



Principles and Practice of Teaching Young Learners:

Credits **30**

Learning Outcomes

On completion of this module students will have extended their understanding and awareness of:

- major theories of the last 80 years relating to young learners' cognitive, social and conceptual development and to their acquisition /learning of the mother tongue
- how pedagogical second/foreign language teaching movements of the last 50 years inform understanding of how young learners acquire/learn a second language
- a range of methodologies and approaches for teaching English to young learners
- the inter-relationship between curriculum and classroom, with reference to broad educational objectives, language syllabus, methodology, materials and assessment
- a range of classroom procedures and their effects on teacher/learner relationships and on learner independence and awareness, including the development of learner strategies
- techniques and procedures for carrying out limited classroom observation
- assessment procedures relevant for a range of young learner contexts

Assessment

A portfolio (50% of marks) containing:

- a critical review of a recent book in the field of language education **OR**
- a report on a limited classroom observation task, complete with lesson transcript, lesson plan and materials
- a critical review of the course from the point of view of the candidate as a learner
- a plan for an INSET session or a series of sessions **AND**
- a written assignment of about 3,000 words (50% of marks) on an aspect of teaching languages to young learners chosen for its relevance to the candidate's teaching context and experience. Candidates should provide evidence in this assignment of their ability to relate theory to practice

Indicative Curriculum Content

- child development
- child education
- first language acquisition
- second language acquisition
- language teaching pedagogy
- principles of classroom practice
- role of affect
- evaluation of classroom practice
- principles of assessment
- role of teachers
- role of learners
- academic reading and writing
- educational research