

Teaching Young Learners

Overview and Outcomes

On the 30-hour **NILE Teaching Young Learners** course you will learn the principles and practices of teaching English to primary-aged children. You will evaluate and create materials suitable for young learners. The practical nature of this course will focus on designing communicative materials to teach language skills, developing effective classroom management skills, and exploring art, drama, music, children's books and other authentic materials.

You will also investigate some CLIL components suitable for the developmental stages of young learners, as well as digital resources that can be used in high-tech, low-tech and no-tech learning environments. Additionally, you will focus on ways to introduce critical thinking and creative activities to teach different language aspects such as vocabulary, structures and functions.



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?

- This course is for teachers as well as Academic Managers in the young learner field (the term 'young learners' should be taken to cover the 6-12 age range).
- 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 Young Learners 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
- A range of approaches for teaching English to young learners and how such approaches can be used in the classroom
- Developing critical thinking and cooperative skills in primary learners
- Evaluation, design and creation of materials for teaching English to young learners
- Story-telling and children's literature in the primary classroom
- Using resources and activities such as songs, nursery rhymes, art, crafts and drama activities to immerse young learners in language
- Curricular subjects taught through the medium of English
- Resources for low-tech, no-tech and high-tech learning environments
- Classroom language for primary teachings of a course

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.

Session 1: Orientation and Introductions	Sessions 2 and 3: It's Child's Play
<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.</p> <p>You will introduce yourselves and your contexts, and share some of your views on teaching young learners, childhood development beliefs, and your goals for the course.</p>	<p>In these sessions 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, and practice setting up and feeding back on the game through micro-teaching. You will explore the benefit of play-based learning, and discuss what additional, non-linguistic skills can be developed through using games in the classroom.</p>
Session 4: We Are All Ears	Session 5: Once Upon a Time
<p>In this session 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 or mp3 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.</p>	<p>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.</p>
Sessions 6 and 7: Lights, Camera, Action!	Session 8: Beyond the Classroom
<p>In these sessions 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. You will design your own activity in one of these areas and try it out through micro-teaching with fellow course participants, evaluating and reflecting on each other's activities.</p>	<p>In this session we will take a look at the potential of less traditional learning settings such as school trips, nature walks or virtual classrooms. You will explore the opportunities and affordances for language and non-language work outside the classroom walls, considering what might be done in advance of, and following, an immersive learning activity outside the school.</p>
Session 9: Click for CLIL	Session 10: Course Review and Action planning
<p>This session will form an introduction to the principles of Content and Language Integrated Learning (CLIL) and some sample activities for different age groups and proficiency levels in different subjects. You will consider the advantages and challenges of working on other curriculum subjects through English, and the demands on learners and teachers of such an approach.</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 to young learners in your own context and in the wider Colombian educational system, and predict possible future developments.</p>
Optional Assignment Trinity Certificate for Practising Teachers (NB. Additional fee applies)	
<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.