

JAKUB K. ADAMCZEWSKI

Uniwersytet im. Adama Mickiewicza w Poznaniu
Wydział Studiów Edukacyjnych
e-mail: jakub.adamczewski@amu.edu.pl
ORCID: 0000-0002-0152-3159

Lynne Cameron, Penny McKay, *Bringing creative teaching into the young learner classroom*, Oxford University Press 2017, pp. 104.

Creativity is among the most widely well-known teaching factors in modern pedagogy. It is becoming a vital part of research in social studies focused on teaching young learners. For many years teachers have not thought about the learning proces from children's perspective. The leading idea was to learn by heart pretty much everything from the national curriculum. The fundamental characteristic of this publication published by Oxford University Press is to bring creative teaching into every aspect of the lesson which is delivered by the teacher. A genius, well-written guide and dictionary for any pedagogue.

Lynne Cameron and Penny McKay are experienced and qualified in teaching to young learners. Lynne Cameron is a Professor of Applied Linguistics at the Open University and ESRC Global Researcher Fellow while Penny McKay (1948-2009) was an Australian teacher, researcher and leader in language education internationally. They mainly made themselves known for the following publications: *Teaching Language to Young Learners* (2003), *Assessing Young Language Learners* (2006), *Metaphor and Reconciliation: The Discourse Dynamics of Empathy in Post-Conflict Conversations* (2011). There are also numerous articles published about teaching English as a first and second language to young learners.

The present publication presents a new approach to teaching the young learners with creativity and through other subjects. In the introduction authors present their motivation to write this book which is teacher's special role in a child's language education. According to them this book should be treated as tool to inspire, create the love of language and ensure success in language learning. This part specifically

describes who the book is for and provides the characteristic of the target group: 5-12 years old learners. Although some chapters might be useful also with children who are outside this age range. There is also a part about the suggested way of using English in communication with kids. With this in mind, the authors put a thanks note at the end of introduction for all the students teachers and experienced teachers they have worked with over the years. The publication consists of nine elaborated chapters which focused on different approach to teaching English. The language is attractive, clearly inviting and very personal through the whole book.

Chapter one which is called "Knowing and challenging your learners" is divided into five subsections. The first one is about getting to know your learners which focuses on observing your students and talking to parents and helping them to understand the child. The second is devoted to expectations towards young learners and high expectations without pressure. The third one initials giving the learners access to new language and building up a task in stages. The fourth one focuses on celebrating achievement and the last one is about giving children time to think in terms of doing exercises. This part is especially useful for fresh teachers and presented by the writers techniques help with understanding the following chapters.

Part two is formed by six subsections with the main theme "Encouraging your students to learn." It starts with recycling language which is mostly about using the same vocabulary and structure in different contexts. Next one is healthy competition which focuses on group activities and getting a personal best. The further one is motivating young learners to speak English by equipping children to use English. Next one underlines listening activities and teaches how to encourage kids to attentive listening. The last but not least explains the role of written English and its role for meaning. The last in this part highlights the significant role of parental involvement in learning process. Contrary to expectations I have found this chapter very interesting and important from the pedagogical point of view.

Chapter three provides the reader with crucial information about "Going beyond the course book." Three subsections explains how to make the most out of coursebook and stretch its capabilities out. There is also a part about surprising your learners and making the classroom talk much intriguing. The last part proves the role of using hands in everyday learning time. The values of this chapter are indisputable and unique in terms of teachers education.

Part four which focuses on empowering your learners is divided into two sections. The first one is about the role in building a choice during the lessons. The second one points to young learners as a language detectives who are listening for patterns. This part offers powerful data about pupils motivation and need of creativity in given tasks and exercises.

Chapter five stresses the idea of assessment in planning activities for young learners. The two subsections which are inseparable parts highlight examples of positive assessment of learners and show how to introduce self-assessment works

in a classroom. The authors are of the opinion that skills like that are fundamental to self-development in terms of learning a language.

Next section is dedicated to playing with the various sounds of English. Authors are giving the interesting examples of teaching the long words and using English for different plays and games. This is one of the shortest parts in this book which is still remarkable by its creativity.

The seventh chapter demonstrates the way teachers can bring the real world into the classroom space. Three subsections highlights teaching English through subjects such as science, natural world or topics connected to our town, country and world. As proposed, in the second section writers show how to use English in the world around us by finding examples of it in everyday life or a visit from speakers of English in the local community. The additional and very marked part is devoted to usage of technology with examples of offline and online computer activities.

The eighth part represents the topic "Using make believe, performance, and metaphor" which is divided into three short sections. The first two underline the role-play and simple drama activities in teaching. The last one supports getting started with similes, metaphors, projects and group work. This is the most surprising part from the linguistic and pedagogical side.

The last, ninth chapter is in contrast to the rest of the book. Authors decided to devote this part fully to the teachers in terms of language and cultural contexts. This points to two subsections about keeping developing your own English as a teacher outside the classroom and in the classroom. It is also strongly advised to learn a new cultural context as well as outside school as at school. The strength of this part is truly writers' care about teachers self development.

Taken together, these findings suggest a significant role of this publication in bringing creative teaching in early childhood education. I have found this book incredibly interesting and helpful as a researcher and practising English teacher. Authors of this book managed to present and widely describe difficulties and challenges for contemporary English didactics. Despite the fact that there are unlimited books dedicated to teaching English to young learners, I would say this one is one of the best by its complexity and titular creativity.

