



Seminario Internacional de Enseñanza del Inglés

Las claves del éxito al enseñar inglés en la primera infancia

Joan Kang Shin, Ph.D.



K



E



Y



S



Know your learners (conoce a tus educandos)



E



Y



S



K Conoce a tus educandos

Características
de los
pequeños
educandos

Cómo
aprenden
los niños

Cómo
aprenden
idiomas los
niños

Aproximación
a la gramática

Unit 2

My World

In this unit, I will . . .

- name objects in nature.
- name colors in nature.
- talk about nature.

Look and check.

The boy has a

- frog
- bird
- bug

on his finger.

Unit 6

How Are You?

In this unit, I will . . .

- say how people look.
- talk about how people feel.
- talk about what people are doing.

Look and check.

These children are

- happy.
- sad.

They are

- inside.
- outside.

Unit 1

Fun in Class

In this unit, I will . . .

- say what people are doing.
- say when I use classroom objects.
- show where things are.

Check T for *True* and F for *False*.

1. The girls are playing. T F
2. The children are having fun. T F
3. They are all wearing white T-shirts. T F



Sack race, Machiques, Venezuela

¿Cuáles son las características de los pequeños educandos?



Piensa en algunos adjetivos que usarías para describirlos.

En un mal día...

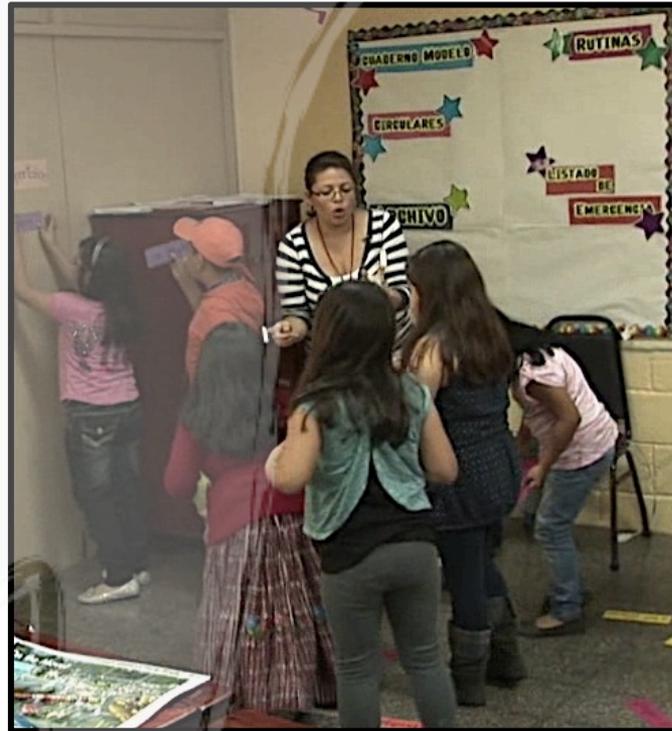
HIPERACTIVOS

NO PUEDEN QUE-
DARSE SENTADOS

DEMASIADO
CONVERSADORES

SE DISTRAEN
FÁCILMENTE

DIFÍCILES



En un buen día...



ENERGÉTICOS

ESPONTÁNEOS

SOCIALES

CURIOSOS

DIVERTIDOS

Características de los pequeños educandos

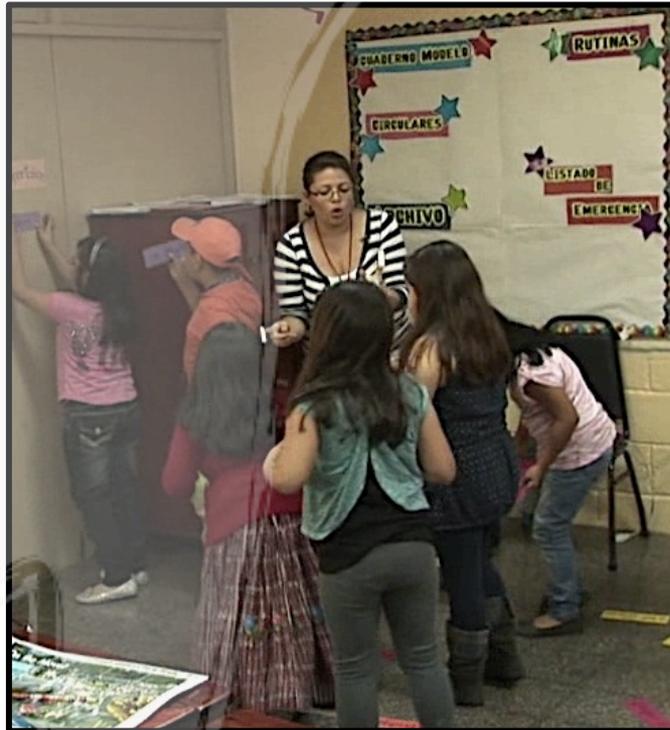
HIPERACTIVOS

NO PUEDEN QUEDARSE SENTADOS

DEMASIADO CONVERSADORES

SE DISTRAEN FÁCILMENTE

DIFÍCILES



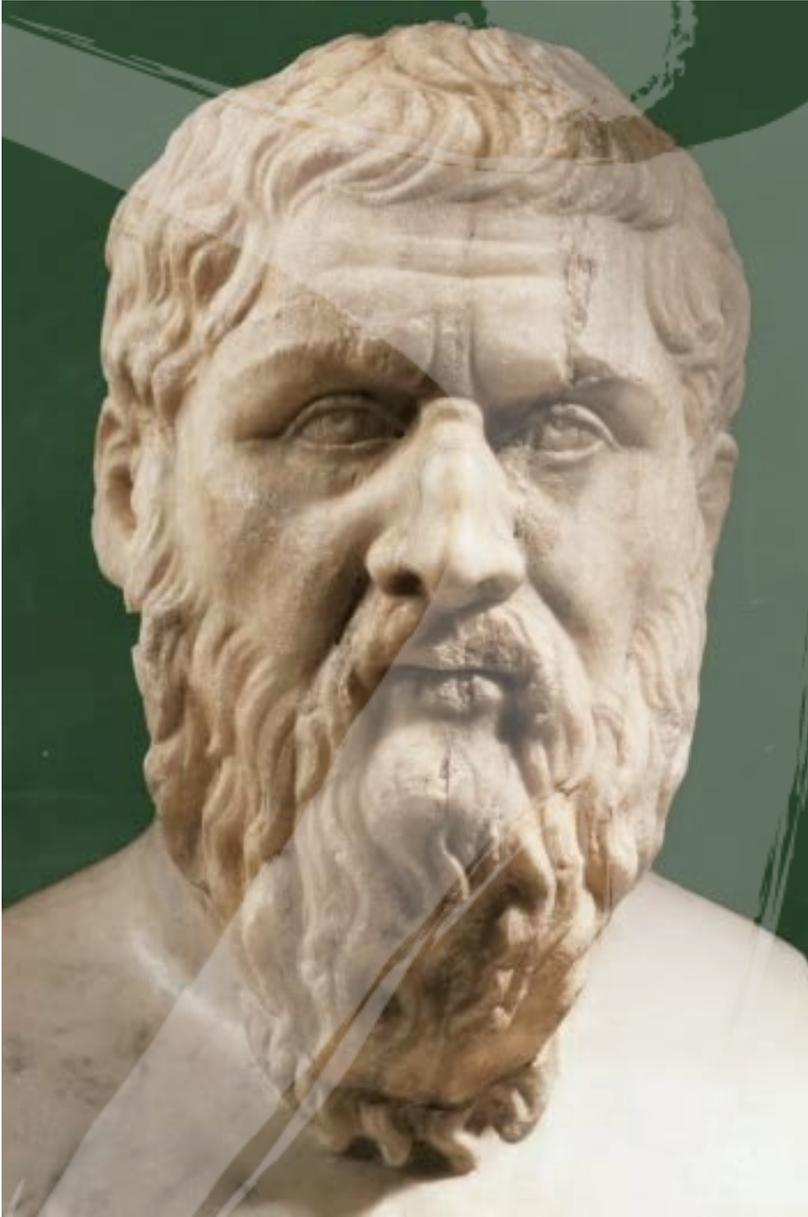
ENERGÉTICOS

ESPONTÁNEOS

SOCIALES

CURIOSOS

DIVERTIDOS



No se debe enseñar a los niños a través de la fuerza o la crueldad, sino dirigirlos hacia el aprendizaje a través de lo que entretiene a sus mentes, para poder descubrir con mayor precisión las aptitudes peculiares de la inteligencia de cada uno.

~ Platón

Cautiva su interés

Unit 9

Animal Friends

In this unit, I will . . .

- name animals.
- talk about what animals can do.
- describe a favorite animal.

Check T for *True* and F for *False*.

1. There's a monkey and a cat. T F
2. The monkey likes the bird. T F
3. The bird is green. T F
4. The monkey is a baby. T F

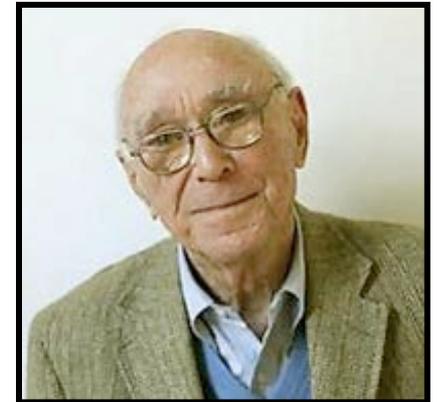




Fotos cortesía de *Our World* publicadas por National Geographic Learning

¿Cómo aprenden los niños?

El aprendizaje de los niños



¿Cómo aprenden los niños?

¡Los niños son educandos y pensadores activos!



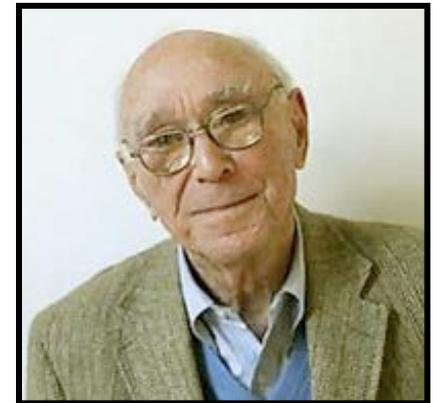
Jean Piaget

¡Los niños aprenden a través de la interacción social!



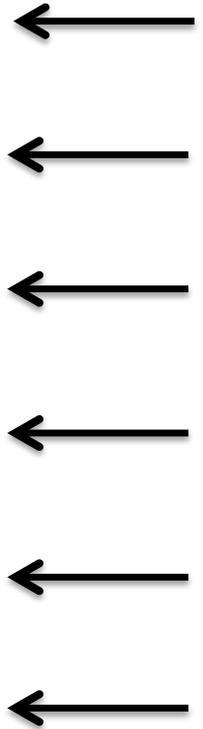
Lev Vygotsky

¡Los niños aprenden a través de un “andamiaje” apropiado por parte de los adultos!



Jerome Bruner

Andamiaje



Andamiaje efectivo

Crea interés

¡La tarea debe ser interesante para los niños!

Descompónlo

Modela las expectativas

Muestra caminos diversos

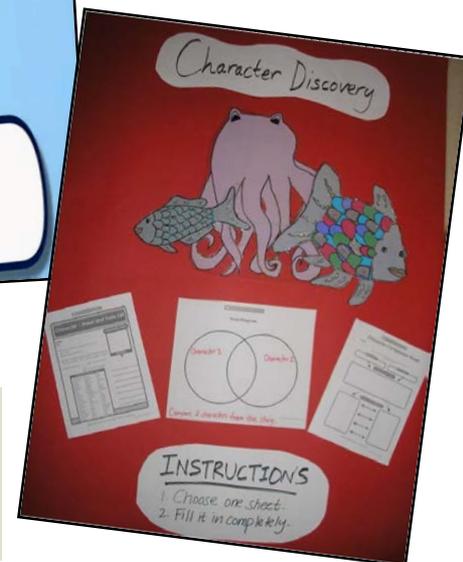
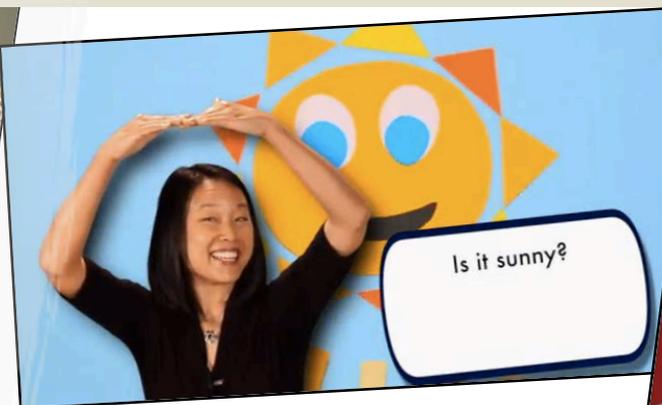
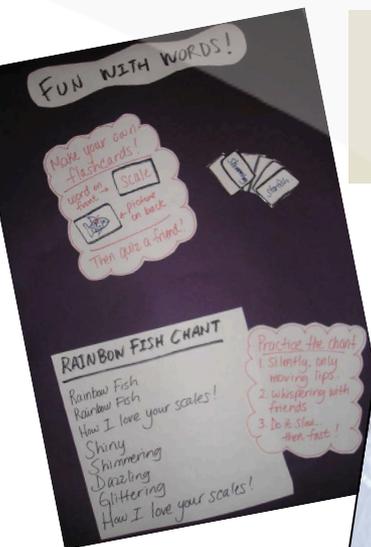
Recuérdales el sentido

¡Tu tarea tiene un verdadero propósito que debe ser comunicado!

Creando andamios para incorporar el lenguaje

Usa elementos visuales, por ejemplo, fotos y tarjetas

Usa gestos, movimientos, cosas tangibles



Usa organizadores gráficos, por ejemplo, diagramas de Venn o en T

Demostración: la canción del clima



www.youtube.com/NGLyounglearners

The Weather Song

What's the weather?

What's the weather?

What's the weather like today?

Tell us (**nombre del estudiante**),

What's the weather?

What's the weather like today?

Is it sunny?

Is it cloudy?

Is it rainy out today?

Is it snowy?

Is it windy?

What's the weather like today?



¿Cómo aprenden idiomas los niños?

...los niños ven el idioma extranjero 'desde dentro', y tratan de encontrarle significado, usándolo en la acción y con intención, más que 'desde fuera', como un sistema y una forma.

Cameron, 2003

Aproximación a la gramática

- Enseñanza de la gramática centrada en el aprendizaje (Cameron, 2001)
- Estímulo con foco en el significado (Pinter, 2008)
- La gramática es reconocida (Cameron, 2001; Pinter, 2008)

Cómo los
niños
aprenden el
idioma

“Aprender gramática es un proceso complicado, que requiere que el profesor entregue muchas actividades prácticas, reciclaje y guía sobre cómo seguir las formas del lenguaje.”

~ Pinter, 2006

Video en YouTube



www.youtube.com/NGLyounglearners

 **Ümit Cebeci**
April 15 

what's the weather like today? — with Joan Kang Shin at TED Karabük Koleji.



Unlike · Comment · Share

 11  7  4 Shares

Respuesta al video en Facebook



Joan Kang Shin shared a link.

April 15 

Ümit Cebeci, here is a video response for your students at TED Karabük. What's the weather like today in Baltimore? Watch and find out! — at UMBC University of Maryland Baltimore County.



Weather in Baltimore

Response to students at TED Karabük in Turkey

Like · Comment · Share

 12  1  5 Shares

Aproximaciones para enseñar inglés a educandos pequeños

Basándose en los estilos de aprendizaje de los niños:

- Promover el aprendizaje activo
- Incentivar la interacción social
- Crear andamios para el aprendizaje de los niños
- Hacer comprensible el estímulo
- Realizar una aproximación a la gramática centrada en el educando y enfocada en el significado

Aproximación a un aula de inglés para educandos pequeños

Enseñanza eficaz del inglés para educandos pequeños...

- Debiese ser muy práctica.
- Debiese estar llena de significado y propósito.
- Debiese ser relevante para la vida diaria de los niños.
- Debiese ser interesante y motivante para los niños.



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xplore the world through English
(explora el mundo a través del
inglés)



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Explora el mundo a través del inglés

Usa contenido de la vida real

El inglés es un idioma global

Enseña sobre diversas culturas

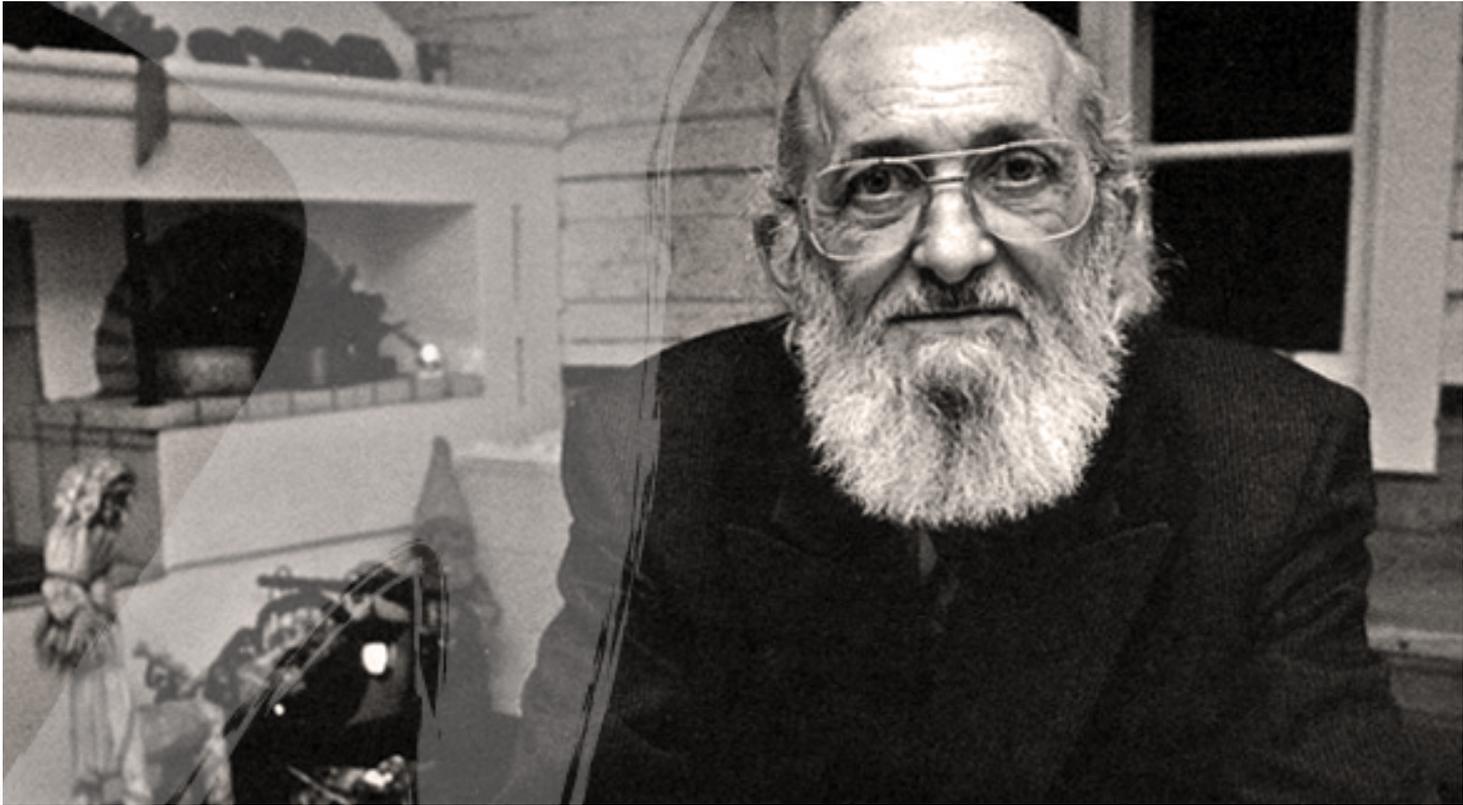
Forma al ciudadano global

Motivación fundamental...

La enseñanza efectiva del inglés en pequeños educandos....

- Debiese estar llena de actividades prácticas.
- Debiese estar llena de propósito y ser relevante.
- Debiese ser útil to children's real lives.
- Debiese ser interesante y motivadora para los niños.
- Debiese ayudar a los niños a estar preparados para el futuro.

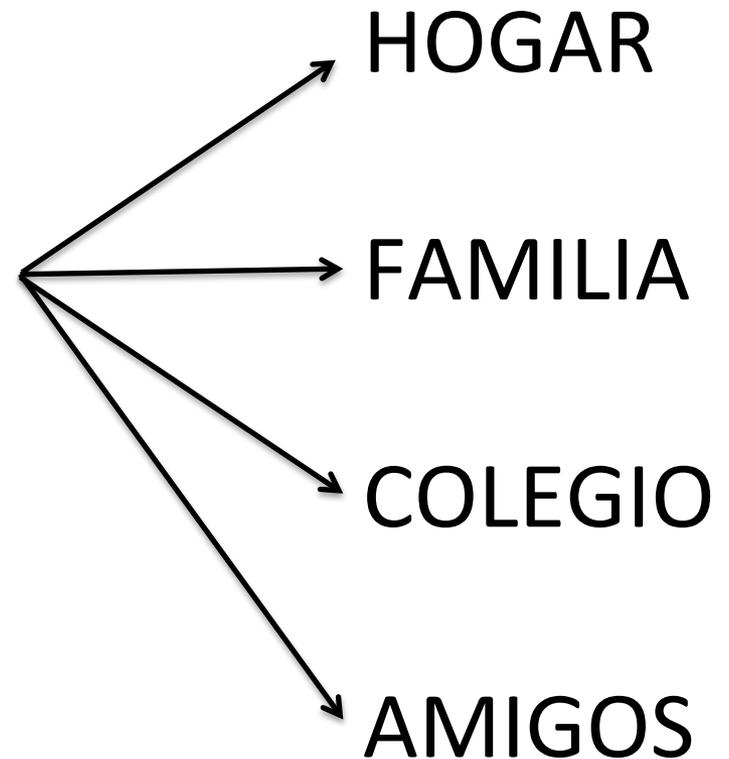
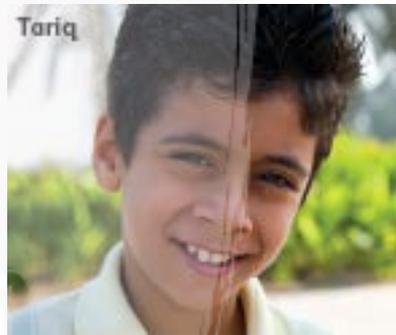
La forma en que leemos la palabra depende de
cómo leemos el mundo



Paulo Freire

Acercamientos usados comúnmente:

Relaciona los contenidos a la vida diaria de los niños



Acercamiento comúnmente usado

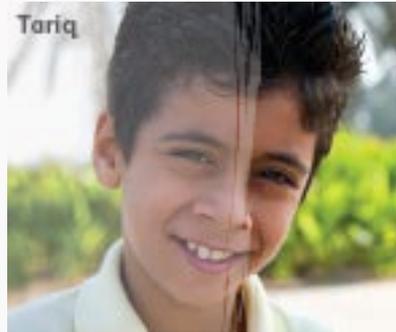
Acerca a los estudiantes a las culturas de habla inglesa

EEUU

Reino Unido

Canadá

Australia



HOGAR

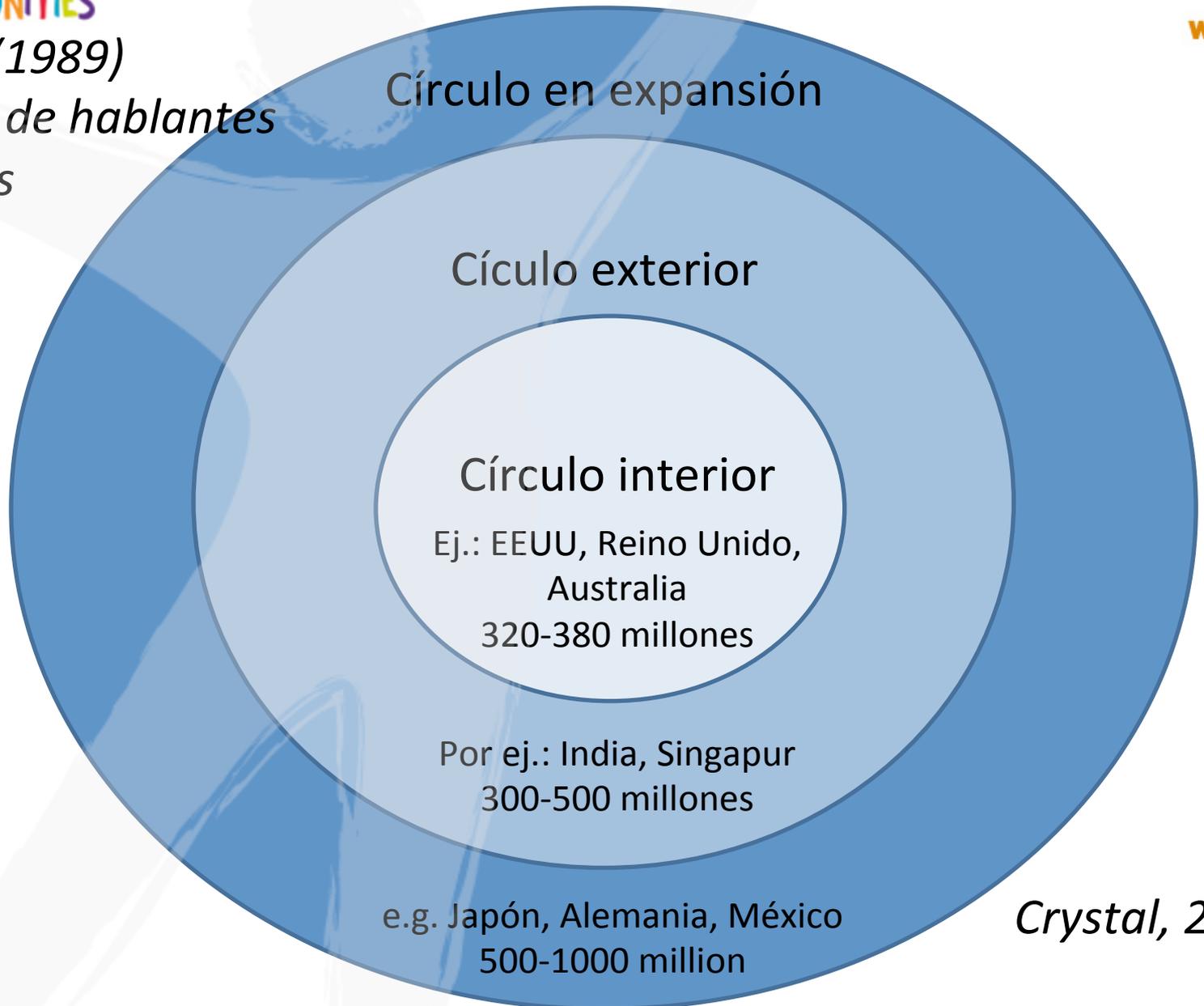
FAMILIA

COLEGIO

AMIGOS

¿Cómo cambia el estatus del inglés en el mundo nuestra aproximación a la enseñanza de éste?

Kachru (1989)
Círculos de hablantes de inglés



Círculo en expansión

Círculo exterior

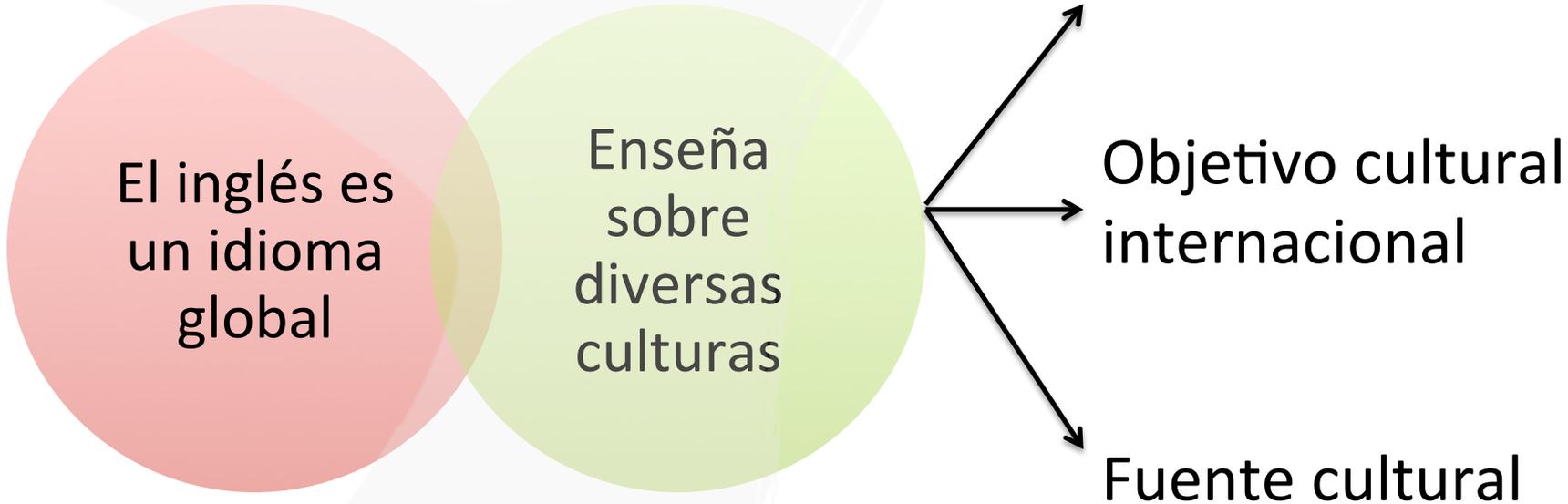
Círculo interior

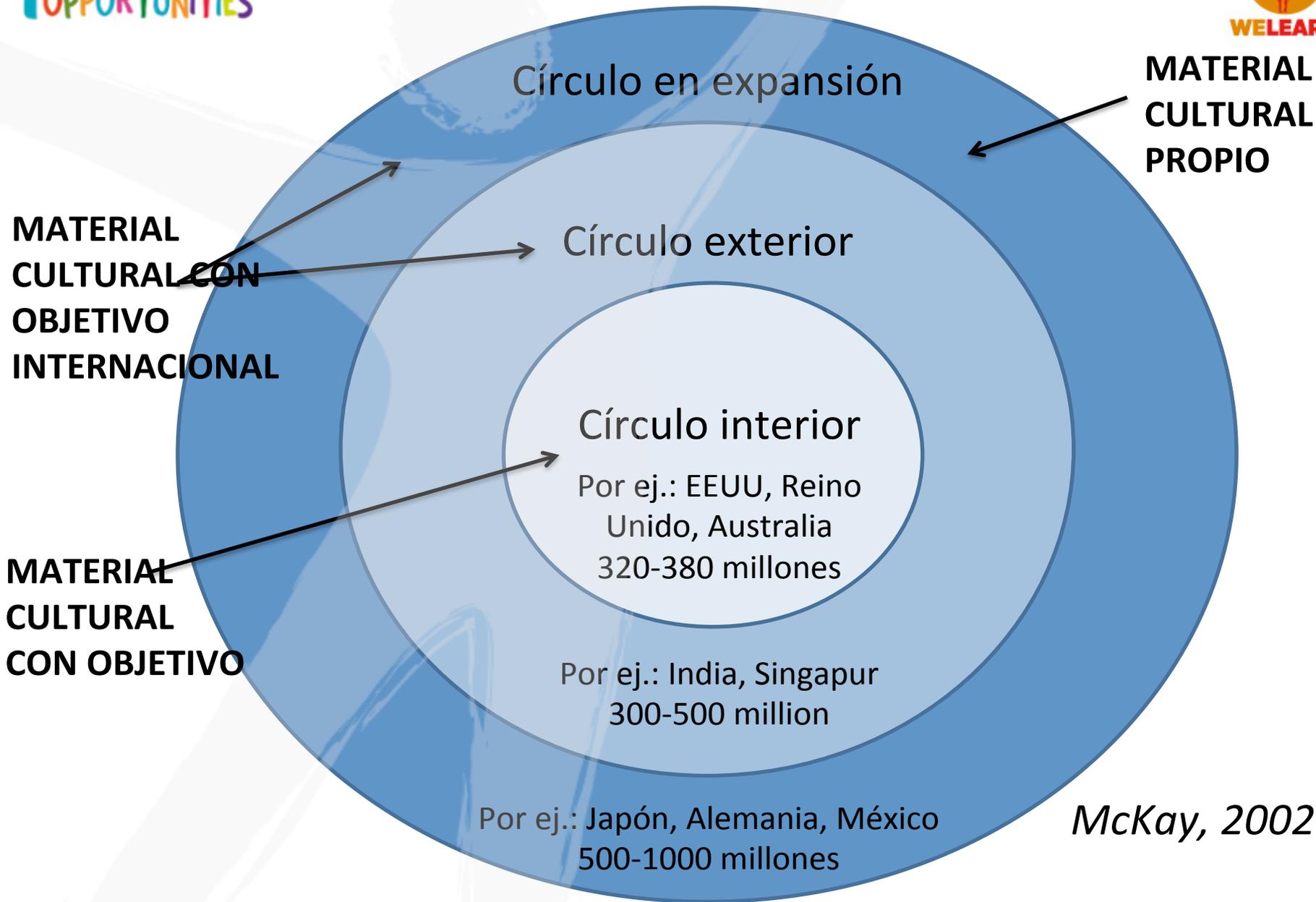
Ej.: EEUU, Reino Unido,
Australia
320-380 millones

Por ej.: India, Singapur
300-500 millones

e.g. Japón, Alemania, México
500-1000 million

Crystal, 2003





Introduce culturas internacionales

Houses Are Different

Most houses have kitchens, living rooms, and bedrooms inside, but the outside of houses can be very different.



14 Listen and read. TR: A33

Hot Air Balloons

It's always exciting to see a colorful hot air balloon in the sky—but here there are hundreds! In October every year, there is an International Balloon Fiesta in



13 Listen and read. TR: B3

Fabulous Faces

People from all over the world paint their faces. Some people paint their faces to show how they feel about important days. For this Native American girl, painting her face shows her pride in her community and traditions.

Others paint their faces to show how they feel. In some places, people paint their faces to show their pride.

Lots of people paint their faces for fun, too. When some fans go to sports, they paint the color of their favorite team on their faces. They feel proud to show their support. In some places, people paint their faces at parties. The children draw pictures of flowers, animals, or scenes from stories on their faces.



100

People can make more than 10,000 different expressions with their faces.

14 Listen and read. TR: A44

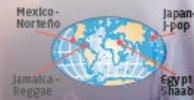
Modern Music with Ancient Roots

Did you know that modern music comes from traditional music? Every generation changes the music of the past. They make it their own. Reggae music began in Jamaica, but it has its roots in African music. Africans came to Jamaica and brought their music. It mixed with music from Europe. Now, reggae impacts music all over the world. Dancehall and hip-hop music came from reggae!

Shabli music is based on Egyptian folk music. It is played with the saxophone and electronic keyboard, which are modern instruments. But it is also played with a kanun, a traditional string instrument. The instruments are different, but the musical roots are the same!

Norteño is a modern type of Mexican music with folk roots. Old Norteño music was played with an accordion and a Mexican guitar. Then Norteño bands heard rock music. They added drums, saxophones, and electronic keyboards to their bands! Modern Norteño has a stronger beat than the traditional music.

In Japan, many people listen to J-pop music. J-pop is the name for all modern Japanese pop music. It includes many modern music types and instruments like electric guitars and keyboards. In the 1920s, when Japanese pop music began, performers used harmonicas and string instruments. The music combined Western jazz and soul with a traditional style of Japanese singing. Today every J-pop artist or band selects and combines the instruments and music rhythms they like best with their Japanese-language songs.



82

read. TR: B14

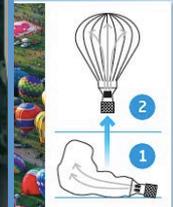
Shoes Are Fun!

People from all over the world wear special clothes on special occasions. Sometimes they are clothes from the past.



Read. Look. Circle yes or no. TR: B15

People from Turkey are wearing shoes. yes no
People from Korea are wearing dresses. yes no



called
with the
hot looks
like team
and the

Acercamiento internacional de los niños a través de canciones

Introduciendo el mundo a la sala de
clases

Old MacDonald Had a Farm

E-I-E-I-O

And on his farm he had some cows

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo

There a moo

Everywhere a moo moo

Old MacDonald Had a Farm

E-I-E-I-O

Ali Baba tiene una granja



Ali Baba, he has a big farm.
On his farm, there are 7 cows.

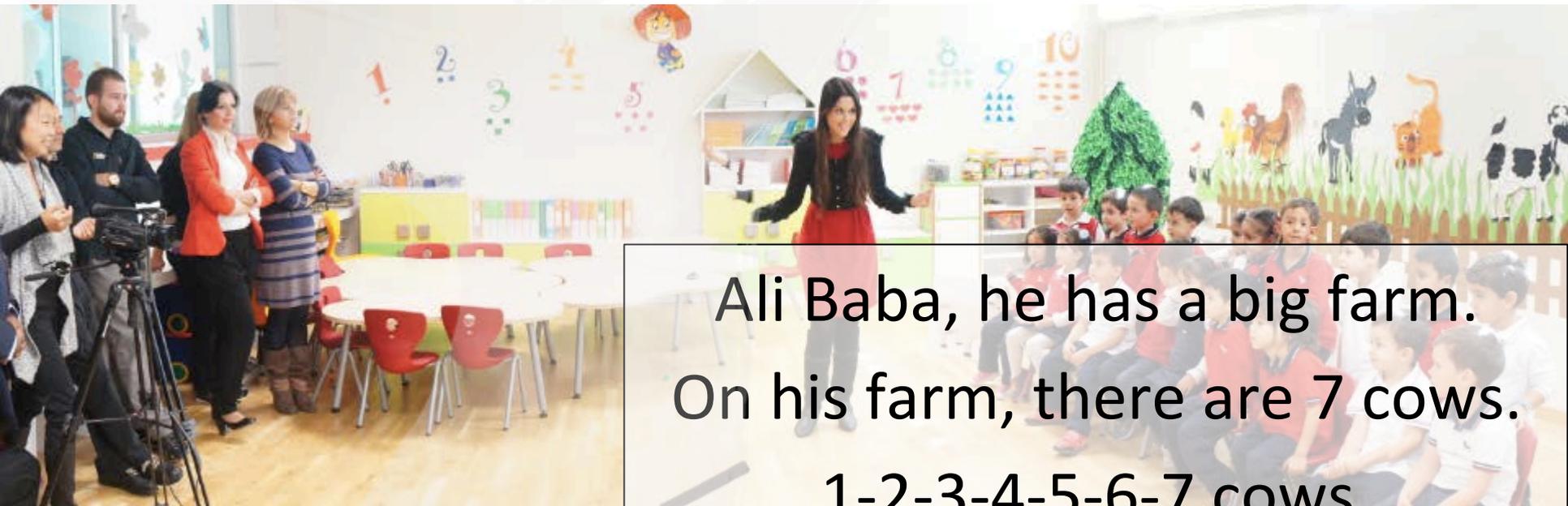
1-2-3-4-5-6-7 cows.

Mooooo!

All on Ali Baba's big farm.

Goats—Baaaa!
Ducks—Quack!

Ali Baba tiene una granja



Ali Baba, he has a big farm.
On his farm, there are 7 cows.

1-2-3-4-5-6-7 cows.

Mooooo!

All on Ali Baba's big farm.

Goats—Baaaa!
Ducks—Quack!

Canciones infantiles internacionales



Expresar la propia cultura en inglés

NATIONAL GEOGRAPHIC

Mission

Value your cultural traditions.

- Work with a partner. What local culture and traditions are in danger?
- Why should we keep our culture and traditions alive? List some ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?



"I'm committed to protecting the cultures of the world in hopes that the wisdom of their elders is remembered."

Elizabeth Kapu'uwallani Lindsey
Filmmaker/Anthropologist
Fellow

Cápsula del tiempo cultural

21 Make a time capsule of things that show your culture.

1. Work in small groups.
2. Talk about things that show your culture.
3. Choose the best things to include.
4. Put objects in your time capsule.

Now I can . . .

- talk about why it's good to save traditions.
- explain how the past makes me who I am.
- write a blog.

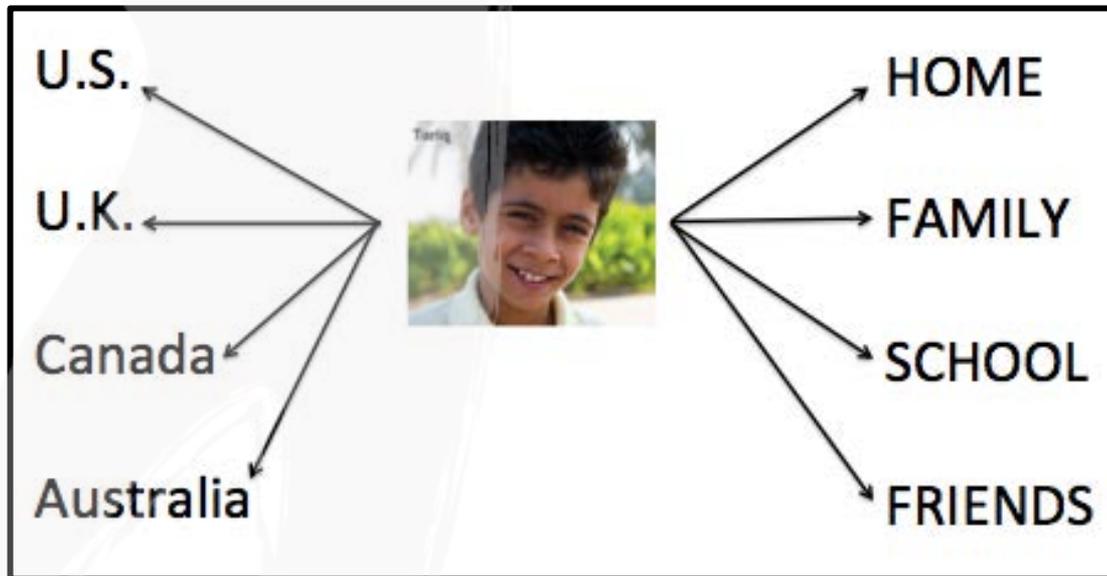
We put in a smartphone as something new. But we also put in my grandmother's embroidered handkerchief because it's old and traditional.

Los estudiantes piensan de modo crítico sobre...

- ¿Cuáles aspectos de nuestra cultura es importante compartir con otros?
- ¿Qué representa bien y de manera honesta a nuestra cultura?
- ¿Qué valores representan estos objetos?
- ¿Cuáles de nuestros aspectos culturales podrían cambiar en el futuro?
- ¿Qué es importante para mí, vs. qué es importante para otros acerca de nuestra cultura? ¿Los ancianos? ¿Otros grupos sociales? ¿Otros géneros? ¿Otras regiones?

Esta aproximación usada comúnmente
estimula

La separación entre local y global



Queremos que nuestros estudiantes vean
el link entre lo global y lo local



- ask for help.
- give directions.
- talk about my town.

Relacionar
los
contenidos
con las vidas
diarias de los
niños tanto
local como
globalmente.

Mission

Understand the human family.

- Are all the people in the world one big family? Work in a small group. Discuss.
- How can you learn more about the human family? Why is it important to understand how we are the same and how we are different? Discuss and write the best ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?



“Everyone alive today descends from one woman who lived around 180,000 years ago.”

Spencer Wells, Geneticist
Explorer-In-Residence



Explorar a otras personas, lugares y culturas

Interesarse
por y
proteger el
planeta



NATIONAL GEOGRAPHIC

Our World

Protect animal habitats.

20 Look and read.

Protect animal homes.
Remember we share our world with animals.

21 Read. Talk and write. How can we protect animal habitats?

We can _____

From *Our World* published by National Geographic Learning

Mission

Help reduce our human footprint.

- What can your community do to reduce, reuse, and recycle?
- Think of ways your community can reduce waste. Think of ways it can reuse and recycle.
- Work in a group. Discuss ideas for the community. Write your ideas in the box.

- Share your ideas with another group. Are they the same or different? Decide which ideas everyone likes best.



"People have created the problem, so it's critical to get the public excited and eager to participate in a solution."

Alexandra Cousteau
Water Advocate and
Environmental Filmmaker
Emerging Explorer

Earth at night

Inspirarlos a
hacer una
contribución al
mundo

Crear ciudadanos globales

Los niños son el recurso más valioso para el mundo y su mayor esperanza para el futuro.

~ John F. Kennedy



John F. Kennedy

35th President of the United States



K



Explora el mundo a través del inglés



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K



E



Y



S



K



E



You – Tú debes ser el ejemplo!



S

¡Tú debes ser el ejemplo!

Uso de lenguaje

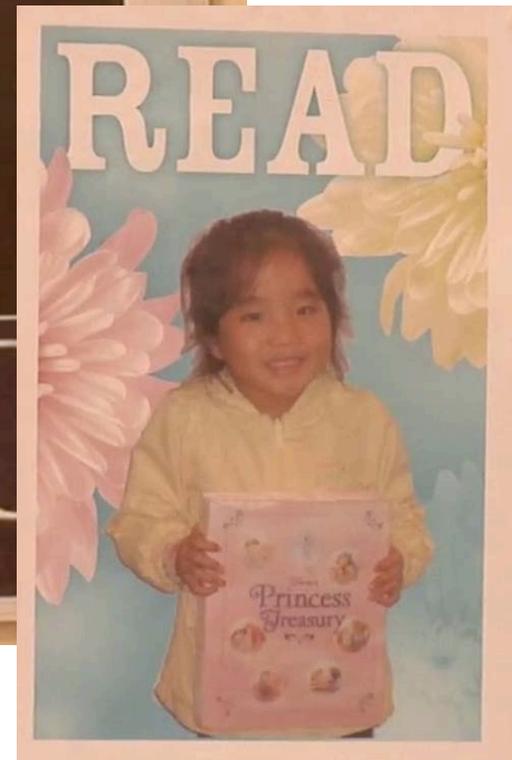
Pasión por el aprendizaje

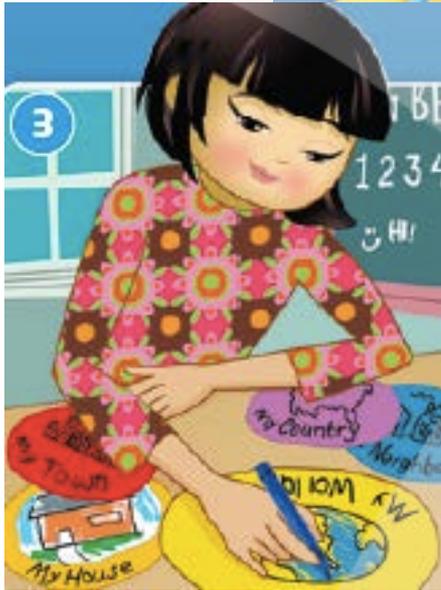
Entusiasmo por el inglés

Interés en otras culturas

Respeto y reconocimiento por cada niño

¡Si tú disfrutas leyendo, tus niños disfrutarán de la lectura!





Si realizas tu propio proyecto con entusiasmo, tus estudiantes tendrán un modelo de lenguaje y un modelo de persona a seguir.

The Peanut Butter & Jelly Song

UMBCtube 573 videos



¡Sé el educando que quieres que tus alumnos sean!



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Set high expectations (Ponte metas altas)

Ponte metas altas



*Responsabilidad
del educador*

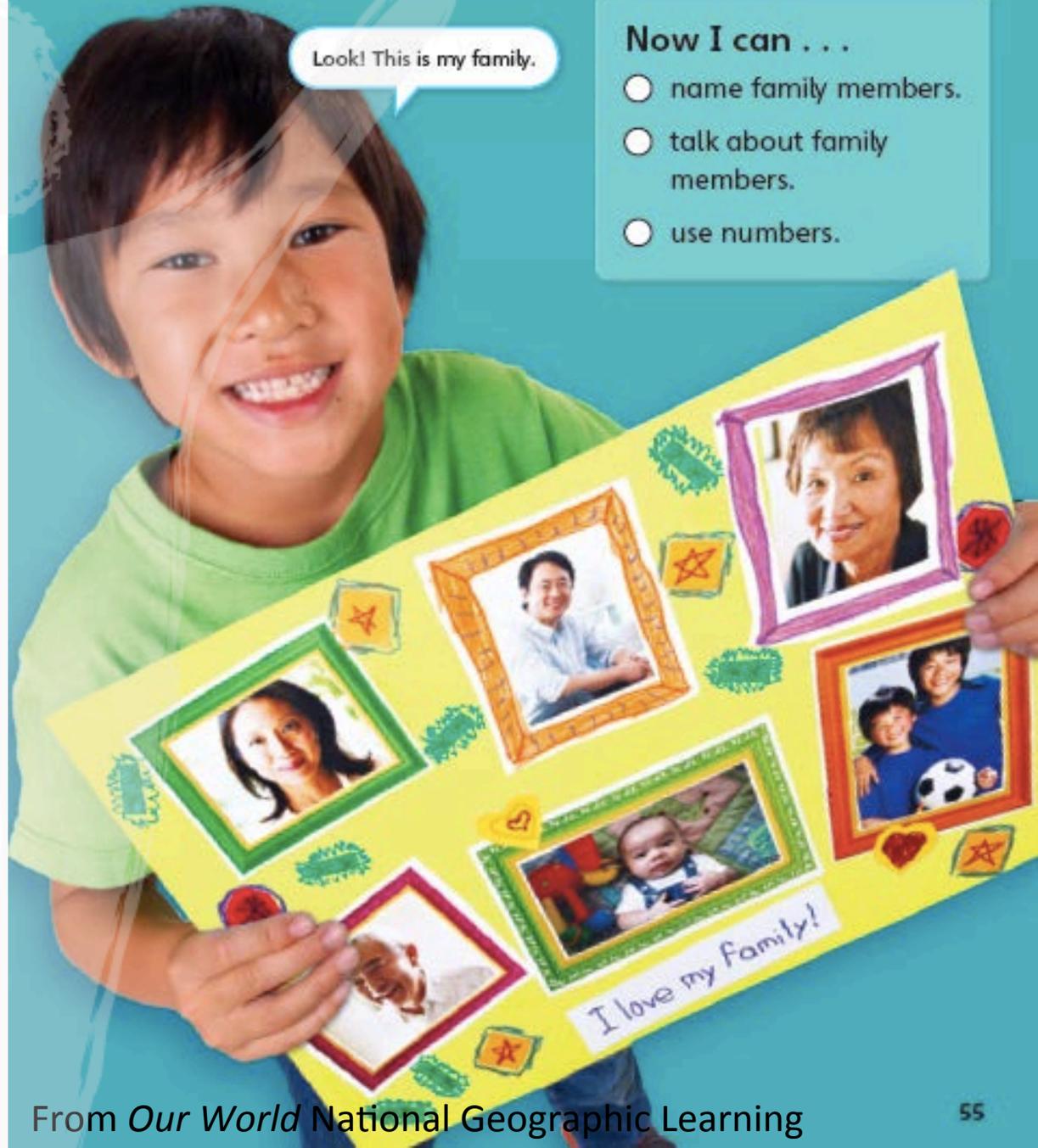
Garantizas el éxito a tus
educandos

Enfócate
en lo que
los niños
sí pueden
hacer

Look! This is my family.

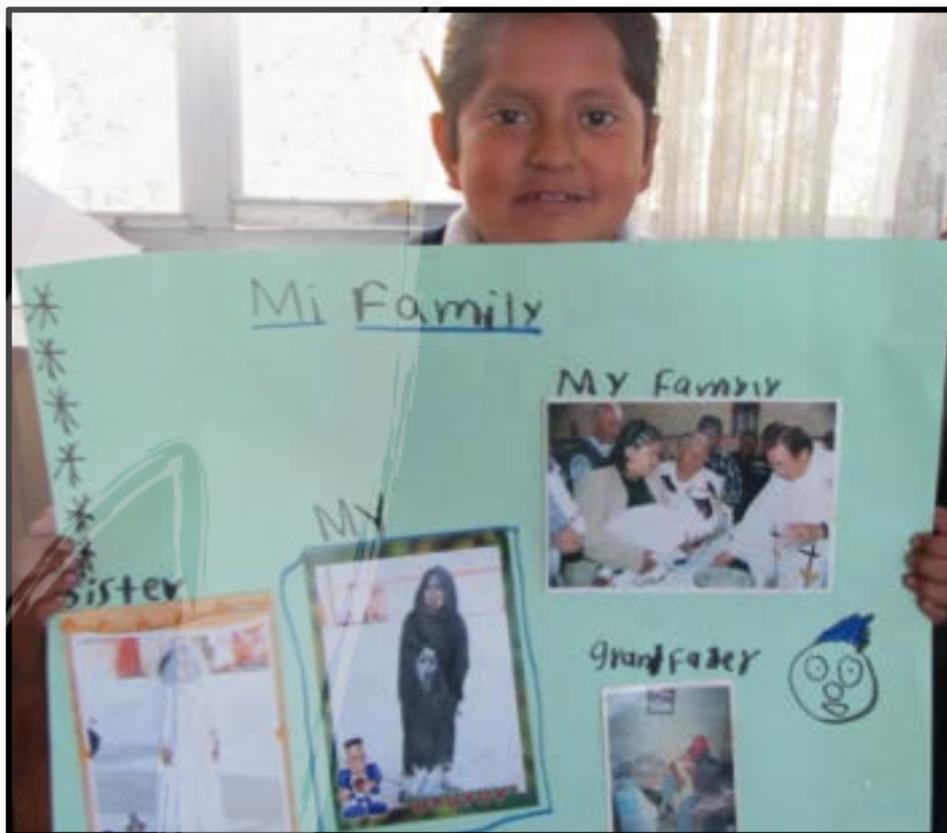
Now I can . . .

- name family members.
- talk about family members.
- use numbers.



*TODO ESTUDIANTE puede aprender,
sólo que no el mismo día, o de la
misma manera.*

~ George Henry Evans



Inteligencias múltiples (Gardner, 1999)

Inteligencia lingüística



Inteligencia numérica



Inteligencia corporal



Inteligencia visual



Inteligencia natural



Inteligencia musical



Inteligencia social



Inteligencia emocional



20 Make a family photo poster.



Cut out frames.



Choose photos.



Glue photos and frames.

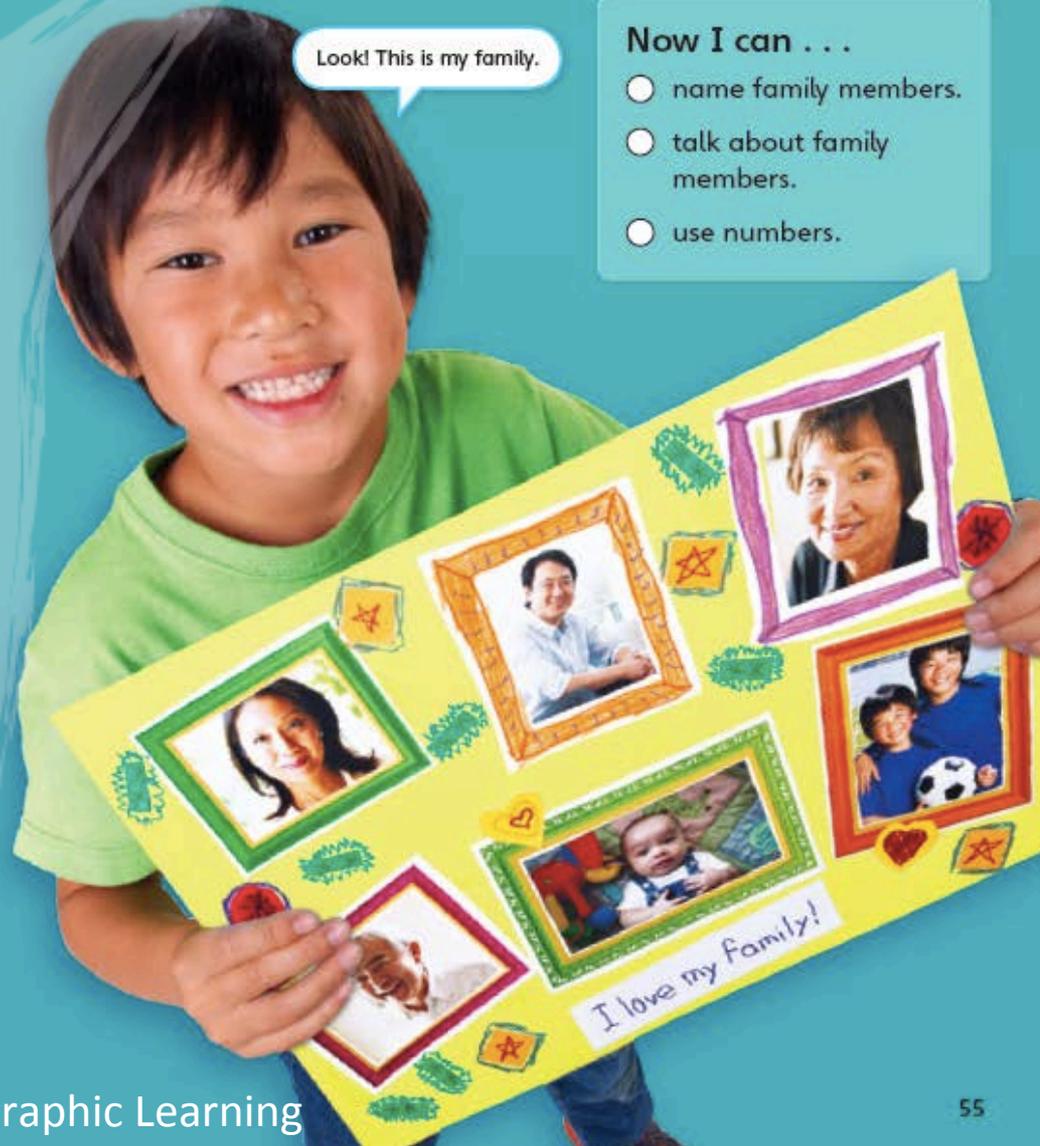


Write.

Look! This is my family.

Now I can . . .

- name family members.
- talk about family members.
- use numbers.





Look! This is my family.

Now I can . . .

- name family members.
- talk about family members.
- use numbers.

I love my family!

99

Estimula e incentiva

SEE YOU NEXT CLASS! - BY JSHIN2

WWW.TOONDOO.COM



Ponte metas altas a ti mismo

- Continúa aprendiendo y perfeccionándote a ti mismo
- Sé parte de una comunidad profesional de educadores
- Coopera con otros profesores y estimúlense para el éxito

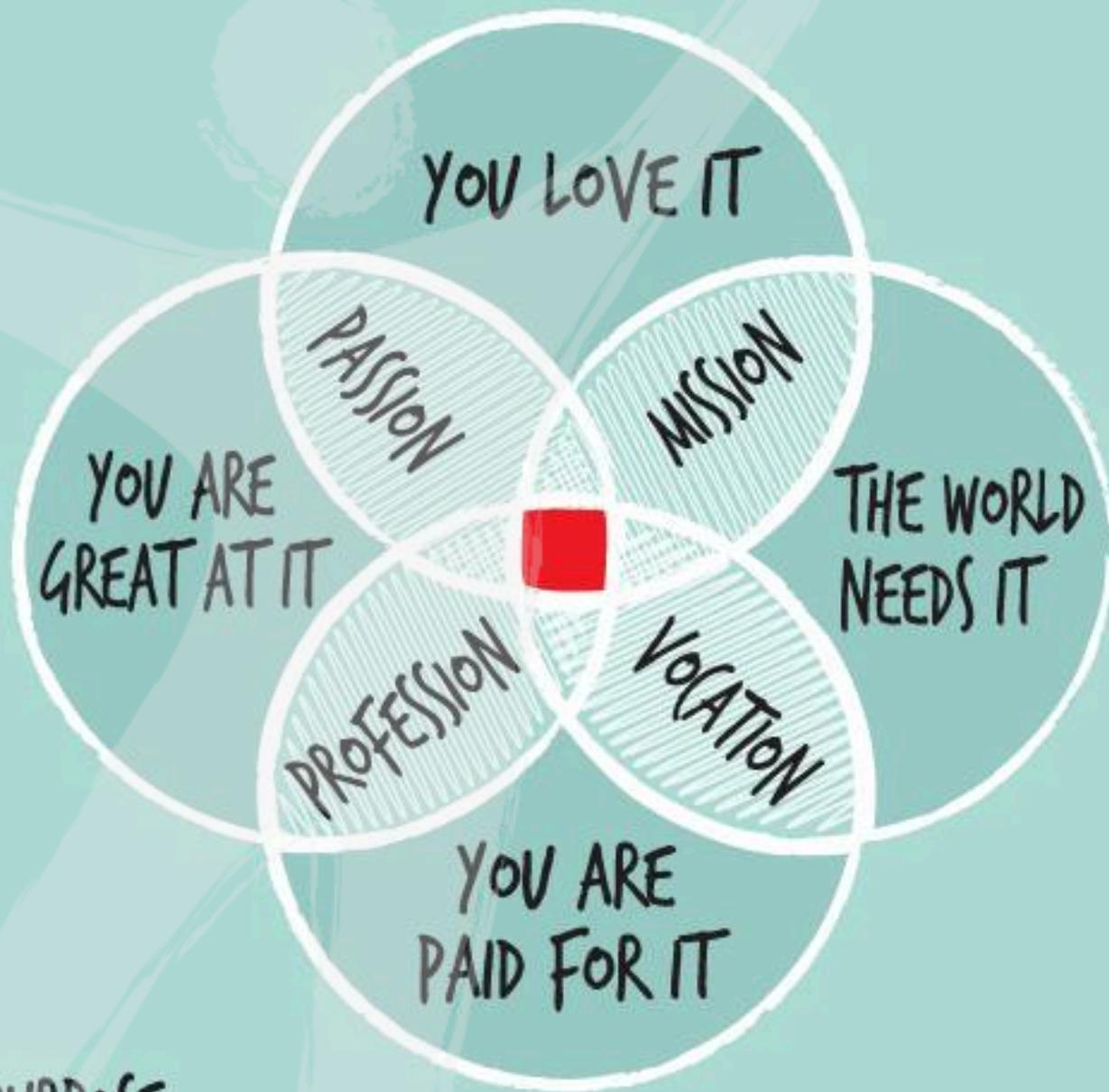
Únete a mi grupo de facebook de TEYL



The screenshot shows the Facebook interface for the TEYL Public Group. At the top, the group name 'TEYL' is visible in the search bar. The left sidebar contains navigation options: 'Joan Kang Shin' (profile), 'Edit Profile', 'FAVORITES' (News Feed, Messages, Events, Saved), 'GROUPS' (TEYL, Teacher Voices, Primary English, Gallery Teachers, Teachers Teachin..., ELT Writers Conn..., Songbirds, Teachers Voice..., ViTESOL, E-Teacher Schola..., Optimizing Inclus..., New Groups, Create Group), 'FRIENDS' (Close Friends), 'APPS' (Games, On This Day, Bubble Safari, Photos, Pokes, Games Feed), 'INTERESTS' (Pages and Publ...), 'EVENTS' (Walden goes to..., English Languag..., Create Event), and 'PAGES' (Pages Feed).

The main content area features a group photo of children in red and white uniforms. Below the photo are buttons for 'Joined', 'Share', 'Notifications', and 'Discussion', 'Members', 'Events', 'Photos', 'Files'. A search bar for the group is also present. Below this is a 'Write Post' section with options to 'Add Photo / Video', 'Ask Question', and 'Add File'. A pinned post by 'Joan Kang Shin' is visible, dated March 27, with the text: 'Teachers, this information graphic is for YOU!' and a link to 'Airtasker's photo.' The graphic itself is a Venn diagram with five overlapping circles containing the words: 'YOU LOVE IT', 'PASSION', 'MISSION', 'THE WORLD NEEDS IT', 'PROFESSION', 'VOCAATION', and 'YOU ARE PAID FOR IT'. A red square at the center is labeled '-PURPOSE'.

The right sidebar contains: 'MEMBERS' (3,730 members), 'Add People to Group', 'Invite by Email', 'DESCRIPTION' (The purpose of this group is to share id...), 'CREATE NEW GROUPS' (Groups make it easier than ever to share with friends, family and teammates. Create Group), 'RECENT GROUP PHOTOS' (See All), and 'SUGGESTED GROUPS' (See All).



 -PURPOSE

No debemos dejar nunca de explorar, y el final de toda nuestra exploración será llegar de nuevo al punto de partida y verla como si fuera la primera vez.

~ T. S. Eliot



Know your learners (Conoce a tus educandos)



Explore the world through English (Explora el mundo a través del inglés)



You must be the model (Tú debes ser el ejemplo)



Set high expectations (Ten expectativas altas)



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**...para que
tus
pequeños
educandos
tengan
éxito!**

Gracias



Joan Kang Shin

Update Info

Activity Log 6

Timeline

About

Photos 509

Friends 1,726

More

facebook.com/joankangshin