



Foreword

Welcome to WattsenGLISH!

This is the Teaching Manual for WattsenGLISH Teachers. You should already know this from reading the title on the cover but now you have been brave enough to open it and look inside, I hope you will find many hints, tips, guidance and support to make all your WattsenGLISH classes enjoyable for you and the children you teach alike.

As a WattsenGLISH Teacher you are encouraged to build a strong rapport with each and every child you teach. This can be difficult but perhaps be reminded that the more you engage and interact with the children, not just in the classroom, the more rewarding your experience will be.

From a professional point of view the close relationships you will build with the children will enable you to tailor your English lessons to suit their needs, and although this guide is fairly comprehensive, we do encourage you to be creative and supplement your courses with appropriate materials wherever they can be found with help from your regional methodologist.

This manual contains many references to resources available to you, but it is always useful to remember that the greatest resource or teaching aid you have in any classroom is you! A warm, encouraging smile and a lively, happy demeanour go an extremely long way in motivating the children to communicate with you. It has been said that children are the best mirrors in the world and if you enter the classroom in a bad mood or with a despondent, negative attitude, the children can and will pick up on that and reflect it back to you by being naughty, uncooperative and fidgety.

To a degree, the old proverb of 'to like something, it's better than to know it' is very true, especially in kindergarten teaching. If the children enjoyed the activities you have prepared for

them, they will be motivated to participate and more open to the considerable challenge of communicating with you in a foreign language.

At first, this communication will take the form of the child's mother tongue, but as they begin to realise from your reactions that you do not speak the same language, this will shift to communicating with gestures and body language in an attempt to get you to understand.

The importance of gestures and body language from both you and the children will stay high throughout your time with Wattsenglish, perhaps especially for you, the teacher, because with each new topic a new set of paralinguistic features (a fancy term for gestures) become important for backing up your vocalised explanations and instructions.

Nevertheless the children very quickly see that miming and gesturing everything is far less efficient than copying and repeating the same words you use when they want to communicate with you. But remember, this is not an easy process to undergo, so as teachers we should encourage any vocalisation of the target language and try to be fun and interesting enough to warrant the children's continual effort in trying to communicate with us.

That said, it is also important to maintain a healthy level of respect and to be able to focus the children on tasks that are key to their progress and understanding.

As you will see, stimulating all the senses and enlarging the child's vocabulary and passive understanding of English is what we are about. Try to remember that you are only limited by your imagination as to what language structures and vocabulary can be passively introduced. This passive language may in time become vocalised, and should be encouraged, but do be conscious of over stretching the children too much. For a summary of the active target language we should be teaching each month, refer to the corresponding teacher's books and pacing schedules of the courses you teach.

Finally, to aid understanding along with our facial expressions, body language and possible realia, there are flashcards, CD's, DVD's, stories, posters and many other such resources available to you. So do spend some time getting to know everything each course has to offer, and if you need it, ask for help. We are all working together to build a constructive, safe and enjoyable learning environment.

Have fun!

Steve R. Watts
Wattsenglish Ltd

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Starting with English as a Young or Very Young Learner

A question you may be asked by parents, fellow teachers or perhaps you have been asking yourself is, what are the advantages of starting to learn English at an early age? The following addresses that very issue.

Why Start with English at an Early Age

- **Pre-school and young school ages represent a unique time for a child to acquire a foreign language naturally**, similar to the mother tongue. The child's brain consistently analyses what they are hearing, and automatically builds up a language system to be used as a tool for communication. By early Primary school age, language learning is much more complicated and becomes more of an academic study.
- Based on the latest linguistic and psychology research, at an early age, **children are basically "programmed" to learn language**. It is the best time to acquire languages in general; in later life, the development of speech centres in the brain is closed!
- If, at an early age, the creation of another speech centre in the brain is supported (aside from the mother tongue), **it becomes a unique advantageous tool that is usable for the rest of the child's life**.
- **At an early age, English language learning is not *learning*, but an entertaining game** - if managed by qualified teachers following clear rules.
- An early start is not the only important feature; **quality of teaching, with respect to a given age is essential**.
- According to experts, **children have a great capacity for remembering**; they perceive a melody or a sound and if they like it, they remember it - regardless of whether it is in their mother tongue or English. This 'feel' for the language, its stress, rhythm and intonation is a distinct advantage young starter will have and maintain over later starters. Quantity of known vocabulary may change but the 'feeling' that an article is needed or a

preposition is missing in a phrasal verb is something that can only really be taught at an early age.

- A small child can very quickly connect mode of speech with a certain person or character. The moment they see a person they associate a particular language with, they switch to that language. It works just like a bilingual family and can be demonstrated where a parent uses a language the child does not associate with them, and the answer still comes back in the language they have associated with that parent.

Children readily create a switching mechanism for the foreign language.

- It has been proven that acquiring another language alongside the mother tongue has a **positive influence on the development of both the brain and intellect.**

With the knowledge that an early start is beneficial for young children, the logical development is then to ask what Wattsenglish has to offer, and why we should be entrusted with the important task of educating children at this extremely important stage of the child's development. It is hoped that the following section will help you to answer such questions.

What Makes the Wattsenglish Method Unique?

- It represents an **integrated method** of teaching English to pre-school and young school children, **developed in cooperation with psychologists, pedagogical specialists, and linguists;**
- Children see the language as a communication tool not as a study; they acquire English in a **natural way** - similar to their first language.
- Aims to create a relaxed attitude to language learning and **bilingual abilities.**
- **Maximum efficiency** – with the teacher's support and guidance the children very quickly begin to follow instructions and understand the teacher's intentions, soon find that the easiest way to communicate their intentions is to use the words and phrases their teacher/English friend is using.
- Successful even for children who may later have problems studying a foreign language;

- Enables infant brains to create another **centre of speech** (in addition to the mother tongue) that they use for the rest of their lives; speech centre creation stops at an early age;
- Children love the courses; English becomes the means of their mutual play - **great motivation**;
- Watch our video clip(s) to **see for yourself** how children begin to use English, are able to react from the beginning of the course and how much they can develop in 3 to 4 months
- A small child can connect speech with a certain person or character. The moment he or she sees a person they associate with a particular language, they switch to their language - English to the English teacher and Czech to the Czech teacher or parent. It works just like in a bilingual family; **children create a switching mechanism for the foreign language**.
- It has been proven that acquiring another language alongside the mother tongue has a **positive influence on the development of both brain and intellect**.

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