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[Myriam Monterrubio]

I am so, so happy to be here again for the, for the second time in this excellent global teachers festival that I really, really love. Because I, every time that I'm here, I learn a lot about things, lots of things. So the first thing is I know that if you're teaching from 3 to 5 year olds, let me just put my, my timer because I talk too much. So one of my favorite things to share with you guys is how children learn. And of course, if you teach three to five year olds, you know that they really learn with their whole body, right?

We, I mean, every time that we think we think about a classroom of kindergarten, we never, we actually don't picture them sitting down listening to the teacher, waiting for her or him to just say, or teach something, right? So this is something that all of us teachers know. We know that our students are very young learners and not so young learners learn with their whole body, right? So these kids learn when they touch, when they touch the material, when they move, when they imitate, they love imitating. And of course when we are teaching English, imitation is really, really important.

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They learn when they sing and even when they dance and of course when they repeat, right? So one of the things that I, that I, that I think about when I teach little kids is what am I going to do today in order to engage my students and being able to actually teach something that they didn't know before. And when they finish the class, they go outside and actually they're able to do it, right? So children learn through play, right? They don't learn by just sitting down, paying attention.

Of course we have to teach them to do those things. But when through play we can actually teach them how to pay attention, how to be quiet, etc. And we will see about that. My first question would be when is play truly learning and when it's just an activity. If you see this picture, you can see this teacher and maybe some of you might relate to this teacher because sometimes when we are very creative, we want to have lots of things in our class.

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So we want to give them a lot of games, a lot of activities. And of course these activities that are very powerful because they have a purpose, right? But sometimes when we just, you know, like this plan different games without this power, powerful purpose, sometimes takes a lot of time planning them. And when you get to the, to the classroom and do it with the kids, it lasts long, only 10 minutes or 15 minutes. And sometimes as they start having a lot of fun and, and the discipline or the noise, not discipline, but the Noise goes a little bit high, you go like, no, no, no, no.

You don't know how to play. And then you stop it. And then you go back to maybe, you know, making the drawing or something like that. So learning does not improve just because an

activity is active. Something that I really love is what Maria Montessori tells about the intelligent purpose, right?

Maria Montessori is said that any activity without a purpose behind. And I love when he. When she says intelligent purpose, that means that you have. There is. There is a purpose and intention for doing that activity.

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So she says any activity becomes educational when guided, of course, with an intelligent purpose by an intelligent purpose or real intention that connects mind and body and promotes development, not just this emotion, right? Sometimes Maria Montessori's philosophy tends to be misunderstood. And sometimes it's like, well, let them do whatever they want. And this is exactly what she doesn't think about. She says everything has to have a purpose.

And children do not behave correctly when they are bored or. Or when they are not engaged in the activities. So this is something that we have to bear in mind. With this in mind, we can say that play is not a break from learning. It's exactly how.

This is exactly how the brain starts saying, now it's time to learn, and now it's time to pay attention, because I'm actually loving this. When we incorporate play into our English classroom, we're not sacrificing academic quality. We're using the most powerful teaching tool available for our young learners. Something which is important is that some teachers might think that when a teacher is always playing with the kids, they are not actually working. And this is exactly what we do when we teach English with all these games and the movements, the kids will be able to relate what they're doing with what we're teaching, right?

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So there are a lot of things going on in our children's brain when they play. Something which is very important is to understand what happens in the brain when the kid is moving, when the kid is actually playing here. During play, children's brain show increased activity in areas responsible for problem solving, decision making, and creativity. Can you think about that? It's incredible how play can do.

Can do this creativity, because the kids, when they see, when they start playing something, maybe they come up with another thing and they say, teacher, why, why can we do this differently? And they give you ideas, and it's very nice when you actually listen to your kids of everything that they. They have to say, right? Some of the. Some of the exercises or the.

The Games that we can. That we can teach our kids through play is how to follow instructions. And follow instructions will lead our students to follow rules. Because instructions might be very, very simple. Like, for example, in this game, we have every time that you.

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That you look at me and look at me and looking at me, going like this means that you have to be quiet. So you go like this, quiet. Or when I do like this, everybody has to be quiet. Or if I do like this, every has to stop. So little by little within the game, we give them instructions to follow simple rules.

So Ludmilas is saying something really, really important. She says that unfortunately, not so many classes have enough space for children to move and play sometimes. This is very. This is very. This is exactly what happens in.

In many schools. I remember that I was teaching in a class, I had 35 students, and it was so. I mean, the class was so small then. What I did, for example, was instead of having them running in the classroom, I said, okay, we built these little shoes and on the fingers. So they had to run with her fingers.

So playing can be moving. You know, like, in this case, we would be, you know, like, doing fine motor coordination. Things like, okay, now walking. Now running, walking, dancing. See?

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So we as teachers, we have to look at what we have and then decide what is it that we can do. And, of course, in some schools, you can take your children from the. From the classroom to the patio and say, okay, today is a different game because we're going to be in the patio. And then you can actually do all these movement exercises with your kids. Right?

Another thing is that when children play, cortisol levels drop and their working memory capacity increases. And something which is very important is we are English teachers, and we want our students to listen to English at all times. So when they are playing, English is very important. And maybe sometimes the kids won't understand. But that's why, you know, when we teach little kids, the teacher must be a very, very, very active teacher.

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Because, of course, teaching little kids is a little bit tiring because you have to be in the move all the time. And so instead of saying, okay, children, I want everybody to stop. Stop, please stop. Instead of going that, of course, you. You use, you know, like TPR going like, stop.

And you do everything that. That they do, Right? So what happens is that, is that when the kids are actually playing, they're paying more attention to the. To the game and to the playing rather than what it's been taught. But the brain.

What the brain does is, okay, this is really cool. So the brain gets it, and then little by little, the output is going to be done. So including games in our English class in classes help students feel more comfortable, safe, and even if we're speaking to them in English, they are not going to feel uncomfortable. So games, of course, and everything. Every time that I, that I talk about the games, we will have to go back to the intelligent purpose and the purpose itself.

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Right? So games create meaningful repetition. Children will happily repeat the same language structures 20, 30 times during a game without boredom because they are playing. And it all depends on how the game is designed. A long time ago, when I started teaching, it was 1980, and the only thing that you needed to be an English teacher was to have a good level of English and a teacher certificate, meaning 200 hours of study.

And of course, when you do that, I remember that it was like, this is really cool, this is really nice. But what about observing the kids and knowing the kids? So every time that we plan an activity, we plan a game.

We. We have to think about the developmental stage of our students because sometimes the games are a little bit more difficult than what our students can handle.

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And then the kids are not going to enjoy the game and they're going to start having, you know, like you might be having, you know, like discipline problems. Right. So let's make a little example on how we can include a simple game to present new vocabulary. Okay, so this is exactly what we do. The first thing that you do with the little kids.

I mean, some teachers think that, and some schools and some parents think that teaching English to children is just giving them lots of vocabulary words. So with lots of vocabulary words, the kids will be able to, I don't know how will be able to speak. Right, but we have to give those vocabulary words in context, in context so can they can actually say something. So if you can see on this page, if you see it like this, of course I know. And that's why we, we authors write very nice author teacher's notes so that you can actually read them.

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But in this case, what you do is, okay, so you can have here all the vocabulary words that you have to give. And then from then on, then you're going to have. It's yellow, it has big teeth. In this case, before actually looking at the book, what I would do is like this, okay, look, look, tell me, what is it? Write the, write your answer on the, on the chat.

What is it? This is the first thing that the teacher does instead of saying, look, this is a. And then Give you the word. Okay, so the. Very good.

A cat. It's not a cat. It's Natalie. It's a. It's a lion.

Very good. Okay, so, but what happens if the kid says a cat? You go like a cat. Oh, no, no, no, look, it goes roar. So, and then the big cat.

Very good. Could be. So the, the kids will. Of course you're saying it in English, but your kids are going to say it in their first language. So what is it that you do it like when you listen to the word lion, you go like, very good.

00:13:34

Lion. Okay, so there are two, there are two different ways to repeat. Okay, the first one would be, okay, look, lion. Everybody repeat lion. Again, lion.

And then of course, as we know that we have to be repetitive. We get our students repeating these like a thousand times. Or we can use tpr, total physical response. And we go like this. Okay, look, it's a lion.

It's a lion. And of course, maybe you can go like this. It's a lion. It's a. It all depends on what you want to highlight.

In this case, I want to highlight the. Its. Okay, because instead of saying just lion isolatedly, I want them to start practicing the, the verb to be. So it's a lion. It's.

What color is it? And of course, the kids are going to tell you the colors that they say that they see. Okay? So I would go like this. Okay, look, it's yellow.

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It's yellow. Very good. So look, it's yellow. It's a lion. So two different sentences in only one chunk.

Okay, it's yellow. It's a lion. So every time that I, that I click my fingers, the kids are going to say, it's okay. Now the second part. Look, it's yellow.

It has big teeth. It has big. We can go like big or big. Whatever, whatever gesture you want to. To highlight, right?

So it's yellow. It has big teeth. Now look, what color is it?

It's green. It's green. It has big teeth. Etc. Okay, very good.

So after this, then the kids will. Are going to listen to the, the way that real children are saying it.

Okay? So listen. It's yellow.

Can you hear it? It has big teeth. It's a lion. We're imperfect. So what happened here?

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This is, this is riddle, right? So the kids are going to actually listen to the, the two boys saying it. And then we want our students to imitate. So we, we welcome two kids to the front and they say, okay, now you are going to be. Of course, we will have Two kids.

And then, okay, so you are going to be. You're going to tell what it is and you're going to guess, right? So. And then again. So we listen to it again and we go like this.

It's yellow. It has big teeth. It's a lion.

It's yellow. It has big teeth. So they are going to imitate. It's yellow. It has big teeth.

So little by little, they're going to, you know, relate it to the. The music of the language. Right?  
And now let's play. Keep.

Let's keep on playing. So look at this animal. This animal is a.

Yes, I'm waiting for the answer. Very good. Turtle. Very good, Andrea. So it's a turtle.

And what color is that?

00:17:25

Blue. What color is it? Blue. So we have blue, green, yellow. Okay, so are the turtles slow or fast?

Okay, so every time that you see the turtle, we have to do it very slow. Are you ready? So again, remember, so tell me now look slowly. It's a lion.

And then again, the kids are repeating exactly the same chunk language chunk, which is. It's a lion. And the kids are doing it like that. Thank you for doing this. Very good, Marines.

Excellent. We're doing it that. So if you're doing it, you are. You will have a very huge golden star at the end. Okay, and now what happens with this?

Look, we have a rabbit, and we have a color next to the rabbit, and it's red. So that means that the rabbit goes. Very good. So let's see what happens with this. Are you ready?

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Now? Let's do it. It's a lion. It's a lion. It's a lion.

It's a lion. And then little by little, the kids are still repeating. But repetition in this case can be fun because the kids are actually doing exactly the same language chunk movements. Okay? Now once they know in this case what we're teaching is slow, fast, big, small.

Okay? And then what we want our students to do is we're going to do something different within the same, with the same topic. So this is an activity that was purposely, you know, done for the kids to understand what slow and fast is. Okay? So in this case, we want our students.

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The only thing they have to do is they have to circle the slow movements in blue and the fast movements in red. So with the previous exercise, we created like a cognitive path, right? So we're using the same activity but in a different context. Okay, we have slow, fast. But now we're doing this.

And then, of course, maybe you, when you are. When you see that your kids are walking very fast in the class. Maybe you can actually show them a turtle going like, please walk like. Walk like a turtle. And then they can do it a little bit.

Slow. Right now, there are two essential essentials that accompany our games. Always, always, always in English. And of course, I'm sure that you guessed before I clicked in my. In my presentation.

00:20:26

It's movement and music. Why are they so important? Well, because movement is going to help our students attention. They're going to. They're going to pay attention to the movement they have to make, and then immediately memory and meaning sticks to it.

Imagine that instead of just repeating things, maybe if you don't have a big classroom, maybe what you could do is, okay, tell them, everybody stand up. Now let's see if you can repeat this, this word. Standing on one foot. Are you ready? 1, 2, 3.

And then you give them exactly whatever you want. I mean, if you were. If you. Whatever subject you're teaching, right? And then you say, okay, on your right, show me your right foot.

You're teaching. You're teaching right and left. You're teaching them how to, you know, like, just stay in one place and say, it's a lion. It's a lion. It's yellow.

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Right? So the kids are going to pay attention more to the. To the. I mean, not to fall down because they're standing on one leg, rather than paying attention to the repetition. So that's really cool.

And of course, music. What happens with music? Music is going to help us again with repetition, pronunciation, and rhythm. For those of us who are not native speakers, we really need to pay attention on how the language is spoken, because sometimes we want to speak the English using the same music of our language. So it is very important for us to, you know, to pinpoint how some questions are asked or some sentences are written, are said, right?

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And when we thought. When we come to music, music is not just singing, is not just listening to the. To the. To. To music.

Music is listening to the way a person is speaking and imitate that specific rhythm, intonation, and pronunciation. So movement will switch the brain into, okay, ready to learn mode. Because they are engaged. They are. They want to do it.

And sometimes in the last session, sometimes we will have kids that don't want to do the things. And what is it that you do then? What you do is you, as you already know your students, you prepare a class where you know that all of their students are going to be included. And if you know that even though this class is really Nice. And some of our kids are not going to like it.

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Then you, you preview it and then you talk to them. You can talk to them and say, today we're going to do this. I'm sure that you're going to like it. If you don't like it, I mean, you can, you can be, you know, like my helper, right? So you can actually do that with your students.

And of course, movement always will build more memory, more memory pathways because either you are right brain, left brained, kinesthetic, visual, it all depends. It doesn't depend on your learning preference, right? So when children move, their attention system wakes up. So young children don't learn best through words. They don't learn best when they are sitting down and coloring and tracing.

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They learn burst when they, when they do this movement, right? So let's see, for example, this one, this is, this is the typical exercise when you have, when you present food, right? The first thing is you present the, the vocabulary words, which we know, I mean that we know how to present something, which I really, really like to highlight. And please, I want to invite you to do this. The first thing that the teacher does when showing a flashcard, a cutout and a real whatever, please elicit that from your students.

Don't tell them immediately what it is. Find out whether they are understanding the picture, they are understanding the, the cutout, or give them, you know, this like an open door. Maybe they already know the word and they're going to surprise you. So don't just show them and say it's a lion, it's a lion, it's a lion, right? So the first thing is like, okay, what is it?

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And maybe it's going to take time for the kids to answer. So it's like, okay, if you know that the kids are not knowing this, maybe then you can actually get them say the word, right? So in this case, for example, I can have a very nice hand game to get the pronunciation going. So we can do like this, what do you want? Or maybe it could be like this, what?

Because you know, the kids are not able to, to snap yet. This is for 5 year olds. So it's like, what do you do? What do you want for dinner? I want pasta, please.

What do you want for dinner? I want chicken, please. Okay, so in this case the kids are actually, you know, like moving and listening to the what do you do? You can do it like, what do you do for that? Or if the kids are starting to snap because they really love snapping, you go like, what do you like for dinner?

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I want pizza, please. Okay, so little by little, the kids are going to listen to the rhythm and the music of the language. Okay? So this rhythm will train the brain to speak, to. To speak.

And they will be able to speak in English in a. In a way that even parents don't expect, because sometimes they even have very good pronunciation. Now, as a non native teacher, be aware of the, of the, of the way that you're teaching the language, because sometimes you can be a very

good teacher, but sometimes the pronunciation is not very good. That's why we have beautiful applications. So you can go to your app and say, how do I pronounce this word?

And then little by little, you will be able to do it. And of course, music gives repetition without boredom, right? So the kids are going to do it. I use chance. Very good, very good.

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And what you're saying, rhythm is important to develop fluency, because sometimes when we imagine that this is just that kids are actually, you know, like, saying it, but when they start reading, they will start reading word for word. And this is exactly what we don't like. We want. We won't. I mean, what we want is to, to get them, you know, in a.

In a line. Right? So let me just share this nice thing. And this is. Well, you're going to, to listen to it, and we're going to do something different from what we usually do when actually watching videos.

Okay? Please and thank you. Ruby and Camilo visit their friend Elif's new restaurant. Hi, Elliph, we're here. Welcome to my restaurant.

Wow, it's nice. Thank you. What do you want for dinner? And I will stop there. Okay.

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When the elephant says, what do you want for dinner? She doesn't say, what do you want for teacher? Like, what do you want for dinner? Right. What do you want for dinner?

So what we want, our students, is to listen to what they are saying, and then they will be able to say it afterwards. And something which is really nice and I really love doing, is to get my students just listening to the rhythm. So I go like this. What do you want for dinner? How did it sound?

Na, na, na, na, na, na, na. So everybody, na na, na, na, na, na. And then you can have na na, na, na, na na. And the other group would say, what do you want for dinner? Very good.

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Na, na na, na, na, na na. What do you want for dinner? Okay. So little by little, as the story goes along, we teach chameleon, Camilo the chameleon, how to say thank you right? And then again, we have to be tells Camilo to remember the kind words, I want pizza.

Wait, Camilo, remember the kind words. We say, please. Sorry. I want pizza. Please.

Okay, so now the kids can actually, you know, imitate I want pizza place. And that's why we have lots of different voices. Sometimes I don't even like these voices, but kids really love it. It's like, I want pizza. So we're going low, we're going high.

So this is really cool. So then, of course, we have our children do the same. Pretend that. So who wants to be the elephant? Who wants to be the.

The panda? The red panda? Who wants to be the chameleon? And then we can easily have these things right now, little by little, every time that we. That we teach an activity that we.

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We want our students. For example, in this case, we want our students to follow a line, but why not doing it with slow motion? So we can put. We can play some music to have them go like slow. So we go like.

And maybe you can say dance, dance, dance, dance, or jump, jump, jump, jump, jump, jump. So it all depends on what is it that you do. But again, with a purpose. And I'm doing exactly the same things from the very beginning. I'm doing the turtle thing, the rabbit thing, that, that.

Okay, so in this case, for example, the last one that I want to show is this one, which is, what do you want to be? Okay, so again, using the same rhythm, what do you want to be? And then I want to be a teacher. What do you want to be? And then, so whenever that you are listening and you say, put your.

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Your finger on top. So you say, what do you want to be? And they will have to go, I want to be doctor number two artist. What do you want to be? And of course, then they follow instructions that go like, okay, put your finger on the artist.

And then let's go down to the easel. So we go like, what do you want to be? I want to be an artist. So little by little, if we start blending everything, Music, movement, imitation, repetition, the language is going to stick there. And they.

Some someday, I mean, you know, like, like out of the blue, they're going to sound and they're going to say things just, you know, like that, right? So we have to remember that play is the pathway, but intention is the compass. When we combine movement and music with a clear learning purpose, English stops being something children study and become something that they can feel, that they can do and remember. So I invite you to be you know active teachers enjoying teaching through.

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Through the body. Right. And of course, as an English teacher, enjoy speaking English to your kids. They won't understand every single word, but you will make them understand if you give them the context and you give them the way to do it. So thank you.

Thank you very much for being here and I really love. Thank you very much for all. I mean, thank you very much for all your hearts and things and all your comments. Thank you. Thank you.

I'm so honored to be here with you and very pleased. Thank you very much.

[Nathan Waller]

Thank you, Miriam. That is an overwhelming flood of emojis. I don't even think I've seen the screen blood like that before. People are going to break zoom.

[Myriam Monterrubio]

I think it's incredible. Thank you very much. Really look at it.

[Nathan Waller]

It's amazing and very much deserved.

00:34:01

I mean, what a wonderful session. And so many key. So many key points. And delivered in a way that gives teachers really simple, practical things that they can do with their children, which is what we announced at the beginning. I mean, I made a couple of notes going through.

I mean, there's a few really key points for me. One that we mentioned. This is one in Play is not a break from learning. I think this is a key. Actually, I got a new one from this morning, which you also mentioned, which is.

And I think people think this actually a lot, that play is not the opposite of work. Play is actually work for children.

[Myriam Monterrubio]

Exactly, exactly. That's an incredible takeaway. Really.

Really. This is. And this is something that we have to, you know, like just shout to the world.

[Nathan Waller]

Yes, I make good notes. I pay attention.

It's not just having fun. It's not kids running around in chaos, just doing whatever they want because you think that they're playing. That came across really strongly, that it's. It's structured, it's intentional. And this idea for me with play is that actually it breaks down.

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And I think education does this a lot because of things like assessment and testing. We view education in terms of correct and incorrect, black and white. And actually play breaks that down and says that there's a lot of gray in there, that everything kids don't, especially very young kids. 4, 3, 4, 5, 6. They don't have to be correct all the time.

They're supposed to make mistakes. So that came across really strongly for me. The multi sensory part is really strong, multimodal as well. There was a lot of this in there for me. And I think we think of multimodal in terms of technology a lot.

You're giving them videos, animations, which you've got there. But it can also be just showing them the same language in multiple formats. Have you still got Leo? Where's Leo?

Ah. What would your lion say to my lion?

[Myriam Monterrubio]

What do you have for dinner? Exactly.

00:36:12

See, so we're immediately, we're breaking it down so we're being playful and we're, we're using the language that we want them to use. We're modeling it right. For them and you can do this.

[Nathan Maller]

And then there's a lot of different Leos. Neo could be a always nice.

[Myriam Monterrubio]

Exactly. Could be a puppet. So there's.

[Nathan Waller]

Kids need to see that language in so many different formats. And this is playful for them. Right. They start to understand that the context can shift. And we could have, you know, we could pretend that the lion is on space.

We could pretend the lion is different color. You know, what does he eat? Maybe he eats humans and you make them laugh and it's playful. Right. This is what.

[Myriam Monterrubio]

Exactly, exactly. They would be like, what do you want for dinner? And say I want a frog, please. And of course we were like, no, no, no frogs. No.

So this is something that, that humor is as well in, in that, in that and that. And when you do this that you are actually knowing that your kids are understanding and they are, you know, engaging in, in the, in the activity. And this is really, really cool. Yeah. To see something that happens is that when you look at your, your students faces and you see these eyes going like.

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No, this is just like. It's really, really nice. It's amazing. That's why I love teaching little kids and teachers.

[Nathan Waller]

I'm going to come to a couple of the questions because we do have a little bit of time.

But yeah, one of the things that this reminds me of is this idea of how. I guess because a lot of this language is taught through units. Right. Because in fact you're the author of the material that you were showing today.

[Myriam Monterrubio]

Yes.

[Nathan Waller]

You might want to tell people what that is because there was quite a few questions in the chat box. Like where's this animation from? Where's this page of the book from? So is it that you're showing?

[Myriam Monterrubio]

It's my brand new baby, Lorena Painter and myself baby. And it's called Early Explorer.

[Nathan Waller]

Early Explorers. It's called, it's called Early Explorers from the. And yeah, Miriam and the wonderful Lorena who's also done lots of webinars for us. If you go and check out the archive, you'll find Lorena and I saw Will has put A link in the chat box.

00:38:16

So if anybody wants to explore early explorers. It's brand new. It's actually being published currently. I don't think it's available until the summer ready for September start for a lot of people.

[Myriam Monterrubio]

Yeah, it's brand new.

So you, you were the one, the first ones to look at the. When, when I got the page, it was like when I got the, the stories. Because when we were writing the stories, we were just imagining how the stories would be and it was incredible. Yeah. And I got the story like two, two days ago.

So it is. It has been really, really nice. So we use puppets. We use. And something that we wanted to highlight in this course is dialogues.

The kids speaking as they are. I mean, even if they are three years old, they will be able to speak when they say, what is it? It's a sharpener or it's whatever. What color is it? It's red.

And there are lots of things that you can do.

00:39:13

[Nathan Waller]

And yeah, there are visual clues in there to help them. Just scaffold them to support them. So it's a scaffolded learning for very young learners. And you're right, they can't do it.

I mean, my daughter's not even two and she can do these things. So I'm sure the kids in the class, when they're three and four, are capable. We just need to present it in a way that allows them to attach to it. Right. To grab their attention.

And it made me think about the way we teach a unit. So a lot of people, I think are teachers. Feel like we need to give the kids. I think you mentioned this at the beginning. You need to give them the vocabulary for them to be able to use that vocabulary in the rest of the unit.

But could you show them the animation first? And then.

[Myriam Monterrubio]

Of course, of course. This is something really nice. And I'm so glad that you're actually saying this because it's not something that I mean, of course all the books have a sequence.

00:40:06

It's like you have to go from here to here. But there are lots of things that you can forget. I mean, you're in page 44. Don't worry. Do the story before so that they can actually look at it and start living it.

Of course. And this story can be played over and over again. And every time that you play, have a different activity that goes with it, with it. And not just look at the story to the story. And then you can color or plan your class.

No, no, no, no. For one time at the end Then you'll see. Now let's do the whole story, and then they will see the whole story. Or you can give them the whole story. And then.

So this is really nice. And it all depends on your group, on your students. You can have first giving them the story and then little, you know, break it by pieces. So, yeah, that's exactly what. What we, we really like.

Language is not just, you know, you know, pieces of. Of vocabulary or grammar. It's. It's a whole thing. It's chunk. So that's why it is very important for us to not just think about vocabulary words. And that's it.

[Nathan Waller]

Yeah. I wish I could carry this conversation on and ask more questions and get into more about how to kind of bring that kind of playfulness into the classroom and help kids really explore the language in playful ways, but I know that Miranda's waiting in the wings.

00:41:35

[Myriam Monterrubio]

I know. And you will love it. Teachers will love it. It.

[Nathan Waller]

They. They will love it. So, Miriam, from me personally, thank you so much again for the session.

On behalf of the thousands of hearts that poured onto the screen a minute ago, I'm sure. Thank you from everybody else as well. It's been an absolute pleasure.

[Myriam Monterrubio]

Thank you very much.

[Nathan Waller]

See you again very soon. I know you're doing the evening session, so have a nice rest and we'll look forward to seeing you this evening.

[Myriam Monterrubio]

Thank you very much, Nathan. Have a wonderful time. Thank you, all you teachers. Bye bye. And join Randas. Bye bye.