

**SPECIFIC AUDIENCE COURSE:
TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)**

UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE

Course Overview

Students ages 5-10 are cognitively "primed" to acquire English through an integrated skills and content-based, experiential approach. Educators who understand the cognitive and social processes of language acquisition for Teaching English to Young Learners (TEYL) are better equipped to help learners while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language (EFL) settings have limited time to reach their teaching goals and meet local requirements on the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants explore solutions for such challenges through an overview of current research and "best" practices (always context-dependent) for TEYL, plus hands-on experimentation with a wide array of freely available online resources. Participants can also opt to identify resources and create final projects for "pre-teens," ages 10-12.

Learning Objectives

By the end of this course, participants will be able to:

- Identify, evaluate and selectively apply a wide variety of stimulating and age-appropriate materials (e.g., read-along texts, audio, songs, video, hands-on manipulatives, games, puzzles, realia) to existing or new EFL curriculum, tailored to EFL learners' needs and interests.
- Effectively apply strategies for both motivating and managing classroom-based language activities for young learners, with a "tool set" for rewarding desired individual and group behaviors.
- Conduct a needs analysis, develop a learner profile, and then develop unit/lesson plans which would be appropriate for young learners in a specific local context. This may also include the amassing of a collection of new resources and materials for strategic application to the local TEYL-related context.
- Clearly articulate language learning goals and appropriately aligned measures to be able to justify and evaluate any new approaches, activities and/or materials applied to local contexts.
- Develop themselves professionally in the field of TEYL by participating in the E-Teacher online networking community and preparing materials to share in their local community of peers, parents and other professionals.

Course Scope and Sequence

Week 1: Introductions. Website Orientation. Challenges and Tips for Teaching Young Learners.

Week 2: Foundations: Methods and Approaches to Language Teaching.

Week 3: Issues of Motivation and Class Management.



Week 4: Reviewing What We Know: Listening and Speaking Skills.

Week 5: Exploring Reading and Comprehension Skills.

Week 6: What is a Theme-Based Unit?

Week 7: Methods to Introduce Vocabulary and Writing Skills.

Week 8: Grammar: Tools for Teaching.

Week 9: How to Apply Assessment & Evaluation.

Week 10: Wrap-up in Discussion. Submit the Final Project.

Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Participants will be required to:

1. Complete all reading assignments in order to participate in weekly online discussions in the Theory forum, and create and/or describe classroom language learning activities that demonstrate the practical application of theory in the Action forum (70% of the total score).
2. Work collaboratively with a small group of course participants to complete a final project of a theme-based unit of instruction, by defining an age group and theme, and developing objectives, lesson plans and assessment activities related to the selected theme (30% of the total score).
3. Review the final projects of other groups and give meaningful feedback at both the first draft and final stages.

Sample Materials and Resources

Other resources may be added or substituted according to participants' needs and interests, and new developments in the field.

- Lorenzutti, N. (2014). Beyond the gap fill: Dynamic activities for song in the EFL classroom. *English Teaching Forum*, 52(1), 14-21. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/52_1_4_lorenzutti.pdf
- Peregoy, S., & Boyle, O. (2009). Beginning readers: Characteristics and strategies. *Reading, writing and learning in ESL: A resource book for teaching K-12 English learners*. (5th ed., pp. 297-308). Upper Saddle River, NJ: Pearson.
- U.S. Department of State. (2013). *Create to communicate: Art activities for the English as a foreign language classroom*, 225-271. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/2_collage_from_create_to_communicate.pdf
- U.S. Department of State. (n.d.). *Sing out loud children's songs*. Retrieved from <http://americanenglish.state.gov/resources/sing-out-loud-childrens-songs>
- Westbrook, F. (2011). Lessons from the other side of the teacher's desk: Discovering insights to help language learners. *English Teaching Forum*, 49(1), 2-7. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/49_1_2_westbrook.pdf