

Tutoring Languages to Young Learners

Parent Information Sheet



I teach young learners Mandarin, Korean, French and English through play, stories, movement, and natural communication, following widely recognised language-acquisition methods appropriate for young children. My lessons use play, movement, stories, and positive reinforcement. At the same time, activities are tailored to each child's needs and interests, and I work in partnership with You to ensure your child receives all the support they need, both in our lessons and at home.

The Goal

The goal is to help children understand, enjoy, and use the target language confidently, and to provide a joyful, safe learning environment. I make sure children leave each lesson with positive memories, so that they have the foundations for both serious academic learning and working with the language as a hobby, depending on what they wish to pursue in the future.

Core Principles

- **Learning should feel natural.**

Children learn languages best when they hear and use them in situations which are meaningful to them.

- **Play is the primary learning mode.**

Play lowers stress and helps children practise language spontaneously.

- **Movement supports memory.**

Associating words with actions builds a strong understanding.

- **Small steps taken often.**

I model, guide, and gradually reduce support as the child becomes more confident.

- **Assessment is gentle and ongoing.**

I record progress through repeated, playful activities, observing spontaneous use and understanding. I share short monthly/weekly reports with parents to inform them of strengths and next steps.

Methods I Use

- **Comprehensible Input**

I use short phrases supported by gestures, visuals, and repetition, so children naturally absorb the language.

- **Total Physical Response (TPR)**

Children respond to instructions through movement to demonstrate understanding, before producing language themselves.

- **Play-Based Learning**

Role-play, building games, and pretend scenarios encourage natural use of language with purpose and joy.

- **Chants**

Music and rhymes help children improve their pronunciation and are an enjoyable way to pick up new vocabulary.

- **Storytelling and Shared Reading**

Picture books, puppets, and story retellings expose children to language structures, while repeated books help retain vocabulary.

- **CLIL (Content and Language Integrated Learning)**

Incorporating the teaching of Mathematics, Geography, etc., in the target language builds vocabulary and thinking skills.

Activity Examples

- Movement games: Simon Says
- Pretend scenarios: shops, airport, restaurant, etc.
- Exploring the world map
- Toy storytelling
- Matching/sorting games (animals, vehicles, colours)
- Mathematical operations with number blocks in the target language
- Short rhymes with gestures

How You Can Support at Home

You will be able to support your child's progress at home, even without being fluent in the target language yourself.

- Use a few simple target-language phrases during routines.
- Play a short song or story daily.

- Label some frequently used household items or toys with pictures/words.
- Narrate your child's play using simple phrases.
- Keep exposure short, positive, and frequent.

F.A.Q.

Q: Will my child become bilingual if they start now?

A: Early exposure helps, but bilingualism depends on quantity and quality of input over time, opportunities to use the language, and family support. Lessons tied with regular exposure give the best chance.

Q: What if my child refuses to speak?

A: This is common. Comprehension and non-verbal responses often appear first; speaking usually follows when the child is confident. I suggest centring language practice around play at home and adapting to your child's pace to lower pressure.

Q: Do you teach grammar explicitly?

A: Not in formal terms for very young learners. I model correct structures and plan activities that expose children to grammar in context, while gradually introducing explicit grammar instruction with older children.