

# NILE Online

## TEACHING YOUNG LEARNERS

### Course Content

#### **Unit 1: Introductions**

In this unit you will learn to use the learning platform, introduce yourselves and share some of your views on teaching young learners and your goals and expectations for the course.

#### **Unit 2: It's child's play**

In this unit you will explore a variety of communicative games for language development. We will discuss ways of adapting them for different age groups and levels of proficiency. You will use the sample games to create your own game for a class of your choice.

#### **Unit 3: We are all ears**

In this unit we will discuss the principles of listening skills and the importance of incorporating varied listening activities in the regular classroom. We will analyse different listening activities to be used in young learner classrooms with no access to technology resources (no-tech), classrooms with CD players (low-tech) and classrooms with projectors or interactive whiteboards and Internet access (high-tech). Finally, we will discuss ways to adapt these activities for different age groups and levels of proficiency.

#### **Unit 4: Once upon a time**

This unit will focus on the use of story-telling, children's literature, environmental print and other authentic printed materials. We will examine different kinds of books for children and their potential for practising oral skills for L2 learners. We will look into ways to exploit great books for children and the text that appears in everyday life to design activities for young language learners. Additionally, we will examine techniques to make books and signs that can become rich resources for speaking, reading and writing.

#### **Unit 5: Lights, camera, action!**

In this unit we will focus on songs, nursery rhymes, art, crafts, cartoons, creative movement and drama activities to immerse young learners in language. We will explore activities that can serve both as good language models and opportunities for young learners to use language in interaction with other children and adults.

### **Unit 6: Speak English! Why your students probably aren't.**

In this unit we will take a look at the role of translation in the primary classroom. We will consider a principled approach to using Russian in the classroom and explore practical ideas that use the learners' own language while prioritising successful communication in the new language.

### **Unit 7: Adapt, Prepare and Design Materials.**

In this unit we will discuss the relationship between materials and language learning and based on this new understanding help you to develop your own ideas for making and adapting materials to use in the young learner classroom. We will discuss ways to adapt these activities for different age groups and levels of proficiency.

### **Unit 8: Course Review and Micro Teach**

In this review unit we will discuss the course and review the work covered in the units. You will have a chance to try out activities from the course by teaching the activities that have been the focus of the course and receive feedback from your peers and the course tutor.

## **Assessment**

### **Assignment Option 1**

Design a short thematic unit that can be taught in 60 to 90 minutes to a specific group of young learners. It should contain 4 to 6 activities based on new ideas you have learnt in this course or inspired by the activities in this course. You can use specific activities we analysed or carried out in the course, those that you and the other course participants have mentioned, or new ideas and resources, including parts of a course book you may have to or may want to use in your teaching context.

**or**

## **Assignment Option 2**

To plan a teacher training session of 60 to 90 minutes for colleagues based on something you have learnt or become more aware of by doing this course. If possible, do the session with your colleagues.