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TEACHING ENGLISH TO PRE-SCHOOL LEARNERS

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ABSTRACT

"The Methods of Afterschool Activities" explains the importance of extra-curricular activities for pupils of the primary school. It shows some examples of after school activities and gives very useful recommendations how to provide these activities at school to make pupils interested in learning a foreign language.

Keywords: Methods, activities, useful, to provide, learning.

INTRODUCTION

Teaching pupils English language pursues a comprehensive implementation of practical, educational and developmental goals. The implementation of the practical goal must ensure the achievement of the other three: educational, overall and developmental, and thus the foreign language will contribute to the formation of a fully developed personality, which is the main task of the secondary school at the present stage of the formation of our society. In the process of learning, the pupil must learn English as a tool of communication and be able to use it in its oral and written forms. The oral form includes listening - understanding of sounding speech by ear and speaking - expressing one's thoughts in English. Reading implies understanding the printed text - and using the graphical system for expressing thoughts - a letter. Listening, speaking, reading and writing are types of speech activity that must be formed in pupils to communicate in oral and written form. Extracurricular activities have many advantages like increase in sociability, learning new things and better motivation for school.

MATERIALS AND METHODS

Below is a presentation of some extracurricular activities involving the use of English. I've discovered that pupils become more and more fond of English if they are involved in various activities. And not only that, but they also improve their pronunciation, vocabulary, communicative skills as well. I have developed a sort of a special programs containing several activities with the following content: two clubs, a general knowledge quiz contest (twice a semester) and a special fun activity which I use to celebrate British or American holidays (Mardi Gras, Valentine's Day,

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Christmas, Easter). I'll start with the two clubs: one is an English Club –teaching English through games and songs - and a Drama Club - teaching English through plays. It's true, there are English lessons which use songs and games and short role plays but we cannot use them all the time, we have to teach grammar, to have pupils practice it through worksheets, we also have to teach reading and writing. So that's why I came up with the idea of these clubs. They take place once a week after lessons. Why did I think of Drama? Well it's a fun way to learn and practise English on the one hand but on the other hand it allows students to communicate with and understand others in new ways. Students who have participated in Dramatic activities are less likely to have difficulty speaking in public, will be better able to put themselves into others' shoes and relate to them, and will have a more positive, confident self image.

RESULTS AND DISCUSSION

Participation in Dramatic activity requires self control and discipline that will serve the student well in all aspects of life. Students in Drama will learn to work together, to cooperate and to find the best way for each member of a group to contribute. How does a Drama lesson "work"? Well, students start with some warm up activities such as "Mirrors" or tongue twisters (great for voice techniques, rhythm, pronunciation). Mirroring is a way of developing concentration skills and it goes on like this: everyone takes a partner. (If there is an odd number, the teacher pairs with someone.) Before we discuss what qualities and skill sets that make for a good coach, we need to first acknowledge how very difficult this profession of coaching really is. Coaching is sometimes a thankless, frustrating "no-win" kind of job. It's an occupation that is most often done in a public fishbowl. In other words, if you coach, then you are in a highly visible position that continually exposes you to the public's scrutiny and evaluation. It's one of those professions where the general public regularly weighs in on what kind of a job they think you're doing whether you want their evaluation or not. When it comes to judging your job performance, everyone seems to be an expert and have the "qualifications" to criticize you. Fans, parents, students, alumni, the media, and the team's organization or administration all seem at the ready to offer you either the thumbs up or thumbs down signal. What's even more frustrating for a coach is that so much of this external judgment comes from individuals who don't seem to have a clue about you, your players, or what you're trying to accomplish with the team. Coaching is also one of those jobs where your professional effectiveness is almost always narrowly measured by something that is

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very often totally out of your control: winning and losing. In many ways you can be a bad or ineffective coach, yet because you are lucky enough to have great players on your squad, you win all the time. Because of this external record you are considered in your profession to be a "great" coach. Similarly, you can be a wonderful coach and teacher but because of a lack of player talent, luck, or other circumstances beyond your control such as player injuries, your wonloss record is just mediocre and, as a consequence of this, you're seen as an ineffective coach. This is very important for after school activities. If teacher can control the class during the lesson, then controlling pupils in after school activities is quite different.

CONCLUSION

Step 1: Brainstorm Extracurricular

What are your interests? Have you always wanted to try out something related to art, but weren't sure if it would be worth your time, or if it would be viewed favorably by a college admissions team? Keep in mind that colleges don't really care about *what* kind of activity you are doing - instead, they want to see that **you are doing something that you are passionate about.** So make a list of all of your interests both things that you are already interested in and other areas that intrigue you and you'd like to learn more about.

Step 2: See Which Extracurriculars Fit Your Interests Look through the list below and see if any of the activities match your interests.

You may see some ways that you hadn't thought of before to pursue an interest! Keep in mind that there can be a lot of different outlets for each interest you have. For example, if you want to play an instrument, you can take private classes, play in your school's marching band, play in a community concert band, or work as part of the orchestra for your school's next musical.

Step 3: Research Different Extracurricular Options Research to see if these activities are available at your high school or in your community.

If there is something you are very passionate about that's not already offered, consider starting up a group of your own. But if you aren't sure that the interest will stick and you only want to try it out, it's probably best to find a different outlet for your curiosity.

Step 4: Join Some Activities The next step is to **start doing activities!** But how many should you do? If you are a freshman, I would recommend trying out a bunch of different activities--up to ten if there are that many you have an interest in. The idea at this stage is to **sample a variety of extracurriculars.** Once you start to get an

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idea of which activities are going to really help you develop the interests you are most passionate about, you can dedicate more time to those and drop the others.

Step 5: Narrow Down Your Extracurriculars If you are a sophomore, junior, or senior, you should hopefully already have an idea of the kinds of activities that you want to focus on.

Make a list of the top five activities that interest you. If you have the time to try out all five, go for it. This will give you a bit of time to experiment and see what's most of interest. If you don't have time, try to narrow down your top five to three activities.

Step 6: Increase Your Impact in a Few Activities Remember to not spread yourself too thin, especially if you are above freshman year. It's more important to spend significant time in each activity than it is to have a long list of activities. **Choose activities that will allow you to make a meaningful impact, either in your own development, or in the community.**

Here are some examples of activities that the teacher can use for after curricular activities:

Playing Sight Words with Water

Activity for 7-8-year old pupils

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