

# Teaching young children in English in multilingual contexts

PARTICIPANT MANUAL

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**ACTIVITY** Identifying the structure of procedures by comparing two examples

**WORKSHEET 2**

*Comparing the structure of procedures*

**How to make play dough**

**KITCHEN THINGS**

- a large bowl
- an electric kettle
- a measuring cup
- a tablespoon (Tbsp)
- a wooden spoon

**INGREDIENTS**

- 4 cups of plain flour
- 2 cups of salt
- 4 Tbsp of cream of tartar
- powdered food colouring
- 4 cups of boiling water
- 4 Tbsp of vegetable oil

- Mix the dry ingredients in a large bowl.
- Add the oil.
- Add the boiling water.
- Stir the mixture with a wooden spoon until it forms a ball of dough.
- Put the ball of dough onto the table and knead it well.
- If the dough is too dry, add a little extra oil.
- If the dough is too wet, add a little extra flour.
- Place the play dough in the fridge in an airtight container.

**Oat porridge**

*Serves 2*

- 2 cups of rolled oats
- 4 cups of water and/or milk

1. Mix the oats and the liquid in a pot.
2. Heat the mixture over a medium or low heat until it is simmering.
3. Stir the simmering mixture frequently with a wooden spoon.
4. Cook the mixture for about 15 minutes until it thickens.
5. Serve hot.

*Optional*

- Add any of these:
- a sprinkle of cinnamon
  - a little brown sugar
  - some walnuts
  - some chopped apples

*Notes*

**WORKSHEET 3***Developing an awareness of the structure of procedures*

Your group's task is to discuss ways that you could work with your class/es to develop awareness of the structure of procedures at two levels: the whole text level and the method stage, where the order of the actions is important.

In your discussions, consider how children who are beginning with English can learn what the necessary sequence is to the steps in the method stage. Do the same for those with moderate levels of English and those with high levels of English. Consider also how these groups could collaborate.

*Notes***4 BMAs Between module activities****Assessing procedures used in the classroom**

Collect some examples of procedures (or protocols\*) used with the children or drawn/written by the children and analyse them according to their patterns.

- What is your assessment of them now when you look at the structural patterns?
- Analyse the classroom activities undertaken with those. Would you consider some changes now?

\* Protocols differ from procedures in that there isn't a materials stage because nothing is being created. However, there is a goal stage and a method stage. Three examples of protocols are: steps to borrow a book from the library; a list of safety commands; and steps to take in case of an emergency.

## PART 2

### 1 Introduction

#### Module overview

In this part of the module, our focus will be on how we can work with our students in an explicit way to build up their knowledge of language.

### 2 Working with the patterns in the language of procedures

In this session, we will see that not only are we developing the language of our students by analysing the texts—developing a metalinguistic awareness—but the very interaction we engage our students in when doing the analysis is also scaffolding the students in their development of language and learning.

The crucial feature of the analysis is that it does not look at language in an abstract way but presents groupings in language that express, for young children, concrete meanings. These groupings answer questions that the children can answer. These patterns in language can be represented with three colours and so become easily visible. The coloured groupings can be made tangible as well so that they are easy to manipulate by the children.

#### ACTIVITY Introducing the patterns of language in procedures

##### WORKSHEET 1 *Developing an awareness of the language of procedures*

Mix the dry ingredients in a large bowl.

Add the oil.

add the boiling water.

Stir the mixture with a wooden spoon until it forms a ball of dough.

Put the ball of dough onto the table

and knead it well.

If the dough is too dry, add a little extra oil.

If the dough is too wet, add a little extra flour.

Place the play dough in the fridge in an airtight container.

#### *Notes*

## RESOURCE NOTE 1

## Language patterns in procedures

Since the purpose of procedures is to get the reader/listener to do or make something, then procedures are focused on actions (green grouping) and, as a way of doing that, English puts the words that express the action at the front.

The things that are involved in receiving the action (red grouping) come after the action. These are the ingredients and materials that come in the materials stage of the text.

Again, because the focus is on actions, the reader/listener usually has to be told where or when or how these actions should be done (blue groupings). They typically come after the red. We might have more than one distinct blue group. For example:

Leave it for two hours in the freezer .

The first answers how long it should be left for and the second answers where it should be left. In some situations, it might be necessary to discuss why a blue group might be located at the front. This usually happens when the success of the action is dependent on whatever the blue group means. For example:

Carefully pour the oil into the mixture .

Note that the blue meanings often do not have any of the materials mentioned in the materials and ingredients stage of the text unless they answer questions such as ‘With what (should you do the action)?’. For example:

Stir the mixture with a wooden spoon .

This means that there need to be activities carried out with the children during the method stage that are about understanding what a freezer is, for example.

### 3 Putting it all together: Working with the patterns of procedures

In this session, you will work with colleagues to design activities that you could implement in the classroom. Take into account some of the ideas presented in the workshop but also go beyond what has been presented, especially when it comes to the use of images, both static and moving, and dramatic play.

**ACTIVITY** Designing activities for the classroom**WORKSHEET 2***Designing activities for learning the language of procedures*

Your task is to work with your colleagues working with a similar age group of children to design activities for working with the text 'Oat porridge'. In your discussions, you should consider what you will teach, how you will teach it and why the activities would provide opportunities for scaffolding the children in terms of language and learning.

Consider all the different ways of making meaning that are available to you and the children in the classroom. The activities you design could include any combination of these meaning-making resources:

- Language—spoken and written
- Visuals—still images (drawings, photos, diagrams) and moving images (videos, simulations)
- Sound effects and music
- Spatial arrangements in the room—location of the students (to each other, the teacher and the objects), location of materials and ingredients, location of the teacher and the students when communicating.

**Questions to consider regarding the whole text:**

1a. What are the structural parts of this recipe?

1b. What activities would teach children the structural features of this and other procedures?

**Oat porridge**

*Serves 2*

2 cups of rolled oats  
4 cups of water and/or milk

1. Mix the oats and the liquid in a pot.
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3. Stir the simmering mixture frequently with a wooden spoon.
4. Cook the mixture for about 15 minutes until it thickens.
5. Serve hot.

*Optional*

Add any of these:

- a sprinkle of cinnamon
- a little brown sugar
- some walnuts
- some chopped apples

**Notes**

# Teaching young children in English in multilingual contexts

TUTOR MANUAL

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### 3 Working with the patterns in the structure of procedures

(20 minutes in total)

- Show **Slide 11** and read out the following.

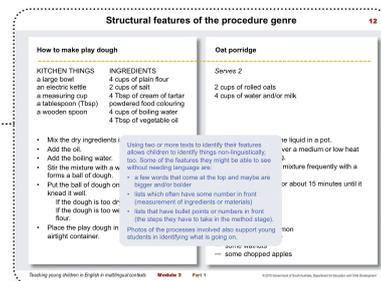
When identifying the features of a text, it is best to use two or more examples from the same genre because the things they have in common are the essential features. From that, you can then identify optional elements; that is, what they do not have in common. That is what we will do in this session: compare two examples of the procedure genre.



#### ACTIVITY Identifying the structure of procedures by comparing two examples

(20 minutes)

- Direct participants to **Worksheet 2: Comparing the structure of procedures**, which has copies of the two texts and space for them to write the analysis as well as their notes.
- Show **Slides 12–16** and read out the blue and solid orange texts while clicking through the animations.
- Form groups of 3–4, according to the age of the children the participants teach, and ask the groups to work with the task outlined in **Worksheet 3: Developing an awareness of the structure of procedures**.
- Discuss each group’s suggestions as a whole group, noting the contributions on the whiteboard.



### 4 BMAs Between module activities

(5 minutes in total)

- Outline the BMAs for this part of the module and answer any participant queries.

## PART 2

## 1 Introduction

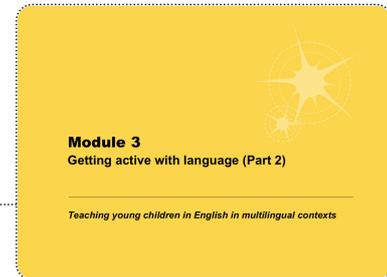
*(5 minutes in total)*

## Module overview

*(5 minutes)*

- Open **PowerPoint: Module 3—Getting active with language (Part 2)**.
- Show **Slide 2** and read out the following.

In this part of the module, our focus will be on how we can work with our students in an explicit way to build up their knowledge of language.



## 2 Working with the patterns in the language of procedures

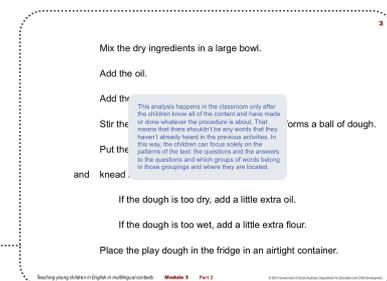
*(45 minutes in total)*

In this session, we will see that not only are we developing the language of our students by analysing the texts—developing a metalinguistic awareness—but the very interaction we engage our students in when doing the analysis is also scaffolding the students in their development of language and learning.

The crucial feature of the analysis is that it does not look at language in an abstract way but presents groupings in language that express, for young children, concrete meanings. These groupings answer questions that the children can answer. These patterns in language can be represented with three colours and so become easily visible. The coloured groupings can be made tangible as well so that they are easy to manipulate by the children.

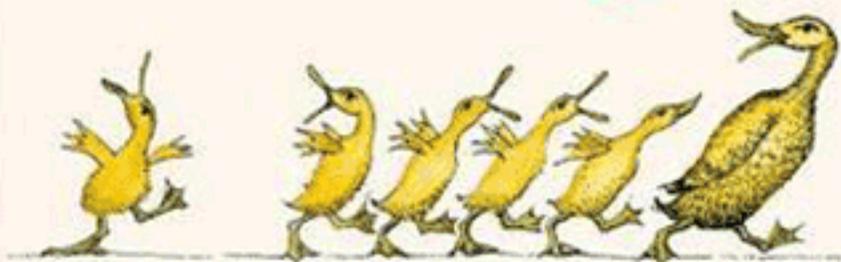
**ACTIVITY** Introducing the patterns of language in procedures*(45 minutes)*

- Direct participants to **Worksheet 1: Developing an awareness of the language of procedures**, which has a copy of the text for them to analyse and space for writing their notes.
- Explain that you will take them through a process that identifies the kind of questioning that is possible with children.
- Show **Slide 3** and read out the blue text.





# *Alexander's Outing*



**Pamela Allen**



# Who Sank the Boat?

Pamela Allen

