción, Chile.

## Georgina González Toledo

**Talk:**  
English through Art and Music

This work is based on empirical experience teaching learners from 6 to 11 years old. Although my current workplace is not a bilingual school, it is an institution where English plays a central role in students' lives. Therefore, besides their English subject, kids are taught Art and Music in English. As there is not curriculum to teach these subjects in English, I have created a programme where elements from the three disciplines have been included in a holistic way. The results have shown that students have improved their performance, especially their speaking skills, increasing greatly their confidence and enjoyment.

## Joan Kang Shin

**Plenary:**  
Visual Literacy: A Necessary Skill for Young Learners

Visual literacy is a necessary skill for young learners and teenagers in the 21st century. Our youth are bombarded with images in their daily lives through different types of media and need to build skills to interpret visual information effectively. This presentation will deepen your understanding of visual literacy and share ideas for building visual literacy skills when developing EFL materials and teaching English.

## Angela Sofia Huanca Barrantes

**Workshop:**  
Teaching and Learning in a Safer Environment

Learning is more likely to happen when there is a safe environment. What happens when interaction affects the classroom environment or when violence among students start affecting the teaching style? Based on an exploratory Action Research, during this presentation we will reflect on how the class environment promotes or impedes learning and the actions taken to make students play an active role to create a safer environment. Actions that make the teacher and students be aware that both have the responsibility to promote and enjoy the pleasure of learning. Actions implemented and Taylor-made supportive material will be shared.

## Joan Kang Shin

**Workshop:**  
Tips for Using Songs to Teach English

Do you use songs to teach English? This interactive workshop will present five tips for using songs to teach young learners English. Teachers will leave the room with a collection of musical games, activities, and techniques that are effective for teaching and practicing language through songs.

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## Jamie Keddie

**Plenary:**  
A story-based approach to video

“How do you use video in your classroom?” This is a question that I have been asking teachers ever since YouTube was launched in 2005. And over the years, I have come to a conclusion: there is a tendency for us to focus on the video as a viewing experience and neglect the story that it offers. In this session, I would like to lead you through a story-first approach to video. We will start by verbalising the narrative of a short video. This will allow us to compare the language choices that we make, the details that we notice, and the opinions that we form. We will see that no two individuals experience a video in the same way. We will then discuss implications of this for the language classroom.

## Camila Mardones Alarcón

**Talk:**  
Scaffolding Writing through collaborative work and ICTs: an action research project.

Learning to write in English, following the MINEDUC curriculum proposal, is not an easy task for Young Language Learners. This research is an ongoing study finishing in October 2018, which focuses on scaffolding writing tasks through collaborative work and ICTs under the action research methodology. This study aims to explore the role of a didactic proposal and the perceptions of a group of fourth graders from a subsidized school in Chile. The data collected from semi-structured group interviews, pre-test, post-test and child-friendly Likert scales will be triangulated to deeply explore subcategories of content analysis.

## Jamie Keddie

**Workshop:**  
A story-based approach to video (workshop)

In this hands-on workshop, I would like to build on some of the ideas that I presented in my plenary. Please bring your mobile phone (as if you wouldn't!)

## Leticia Moraes

**Workshop:**  
Using projects to develop teenagers' awareness of cultural diversity

Known for fostering creativity and collaboration in a meaningful way, projects are a powerful tool not only to engage students in the learning process, but also to trigger reflection on issues such as cultural diversity and tolerance. This workshop will provide the audience with examples of how projects can go beyond language development and contribute to teenagers' growth as world citizens. Participants will be invited to reflect upon the importance of cultural awareness in their teaching context. They will also look at different materials and discuss which cultural aspect(s) can be developed using these materials in their teaching context.

## Nermine Kotb

**Talk:**  
Drama-based Learning: A Holistic Approach to Development of Young Learners

By the end of this workshop participants will be able to implement drama-based learning to help address developmental issues in the Young Learner classroom. The presenter will demonstrate how authentic literature can be exploited in the teenage classroom. Attendees will explore how to use drama to boost learner autonomy and engage parents as partners in the language learning process. They will participate in mini role-plays and receive reading lists and a drama-based course proposal.

## Carolina Marisol Moya Espinoza

**Talk:**  
Impact of interactive games on developing the speaking skill

Interactive games were defined, in this research, as any online game or software selected by the researcher for educational purposes. This study aims to determine the impact of interactive games on the development of the speaking skill in a second EFL class of a private school in Talca, Chile. This research was constructed within the boundaries of the quantitative approach, in which students were exposed to a pre-test, an intervention period and a post-test. Consequently, the results of this study were valuable due to it was proved that the use of this methodology develops the speaking skill in young learners.



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## Paulina Olea Vergara

**Workshop:**  
I don't write ,I don't read, yet. But...I already learn!

How to face the challenge of teaching children when they don't read or write? The role of play is crucial during childhood as it is the tool that allows young learners to go through so many interactive experiences that end up on meaningful learning. The quality of the experiences will shape and impact the way kids create their knowledge and develop the necessary skills that lead to literacy. This workshop is about how to encourage young learners who doesn't write or read yet, to approach literacy (phonemic awareness, awareness of print, vocabulary, spelling and reading comprehension) through games.

## Ariadna Pinto

**Workshop:**  
Using technology to enhance English language learning

This workshop has the purpose of presenting attendees with four technological tools, both online and offline, to enhance English language learning. These tools are used at the UdeC English Online Programme, at the University of Concepción, as an aid for supporting the acquisition of English as a second language in a CALL based B-learning environment (Bañados, 2002; 2004; 2005; 2006; 2007; 2008). The technological tools chosen for this workshop are: GoSoapBox, Kahoot!, PollEverywhere and Plickers. Each tool is presented in a contextualized manner, representing a real activity which UdeC English Online students have to work on throughout the first module of this course. At the end of this workshop, attendees are expected to design an activity in which at least two of the previous mentioned tools are used.

## Karin Olguín

**Workshop:**  
What could I do to make it right?

This workshop is intended to provide an adapted dossier\* of techniques and strategies, as well as materials, for novice teachers who are still working in their classroom management development or/and experienced teachers who are seeking for new ways in which they can innovate in their classrooms. Some of the techniques are focus on increasing students' participation and interaction based on a Communicative Approach (Savignon, 1997) together with the idea of Community of Language (Vygotsky, 1978). \*This dossier has been adapted from different training sources and especially from the book 'Teach like a champion' by Doug Lemov.

## Carolina Santander & Nicole Cáceres

**Workshop:**  
Kamishibai and English literature  
"From story readers to storytellers"

This workshop aims at introducing a radically different methodology in order to explore the wide range of benefits of using English literature in the EFL classroom. In the first part of the workshop, attendees will explore the different applications of the charming paper theater in the classroom which range from teacher storytelling, in the case of younger learners, to the adaptation of English classic literature in the case of high school students. In the second part of the session, the participants will create their own Kamishibai slides to finally rehearse a group story.

## Nykoll Alejandra Elizabeth Pinilla Portiño

**Talk:**  
EFL teachers' perceptions of their adaptation at the primary level.

Currently, most of the EFL undergraduate teaching programs focus on EFL teaching for the secondary level, to the detriment of the needs of Young Learners (YLS). This study aimed to examine EFL teachers' perceptions about their adaptation process when teaching at the primary level by focusing on EFL teachers' training for the primary level and their suggestion to improve their bachelor programs regarding the primary-level needs. 65 Chilean EFL teachers completed an online questionnaire and a semi-structured interview. Findings revealed a lack of training and the need to revise and reformulate the coursework structure of the current EFL teaching programs.

## Catalina Silva Ortiz

**Talk:**  
Making vocabulary learning meaningful and lasting for YLS

Examine material and classes focused on vocabulary to see whether they enhance lexical learning. In order to choose the right approach to teach vocabulary, teachers can examine the appropriateness of activities for YLS based on Nation's four strands to balance language: comprehensible input, language-focus learning, meaning-focused output and fluency development

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## Melissa (Mo) Stenger

**Workshop:**  
Old-School Games for a New Generation of Learners

Are you looking for a tech-free opportunity that will engage your language students? Shut down computers and put away smartphones while introducing your multimodal learners to old-school games. In this active workshop, teachers will learn to adapt games such as tic-tac-toe, hopscotch, leap frog, and Twister™ to actively engage learners in vocabulary and grammar lessons. In order to meet diverse learner needs, teachers will practice scaffolding for those who require additional support and creating challenge levels for those with higher level skills. Participants should be prepared to actively embrace their inner child as old-school meets the new generation.

## Flor Toledo

**Plenary:**  
From Chaos to Comprehension: A Story with a Happy Ending

In this interactive plenary we will explore some of the main challenges that any ESL teacher faces when teaching children and teenagers in Chile and Latin America. This will be an opportunity to reflect using anecdotes connected to the educational sociocultural context of the country, effective teaching methods, and a number of motivating materials useful to mediate English language learning. This will be a journey from the chaos to comprehension - from practice to theory. If you want to make your experience even more exciting, please download the App Kahoot and be ready to use it in this plenary.

## Brain Tomlinson

**Workshop:**  
Text-Driven Materials Development for Young Learners

In this workshop I will describe and exemplify an approach to developing materials which has enabled teachers in many countries to develop materials for young learners effectively and quickly. This is an approach in which the starting point for a unit of materials is not a teaching point selected from a syllabus but a written, spoken or multi-modal text selected for its potential to achieve affective, cognitive and kinaesthetic engagement with the target learners. This core text drives activities which invite the learners to experience the text multi-dimensionally, to respond to it personally, to make discoveries about the language used in the text and to create a text themselves. After describing and exemplifying this approach I will invite the workshop participants to develop a unit of materials driven by a text.

## Brain Tomlinson

**Plenary:**  
Principles and Procedures for Materials Development for Young Learners

In this plenary I'll be advocating the principled design, evaluation, adaptation and use of materials in order to maximise the value of the materials for young learners. In doing so I'll focus on what I consider to be the six main principles for the design, evaluation and use of materials. These are principles based on my reading and research, my experience as a teacher, teacher trainer and materials developer in China, Indonesia, Japan, Malaysia, Namibia, Singapore, the UK, Vanuatu and Zambia and my observation of classes all over the world.

For each principle I will provide a theoretical and practical justification, I will refer to materials from different countries which exemplify the application of the principle and I will demonstrate materials with the audience.

The six principles I will be justifying and exemplifying are:

- 1 Rich exposure to the language in use.
- 2 Affective engagement.
- 3 Cognitive engagement.
- 4 Kinaesthetic engagement.
- 5 Meaning enhancing focus on form.
- 6 Opportunities for communicative use of the language.

In addition to focusing on these principles I will be discussing how many of the conventional activities in published materials for young learners do not match these principles and I'll be making suggestions for adapting them.

## Claudia Elda Silvana Vanini Benvenuto

**Workshop:**  
Dear teacher, tell us a fun-tastic story!

Stories have always been part of our lives. We have heard and enjoyed them since we were kids. And it can also be a wonderful tool to use in the English class because of the many benefits it can bring to our classes in terms of attitude, improvement of the four skills, creativity, and fun.

So, let's get into the wonderful world of storytelling and enjoy it along with our students. In this workshop we will show different ideas to develop fun-tastic stories with simple things that you and your students can make by yourselves in the English class. Through this nice experience, we will share not only fun but also stories that can be useful for them.

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**Yasna  
Angélica  
Yilorm  
Barrientos**

**Workshop:**  
Building up an  
inclusive EFL  
World through  
multisensory  
teaching  
materials

Local research has proven that EFL children who are exposed to a great diversity of multisensory teaching materials are more likely to relax, focus and participate collaboratively in English lessons. Likewise, results have shown that EFL teachers enjoy creating their own teaching materials and are also more willing to share ideas with colleagues. Both facts have a positive impact on EFL students' learning process in an inclusive world. This workshop will allow the audience to learn how to make and use multisensory teaching materials. A series of examples will be provided through the display of different stands.



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