

TEACHING ENGLISH TO YOUNG LEARNERS AND TEENAGERS (TEYLT)

Course for Teachers

Level: upper-intermediate and higher

Course duration: 80 hours

INTRODUCTION

This course is aimed at teachers who seek professional development in the field of TEFL (Teaching English as a Foreign Language) or TESOL (Teaching English to Speakers of Other Languages) and are interested in learning about teaching young learners of English.

Through a number of readings and practical tasks you will gain a deep insight into how general teaching principles can be applied in the Young Learners EFL / ESOL classroom. Whilst most of the input covers approaches and techniques that can be employed with all young learner and teenage age groups, practical tasks require you to reflect on how such principles will need to be adapted according to the level and age of the students.

It is estimated that on average a candidate should take around 80 hours to complete the course. However, no two individuals work at the same pace and this estimate should be taken cautiously.

The course is divided into eight units:

UNIT 1 – DESCRIBING YOUNG LANGUAGE LEARNERS AND TEENAGERS

UNIT 2 – THE BEST WAYS TO INVOLVE YOUNG LEARNERS AND TEENAGERS IN LEARNING ENGLISH

UNIT 3 – WAYS OF MANAGING YOUNG LEARNERS AND TEENAGERS

UNIT 4 – CORRECTION TECHNIQUES OF YOUNG LEARNERS AND TEENAGERS

UNIT 5 – MATERIALS AND ACTIVITIES FOR TEACHING YOUNG LEARNERS AND TEENAGERS

UNIT 6 - LESSON PLANNING

UNIT 7 – PECULIARITIES OF TEACHING TEENAGERS
UNIT 8 – ASSESSMENT

LESSON PLAN SAMPLES AND GAMES FOR ONLINE TEACHING

We thus provide a thorough coverage of the main principles underlying Teaching English in the Young Learners classroom.

COURSE BIBLIOGRAPHY:

- Children Learning English, Jayne Moon 2005, Longman
- Teaching English in the Primary Classroom, Susan Halliwell 1992, Longman
- Teaching English to Children, Wendy A. Scott & Lisbeth H. Ytreberg 1990, Longman
- The Practice of English Language Teaching 4th Edition, Jeremy Harmer 2007, Longman
- A Framework for Task-based Learning, Jane Willis 1996, Longman