



# Transformative Teachers 2021

## Young Learners

Teaching English Online: Exploring hybrid approaches with young learners and very young learners

Martin Oetegenn and Cecilia Cabrera

Start Time: 16:00 GMT

(You will not see or hear the presenters until the presentation begins)

# Before we get started...

1. Webinar recordings: [learn.trinitycollege.co.uk/ttw](https://learn.trinitycollege.co.uk/ttw)
2. Your screen view
3. Your video & microphone
4. Your buttons & actions



# **Transformative Teachers 2021**

## **Young Learners**

Teaching English Online: Exploring hybrid approaches with young learners and very young learners

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# Today we will focus on...

- Main features of YLs and VYLs
- Hybrid approach
- Ideas to try in the class, right away:  
complete teaching examples.
- Assessment and Feedback ideas.

◎ Curious

◎ Social

◎ Active

◎ Energetic

◎ Explorers



Photo by [Senjuti Kundu](#) on [Unsplash](#)

◎ Love Stories

◎ Need Nature

◎ Need Love

◎ Need Nurture

**TRINITY**  
COLLEGE LONDON

# Positive perspective

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Diverse Contexts

Make teaching and learning Visible

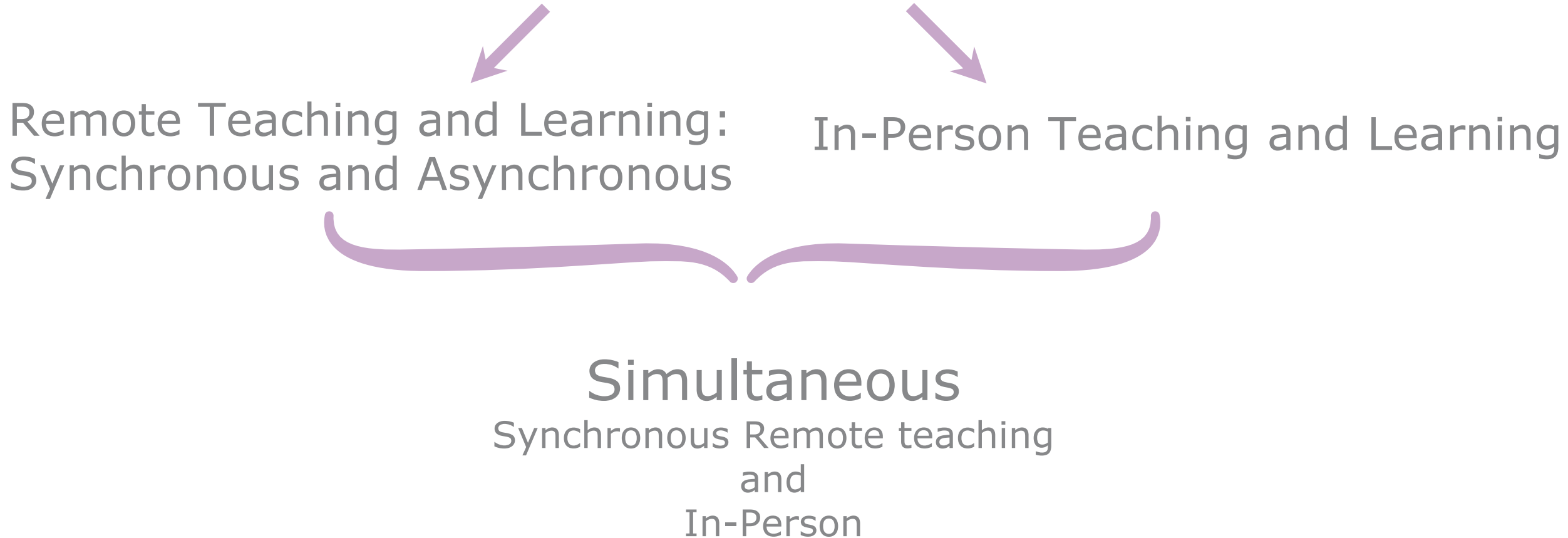
Ls: Time to play

Ts: Time to think and share

Differentiation

Parent Involvement

# Hybrid teaching





# Challenges:

- Engagement
- Active participation
- Skills' development

- Timing
- Learners' Autonomy
- Positive Parent Involvement





# Ideas for your teaching practice

Integrated model	Learners at home	Learners in-person
<p>Teachers work with learners at home and at school simultaneously, through the same lesson plan. Both groups of learners interact and work together. as a consequence, they preserve their sense of belonging to the same learning community.</p> <p>It might be that those 2 groups of learners vary their members.</p>	<p>Learners participate of the lesson though a online teaching platform that allows synchronous learning.</p> <p>Ls work in small groups via breakout rooms and/or with learners from the in-person group.</p>	<p>Learners attend lesson at school. they meet in-person with teachers and other peers. the teacher delivers the same lesson as for the learners who participate remotely. In-person learners interact with their peers at school and the ones who are at home. Learners participate in small groups with peers who are online and /or in-person.</p>

# Hybrid teaching

- Check the quality of the internet connection.
- Check the learners at home, listen and see what happens in the classroom.
- Invite children who are online and those in the classroom to interact.



# Possible teaching sequence

	<b>In-Person Learners + Learners At Home</b>
<b>Stage 1</b>	<p>Story: Goldilocks and the 3 Bears. <a href="https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears">https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears</a></p> <p>Work with the rooms of the house that appear in the story and the ones that are missing. TPR Activities - miming action.</p> <p>Follow up: Ask In-Person Learners to bring a drawing of their bedroom. Tell remote learners that the following lesson they will be invited to share images of the different rooms of the house.</p>
<b>Stage 2</b>	<p>Information exchange: Ls share live images or photographs of the rooms of their house. Hybrid Dictation - Flashcards - Rooms of the house/ Rooms of the house - Online Ls home Retelling Goldilocks story; Involve some furniture and equipment description, using a wide range of adjectives that appear in the story.</p>
<b>Stage 3</b>	<p>Revision of rooms of the house, using Ls' pictures.</p> <p>Story: Goldilocks and the 3 Bears. <a href="https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears">https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears</a></p> <p>Revision, Retelling using pics, RolePlay - chunks of dialogues, add a narrator. Invite learners to describe their bed/ favourite chair, sofa, armchair/</p>
<b>Stage 4</b>	<p>Story: Goldilocks and the 3 Bears. <a href="https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears">https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears</a></p> <p>RolePlay - chunks of dialogues, add a narrator.</p> <p>Follow up: Collage - My House, using materials from Nature or Waste Materials</p>

Timing	Technique	Learners In-Person	Learners At Home
<p><b>00:00</b> <b>00:08</b></p>	<p>CircleTime: Ls gather together, and work through some routines.</p>	<p>Routine: Ls at home and at school share this 5 minutes to welcome each peer, sing together a Hello Song, take turns to talk about the weather conditions, sing a chant/play a game to revise vocabulary (Simon Says; Please, please show me...; Captain, captain, what do you see?)</p>	
<p><b>00:08</b> <b>00:18</b></p>	<p>Lead in to Evolution Rooms of the House</p>	<p>Ask Online Learners where they are in the house, ask them to show that room, show their bedroom, and if they want to, to show the different rooms of their house.</p>	
<p><b>00:18</b> <b>00:45</b></p>	<p>Retelling</p>	<p>Remote Ls share live images or photographs of the rooms of their house. Hybrid Dictation - Flashcards - Rooms of the house/ Rooms of the house - Online Ls home Retelling Goldilocks story; Involve some furniture and equipment description, using a wide range of adjectives that appear in the story. Invite Ls in the classroom and students online to participate.</p>	
<p><b>00:45</b> <b>00:50</b></p>	<p>TPR Activity</p>	<p>Ls mime actions they generally perform in a certain room of the house, the other children have to guess where their peers are.</p>	
<p><b>00:50</b></p>	<p>Round Up and follow up activities</p>	<p>Ask the learners to draw/ take a picture of the following spaces in their home: Living-room, Kitchen, Dining-room, Bedroom, Bathroom, Garden, Backyard,</p>	

Timing	Technique	Learners In-Person	Learners At Home
<b>00:00</b> <b>00:05</b>	CircleTime: Ls gather together, and work through some routines.	Routine: Ls at home and at school share this 5 minutes to welcome each peer, sing together a Hello Song, take turns to talk about the weather conditions. Ask Online Learners where they are in the house, ask them to show that room, and if they want to, show their favourite room.	
<b>00:05</b> <b>00:10</b>	Lead in to comparatives	T shows the different pictures of Goldilock's story, learners create the sequence of events in the story. The teacher then elicits differences between one room in Goldilock's story and the same room in one of the learner's pics. Help learners by giving them prompts as "In the bears house there is _____ and in Mary's house there are _____" or, "Baby bears' bed is _____ and my bed is _____".	
<b>00:10</b> <b>00:20</b>	Pair Work	Invite learners to work in pairs and make a list of 3 sentences of things that are the same/ different between the bears' home and each learner's home. Elicit answers from learners in the classroom and learners online, alternatively.	
<b>00:20</b> <b>00:25</b>	TPR activity	T shows a flashcard of a room of the house, Ls are invited to mime actions they generally perform in a that room. Then, they say the name of the room.	
<b>00:25</b>	Floor Map Asynchronous	Ls will prepare a Floor Map of their favourite room in their house. T asks Ls to use materials from Nature or Waste Materials	





# FORMATIVE ASSESSMENT



# Think-puzzle-explore

This is an activity to help students:

- identify their background knowledge,
- begin to think about what they want/need to know,
- make a plan to find answers.



# Success Criteria

✓ Define the performance standards for each criterion.

- ✓ **Think - Pair - Share**
- ✓ **3-2-1 Summary**
- ✓ **Graffiti Board**
- ✓ **Art Work**

# FEEDBACK

✓ Two Stars and a Wish

✓ TAG

**T**

Tell them something you like  
about their work

**A**

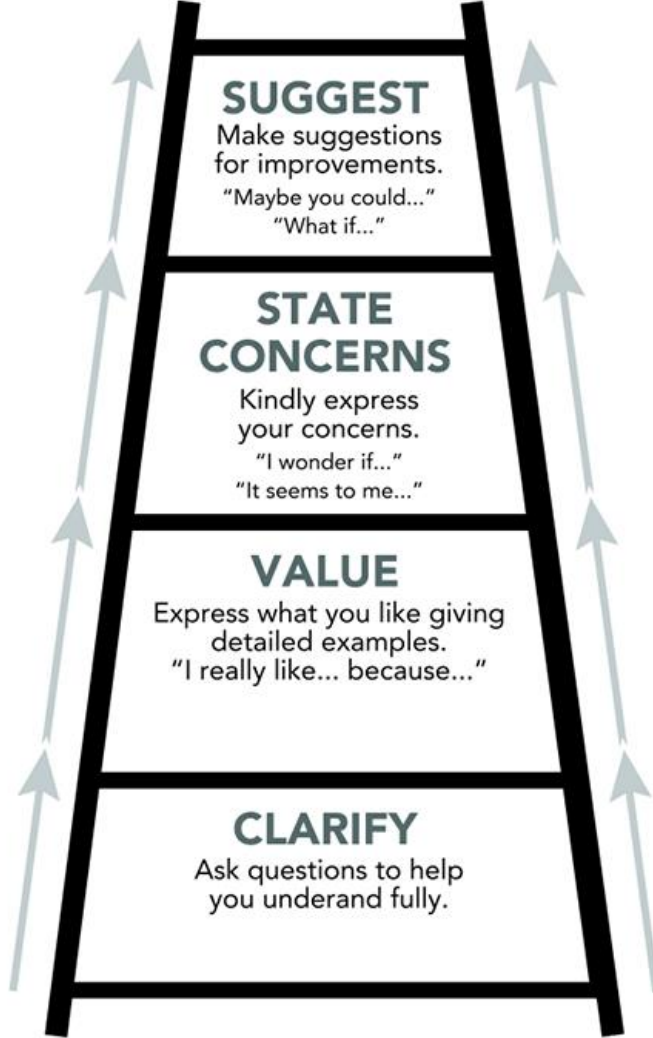
Ask them something about  
the work

**G**

Give a suggestion for  
improvement



# THE LADDER OF FEEDBACK



# The unexpected..

- Tardiness
- Poor connection.
- Ls without books.
- Parents interference.
- Ls Frustration - In-Person / Online.



# For those in ONLY Remote Teaching

Not more than 10 - 20 minutes in one day.

Lead interactive activities.

Take advantage of the context.

Design activities to invite them to explore their context.

Prevent Sedentarism

Design activities to be in contact with nature.

Synchronous  
+  
Asynchronous

# For those going back to School

- Maximise time of teacher interaction with learners.
- Devote time to metacognitive development.
- Allow sharing with peers and peer feedback.
- Allow time to play with their peers, freely in contexts previously designed by the teacher/s.



You are doing fine, and your learners will develop beautifully. Trust yourself and keep on developing your teaching abilities.



## Thank you

1. Webinar recordings: [learn.trinitycollege.co.uk/ttw](https://learn.trinitycollege.co.uk/ttw)
2. Facebook page: Transformative Teachers
3. Q&As