

TESOL Certificate in Teaching English to Young Learners



Course Designer:
Dr. David Nunan

About Dr. Nunan:

Dr. David Nunan is a world-renowned linguist and acclaimed author of texts for both teachers and students of the English language. He is a former President of TESOL, the world's largest language teaching organization. Dr. Nunan is the world's leading textbook author with textbook sales exceeding 2.5 billion. He has authored textbooks for many of the world's leading publishers including Oxford University Press, Cambridge University Press, Thomson Publishing, Heinle & Heinle, and Cengage Learning. He has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies and the University of Hong Kong.

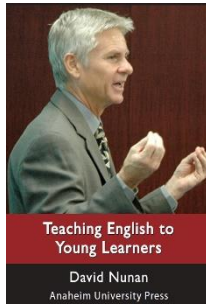
Course Objective

The aim of the Certificate in TEYL is to provide you with knowledge and skills for teaching English as a second or foreign language to young learners. The course consists of sixteen modules. Each module addresses a key aspect of TEYL. The modules consist of a statement of specific learning outcomes, input in the form of written text, Discussion Forum questions and activities, references and further reading, and a quiz.

Modules

1. Who is the “young learner”?
2. First language acquisition
3. Methods and approaches in language teaching
4. Teaching listening
5. Teaching speaking
6. Teaching reading
7. Teaching writing
8. Teaching vocabulary
9. Teaching grammar
10. Teaching pronunciation
11. Learning styles and strategies
12. The affective domain: motivation, reticence
13. Working with parents
14. Resources and technology support for language learning
15. Classroom management
16. Assessment and evaluation

REQUIRED TEXT



Teaching English to Young Learners

Author: David Nunan

Publisher: Anaheim University Press

Published: 2011

ISBN-13: 978-0-61-540102-7

ADDITIONAL READING

Additional suggested readings are provided within each module.

Students will be evaluated on their participation in the weekly Online Discussion Forums, and their successful completion of the weekly online quizzes and final exam.

ASSESSMENT

A grade of Pass or Fail is awarded at conclusion of the program. Those who have successfully completed this non-credit course will be awarded a TESOL Certificate in Teaching English to Young Learners.

GRADING STRUCTURE

Weekly Quizzes 45%

Online Discussion Forum Participation 35%

Final Exam 20%

A Pass is considered to be 70%.

AU Grading Criteria for the TESOL Certificate in Teaching English to Young Learners Online Discussion Forum

The following is a list of the grading criteria used when evaluating student participation in and contributions to the discussion forum.

Grading Criteria:

1. Actively contributes to the Online Discussion Forum discussions
2. Provides evidence of having completed the required reading
3. Understands key concepts and ideas introduced in the course
4. Relates ideas to own experience
5. Demonstrates originality of thought

Rubrics

	Fail	Pass
1. Actively contributes to the Online Discussion Forum discussions	Minimal contributions made. Regurgitates ideas presented in required readings or by other students.	Contributes adequately and appropriately to the discussion. Able to synthesize and link ideas presented in the readings and by other students.
2. Provides evidence of having completed required reading	Provides little or no evidence of having completed the required reading.	Summarizes the main ideas presented in the reading.
3. Understands key concepts and ideas introduced in the course	Little evidence that key concepts are understood.	Provides a reasonable summary of at least some of the key concepts and ideas presented in the course.
4. Relates ideas to own experience	No (or very limited) connections are made between the ideas introduced in the course and the student's experience.	Some connections are drawn between the ideas presented in the course and the student's own experience.
5. Demonstrates originality of thought	Little or no originality of thought. Student largely regurgitates the ideas of others.	Evidence that originality is developing. The student provides his or her own ideas and goes beyond regurgitating the ideas of others.

DURATION 15 weeks

Online study hours: 15 weeks x 9 hours per week = 135 hours

Total Course Hours: 135

Weekly Study Format:

150 min. video lecture and Powerpoint presentation (watch lecture, review

Powerpoint, take notes and reflect on notes)

150 min. background reading

120 min. preparation of responses to discussion questions and tasks

90 min. discussion board

30 min. online quiz

9 hours per week total

PLAGIARISM

All work submitted must represent your original work. Outside sources used as references must be documented to reveal the source and the extent to which that source has been used. Plagiarism and/or falsification are serious matters, and may result in complete resubmission of the assignment or failure of the course.

E-classroom Etiquette

Since this is an Internet-based course, there are several "rules" that are necessary to discuss in order to keep the focus on the topic and the course moving toward its desired objectives.

1. There will be NO personal attacks, sarcasm, or other activities that might affect the conduct of the class. Any such action will mean immediate dismissal from the course.
2. Students will be expected to participate in all class discussions.
3. Use of Title and Names. Since this is an e-learning class environment, experience has taught us that a degree of formality is necessary to keep the class moving in the desired direction. One way to keep classroom decorum is the use of titles and names in the e-class environment. Please specify how you wish to be addressed during the e-class environment.

Effective Communication in the Classroom

Here are some guidelines for successful communication in the Online Classroom and the Discussion Forum in the interests of improving communication in our virtual community. Students, faculty, and staff are expected to follow these guidelines at all times.

1. Welcome all newcomers including faculty, students and staff. Help them to feel they are accepted and that their opinions and participation are important to our community.
2. Try to make a positive impact on others offering words of support and encouragement whenever possible.
3. Try to stay on subject and refrain from expressing personal opinion in regards to religious and political beliefs or expressing any personal opinions that you feel may offend or alienate other members of your class.

4. Welcome differences in opinions. Take into consideration the fact that other students and faculty may have different communication styles, learning styles, cognitive patterns, beliefs and/or values than your own and recognize that these differences help to diversify the program and contribute to the overall experience.
5. Help to maintain an academic environment dedicated to learning in which individuals are free of sexual harassment from colleagues, faculty, staff or students. Please report any case of sexual harassment or situation which you believe may lead to potential sexual harassment to the University's administration and the President by e-mailing president@anaheim.edu and admin@anaheim.edu
6. Be forgiving of others. Realize that all of us make mistakes and that it is part of the learning process.
7. Realize that it is sometimes more important to try to understand than to try to be understood.
8. Provide feedback contextually e.g. "From my perspective as a high school English teacher in Japan, I feel....."
9. Be sensitive to the possible impact that your comments may have on other members of the community.
10. Try not to assume too much, attempt to clarify issues that are not clear to you before responding to the comments of others.
11. Give fellow students, faculty and staff the benefit of the doubt; assume that their intentions are positive, or that there may be some factor that you are not aware of in a given situation.
12. Be a responsible learner and seek out information if it has not already been provided to you. If you experience difficulties, ask the group for assistance. Be patient, but persistent.
13. Persevere and overcome problems. Do not become part of the problem; work towards a solution.
14. Feel free to disagree and to always express your opinion. However, it is also important to respect others and to be cordial when communicating with other members of the community. Please refrain from using any profanity or words that may be offensive to others.
15. Be an effective communicator. Take into consideration the fact that the community is made up of people from different cultural backgrounds and make an effort to explain yourself in a way that will be understandable for all members of the community.

➤ **Module 1. Who is the “young learner”?**

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 1

At the end of the module you should be able to:

- provide your own definition of ‘young learners’
- describe the developmental stages that learners go through between birth and puberty

- discuss the practical implications of learner characteristics at different developmental stages
- describe challenges and solutions in teaching younger learners
- discuss the pros and cons of the early introduction of a foreign language

Discussion Forum

How would you define “young learners”?
How would you classify them in terms of ages and stages? In what ways do you think that cognitive development, motivation, attention span, multi-level groups and assessment might pose challenges for the teacher of young language learners?
Visit one of the following websites and evaluate the site. Make a list of three interesting points you noted from the site.
The Child Development Institute
(www.childdevelopmentinfo.com/index.htm)
National Association for the Education of Young Children
(www.naeyc.org)

End of module quiz

References and further reading:

- Cameron, D. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Chapter 1.
Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter 1.
Nunan, D. 2007. *What is This Thing Called Language?* London: Palgrave Macmillan.)
Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter 1.
Well, g. 1981. *Learning Through Interaction*. Cambridge: Cambridge University Press.

➤ Module 2. First and second language acquisition

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 2

At the end of the module you should be able to:

- describe the key features of first language acquisition
- define second language acquisition
- discuss the effect of chronological age on second language acquisition
- define the ‘critical period’ hypothesis and say what the hypothesis attempts to explain
- define bilingualism

Discussion Forum

Do you think that learning a second language is basically the same as or different from first language acquisition? Give reasons for your choice.

List the ways that you think chronological age might have an effect on second language acquisition.

Do you believe that the earlier a learner begins learning a second language the better they will become? (what do you think is the 'optimal' age for beginning the study of a foreign language?)

Which of the following statements do you agree with / disagree with / would like to know more about?

1. Starting age does not affect the route of SLA. Although there may be differences in the acquisitional order, these are not the result of age.
2. Starting age affects the rate of learning. Where grammar and vocabulary are concerned, adolescent learners do better than either children or adults, when the length of exposure is held constant. Where pronunciation is concerned, there is no appreciable difference.
3. Both number of years of exposure and starting age affect the level of success. The number of years' exposure contributes greatly to the overall communicative fluency of the learners, but starting age determines the levels of accuracy achieved, particularly in pronunciation. (Ellis 1985: 106)

If you are bilingual, reflect on the process of becoming bilingual. What were some of the factors that facilitated the development of bilingualism? What are some of the factors that impeded the process? Write up your own mini language learning autobiography.

Interview someone else about their experience of becoming bilingual / multilingual. Use the interview data to write up a case study of the development of a bilingual / multilingual learner.

End of module quiz

References and further reading

Cenoz, J. and F. Genesee (eds.) *Beyond Bilingualism: Multilingualism and Multilingual Education*. Clevedon Avon: Multilingual Matters.

Dulay, H. and M. Burt. 1974. Natural sequences in child second language acquisition. *Language Learning*, 24.

Ellis, R. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle / Cengage.

➤ Module 3. Methods and approaches in language teaching

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 3

At the end of the module you should be able to:

- identify the essential characteristics of methods
- describe a number of more popular methods
- describe three - five practical teaching ideas from the 'methods era' that are still popular today
- distinguish between synthetic and analytic approaches to teaching
- describe the principles underpinning task-based language teaching

Discussion Forum

What would you see as the advantages and disadvantages of having a particular method to follow?

Which methods in the pre-reading would appear to be particularly suited to younger learners/ unsuited to younger learners?

Carry out a web search to identify three other language teaching methods. Describe each one, including their main principles and evaluate their potential for TEYL.

Review the six principles of TBLT set out in the key reading. Rank them from most to least relevant for TEYL. Give a justification for your ranking.

End of module quiz

References and further readings:

- Brinton, D. 2003. Content-based instruction. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw-Hill.
- Cameron, D. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Chapter 2, 8.
- Krashen, S. 1981. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Krashen, S. 1982. *Principles and Practices in Second Language Acquisition*. Oxford: Pergamon Press.
- Nunan, D. 2004. *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. and T. Rodgers. 2001. *Approaches and Methods in Language Teaching*. Second Edition. Cambridge: Cambridge University Press.
- Wilkins, D. 1976. *Notional Syllabuses*. Oxford: Oxford University Press.

➤ Module 4. Teaching listening

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 4

At the end of the module you should be able to:

say why listening is an important skill in language learning

describe the difference between bottom-up and top-down listening

state the key principles underlying the teaching of listening to young learners

adopt, adapt or create a range of tasks for teaching listening to learners at different ages and stages of development.

Discussion Forum

1. Make a list of the reasons why listening is an important skill in TEYL.
2. What is the difference between bottom-up and top-down processing in language learning and use?
3. Read this true story that happened a few years ago. As you do, notice how top-down and bottom-up information mix to help the listener understand what is being asked.

Visiting Rome, I was in the courtyard in front of St. Paul's Basilica. A woman came up and asked me something in Italian, a language I don't know. I looked at her with a puzzled expression. She asked a question again, this time simplifying it to one word "Cappella?" She asked again, "Cappella Sistina?" Then I understood that she wanted to know if the big church in front of us was the "Sistine Chapel". I replied "No, San Pietro." (I did know the Italian name of St. Peter's.) I pointed to a building on the right side of the courtyard and said "Sistine." She smiled, said "grazie," and walked off towards the Sistine Chapel.

When was the speaker using top-down processing? When was it bottom-up?

4. Have you experienced trying to communicate in another language? What problems did you have? Can you think of ways in which top-down or bottom-up information help you understand? (Adapted from Helgeson and Bown, 2007: 9)
5. Reflect on what was said about developmentally appropriate activities for younger and older learners in Chapter 1. Brainstorm ideas for teaching listening to younger and older learners.
6. Make a list of classroom language that could be used for giving instructions, and managing the learning process.
7. Carry out a websearch for ideas and suggestions on teaching listening through stories, songs and rhymes. Evaluate one site, and and share the results of your research in the Discussion Forum. (For example, there are many sites for teaching nursery rhymes. Here is a good one for using *Incy-Wincy Spider* as the basis of a lesson: http://www.ngfl-cymru.org.uk/vtc/incy_wincy/eng/Introduction/)
8. Create a lesson based on one of the ideas presented in this section. For example, find your own fairy tale to use as the basis of a lesson (or series of lessons) for young learners using the TPR technique.

Share your lesson plan in the Discussion Forum, and be prepared to discuss it.

End of module quiz

References and further readings:

Helgeson, M. and S. Brown. 2007. *Listening*. New York: McGraw-Hill.

Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter 2

Nunan, D. 1999. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning.

Paul, D. 2003. *Teaching English to Children in Asia*. Hong Kong: Pearson Education Asia.

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

Chapter 5

➤ Module 5. Teaching speaking

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 5

At the end of this module, you should be able to:

- describe the essential features of speaking
- identify the four types of competence that make up communicative competence
- describe a range of speaking tasks for learners are different ages and developmental stages

Discussion forum

Think of a situation in which you had difficulty getting your message across to another person (either in your first or a second language). What was the source of the difficulty? How did you solve it?

Here is an example of a spot-the-difference task. In completing such a task, the language used by the learners is closer to 'real life language' than that resulting from exercises in the inventory above.

What age range and developmental stage do you think the task would be good for?
What language (grammar and vocabulary) would learners need in order to do this task?
How would you set it up? E.g. What language would you pre-teach?
How would you set up the task?
What problems would you anticipate?

Carry out a websearch for ideas and suggestions on teaching speaking through stories, songs and rhymes. Evaluate one site, and share the results of your research in the Discussion Forum.

Create a lesson based on one of the ideas presented in this section. For example, create or adapt a source text to be used in a dictogloss lesson. Analyze the text to determine the grammar and vocabulary items that learners will need in order to complete the dictogloss successfully, and note those items that will need to be revised or pre-taught as a preliminary step in the lesson.

Share your lesson plan in the Discussion Forum, and be prepared to discuss it.

End of module quiz

References and further readings:

- Bailey, K. 2005. *Speaking*. New York: McGraw-Hill.
- Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning.
- Nunan, D. 2005. *Go For It*. Boston: Heinle / Cengage.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter

➤ **Module 6. Teaching reading**

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 6

At the end of the chapter you should be able to:

- describe the nature of the reading process
- state the functions of reading
- define key terms including *phonics*, *top-down reading* and *bottom-up reading*, *language experience approach*
- describe techniques for teaching initial reading and more advanced reading to second language learners

Discussion forum

Why do you read? Make a list of all the reading tasks you carried out over the last 24 hours, or keep a note of the reading tasks you carry out over the next 24 hours. Classify these into the following categories:

- To obtain information about goods and services
- To find out about family and friends
- For enjoyment and entertainment

Think of ways in which you could use a book such as *Belinda's Story* in class and share these through the discussion forum.

Carry out a websearch for ideas and suggestions on teaching reading. Evaluate one site.

Create a lesson based on one of the ideas presented in this section. For example, find your own fairy tale to use as the basis of a lesson (or series of lessons) for young learners using the TPR technique.

End of module quiz

References and further reading

- Anderson, N. 2003. Reading. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw-Hill.
- Anderson, N. 200X. *Reading*. New York: McGraw-Hill.
- Diaz-Rico, L. and K. Weed. 2006. *The Crosscultural, Language and Academic Development Handbook*. Boston MA: Allyn and Bacon.

- Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter
- Rivers, W. and M. Temperley. 1978. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. New York: Oxford University Press.
- Scott, W. and L. Ytreberg. 1990. *Teaching English to Children*. Harlow: Pearson Education.

➤ **Module 7. Teaching writing**

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 7

At the end of this module, you should be able to:

- describe the purposes for writing
- explain why writing is an ‘unnatural’ act
- say why writing is an important educational tool
- differentiate between *product* and *process* approaches to writing
- describe, modify and create tasks for teaching initial and ongoing writing

Discussion forum

1. Why do you write?
2. Make a list of all the writing tasks you carried out over the last 24 hours, or keep a note of the writing tasks you carry out over the next 24 hours. Classify these into the following categories:
 - To obtain information about goods and services
 - To find out about family and friends
 - For enjoyment and entertainment
3. In what ways are the functions of writing (a) similar to, and (b) different from reading?
4. Evaluate the following reasons given by Scott and Ytreberg to support their argument that writing is a good thing. Which points do you find convincing? Which do you think are not so convincing?
 - It adds another physical dimension to the learning process. Hands are added to eyes and ears.
 - It lets pupils express their personalities. Even guided activities can include choices for the pupils.
 - Writing activities help to consolidate learning in the other skill areas. Balanced activities train the language and help the memory. Practice in speaking freely helps when doing free writing activities. Reading helps pupils to see the ‘rules’ of writing, and helps build up their language choices.

- Particularly as pupils progress in the language, writing activities allow for conscious development of language. When we speak, we don't always need to use a large vocabulary because our meaning is often conveyed with the help of the situation. Lots of structures in the language appear more frequently in writing, and, perhaps most important of all, when we write we have the time to go back and think about what we have written.
- Writing is valuable in itself. There is a special feeling about seeing your work in print, and enormous satisfaction in having written something which you want to say. Never underestimate the value of making pupils' work public – with their consent, of course.

5. Carry out a websearch for ideas and suggestions on teaching writing. Evaluate one site, and and share the results of your research in the Discussion Forum.

6. Create a lesson based on one of the ideas presented in this section. For example, find your own fairy tale to use as the basis of a lesson (or series of lessons) for young learners using the TPR technique. Share your lesson plan in the Discussion Forum, and be prepared to discuss it.

End of module quiz

References and further reading

- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter 5
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning. Chapter 10.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter 6.
- Raimes, A. 1993. Out of the woods: Emerging trends in the teaching of writing. In S. Silberstein (ed.) *State of the Art TESOL Essays*. Washington D.C.: TESOL.
- White R. and V. Arndt 1991. *Process Writing*. London: Longman.

➤ Module 8. Teaching vocabulary

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 8

At the end of the chapter, you should be able to:

- say why the concept of a 'word' is complex
- identify instances of the nine word classes
- state six principles for teaching vocabulary to young learners
- describe, modify and create tasks for teaching vocabulary to younger and older learners

Discussion forum

To what classes do the following words belong? (Some can belong to more than one class.)
Create sentences for each of these words.

wow, hit, was, between, those, therefore, best, Canadian, never, myself

Linse (2005: 123 – 127) identifies six principles for teaching vocabulary. Which of these strategies are more appropriate for younger learners, and which for older learners?

Find or create examples of activities for exploiting three of these principles.

- Emphasize both direct and indirect teaching
- Teach vocabulary words before a new activity
- Teach to use context clues appropriately
- Present multiple exposures to new vocabulary items
- Give opportunities for *deep processing* of vocabulary items
- Have students keep vocabulary notebooks

Evaluate the following lesson plan. What age range would it be suitable for?

1. Get student to listen to and practice controlled conversations, in which some of the vocabulary items are presented in context.

*Hi Emma. What do you want?
I want juice please.*

*Tessa, do you want juice?
No, thanks. I want water, please.*

*Tom, do you want a banana?
Yes, please.*

*Star, do you want a banana?
No, thanks. I want an apple, please.*

2. Present labeled pictures of a range of food items, for example: an orange, milk, water, a banana, a mango, soda pop, a hamburger, a muffin, a donut, a sandwich, a cookie, a hot dog.

[Note that the activity requires learners to distinguish between countable (an orange, a banana, a hamburger etc.) and uncountable (milk, water, juice, soda pop) nouns. This illustrates another point that I have already made – the inseparability of grammar and vocabulary. Whether or not you attempt to give an explicit explanation of the grammar point will depend on the learners. Countables and uncountable are quite tricky, and I would probably avoid it at this point. From this activity, learners might infer that solids are countable and liquids are uncountable, which is only partly true, as some solid food items (e.g. sugar, salt, flour) are uncountable. I would deal with countables and uncountables

in a later lesson when food items are recycled. Another grammar item lurking in this activity is that of classifiers (a carton of milk, a

can of soda pop, a bottle of water, a container of juice). Again, I would save this item for another vocabulary lesson, as to introduce it here would most likely overload the learners. Yet another grammar item is some and any. This, again, should be saved for a later lesson]

3. Have students in pairs practice conversations following the model, and using the food items that have just been introduced.

Do you want?

No thanks. I want Please.

4. Get students to listen to and then sung a song.

What do you want?

What do you want?

Do you want water?

No thanks. No thanks.

Do you want milk?

No thanks. No thanks.

Do you want soda pop?

No thanks. No thanks.

I want juice.

I want juice, please.

I want juice.

Do you want an apple?

No thanks. No thanks.

Do you want an orange?

No thanks. No thanks.

Do you want a banana?

No thanks. No thanks.

I want a mango.

I want a mango, please.

I want a mango.

5. Repeat the song with other food items.

Carry out a websearch for ideas and suggestions on teaching vocabulary. Evaluate one site, and share the results of your research in the Discussion Forum.

Create a lesson based on one of the ideas presented in this section.

End of module quiz

References and further reading

Beatty, K. 2009. *Starship English*. Student Book 1. Melbourne: Fortuna Publishing.
Cameron, D. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Chapter 4

- Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter 6
- Nunan, D. 1999a. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning.
- Nunan, D. 1999b. *Go For It*. Student Book 1. First Edition. Boston: Cengage.
- Nunan, D. 2005. *Go For It*. Student Book 1. Second Edition. Boston: Cengage.
- Nunan, D. 2007. *What is This Thing Called Language?* London: Palgrave/Macmillan.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter 7

➤ Module 9. Teaching grammar

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 9

At the end of this module, you should be able to:

- provide your own definition of grammar
- distinguish between prescriptive and descriptive grammar
- state six principles for teaching grammar to young learners
- describe, modify and create tasks for teaching grammar to younger and older learners

Discussion forum

1. Before reading on, write your own definition of 'grammar'. Then read the definitions that follow, and revise your definition.
2. Cameron begins her discussion of the issue of grammar and the young learner by considering the proposition that "it could be argued that grammar has no place in a young learner classroom, that it is too difficult for children or it is not relevant to their learning." (Cameron, 2001: 96). She, in fact, disputes this idea, arguing that grammar does have a place in the TEYL classroom. She begins her argument by considering the following conversational extract.

A: what's that?
P: it's T Rex
A: is it big or small?
P: big
A: how big?
(silence)
A: this big? ((demonstrating small size with hand a few inches off the floor.))
((Child shakes his head to indicate 'no'))
A: this big? ((demonstrating a waist-high size with hand))
((Child shakes his head to indicate 'no'))
A: this big? ((demonstrating a human size with hand))
((Child shakes his head to indicate 'no'))
A: THIS big? ((demonstrating as high as the ceiling with hand stretched up))
((Child nods his head to indicate 'yes'))

What do you notice about the conversation? What do you think that the child is learning, from the interaction? Is there an element of grammar learning in the extract? Why, or why not?

3. Carry out a websearch for ideas and suggestions on teaching grammar. Evaluate one site, and share the results of your research in the Discussion Forum.

4. Create a lesson based on one of the ideas presented in this section. For example, find your own fairy tale to use as the basis of a lesson (or series of lessons) for young learners using the TPR technique. Share your lesson plan in the Discussion Forum, and be prepared to discuss it.

End of module quiz

References and further reading

- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Harmer, J. 1987: *Teaching and Learning Grammar*. London: Longman.
- Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning. Chapter .
- Nunan, D. 2005a. *Grammar*. New York: McGraw-Hill.
- Nunan, D. 2005b. *Go for It. Student Book 1*. Second Edition. Boston: Heinle/Cengage.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter 6.
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- Thornbury, S. 1999. *how to Teach Grammar*. Harlow U.K. Longman / Pearson Education.

➤ Module 10. Teaching pronunciation

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 10

At the end of this module, you should be able to:

- distinguish between segmental and suprasegmental aspects of pronunciation
- state key principles for teaching pronunciation to young learners
- describe, modify and create tasks for teaching pronunciation to younger and older learners

Discussion forum

Consider the following extract from Nunan (2005). What two aspects of pronunciation are discussed in the extract?

If we trap the air in our mouth, and then push it out suddenly by opening our lips, the resulting sound is the English /p/ as in *pill*. If, at the same time, we allow our vocal cords to vibrate, the sound is transformed into the English sound /b/ as in *bill*. If we open our lips slightly, place our flattened tongue against the hard palate (the roof of our mouth), and let out a puff of air,

we produce the sound /t/ as in *till*. If we allow the vocal chords to vibrate the sound will be transformed from /t/ to /d/ as in *dill*. Through these physical manipulations of puffs of air, we make tiny changes to the sound of a word that result in major changes to meaning.

Individual sounds in a language are now known as phonemes, and are fundamental building blocks of meaning. *The President is on the ship* has a very different meaning and calls forth a very different, and some would say more appealing, mental image from *The President is on the sheep* (although a speaker whose first language is Spanish may well say the latter when he means the former!). On the other hand, *The President is on the shup* has no meaning, at least not in any dialect that I'm aware of.

The second way of changing the meaning of what we say is by changing the stress, rhythm or intonation of our utterance. In some languages such as Chinese altering the tone or intonation of a word changes the semantic meaning, that is, what the word refers to. In Chinese, the word *Ma* can mean 'mother', 'hemp', 'horse' or 'to scold'. In English, the word has a single semantic meaning. We can do what we like with our vocal cords in the process in pronouncing *ma*, sing it, say it with a high tone or a low tone, but it will emerge in the ears of the listener as 'mother'. This is not to say that stress, rhythm and intonation are irrelevant to meaning in English, but they create a different kind of meaning. Changing the tone doesn't change the semantic meaning, it changes the functional meaning. *Ma* spoken with a high tone could be a warning, *Ma* spoken with a rising intonation becomes an interrogative, while *Ma* uttered with a falling tone could be a remonstrance.

Ma (high tone) (*be careful, he's got a gun.*)

Ma? (rising tone) (*Is that you?*)

Ma! (falling tone) (*how could you say such a thing?*)

The fact that different language families use intonation for different purposes creates problems when first language speakers of a tonal language try to communicate in a non-tonal language and vice-versa. My first opportunity at having a stab at a tonal language occurred when I moved to Thailand to work. At first my struggles to speak Thai were met with blank incomprehension on the part of the local Thais. However, I persisted and my efforts gradually paid off as incomprehension was replaced by partial understanding, which was also often accompanied by helpless laughter on the part of my interlocutors.

What is the focus of each of these pronunciation activities (segmental or suprasegmental)? What age range would the activity work for? What proficiency level would the activity work for? In EXERCISE 1A, why are the words numbered? What modifications, if any, would you make to the activities to make them appropriate for other ages ranges/ proficiency levels?

EXERCISE 1

A. Listen to the final sound of each word /s/ or /z/? Write each word next to the correct sound.

1. sisters; 2. cousins; 3. aunts ; 4. students; 5. brothers; 6. sons; 7. parents;
8. grandmothers; 9. husbands; 10. teachers.

/s/

/z/

B. Listen again and check your answers. Practice saying the words.

EXERCISE 2

A. Listen to the conversation and notice how Speaker B stresses **What** to Speaker A to repeat information.

A: What is this called?

B: It's called a cutting board.

A: **What** is it called?

B: A cutting board.

B. Listen and check the questions that are asking someone to repeat information.

1. What are they called? _____
2. What are these things called? _____
3. What's that on the table? _____
4. What is it used for? _____
5. Who bought that for you? _____
6. When did you get it? _____

C. Work with a partner. Practice the sentences.

EXERCISE 3

A. Is it a question or a statement? Listen to the examples.

Example 1: *He's the teacher.* (rising intonation)

Example 2: *He's the teacher.* (falling intonation)

Now listen and circle the correct answer.

1. Question / Statement
2. Question / Statement
3. Question / Statement
4. Question / Statement
5. Question / Statement
6. Question / Statement

B. Listen again and practice.

EXERCISE 4

A. Intonation in tag questions can vary according to how sure the speaker is. Listen to the example.

Example:

1. It's on Fifth Avenue, isn't it? (sure / confirming)
2. It's on Fifth Avenue, isn't it? (not sure / questioning)

Listen to the questions. Circle *S* for *Sure* or *NS* for *Not Sure*.

1. It's pretty new, isn't it? **S / NS**
2. That's it over there, isn't it? **S / NS**
3. She's been before, hasn't she? **S / NS**
4. You're going tomorrow, aren't you? **S / NS**
5. They've bought tickets, haven't they? **S / NS**
6. We're meeting at two, aren't we? **S / NS**

B: Listen again, and practice.

Carry out a websearch for ideas and suggestions on teaching pronunciation.

Create a lesson or a lesson segment based on one of the ideas presented in this module.

End of module quiz

References and further reading

Celce-Murcia, M., D. Brinton and J. Goodwin. 1996. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

Linse, C. 2005. *Young Learners*. New York: McGraw-Hill.

Nunan, D. 2003. *Listen In*. Second Edition. Levels 1 – 3. Boston: Heinle / Cengage Nunan, D.

2005. *What Is This Thing Called Language?* London: Palgrave Macmillan.

Paul, D. 2005. *Teaching English to Children in Asia*. Hong Kong: Pearson / Longman.

➤ Module 11. Learning styles and strategies

Pre-reading:

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 11

At the end of this module, you should be able to:

- define 'styles', 'strategies' and 'skills'. Indicating how they are similar and how they are different
- discuss the teaching of styles to younger language learners
- describe, modify and create tasks for teaching pronunciation to younger and older learners
-

Discussion forum

What your style? Read the following descriptions and decide which ones describe you best as a learner.

Type 1: Cognitive style

Field dependant – learns best when information is presented in context. They are often more fluent language learners.

Field independent – learns more effectively step-by-step and with sequential instruction. They are often more accurate language learners.

Analytic – works more effectively alone and at his or her own pace

Global – works more effectively in groups

Reflective – learns more effectively when they have time to consider new information before responding

Impulsive – learns more effectively when they can respond to new information immediately; as language learners, they are risk takers

Type 2: Sensory style

Perceptual

Visual – learns best when there is visual reinforcement such as charts, picture, graphs etc.

Auditory – learns more effectively by listening to information

Tactile – learns more effectively when there is an opportunity to use manipulative resources

Kinesthetic – learns more affectively when there is movement associated with learning

Environmental

Physical – sensitive to learning environment such as light, temperature, furniture

Sociological – sensitive to relationships within the learning environment

Type 3 Personality style

Tolerance of ambiguity

Refers to how comfortable a learner is with uncertainty: some students do well in situations where there are several possible answers, others prefer one correct answer

Right and left hemisphere dominance

Left-brain dominant learners tend to be more visual, analytical, reflective, and self-reliant

Right-brain dominant learners tend to be more auditory, global, impulsive and interactive

What do you think of the following questions? Be prepared to discuss then in the Forum.

- Is there a relationship between a person’s learning style and the strategies that they most prefer to use when teaching?
- What is the relationship between learning strategy preferences and other learner characteristics such as educational level, ethnic background, and first language?
- Do good language learners share certain strategy preferences?
- To what extent can strategies be explicitly taught?
- Does strategy training make a difference to second language acquisition?

Do you believe that strategies can / should be taught to young learners? Why / why not? At what age or developmental stage do you think that strategies might be introduced?

Carry out a websearch for ideas and suggestions on teaching learning strategies. Evaluate one site, and share the results of your research in the Discussion Forum.

Create a lesson based on one of the ideas presented in this section.

End of module quiz

References and further reading

Christison, M.A. 2003. Learning styles and strategies, In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw-Hill.

Nunan, D. 1999. *Second Language Teaching and Learning*. Boston MA: Heinle / Cengage Learning.

Nunan, D. 2005a. *Go for It. Student Book 2*. Boston: Heinle / Cengage Learning.

Nunan, D. 2005b. *Go for It. Student Book 4*. Boston: Heinle / Cengage Learning

Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Newbury House.

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

Chapter 8

Reid, J. (ed.) *Learning Styles in the ESL/EFL Classroom*. 1995. Boston: Heinle / Cengage.

➤ Module 12. The Affective Domain

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 12

At the end of this module, you should be able to:

- articulate the importance of emotions in language learning
- define motivation and anxiety

Discussion forum

Read through the extracts and underline or highlight all of the words and phrases that indicate an affective reaction to the learning process. Are the reactions mainly positive or negative? Why do you think this is so?

December 8

I've been living in Hong Kong now, and speak very little Cantonese. This is something I'm embarrassed and ashamed of, being a language teacher myself. Not that it's unusual. I have colleagues who have lived here twice as long as I have who speak even less Cantonese than I do.

So, what are the reasons? Firstly, it's a very difficult language. The commitment of time to make a decent fist of learning the language is enormous. Like most expats in Hong Kong, I lead a very busy life. In fact, I spend approximately half of my life traveling out of Hong Kong. Outside Hong Kong, the language is of little utility. If I'm going to learn a Chinese language it might as well be Putonghua.

Secondly, despite constant laments about the poor standard of English, most of the local Chinese that I interact with have a reasonable level of English. I would have to study Cantonese for many years for my Cantonese to be comparable to or superior to their English. From a practical, communicative perspective, there is therefore no need to learn the language. Shortly after I moved to Hong Kong, and had learned a few

phrases, I tried to use it in public. The person I was attempting to communicate with said to me, in perfect English, “If you’re going to speak Cantonese – speak Cantonese!” That kind of put-down was not encouraging.

Finally, I suffered foreign language interference. I speak Thai to a lower-intermediate level of proficiency, and there is a surprising number of cognates and false-cognates between Cantonese and Thai. Often a word will have the same pronunciation but a different tone.

Dec 9

I’ve set myself the goal of learning 1,000 words and phrases by June – only around five a day, but I’m having trouble remembering even that. The CD that L got me is much better than tapes I have, but there’s not enough repetition, and the phrases are presented out of context.

‘maai’ rhymes with ‘buy’ so that should be easy enough to remember.

I’m confused by the particles ‘ma’ and ‘ah’ . As far as I can figure out, ‘ma’ is a question particle, and ‘ah’ functions more like a question tag in English. So ‘Mohng ma?’ = ‘Are you busy?’ and ‘Mohng ah?’ = ‘You’re busy, are you?’ the ‘ah’ form seems much more prevalent than the ‘ma’ form.

I tried creating little dialogues from the phrases I was trying to learn in order to give them some context, but didn’t get very far. I don’t even know how to say ‘yes’. From what I know of other Asian languages, I guess there won’t be a single word as there is in English.

Really frustrating! I have no idea how to give affirmative responses. The book I’m working with teaches ‘Gei hou ma?’ (How are you?) but not how to respond. To respond in the affirmative, I did what I’d do if speaking Thai – repeat the phrase. I have no idea if it’s right or wrong. In response to ‘mohng ma?’ ‘Are you busy?’ I

made up ‘Hai la’ because it’s what I hear people in the office saying all the time. I’m sure it’s wrong, but I have no other resources to use.

I checked with L. who suggested Gei hou (quite good) or simple ‘hou’ and ‘hou mohng ah!’ (very busy) or simply ‘hou mohng’ for answers.

At lunch, I was really pleased when I called for the check “Maaihdaan, ngoi” and the woman understood instantly.

Dec 15

Opportunities to get out and actually practice the language are close to zero. My Chinese friends and acquaintances are all totally bilingual, and even most of the cab drivers on Hongkongside are much better at English than I’ll ever be at Cantonese. This is MUCH more like learning as a foreign than a second language. It is very demotivating.

December 22

Only one or two of the words that I worked on yesterday seem to have stuck. The ‘organic’ principle seems to be working here. I’m not learning one word perfectly one at a time. Rather, I seem to partially learn words and expressions, and then suddenly, several of them will seem to ‘come together’.

The more vocabulary you learn, the easier new vocabulary is to learn through a kind of ‘lexical synergy’. For example, knowing ‘jousahn’ (good morning) made it relatively easy to learn ‘good night’ (‘joutau’).

December 28

Conversation practice with L. (40 minutes). We started practicing more freely today, and I tried to use whatever resources I had to communicate. It was hard work, but fun, and motivating when L. understood what I was trying to say. It’s so motivating to have a sympathetic native speaker to reassure me that I AM making progress.

At one point I wanted to ask L. if she liked tea’, so I said “Nei jungyi yum cha.” She corrected me to the like/not like form “Nei jung-mh-jungyi yum cha a?” I asked her why she didn’t use the full form of the verb to like ‘jungyi’, but just part of it ‘jung’ in the first part of the negative/positive, i.e. why she didn’t say “Nei jungyi-mh-jungyi yum cha a?” She looked mystified for a minute, not understanding what I was trying to say, then laughed, because she’d never noticed that the full form of the verb isn’t used with this question form.

January 7

It’s time to push ahead. I am constantly tempted to ‘consolidate’ rather than to work on new language.

This morning, L. asked to me “Nei yau mou tung nei go leiu gong dinwa a?” I knew instantly what she had asked (“Did you talk to your daughter [who just went back to England] on the phone?”) I did this by recognizing the phrase “leiu gong dinwa” (“daughter speak phone”), although I wasn’t able to respond appropriately. Eventually I came up with ‘yau’ (yes). L. then asked “Geisi a?” Using the context, I guessed that this must mean ‘when’ – I also drew on the fact that ‘Geido’ means “how much / how many” and made the assumption that “Gei” combines with other particles to form ‘wh-’ questions. L. confirmed this ‘Si’ means ‘hour’.

What kinds of motivation are the teachers appealing to in the following statements?

A: You know your parents are paying a lot of money for this course.

B: Don’t forget, you’ll need this language when you go to Miami next month.

C: The first one to finish can leave early this afternoon.

D: Don’t forget that the end of semester exam is this Friday.

E: One day, you’ll appreciate that being fluent brings its own rewards.

F: Last year, promotions all went to those students who did best in the Report Writing course.

G: If you finish the translation task quickly, I’ve got a fun computer simulation game for you to try.

End of module quiz

References and further reading

- Bandura, A. and D. Shunk. 1981. Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586-598.
- Dornyei, Z. 2001. *Motivational Strategies in the Language Classroom*. Cambridge. Cambridge University Press.
- Gardner, R. 1985. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Arnold.
- Nunan, D. 1998. Motivating younger learners. Keynote presentation. BrazTESOL Convention, Sao Paulo.
- Tsui, A. 1996. Reticence and anxiety in English language learning. In K.M. Bailey and D. Nunan (eds.) *Voices from the Language Classroom*. Cambridge: Cambridge University Press.
- Williams, D. 1994. Motivation in second and foreign language learning: An interactive perspective. *Educational and Child Psychology*, 11, 77 – 84.
- Williams, M. and R. Burden. 1997. *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.

➤ **Module 13. Working with Parents**

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 13

At the end of this module, you should be able to:

- say why it is important to have parental involvement in the education of younger learners
- suggest strategies for building parental relationships and educating parents about their children's learning

Discussion forum

If you are currently teaching young learners, try out the ideas in this section. What did you find out about your learners? How will you use this information?

If you are not currently teaching, interview someone you know who has young children. Find out their attitudes towards their child's learning. What role do they see themselves as playing?

Brewster *et al.* (1992: 267-8) suggest the following tips for providing a quality parent care. As a teacher, which would you feel comfortable with implementing with parents:

- Arrive in class ten minutes early to greet parents and make yourself available for questions.
- Establish a system for communication to take place between teachers and parents, for example a small notebook.
- Make sure parents receive regular information from class teachers or the head in the form of letters, information sheets, termly reports, meetings etc.
- Provide a suggestion box for parents to leave questions or suggestions.
- Share information with parents and explain what you are doing and why. Develop mutual respect.
- Build in regular review sessions into your classes so that children understand what and how they have learned and can explain their lesson to their parents.

- Try to dispel and break down common misconceptions and fixed attitudes by informing and explaining.
- Invite parents to look at children's work in the classroom.
- Suggest ways parents can help their children at home: by asking their child what they have done in English; looking at their English books; asking children to sing songs or to repeat rhymes; asking their child to teach them some English and showing an interest in any materials they have produced, praising their children regularly so they feel proud of what they are doing.
- Organize and invite parents to special events.
- Share information and communicate your skills to parents.
- Listen to parents and consult them as well as be consulted.
- Be honest about your feelings so that parents can be too.
- Ask questions and be prepared to answer questions

Carry out a websearch for sites that offer guidance on teacher – parent relationships. Do an evaluation of 2 – 3 of the sites.

End of module quiz

References and further reading

Baker, C. 2000. *A Parents' and Teachers' Guide to Bilingualism*. 2nd Edition. Clevedon: Multilingual Matters.

Brewster, J., G. Ellis and D. Girard. 1992. *The Primary English Teacher's Guide*. Harlow: Penguin.

Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill. Chapter 8.

➤ Module 14. Classroom management

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 14

At the end of this module, you should be able to:

- suggest techniques for creating a positive classroom atmosphere
- evaluate 'rules' for effective classroom management

Discussion forum

Scott, and Ytreberg. 1990: 10 – 11) list nine points for creating a secure, positive classroom atmosphere. I've summarized these below. Evaluate the items as you read them. Which do you agree with? Which do you disagree with? Which do you think you might have difficulty implementing?

- Know what you're doing. Learners need to know that you are in control.
- Respect your learners.
- When a learner is trying to tell you something, accept what he / she says, including mistakes. There is a place for error correction, but now when the child is trying to communicate an idea.
- Don't allow students to laugh when someone makes a mistake.
- Establish clear routines. Knowing what to expect gives students confidence and adds to their security.

- Give learners responsibilities in the classroom: arranging furniture, putting things away etc.
- Avoid organized competition as it leads to winners and losers.
- Similarly, avoid giving physical rewards and prizes.
- Don't give children English names. Language is a personal thing, and you are the same person no matter what language you are using.

Given what you have already learned about TEYL, what do you think might be some of the challenges of establishing and managing pair and group work activities with young learners?

How might these be addressed?

What factors other than those described by Nunn and Lamb, below, need to be taken into consideration. (Bear in mind that Nunan and Lamb were thinking of the management of learning in general, not of young learners in particular.)

First, the teacher needs to think about the purpose of the task, particularly as it relates to the overall curriculum goals. Secondly, the teacher has to decide how and why to group the learners and whether the composition of the groups is to remain static, or whether it will change. Group size is another pertinent factor. It is surprising how a task that is not particularly effective with groups of three can work well with a slightly larger group and vice versa. (Nunan and Lamb, 1996: 144)

What is your attitude towards the use of the first language in the classroom? What purposes would you use the language for: e.g. classroom management and discipline? explaining vocabulary?

End of module quiz

References and further reading:

- Linse, C. 2006. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Nunan, D. and C. Lamb. 1996. *The Self-Directed Teacher*. Cambridge: Cambridge University Press.
- Scott, W. and L. Ytreberg. 1990. *Teaching English to Children*. London: Longman. Chapter 2.

➤ Module 15. Resources and technology support for language learning

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 15

At the end of this module, you should be able to:

- explain the benefits of using commercial texts as well as explaining the limitations of using such texts

- modify an evaluation checklist for adapting commercial materials for different purposes and learner groups
- state the benefits of realia and visuals in the language classroom
- explain an number of different models for using CALL in the language classroom

Discussion forum

Based on your experiences as a teacher or learner, make a list of the pros and cons of using commercial textbooks.

The following checklist for evaluating a coursebook is quite comprehensive. What modifications would you make to the checklist? Would you add or delete any questions?

A Checklist for Evaluating a Coursebook

How can you select or adapt a coursebook that is right for your learners and your own teaching situation? The following checklist of questions should help you to decide.

What are the pedagogical goals of the course?

What is the central organizing principle behind the materials (grammatical, functional, thematic)?

What other elements are integrated into the materials?

What is the balance of the four skills?

What is the range of spoken and written input provided in the materials?

What ancillary materials (workbook, video, assessment package, website etc.) are provided?

How are individual units structured?

How are individual tasks and exercises sequenced?

Do the materials focus on learning strategies and processes as well as language content?

What prior linguistic knowledge is required to complete each unit?

What prior content knowledge is required to complete the course?

How does the difficulty level match students' abilities?

To what extent is the content interesting and / or relevant to your students?

Will you be able to cover all of the content in the time available?

Have you used technology in the classroom? What was the outcome? How did the learners react? How did you integrate technology into the classroom?

Review several websites and evaluate their potential for language learning and teaching.

These may be sites such as www.goforit.heinle.com that are designed specifically for language teaching, or general gaming sites.

End of module quiz

References and further readings:

Beatty, K. 200x. *Teaching and Researching CALL*. London: Longman.

Graves, K. 2003. Coursebooks. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw-Hill.

Harmer, J. *The Practice of English Language Teaching*. London: Longman.

Nunan, D. In press. Technology support for language learning. *Encyclopedia of Language Learning*.

➤ Module 16. Assessment and evaluation

Nunan, D. 2010. *Teaching English to Young Learners*. Chapter 16

At the end of this module, you should be able to:

- define assessment and evaluation, and identify the relationship between the two concepts
- describe the purposes of assessment, and say how the purposes will determine a range of other factors including techniques for assessment
- describe what is meant by 'assessment for learning' and why it is important

Discussion forum

In what ways do you think the following factors will have an impact on how we go about assessing young learners?

- **Age:** children's motor, linguistic, social and conceptual development must be taken into account in designing and implementing assessment
- **Content of language learning:** a focus on oral skills, vocabulary development and language use at discourse level
- **Methods of teaching:** interactive use of games, songs, rhymes, stories to carry language content and practice.
- **Aims:** programmes for young learners often cite social and cross-cultural aims, as well as language learning aims.
- **Learning theories:** e.g. zone of proximal development, learning through social interaction, able to do more with helpful other.

Think about your own teaching situation, or a situation with which you are familiar, either as a teacher or as a learner. Which of these purposes are / were

- a. extremely important
- b. somewhat important
- c. not at all important

Reasons may include, but not be restricted to the following:

- Placing learners into classes or learning groups
- Providing feedback on how well they are doing
- Providing diagnostic information on learners strengths and weaknesses
- (In public education) providing information to funding authorities for accountability purposes
- Encouraging learners to take responsibility for their own learning
- Providing learners with a record of their achievement

Brindley (1989: 169 – 71) lists the following assessment techniques. Which of these do you use / have you used in your own teaching situation? Which do you think might be inappropriate for younger learners?

- observation followed by recycling of work
- informal discussion of with learners about their progress
- teacher constructed classroom tests
- student self-assessment procedures
- teacher journal (teacher writes descriptive account of what happens in class)
- learner journal
- oral proficiency rating

- feedback from others outside the classroom
- standardized published tests

Complete the following self-evaluation form.

TEACHER SELF-EVALUATION FORM

What do I teach? How do I teach? Why do I teach what I teach?

Planning

1. What are my objectives in this lesson?
2. What have I taken into consideration?

Implementation

1. What is the relationship between the lesson I planned and what actually happened in the lesson?
2. What events in the class made me deviate from my plans?
3. Am I responsible in any way for discipline problems students may have?

Classroom management

1. What aspects of learner behavior do I respond to?
2. How efficient / effective am I at setting up group work?
3. How much talking do I do in class? (Too little, too much, or just enough?) What happens when I vary the amount?
4. How clear and / or useful are the explanations I give to students?

End of module quiz

References and further reading:

- Cameron, D. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Chapter 10.
- Cram, B. 1995. Self-assessment: from theory to practice. In G. Brindley (ed.) *Language Assessment in Action*. Sydney: National Centre for English Language Teaching and Research.
- Ellis, G. and J. Brewster. 2002. *Tell it Again! The New Storytelling Handbook for Primary Teachers*. London: Longman.
- Linse, C. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Chapter 7
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. Chapter 10.

Useful References

More and more books on teaching young learners are beginning to appear. These range from the relatively theoretical to the practical. Here is a list of some books that I consult frequently when preparing materials for young learners. I have given a brief summary of each book along with an indication of the content covered by each book.

Brewster, J., G. Ellis and D. Girard. 2002. *The Primary English Teacher's Guide*. Harlow U.K.: Penguin.

With twenty chapters, this is a comprehensive guide to TEYL. Chapters include foreign language learning at primary level; how children learn languages; how children think and learn; how to teach English to children; learning to learn; from sounds to words to structures; listening and speaking; reading and writing; English across the curriculum; culture; selecting materials; songs, rhymes and chants; games; storybooks; technology; classroom management; lesson planning; record keeping and assessment; parental involvement; planning for the future.

Cameron, L. 2001. *Teaching Languages to Young Children*. Cambridge: Cambridge University Press.

This is another comprehensive introduction to the field. It probably offers more theory and overviews of research than other books, and may feel a little 'dense' compared with other books, but that should not be a deterrent as the text is very clearly written and contains a wealth of practical information. Content includes an overview of major child developmental psychologists including Piaget, Vygotsky and Bruner; a task-based approach to teaching; learning the spoken language; learning words; learning grammar; learning literacy skills; learning through stories; theme-based teaching and learning; language choice and language learning; assessment; a need for more research and the development of pedagogy.

Linse, C. 2005. *Young Learners*. New York: McGraw-Hill.

This book is published in the *Practical English Language Series*. It is aimed at practicing teachers or for teachers in preparation who may or may not have had formal training in teaching languages. While it offers some background theory and practice, Content includes the child as a language learner; teaching listening to young learners; teaching speaking to young learners; teaching reading to young learners; teaching writing to young learners; teaching vocabulary to young learners; assessing young learners; working with parents; classroom management; special needs; multiple intelligences; technology; professional support.

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

This book is intended as a resource for teachers and teacher trainers. It covers the following content: key developmental psychologists – Piaget, and Vygotsky; Gardner's work on multiple intelligences; theories of first and second language development; early bilingualism and the critical period hypothesis; contextual factors including attitudes, motivation, exposure, teacher factors; teaching listening and speaking; teaching reading and writing; teaching vocabulary and grammar; learning to learn; materials evaluation and design; assessment; researching TEYL.

Nunan, D. (ed.) 2003. *Practical English Language Teaching*. New York: McGraw-Hill

Written by noted authorities in the field, the contributions to this collection are not aimed specifically at teachers of young learners. However, the collection offers an introduction to theory, research and practice all the key areas of language pedagogy. Contents include language teaching methodology; teaching skills: listening, speaking, reading and writing; teaching language systems: pronunciation, vocabulary, grammar, discourse; content-based instruction; using coursebooks; computer-assisted language learning; learning styles and strategies; learner autonomy in the classroom; classroom-based assessment.

Nunan, D. 2004. *Task-based Language Teaching*. Cambridge: Cambridge University Press. This book was not written specifically for teachers of young learners. However, it provides a comprehensive introduction to the theory research and practice of task-based language teaching. Chapters cover the following content: defining task-based language teaching; a framework for task-based language teaching; task components; the research basis for TBLT; the place of a focus on form in TBLT; grading, sequencing and integrating tasks; assessing TBLT; tasks and teacher development.

Paul, D. 2003. *Teaching English to Children in Asia*. Hong Kong: Pearson Longman Asia ELT.

Although this book is aimed at the teaching of ELT in Asia, it has a wealth of ideas for TEYL regardless of geographical context. This practical resource covers the following content. In search of an approach; child-centred learning and a child-centred lesson; games and songs; listening and speaking; reading and writing; the learning environment; classroom management; being an effective teacher; future directions; a child-centred approach for Asia.

Scott, W. and L. Yteberg. 1990. *Teaching English to Children*. Harlow: Longman.

Another practical resource, this book covers the following content areas: the young language learner; class management and atmosphere; listening; oral work; reading; writing; topic-based work; planning your work; the tools of the trade.

Websites

Websites are in a constant state of flux. New ones are constantly appearing, and old ones disappearing. Here are some that I have found useful. Google searches will reveal many others.

Most commercial course books have an associated website that can be accessed regardless of whether or not you are using that particular series. These have many tasks and activities such as crossword puzzles and games, as well as grammar and vocabulary practice activities.

Check out <http://goforit.heinle.com>

Professional associations also have extensive website resources. Take a look at the Teachers of English to Speakers of other Languages site at www.tesol.org, as well as the International Association for Teaching English as a Foreign Language (www.iatefl.org).

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