



Teaching English to Young Learners

CTEYL Online Course

Course Outline



International TEFL and TESOL Training®

Where the world is your classroom

Teaching English to Young learners

Online Course Outline



Introduction



Target group

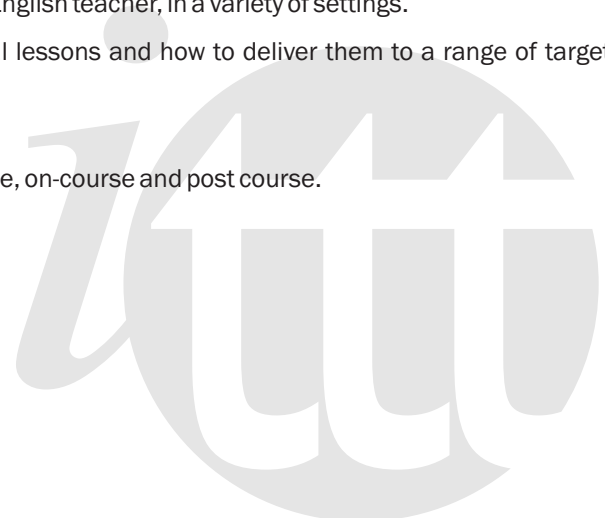
This course is designed for practicing or intending teachers of English. It is assumed that participants will have completed some form of TEFL certificate training and that they intend to be able to specialize in the teaching of English to young learners either immediately after this course or in the future.

Participants are not expected to have any specific experience at this level.

Objectives

On completion of the course participants should be able to:

- Discuss using standard industry terminology, the role of teaching English to young learners.
- Have an understanding of the general role of a Young Learner English teacher, in a variety of settings.
- Create a teaching syllabus. Have realistic ideas for individual lessons and how to deliver them to a range of target groups.
- Be aware of how to find or create teaching material.
- Be able to create and apply assessment procedures, pre-course, on-course and post course.
- Be aware of professional development opportunities.



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YL course overview



Structure

The course has five units which aim to cover as many practical and theoretical aspects as possible within the time frame.

The first unit is about teaching and learning, it follows a progression from general learning and child development theories, to language acquisition theories of both L1 (native language) and L2 (second language).

After adopting an approach to teaching, we will then consider the creation of the optimum learning environment and how this may change with the maturation of our students. Finally we look at the types of skills our students need to learn.

In the second unit we look at how to develop a course, from first meetings and level testing, through a needs analysis and on to the design of a syllabus. We then consider how and when to test the efficacy of our program.

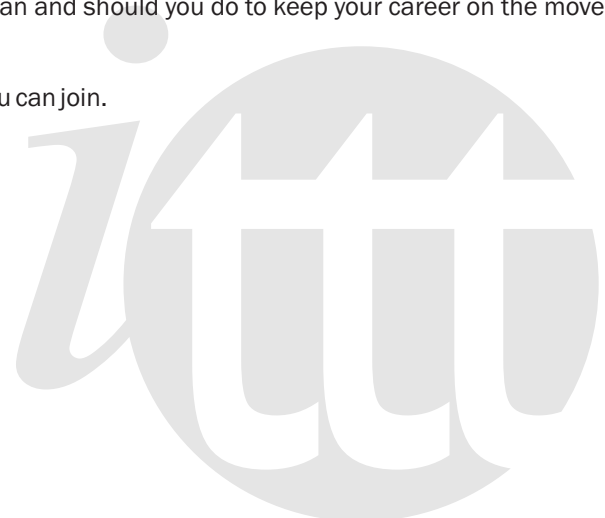
In the third unit we look at the type of material available, to aid the teaching process, how to source it and how to create it. The use of this material needs to be placed in the context of the learning environment, so we consider maintaining order in the classroom.

In the fourth unit we will identify different learning strategies and show through real examples how they can be used in the classroom, in the form of actual lesson plans.

The final unit considers your professional development. What can and should you do to keep your career on the move, how to structure a resume and apply for posts.

Finally we look at some useful organizations and associations you can join.

The course involves approximately 50 hours of study in total.



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Course content



Unit 1: Course introduction

1. Introduction
2. Course content
3. How the course works
4. Online course tutors
5. Aims and objectives
6. General terminology
7. What is a young learner?
8. Prospects
9. Unit 1 task sheet

Unit 2: Teaching and learning

1. Learning and developmental theories

- The four major groups
- Maturation theory
- Environmental theory
- Constructivists
- Cognitive Developmentalists

2. Native and second language acquisition

- Factors aiding native language acquisition
- Differences in L1 and L2 language acquisition
- Research findings about language acquisition
- Language learning is a dynamic process

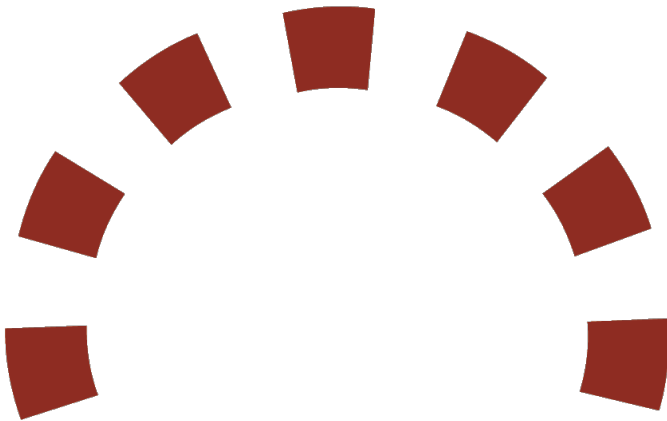
3. Adopting an approach

- Levels of young learners A1, A2
- Methodology for the A1 group
- Using the 'standard communicative approach' and EP
- Methodology for the A2 group
- Using the 'standard communicative approach' and ESA



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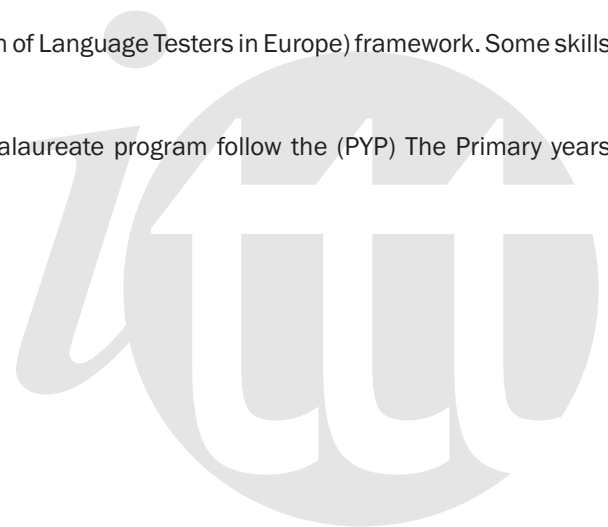


4. The learning environment

- Definition of environment
- Classroom arrangements
- Advantages and disadvantages of the Circular arrangement
- Advantages and disadvantages of the Semi-circular arrangement
- Advantages and disadvantages of the Group tables arrangement
- The teacher's position
- Teacher resources
- Student resources
- Students' work
- The teacher's role

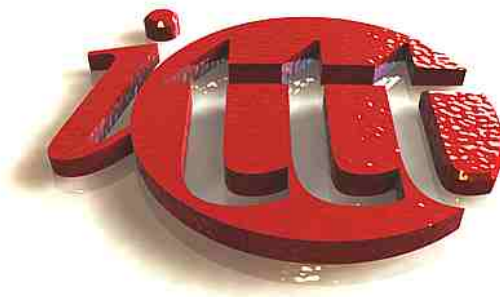
5. Skills

- Productive (speaking and writing) and receptive (listening and reading) skills
- Examples of the types of language that the students should be able to use presented as sections for A1 and A2
- A1 group examples taken from the Council of Europe Language Portfolio. Each of the four skills are dealt with individually
- A2 group examples taken from the ALTE (Association of Language Testers in Europe) framework. Some skills are combined to create 3 categories
- Other curriculum
- Private schools that follow the International Baccalaureate program follow the (PYP) The Primary years Program
- Program of Inquiry



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6. Maturation

- Maturation definition
- Psycholinguistic development process
- Ordering of the skills
- Likes and dislikes of the A1 group
- Likes and dislikes of the A2 group
- Varying ability in skills between A1 and A2
- Typical classroom description for A1
- Typical classroom description for A2

7. Unit 2 task sheet

Unit 3: Course development

1. Level testing and needs analysis

- What is a level test and what does it show?
- Level descriptors
- Comparison of level descriptors with the Council of Europe and ALTE
- Level descriptions
- Sample A2 level test
- What is a needs analysis?
- Needs negotiation with the younger age group
- Needs negotiation with the older students
- Individual needs vs. whole group needs
- Sample A2 needs analysis questionnaire



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2. Limiting factors

- Your employer
- Time constraints
- Resources
- Cultural issues
- Students

3. Syllabus design

- What happens if a syllabus is not available?
- Different Theories in regards to syllabus design
- Relation of syllabus design to particular learning theories
- Gaining information to help structure the syllabus
- Sample syllabus

4. On course assessment of students

- What types of test should be given and how often?
- Types of tests
- Diagnostic, placement, aptitude, achievement, proficiency and progress tests
- Guidelines for test procedure

5. Examinations

- Cambridge Young Learners of English (CYLE) tests
- Explanation of KET and PET
- Providing adequate and accurate feedback

6. Course evaluation

- Reasons for course evaluation
- Methods of course evaluation

7. Unit 3 task sheet



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Unit 4: Materials and management

1. Authentic and non authentic materials

- Definition of materials
- Authentic and non-authentic materials
- Advantages to using authentic materials
- Creating non-authentic materials
- Points that need to be considered
- What language they are trying to test or use
- How they are going to be used in the classroom
- How you are going to show how to use them

2. Lesson planning

- Why create a lesson plan?
- What should be on it and how do I use it?
- Sample lesson plan
- Blank lesson plan for future use

3. Book resources

- Course books
- Advantages of course books
- Disadvantages of course books
- How to make best use of the course book
- Four different options for course book use

4. Using the Internet

- Finding material
- Student direction



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5. Classroom management

- Categorisation of teacher control
- Which category creates the best learning environment?
- Flexible teaching
- Using your physical presence and voice in the classroom

6. Webliography of materials

7. Unit 4 task sheet

Unit 5: Teaching themes

1. Songs, chants and music

- Why use songs and chants?
- Points to bear in mind with young learners
- Points to bear in mind with older learners

2. Games

- Definition of a game
- How can games be adapted for classroom use?
- Explanation of games
- Creating your own games
- Games resources on the internet



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3. Stories

- Benefits of using stories
- What stories can we use?
- How can they be used with all four skills?
- Considerations when choosing stories
- Story resources

4. Art and crafts

- Stimulating both sides of the brain
- Generating linking activities which can practice language use
- Arts and crafts resources on the internet

5. Seasonal activities

- Culturally sensitive issues
- Religious and non religious holidays
- Teaching ideas and resources on the internet

6. Drama and movement

- Differences between young learners and older learners
- Using drama as a warmer activity
- Considerations with older students
- Resources for Drama and movement

7. Putting it all together

- Development of a lesson plan: Storytelling with the focus on comparative adjectives; step by step guide
- Development of a lesson plan: Using songs/chants with the focus on colours; step by step guide
- Development of a lesson plan based around arts and crafts with the focus on body parts vocabulary; guide
- Further lesson planning materials
- Description of the Engage phase
- Description of the Practice phase
- Description of practice activities

8. Unit 5 task sheet



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Unit 6: Professional development

1. Cultural issues

- General rules to keep in mind
- Checklist of things you should know about the country in which you intend to work.

2. Finding employment

- Through advertising
- 'In country'
- Job searching tips
- Questions for a potential employer

3. CV/resume

- What employers want to know about their candidates
- Work experience and qualifications
- Sample CV

4. Additional qualifications

- Pursuing further qualifications
- Benefits

5. Associations and organizations

- List of some associations/organisations you could become involved in

6. General EFL webliography

- List of useful websites arranged by function
- Book publishers, journals and newspapers
- Reference material

7. Unit 6 task sheet

8. Supplement

