

P00219 TESOL for Young Learners

Rationale

This course builds on a number of issues which have been covered in the TESOL core courses and reconsiders them in the light of what is known about teaching young learners and their learning. Course participants will consider how learning English fits into the overall learning experience of young learners, what insights research has given into the ways in which children's thinking develops, and the implications of this for learning and teaching English. The course will consider course and lesson planning and management, language input, materials, assessment and evaluation.

Objectives

After completing this course, you will be able to:

1. define the working context;
2. discuss critically a variety of theories relating to how children's thinking and learning develop;
3. critically evaluate research findings on how children learn their mother tongue, and the implications these have for learning and teaching a second/additional language;
4. identify the issues involved in evaluating activities, materials, lessons and assessment;
5. plan classroom work from a knowledge of principles, and justify decisions reached;
6. devise tasks and activities appropriate to specific learners, taking into account the context, culture and their needs;
7. develop a range of ways to give feedback to pupils and elicit feedback from them;
8. reflect critically on the processes involved in planning, executing and evaluating a set of lessons/ activities

Topics

- Analysis and description of the your context of work
- Theoretical issues in understanding children's learning, thinking and development
- Implications of what we know about L1 acquisition for L2 learning
- Critical evaluation of current research in related areas
- Approaches to teaching young learners
- Integrating language learning with other areas of the curriculum
- Using course books and other materials
- Planning lessons and preparing materials
- Monitoring and evaluating pupils' learning
- Reflection on teaching and learning processes

Bibliography (core texts in bold)

Brumfit, C., J. Moon and R. Tongue. Eds. 1991 *Teaching English To Children: From Practice To Principle*. London: Collins

Cameron, L 2001 *Teaching Languages To Young Learners*. Cambridge: Cambridge University Press

Donaldson, M. 1978 *Children's Minds*. London: Fontana

Halliwell, S. 1992 *Teaching English in the Primary Classroom*. Harlow: Longman

Meadows, S and A. Cashdan. 1988 *Helping Children Learn*. David Fulton Publications

Scott, W. and L. Ytreberg. 1990 *Teaching English To Children*. Harlow: Longman

Vale, D and A. Feunteun. 1995 *Teaching Children English*. Cambridge: Cambridge University Press

Pinter, A 2006 *Teaching Young Language Learners* Oxford: Oxford University Press

Assessment

You will demonstrate your ability to design and evaluate a short course or series of lessons using the tools and techniques encountered in the course; the lessons should develop a specific area or learning with a specific group of learners. You will also demonstrate an ability to justify choices made from a range of theoretical possibilities; in addition you will be able to critically reflect on the processes involved. The assessment will be equivalent to 4,000 words and will comprise:

- **Lesson plans** (20% of total marks awarded)
- **Materials and resources for activities** (20% of total marks awarded)
- **Rationale for the course/lessons** (60% of total marks awarded)