

Discovering English together

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Discovering English together

In this session

- The role of parents in children's language learning
- Helping at home: some DOs and DON'Ts
- Recommended resources for parents

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Involving parents

Reasons why

- Parents are likely to get involved anyway
- Better to have guided than unguided help
- Parents can be a source of useful information
- They can also be effective motivators
- Children feel more secure when parents and teachers communicate well



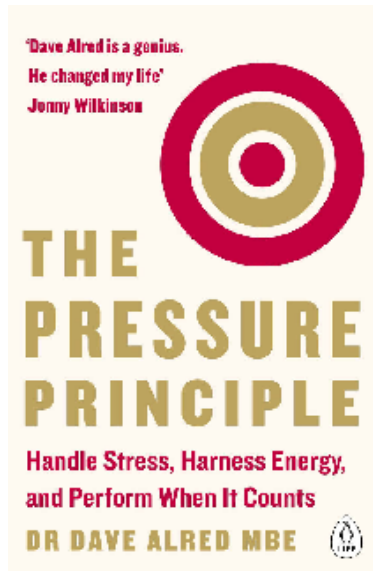
Involving parents

Key concepts

- positive communication with children
- emphasis on growth and improvement over time

Communicate positively

The problem with motivational team talks...



Communicate positively

In the classroom

Instead of telling students what they mustn't do...

No speaking
L1!

No stupid
mistakes on
the test!

...tell them what you would like them to do, and why/how they can accomplish it.

Say it in English.
You have all the
words you need.

Take your time.
Check your work
carefully when
you're done.

Growth mindset

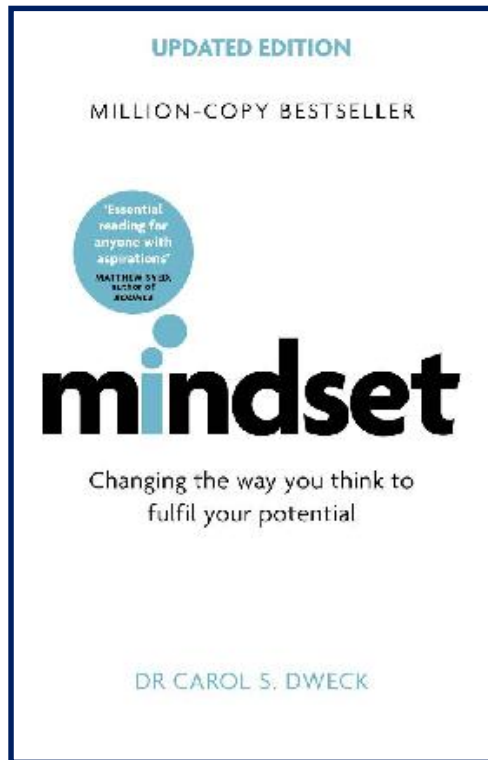
The power of effort, the importance of grit

“your basic qualities are things you can cultivate through your efforts.”
Dweck

I can't do this.

I can't do this yet.

Promoting a growth mindset



“Test scores ...tell you where a student is, but they don’t tell you where a student could end up.”

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”
- Tendency to avoid challenges

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”
- See challenges as learning opportunities

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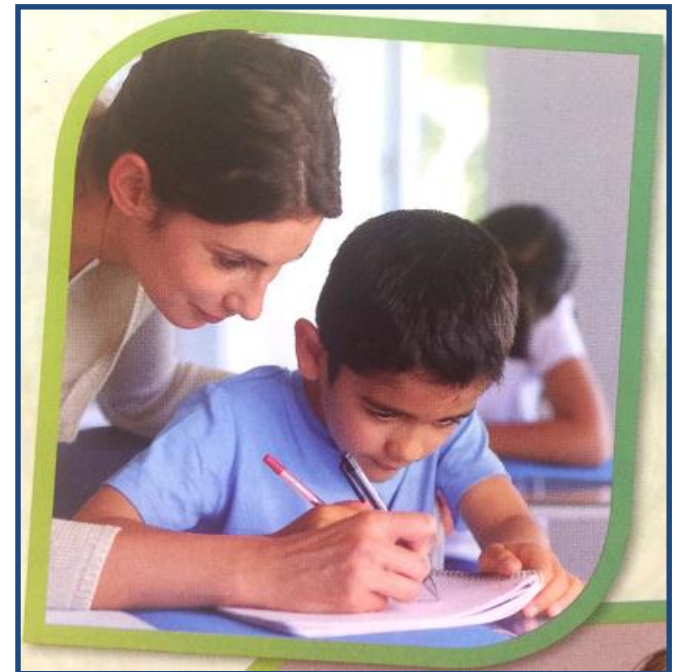
In this session

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- **Helping at home: some DOs and DON'Ts**
- Recommended resources for parents

1. DO

encourage parents to take an interest in their children's learning

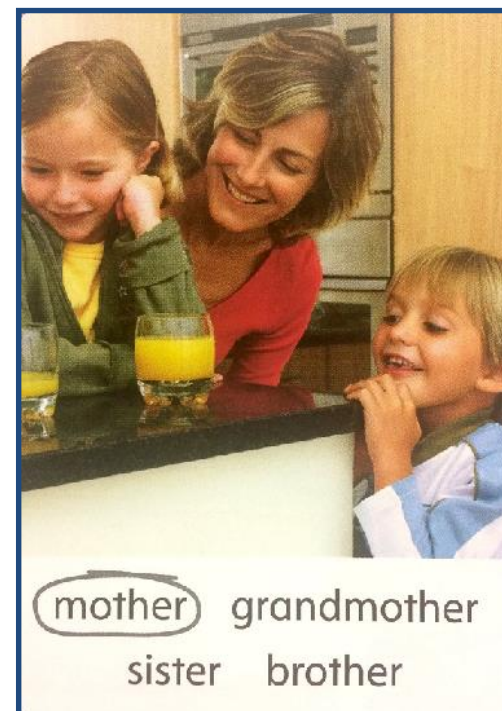
- children feel motivated
- parents feel involved
- parents are 'attitude role models'



2. DO

encourage parents to practise with their children

- involve English in family life
- find special times for English
(e.g. meal times, in the car)
- associate that togetherness with learning
- let children enjoy being the teachers



3. DON'T

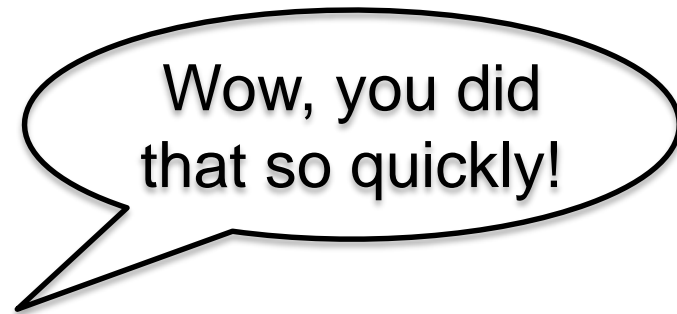
tell parents that their child is 'intelligent', 'talented', or 'bright'

“Praising children’s intelligence harms their motivation and it harms their performance.”

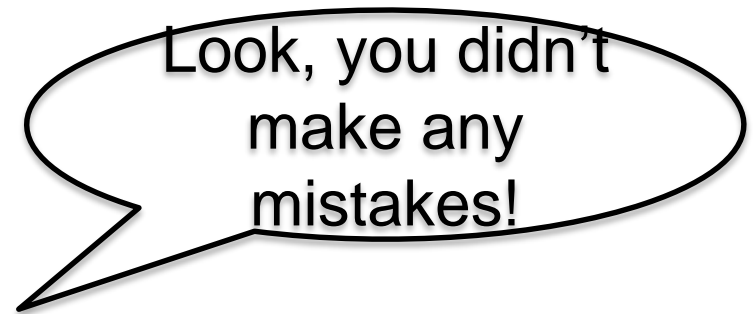
Carol Dweck *Mindset*

The wrong kind of praise

The value of difficult learning



speed



perfection

“Speed and perfection are the enemy of difficult learning.”

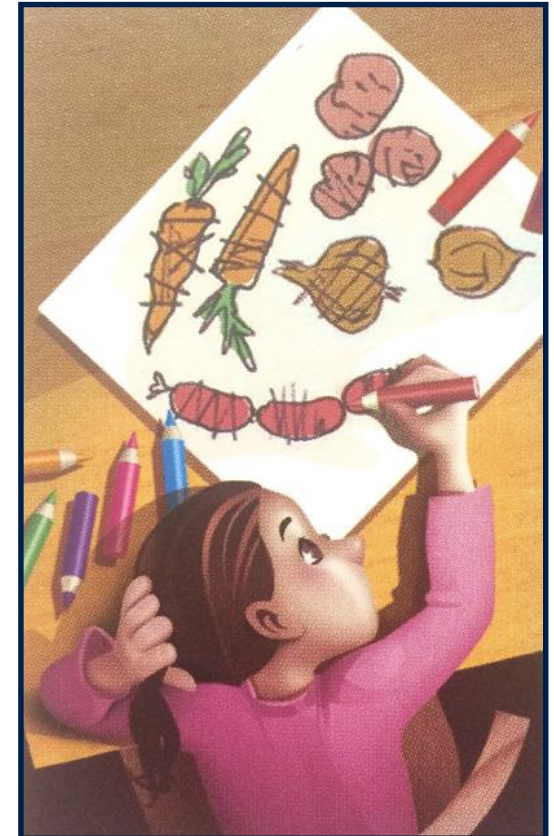
Dweck

4. DO

tell parents that you value effort and attitude - ***focus***

A focused student:

- pays attention
- asks questions
- enjoys a challenge
- is curious to find out more
- doesn't give up easily



The right kind of praise

Process feedback

- praise effort, not intelligence

“I can see that you have *worked* really *hard* at this – great *job!*”
- accept setbacks as strategic opportunities

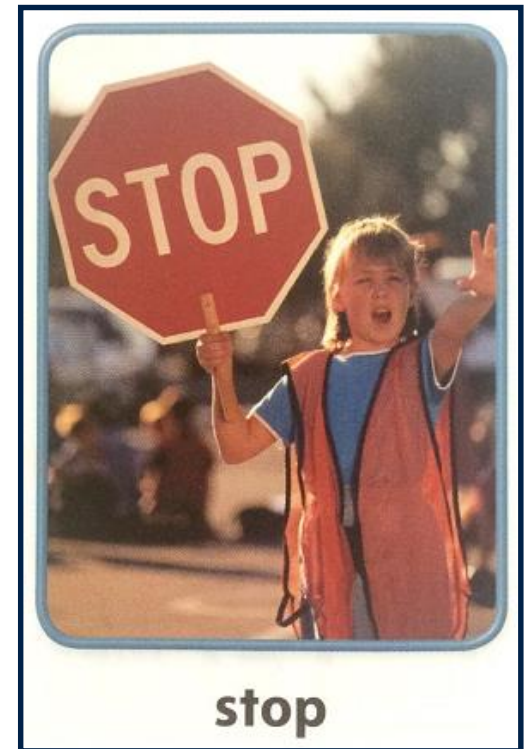
“Everyone *works* in a different way. Let’s *keep trying* to find a way that *works for you.*”

→ be positive; be truthful

5. DON'T

let parents have unrealistic expectations

- it takes years to learn a language
- focus should be on *gradual improvement*
- let's keep children engaged and interested
- self-esteem grows very slowly...
- ...but can be destroyed in minutes



Promoting a growth mindset

The role of honest feedback

“When people believe their basic qualities can be developed, failures may still hurt, but failures don’t define them.” Dweck

- set appropriate challenges
- praise students for effort and attitude
- be specific
- use the language of *work*, not talent
- make use of the *power of yet*

6. DON'T

let parents turn English at home into a chore

- sometimes less is more
- emphasise frequency over amount
- ask parents what their response is when kids say:

Can we stop now?



7. DO

make yourself available to parents (within limits)

- make time for parents where possible
- encourage parents to make appointments with you
- set clear boundaries

8. DON'T

let parents influence the way you feel about their child...

...and vice versa



9. DO

invite parents in to see a class

- a special occasion
 - performance
 - project
- an ordinary lesson
 - methodology insights
 - classroom management insights



10. DO


provide parents with useful resources for home practice

Parents' Resources

Oxford Discover Parent Materials

Download a letter to the parents from the course authors and a Parent Guide for each level of *Oxford Discover*.

- › Letter to parents PDF (828 KB)
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- › Parent Guide Level 6 PDF (817 KB)



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Oxford Parents



[Help your child with English](#)

Helping at home - DOs and DON'Ts

Discuss which ones you agree with...

1. encourage parents to take an interest
2. encourage parents to practise with their children
3. DON'T tell parents that their child is 'intelligent', etc
4. tell parents that you value effort and attitude
5. DON'T let parents have unrealistic expectations
6. DON'T let parents turn English at home into a chore
7. make yourself available to parents (within limits)
8. DON'T let parents influence how you feel about their child
9. invite parents in to see a class
10. provide parents with useful resources for home practice

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Oxford Discover

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<https://elt.oup.com/parent/oxforddiscover/>



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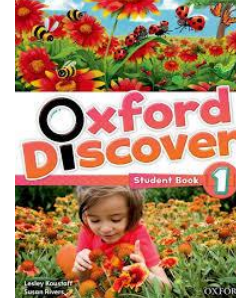
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Parent guides

Home Study Activities

Home Study Activity

Take out a family photo. Ask your child *Who is this? Is he/she a friend?* when pointing at each family member. Then have your child introduce the family to you or other family members. For example, *This is Anna. She is my cousin. She's sixteen years old. She lives with her father and brother.*

Parents' Resources

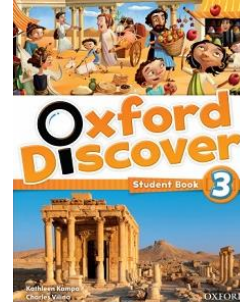
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Parent guides

Home Study Activities

Home Study Activity

Take your child outside and look for different kinds of bugs or draw pictures of different kinds of bug. Identify each kind of bug and ask your child questions about the size and colors of the bugs. For example, you might ask your child, *"Is the ladybug a small and red bug?"* Have him/her answer using the adjectives of size and color together. For example, your child might respond with, *"The ladybug is a small red bug."*

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Oxford Parents website



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<https://elt.oup.com/parents/resources/oxfordparents/>

Welcome to Oxford Parents

This is a FREE website to support you with your child's learning. Try these fun ideas to motivate your child to learn.

Phonics, reading and the alphabet (ages 3-5)

Learning to write (ages 3-5)

Speaking English at home (ages 6-10)

Rhymes and action games (ages 6-10)

Games and role play (ages 6-10)

Exam and test preparation (ages 11-14)

Project work and web quests (ages 11-14)

Learning vocabulary (ages 3-5)

Songs and action rhymes (ages 3-5)

Reading with your child (ages 6-10)

Craft activities (ages 6-10)

Learning vocabulary (ages 11-14)

Developing reading at home (ages 11-14)

Grammar (ages 11-14)

Web Quest 3

Around the UK

The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. How much do you know about them? Use the Internet to help you.

1. Symbols of the UK

Each country in the UK has its own symbols, including a flower. Match the flowers to the countries.

- 1) England _____
- 2) Northern Ireland _____
- 3) Scotland _____
- 4) Wales _____



a



b



c



d

2. Cities in the UK

Here are some of the largest cities in England, Scotland, Wales and Northern Ireland. Can you complete the table?
(Data from 2001 census, via Wikipedia)

Rank	City	Country	Population (2001)
1	London	England	
2		England	970,892
3	Glasgow		629,501
7	Edinburgh	Scotland	
	Cardiff	Wales	292,150
15	Belfast		276,459
	Swansea	Wales	169,880
75		Northern Ireland	93,512

3. UNESCO World Heritage Sites

a) What does UNESCO stand for?

b) The UK has more than 25 World Heritage Sites. Five of them are shown on the map. Match the places to the numbers on the map. Write which country each place is in: England, Scotland, Wales or Northern Ireland.

- ☐ Stonehenge _____
- ☐ Giant's Causeway _____
- ☐ Caernarfon Castle _____
- ☐ St Kilda _____
- ☐ Salt Lake _____

c) Choose one of the World Heritage Sites above and write five pieces of information about it.



pdf



Helping your child do
web quests in English

how-to
video

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Beyond the classroom

The real lessons of the English class

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Slides here:

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MINA