

### Comments:

- VYL's possess different characteristics from older learners and that's why managing the VYL's' classroom requires skills and techniques quite different from the ones appropriate for older learners.
- VYL's are active and highly energetic. However, they can easily learn classroom rules and how to obey them. Establishing rules of behaviour and procedural routines (e.g., greetings, instructions, marking stages of lessons, etc.) and making sure that VYL's have understood them is an important part of your role as a teacher.
- Rules and routines help learners feel safe, allow them to participate in the lesson and can save you a lot of time and explanation in the long run. Consistency in keeping the rules and being fair in their application are equally very important, especially with this age group.
- The use of body language, facial expressions and gestures is a necessary and very popular teaching technique for this target group. Instead of translating into L1, rephrasing or trying to explain something, we can employ gestures and facial expressions that children can recognise and interpret easily. Such techniques also create memorable images and facilitate both comprehension and memorisation.
- The use of games, songs and total physical response activities is essential because VYL's are physically very active. Provide activities that allow them to move around and exploit such activities in order to teach but also practise new language.
- Use as much English as possible in class; especially, when it comes to everyday organisation and running of the classroom. Provide instructions in English for the usual classroom routines. The classroom language is one of the most realistic communicative situations in which children find themselves.
- VYL's are holistic learners. They respond to language according to what it does or what they can do with it and they are not interested in the language as an abstract system. This means that they respond to the meaning underlying the language and not to individual words or sentences. Thus, they don't mind if they can't understand everything from a text, a story or from what the teacher says, as long as it makes sense and they can get the gist. Anyway, VYL's are used to

decoding and guessing as they have been doing it for so long in their mother tongue.

- Storytelling, total physical response activities, playing games and singing or dancing require alternative seating arrangements. Although VYL's need to learn that they have to be seated at their desks during class, they must also be given some time to move around or sit on the floor. Thus, special arrangements need to be made to allow some free space for them.
- Children learn indirectly by participating in interesting and involving activities, such as total physical response activities, colouring, cutting, sticking, singing, etc. As they are usually unselfconscious and prepared to enjoy the activities the teacher has prepared for them, music, artwork and craftwork are very appropriate for them.
- Displaying children's work has both cognitive and affective benefits. By displaying their learners' work, teachers recognize its value and this raises children's self-esteem and motivation. Displayed work may also function as a reminder of material previously taught (e.g., vocabulary items, fairytales and stories, etc.).