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# Chinese Proverb



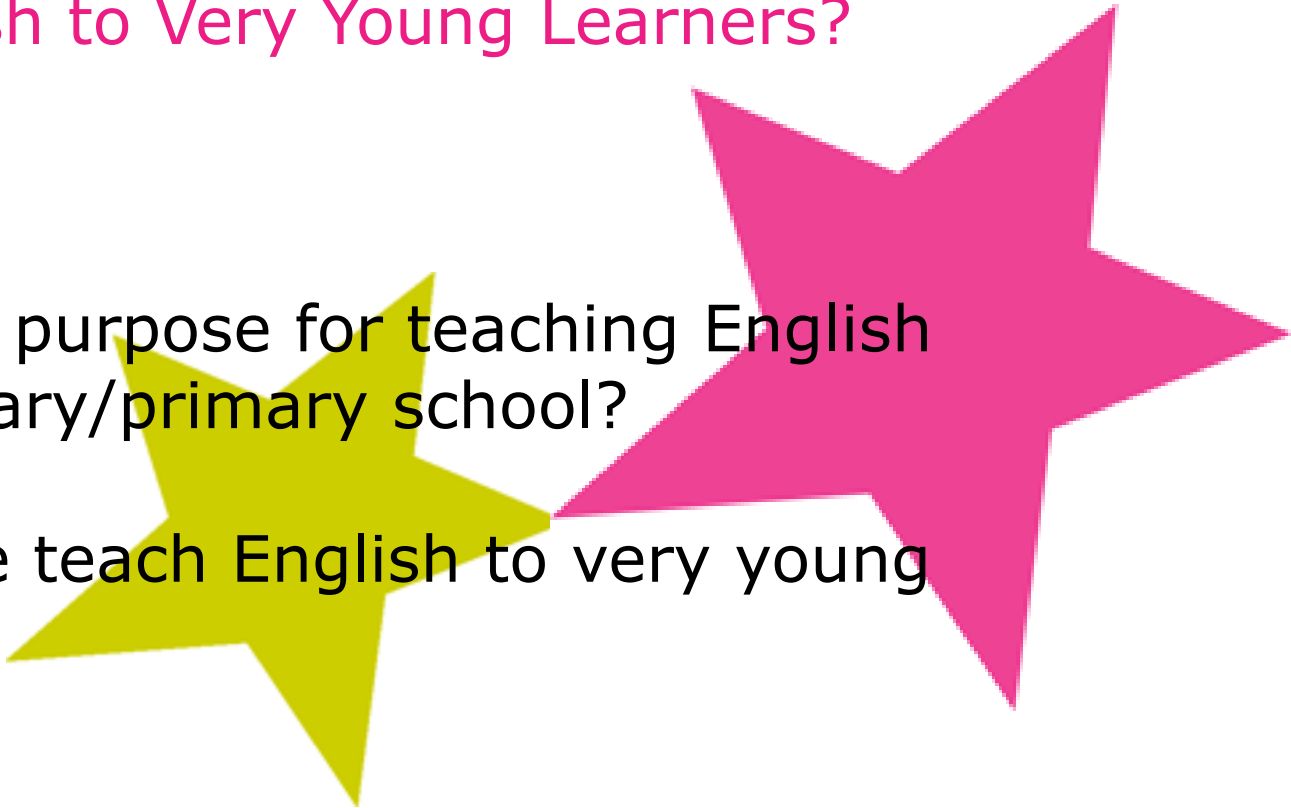
*I hear and I forget,  
I listen and I remember,  
I do and I understand.*

# Introduction

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Teaching English to Very Young Learners?

Think about it!

1. What is the purpose for teaching English in pre-primary/primary school?
  2. How can we teach English to very young learners?
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# How children learn

Children are active learners and thinkers.

(Piaget, 1970)

Children learn through social interaction.

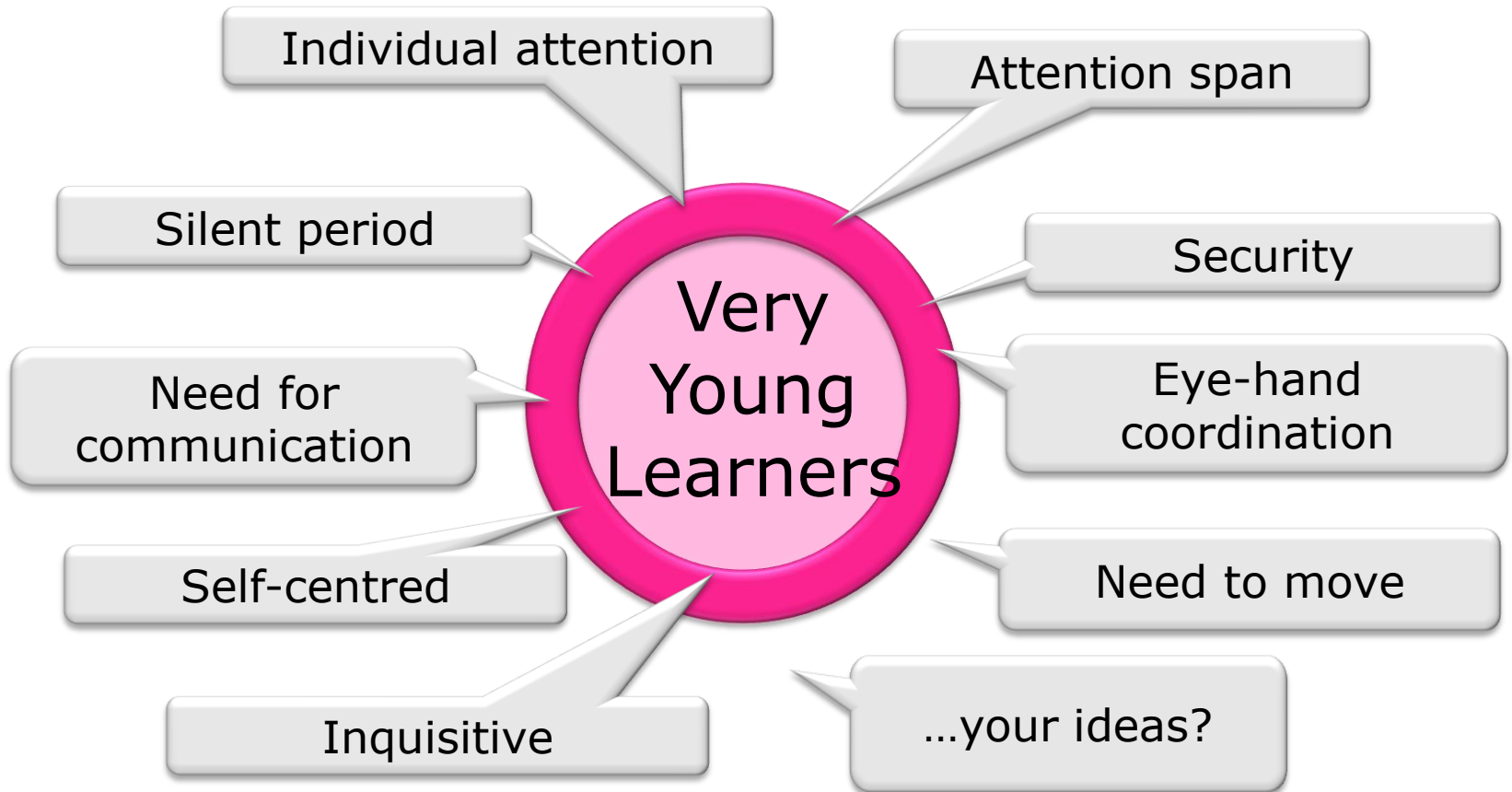
(Vygotsky, 1962)

Children learn effectively through scaffolding by adults.

(Bruner, 1983)



# Very Young Learners' Characteristics



# Very Young Learners (under 7)

- ✓ use similar processes for acquiring L1 and L2
- ✓ learning is incidental
- ✓ like playing with sounds
- ✓ are not good organizers
- ✓ talk and play a lot
- ✓ learn language in context



# Very Young Learners (7-12)

- ✓ mastering reading and writing
- ✓ are developing as thinkers
- ✓ fantasy and reality
- ✓ can plan and organize
- ✓ can work with others
- ✓ are responsible



# Activities suited to teaching English to Very Young Learners

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- ✓ TPR
- ✓ songs, chants, rhymes
- ✓ stories
- ✓ make believe
- ✓ miming and acting
- ✓ drawing and colouring
- ✓ cutting and sticking
- ✓ puzzles

# How does the Trinity Stars Award support language learning?

- ✓ Drama and music put language into **context**
- ✓ Drama and music are **multi-sensory**
- ✓ Drama and music encourage co-operation, interaction and **communication**
- ✓ Drama games and activities are **holistic**



# What are the advantages of integrating drama in teaching English to Very Young learners?

- ✓ Motivation
- ✓ Familiar activities
- ✓ Confidence
- ✓ Group Dynamics
- ✓ Different learning styles
- ✓ Language personalization
- ✓ Language in context



# Stage Awards & School Show Award

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Schools enrol class groups at

- ✓ Stage **1** 5 to 15 minutes
- ✓ Stage **2** 10 to 20 minutes
- ✓ Stage **3** 15 to 30 minutes

or ...

- ✓ **School Show** 30 to 90 minutes

# Trinity Stars: Stage 1

Language Goals	Performance Goals
<p>Must contain <b>ONE</b> of the following</p> <ul style="list-style-type: none"><li>✓ Speak audibly</li><li>✓ Speak poetry or prose</li><li>✓ Song</li><li>✓ Show understanding</li><li>✓ Expressive movement or mime</li></ul>	<p>Must contain <b>ONE</b> of the following</p> <ul style="list-style-type: none"><li>✓ Using or playing musical instruments</li><li>✓ Use of costume or masks</li><li>✓ Use of puppets</li><li>✓ Dancing and movement</li><li>✓ Facial expression</li></ul>

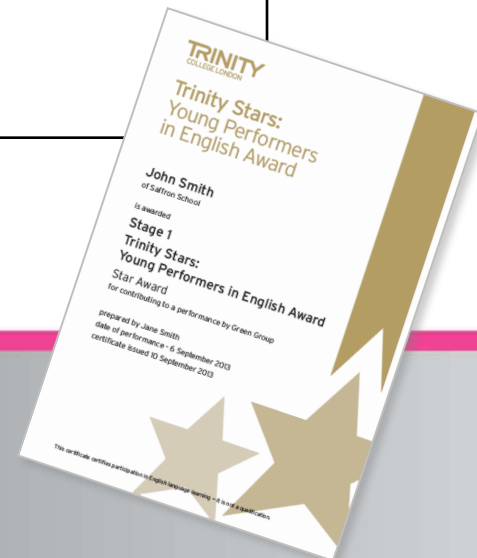
There are no specific criteria for grammatical structures, language functions or lexis



# Trinity Stars: Stage 2

Language Goals	Performance Goals
<p>Must contain <b>TWO</b> of the following</p> <ul style="list-style-type: none"><li>✓ Speak audibly</li><li>✓ Speak poetry or prose</li><li>✓ Song</li><li>✓ In-group interaction</li><li>✓ Enactment of story</li><li>✓ Show understanding</li></ul>	<p>Must contain <b>TWO</b> of the following</p> <ul style="list-style-type: none"><li>✓ Use or play musical instruments</li><li>✓ Costume or masks</li><li>✓ Puppets</li><li>✓ Dancing and movement</li><li>✓ Facial expression</li><li>✓ Turn taking</li></ul>

There are no specific criteria for grammatical structures, language functions or lexis



# Trinity Stars: Stage 3

Language Goals	Performance Goals
<p>Must contain <b>THREE</b> of the following</p> <ul style="list-style-type: none"><li>✓ Speak audibly</li><li>✓ Speak poetry or prose</li><li>✓ Song</li><li>✓ Group interaction</li><li>✓ Group enactment</li><li>✓ Individual interactions</li><li>✓ Contributions through Monologue</li></ul>	<p>Must contain <b>TWO</b> of the following</p> <ul style="list-style-type: none"><li>✓ Use or play musical instruments</li><li>✓ Costume or masks</li><li>✓ Puppets</li><li>✓ Dancing and movement</li><li>✓ Facial expression</li><li>✓ Turn taking</li><li>✓ Group dynamic</li></ul>

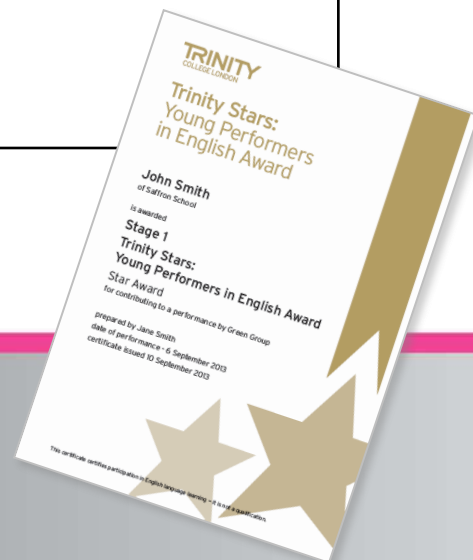
There are no specific criteria for grammatical structures, language functions or lexis



# Trinity Stars: School Show

Language Goals	Performance Goals
<p>Must contain <b>THREE</b> of the following</p> <ul style="list-style-type: none"><li>✓ Exchanging greetings</li><li>✓ Introductions</li><li>✓ Asking and answering Questions</li><li>✓ Making simple Statements, Describing activities, people, feelings, situations</li><li>✓ Using a variety of Vocabulary</li></ul>	<p>Must contain <b>TWO</b> of the following</p> <ul style="list-style-type: none"><li>✓ Musicality</li><li>✓ Dramatic expression</li><li>✓ Learners can use props, costumes, Masks</li></ul>

There are no specific criteria for grammatical structures, language functions or lexis



# The Trinity Stars Project



# Certificates and medals



A Trinity Stars medal for every participating child



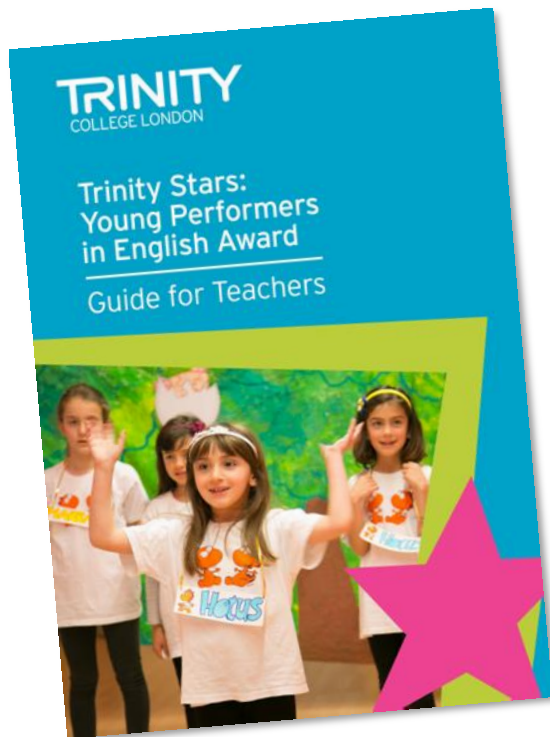
Certificates for children  
Certificates for teachers

# Conclusion

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- ✓ Creativity is Key!
- ✓ Get students involved!
- ✓ Incorporate songs & Chants!
- ✓ Collaborate & Share Materials!
- ✓ But most of all... **have fun!**

# Teacher Support Programme



The screenshot shows the Trinity Stars support website. At the top is the Trinity College London logo and navigation links for 'WHY TRINITY COLLEGE LONDON', 'NEWS &amp; EVENTS', and 'CONTACT US'. A search bar is on the right. Below is a main navigation menu with 'Music', 'Arts Award', 'TESOL', 'Drama &amp; Speech', and 'English Language'. A secondary menu includes 'International ESOL', 'Skills for Life', and 'Trinity Stars'. The breadcrumb trail reads 'Home &gt; Courses &gt; English Language &gt; Trinity Stars'. The main content area has a large banner with 'Support and Guidance For Teachers' and 'Trinity Stars: Young Performers in English Award'. Below the banner is a welcome message: 'Welcome to the Trinity Stars support site. The Trinity Stars: Young Performers in English Award is designed to encourage the teaching and learning of English language through music, drama and performance. The resource area provides teachers with activities, ideas, support and information to help integrate performance into their English language classes promoting fun, interactive and engaging English language learning experiences for children. You will need to be logged in to access this content. Register for a free account to access our free Trinity Stars Teacher Guide and online activity plans. Download your copy of the Trinity Stars teachers manual here.' On the right side, there is a user profile section for a 'Guest user' with options to 'Logout', 'Edit my profile', 'Messages (0)', and 'My courses'. At the bottom, there are three buttons: 'Resources', 'Community', and 'Gallery'.

# Lots of activities for each Stage

▼ **Choosing an award - Stage 1 activity plans**

**Do your learners have six months to one year of English language learning experience?**

Then Stage 1 is a good place to start. Here you will find activities, performance material, songs, art and project ideas to promote whole learning of English Language in a fun and interactive way.

- Stage One: Healthy Habits Activity Plan
- Stage One: Weather Activity Plan
- Stage One: Colours in Nature Activity Plan
- Stage One: Farm Animals Activity Plan
- Stage One: How Plants Grow Activity Plan
- Stage One: The Ugly Ducklings Activity Plan
- Stage One: The Funny Puppets Activity Plan

→

▼ **Choosing an award - Stage 2 activity plans**

**Do your pupils have one to two years of English language learning experience?**

Then Stage 2 is a good place to start. Here you will find activities, performance material, songs, art and project ideas to promote whole learning of English Language in a fun and interactive way.

- Stage Two: Wild Animals Activity Plan

### Introduction to Funny Puppets

In this activity plan you will learn about teaching parts of the body vocabulary using music and movement. The activities include expressive mime, movement to music and project activities.

Below are a list of aims and materials that will be required for this lesson.

<b>Language Aims</b>	Parts of the body vocabulary; Group interaction through choral dialogue.
<b>Performance Aims</b>	Expressive mime Dance and movement. Using musical instruments
<b>Materials required for this activity</b>	Musical instruments, paints

**Tips for using this Activity Plan. Notes about timing:**

- With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.
- When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.
- For Trinity Stage One, performances should last from 5-15 minutes.

**Getting started...**

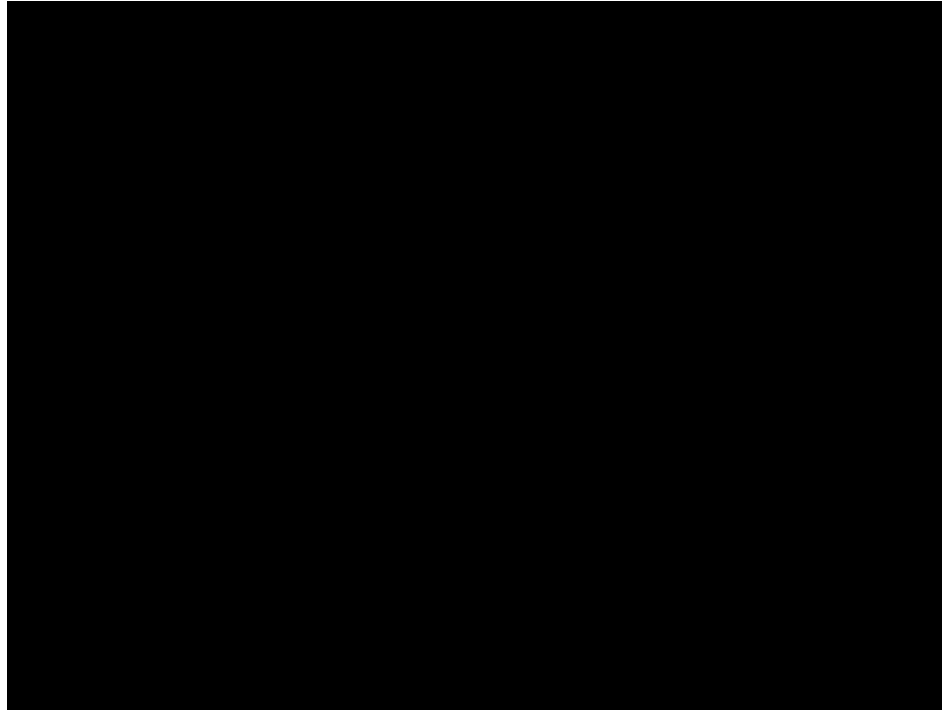
These concepts will be introduced over the following sections of the activity plan. To begin click on the next button at the bottom of the page.

Activities, ideas,  
animations, videos  
and much more...



[www.trinitycollege.co.uk/support-trinitystars](http://www.trinitycollege.co.uk/support-trinitystars)


# What are they saying about Trinity Stars



[www.trinitycollege.co.uk/support-trinitystars](http://www.trinitycollege.co.uk/support-trinitystars)

# Cost per child/size of group



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€/ 

# Thank you



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Trinity Websites

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