Principles of Teaching English to Young Learners
Fall/Winter 2015
MA TESOL Program
Kanda University of International Studies

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Course Dates and Times

10/31 (Sat.) 15:00-20:00	11/14 (Sat.) 15:00-20:00	12/5 (Sat.) 15:00-20:00
12/12 (Sat.) 15:00-20:00	1/9 (Sat.) 15:00-20:00	1/23 (Sat.) 15:00-20:00

Course description

This course has three main objectives: (1) to understand the primary theories and the specific features of children's cognitive and language development, (2) to explore language teaching methodologies, approaches, and techniques, and (3) to improve teaching skills through participants' demonstrations of English teaching in class or by observing video recordings of actual teaching in the students' own classes, and to communicate your ideas about teaching English to young learners in writing.

The course will first provide students with a theoretical foundation for teaching English to young learners. It aims at enhancing their understating of children's cognitive development and how such theories as Piaget's and sociocultural theories of development can be applied to teaching English to children. The course also explores children's perceptual, language, and memory development to help students maximize their skills in teaching-learning situations.

The course will then explore various practical methods for teaching children listening and speaking, reading and writing, and skills required for story telling.

Finally, based on the theoretical underpinnings, students will plan a lesson and conduct it in their school or do microteaching demonstrations in class. We will take a close look at instructional practices students designed for their own classrooms to improve skills for teaching English to young learners.

Evaluation

You will be evaluated on the following items.
1) Oral presentation on a textbook chapter (20%)
2) Your video recorded teaching at work or microteaching in class (20%)
3) Research paper (20%)
4) Online discussion (20%)
5) Lesson plans: analysis and critique (20%)

Details regarding evaluations are as follows.

1) Oral presentation on textbook chapter

You will be expected to demonstrate ability in orally presenting the key concepts of children's cognitive development as presented in the Sigler and Alibi (2005) text. The presentation of concepts should be 40 minutes in length, and should reflect a clear understanding of the text. Please talk in a way that will allow the audience to interact with you and understand the concepts thoroughly.

2) Your video recorded teaching at work or microteaching in class

You will plan a lesson and conduct it in your school or do microteaching demonstrations in this class. If conducting it at work, you have to videotape your own lessons so that we can analyze and discuss it in class to improve lessons.

A lesson could be an example of the type of lesson you intend to conduct in your own class, but it should illustrate how the teaching methodologies, approaches, and techniques are implemented and adapted according to instructional needs. If conducting in class, the microteaching exercise should be 30 minutes in length. Be sure to provide the other students with a copy of the lesson plan, as well as any worksheets they will be using.

3) Research paper on an area of your interest

Choose an area of your interest (e.g. teaching alphabet, songs, rhymes, phonemic awareness, reading, storytelling, and so on) and investigate effective methods, approaches, and techniques from published articles and books. Your paper should demonstrate your knowledge on children's cognitive development and theories of language acquisition. I would like to see you respond to the article taking into account your teaching experiences, as well.

• The paper is to be between 10 and 20 double-spaced pages on A4 size paper.

• APA format is required.

• The paper is due on Saturday, January 31st at 11:59 pm, a week after the last day of this course. NO LATE SUBMISSIONS will be accepted.

• Please email your paper to tanaka@kanda.kuis.ac.jp

4) Online discussion

You are expected to participate in web discussions for each session and engage in constructive and exploratory dialogues with your classmates by responding to and building on other's contributions. I will post one question after each session from the material being covered that week, and I expect students to respond to it at least once. Students are also expected to provide one question after each session and provide three follow-up responses at minimum. Topics should be chosen by each one of the students. All responses should be posted 2 days prior to each session to give time for classmates to read them all. Please refer to "Online Discussions: Tips for Students" for effective online discussions.

5) Lesson plans: analysis and critique

You will analyze and critique all of your classmates' lesson plans and lessons you observed and write an alternative plan for each that will suit your own students with rational and theoretical background.

• Prepare a portfolio and file your original lesson and a revised lesson after discussion in class about your lesson.

• Analyze and critique your classmate's lesson plan and lesson and put them into your portfolio after every session with an improved version that could be used for your own students. The analysis and critique for each lesson plan and lesson should be between 1-2 single-spaced page on A4 size paper, and your own alternative plan with rational and theoretical background should be between 1-2 single-spaced pages.

• The portfolio is due on Saturday, January 31st at 11:59 pm, a week after the last day of this course. NO LATE SUBMISSIONS will be accepted.

Course Reminder

■You are required to participate in all the classes. If you must be absent or be late for class, please tell me in advance. Make arrangements with another student to get class handouts and to help you with the information you missed.

■You are expected to come to class prepared. You should have all the readings and assignments done prior to the class for which they are assigned and be ready to participate fully in the discussions.

■The class aims to establish an effective learning environment, and your contribution to create active learning opportunities will be high appreciated. If you have any concern or problem that may interfere with completion of the course work, please do not hesitate to let the instructor know about it.

Course Schedule and Guidelines

Session 1   10/31 (Sat.) 15:00-20:00

Children's Thinking

      Chapter 2 Piaget's Theory of Development

      Chapter 2 explores perspectives on children's thinking by Piaget, whose investigations

      have created the modern field of cognitive development.

Teaching Young Leaners English: From Theory to Practice

      Chapter 4 Teaching Listening and Speaking

      We will look at activities for teaching listening and speaking including songs, rhymes,

      chants, and games based on basic principles of teaching listening and speaking for

      young learners.

Session 2 11/14 (Sat.) 15:00-20:00

Children's Thinking

Chapter 4 Sociocultural Theories of Development

Chapter 4 addresses the sociocultural approach, which claims that social and cultural factors influence cognition and development. We will learn how social and cultural world affects how children think.

Teaching Young Leaners English: From Theory to Practice

Chapter 5 Teaching Reading and Writing

We will learn some of the ways to help and motivate young learners to read and write in English.

Microteaching or video viewing of a student's class

Session 3 12/5 (Sat.) 15:00-20:00

Children's Thinking

Chapter 5 Perceptual Development

Chapter 5 focuses on perceptual development. We will focus on auditory skills that children possess from early in infancy.

Teaching Young Leaners English: From Theory to Practice

Chapter 6 Storytelling

We will explore how teachers can engage learners to stories and present new language structures and vocabulary and how stories can be integrated with activities for teaching reading and writing.

Microteaching or video viewing of a student's class

Session 4 12/12 (Sat.) 15:00-20:00

Children's Thinking

Chapter 6 Language Development

Chapter 6 examines language development. We will explore when and how children learn words and grammar, and how they use language to communicate with others.

Teaching Young Leaners English: From Theory to Practice

Chapter 7 Assessment

Assessment is part of the learning process, but how does assessment fit in with activities such as games, songs, stories, and rhymes? How can teachers monitor students' progress? We will look at important considerations for assessing young learners.

Microteaching or video viewing of a student's class

Session 5 1/9 (Sat.) 15:00-20:00

Children's Thinking

　　Chapter 7 Memory Development

　　　　Chapter 7 is about the development of memory. It focuses on how children's basic capacities, strategies, and content knowledge contribute to children's memory.

Teaching Young Leaners English: From Theory to Practice

　　Chapter 8 Classroom Management

　　We will learn how teachers can manage the classroom to cope with the challenge of teaching young learners. We will explore how teachers can incorporate English into classroom management routines to create an English speaking environment.

Microteaching or video viewing of a student's class

Session 6 1/23 (Sat.) 15:00-20:00

Teaching Young Leaners English: From Theory to Practice

　　Chapter 9 21st Century Skills in TEYL

　　We will explore how we can prepare children for our rapidly changing world and be successful as global citizens. What skills do we need to prepare them to use English in the modern world?

　　Chapter 3 Contextualizing Instruction: Creating Thematic Units and Lesson Plans

　　We will learn how to contextualize and organize instruction and create meaningful activities for the school year, for several class periods and for daily lessons plans.

Textbooks:

Children's Thinking Fourth Edition by Robert S. Siegler and Martha Wagner Alibali, Prentice Hall, 2005 (Chapter 2, 4, 5, 6 and 7. These are available on pdf files.)

Teaching Young Leaners English: From Theory to Practice by Joan Kang Shin and JoAnn (Jodi) Crandall, National Geographic Learning, 2014.

Teaching Young Learners to Think: ELT Activities for young earners aged 6-12 by Herbert Puchta and Marion Williams, Helbling Languages, 2011.

Reference books:

Teaching Languages to Young Learners (Cambridge Language Teaching Library) by Lynne Cameron, Cambridge University Press, 2001.

Teaching Young Language Learners (Oxford Handbooks for Language Teachers) by Annamaria Pinter, Oxford University Press, 2006.

Teaching English to Children by Wendy A Scott, Lisbeth H. Ytreberg, Longman, 1990.