

Teaching English in Pre-Primary Education

Overview and Outcomes

The 30-hour **NILE Teaching English in Pre-Primary Education** course is for teachers of English working with very young learners, children from 3 to 6 years old. In most cases they will be in pre-primary education. Throughout the course, you will reflect on how language-related activities develop the whole child, socially, emotionally, cognitively, physically and in terms of communication and creative development. The course will cover the principles of early childhood language education and child development theories and good practice in pre-primary, or kindergarten, contexts, and will explore the areas of using music, song, rhyme and rhythm, stories, and mathematical concepts through English.



Trainers

NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory.
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#)

[\(CertPT\)](#) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

Who should apply?

- Teachers or teaching assistants in a pre-primary setting (up to 6 years of age).
- Participants should have a minimum language level corresponding to B1 on the Common European Framework.

Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

Content

Teaching English in Pre-Primary Education includes content drawn from some or all of the following areas, according to participants' needs and interests:

- The principles and practice of teaching English to young learners
- Extending critical understanding of how small children learn
- Developing the whole child through English
- Managing small children
- Planning sequenced, well-balanced lessons
- Integrating music, song, rhyme and rhythm into the pre-primary classroom
- The role stories play in language learning
- Mathematical concepts as an integral part of an activity
- Different approaches to record keeping and understanding progression
- How to create a unit of work for a pre-primary English class

Each course has a maximum of 18 participants and consists of 10 sessions, each scheduled on a Monday, with an optional 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

<p style="text-align: center;">Session 1: Orientation and Introductions</p>	<p style="text-align: center;">Sessions 2 and 3: Child Development, Learning Theories and Routines</p>
<p>This session will introduce you to the course structure, content and intended learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform. You will introduce yourselves and your contexts, and share some of your views on working with very young children and the challenges and triumphs this involves.</p>	<p>In these sessions you will look at some of the child development and learning theories that have been most influential in the education of small children. You will discuss the implications of these theories on your practice and for language learning activities. You will explore the different ways that classroom management routines support a child's language development. You will discuss and critically reflect on some of the theories put forward by Bruner and Vygotsky. The sessions also include a consideration of the use of puppets in the pre-primary classroom and how best they can be used to help you manage your children and to motivate them to speak English.</p>
<p style="text-align: center;">Session 4: Songs, Chants and Rhymes</p>	<p style="text-align: center;">Sessions 5 and 6: Game-like Activities to Support Language Development</p>
<p>In this session you will focus on the use of songs, chants and rhymes in pre-primary education from a developmental and cultural perspective. You will discover what makes a song or a chant suitable, where to find them and how they can be used in your classes. You will also look at the advantages of nursery rhymes for phonological and intercultural awareness, and discuss how they can be integrated into a pre-primary language programme. Finally, you will contribute to a bank of suitable nursery rhymes for pre-primary language learning.</p>	<p>In these sessions you will look at some of the different game-like activities that can be set up in the pre-primary classroom, their importance and implications for language development. After this you will discuss how different game-like activities contribute to the development of the whole child and where they fit along the Encounter, Engage and Exploit (EEE) model. You will select a game, think about its format components and opportunities for development and present your conclusions to your colleagues. During these sessions you will have contributed to creating a bank of games for pre-primary language education.</p>
<p style="text-align: center;">Session 7: Stories from Everywhere</p>	<p style="text-align: center;">Session 8: Developing Maths Concepts through English</p>
<p>In this session we will look at how story can be used as a vehicle for pre-primary language learning. You will begin by examining and evaluating the different kinds of stories that can be used and how they can contribute to the development of the whole child with a view to developing selection criteria for choosing a story. We will look at the different ways a story can be told. You will adapt a traditional story from your own country into English and make suggestions for story-related activities.</p>	<p>In this session you will learn how many of the activities designed to teach English to pre-primary children also support their development of maths concepts. You begin by looking closely at the different maths concepts that are considered important in pre-primary curricula. You then watch a film showing good practice in the UK in relation to progression in maths. Based on this film you will discuss what is possible in our own contexts and then discover the different ways you can integrate maths and maths-related language into your planning and support the development of maths concepts through English activities.</p>
<p style="text-align: center;">Session 9: Collaboration and Home-School Links</p>	<p style="text-align: center;">Session 10: Course Review and Action Planning</p>
<p>This session takes a look at three aspects of pre-primary language learning which are often overlooked: progression, collaborating, and communicating with parents. Beginning with a focus on progression you will first look at your objectives for pre-primary English and the implications this has on how you see progression and the different ways you can collect evidence of it. Some English teachers work in a classroom with the mainstream teacher and we will look at issues related to collaboration with these teachers as well as parents. This session finishes with a reflection on the importance of home-school links and sharing different ideas and experiences.</p>	<p>In this session, you look back over your hopes for the course as well as the content of the course and self-assess against the intended learning outcomes. You will consider the implications of your learning for your own professional context and future action planning. You will reflect on English language teaching in kindergarten in the wider Colombian educational system, and predict possible future developments.</p>
<p>Optional Assignment Trinity Certificate for Practising Teachers (NB. Additional fee applies)</p>	
<p>The Trinity Certificate for Practising Teachers (CertPT) is an in-service vocational teaching qualification at Level 6 on Ofqual's Regulated Qualifications Framework (RQF). It is defined around pedagogical outcomes and requires the completion of four practical teaching assignments related to the teacher's professional context:</p> <ul style="list-style-type: none"> • Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group • Adapt teaching/training resources to meet the needs of a specified learner group • Create teaching/training resources to meet the needs of a specified learner group • Reflect on pedagogical decisions made to meet the needs of a specified learner group 	

At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the **Equals Framework for Language Teacher Training and Development**, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Equals.