

Pre-YL Extension course for new teachers

This is a series of ten sessions that can be delivered to new teachers who are not able to do the Cambridge YL Extension to CELTA course due to lack of experience. The aims of this initial teacher training course are to give a general grounding in principles and practical tips for teaching young learners.

The sessions all go together and can be seen as a mini-course. This means that it can be seen as a whole and not something sporadic, though attendance at all sessions should be voluntary.

1. YLs are different

Aims To develop awareness of how and why YLs are different to adult learners.

Discussion of:

- What makes children different
- How YL coursebooks differ from adult coursebooks
- What I learnt on my CELTA does / doesn't work with YLs because ...

Questions / problems so far → answers / general guidelines

2. Routines (point 3 of pre-course task)

Aims To show the importance and value of routines, to give ideas for routines for various stages of the lesson.

- Video observation with directed task
- Post-viewing observations – What did the teacher do well, when, how, why?
- Poster presentation of types of routine

3. Rules and enforcing them (point 2 of pre-course task)

Aims To develop awareness of the need for rules / boundaries and to give ideas for dealing with inappropriate behaviour.

- Maze or teacher diary
- Post-task discussion of issues – Why did it happen? How could the teacher have prevented it / dealt with it differently?
- Options – take a situation from your own teaching and explore alternatives
- Peer observation task for the week

4. Instructions (point 1 of pre-course task)

Aims To improve trainees' ability to give clear instructions. To show the need to reinforce language with tangible clues.

- Demo in foreign language – making a birthday card
- Post-task reflection – What helped you to understand? What was difficult / easy? Why? How did the teacher stage the instructions?
- Group tasks – Write how you will give instructions for e.g. an info gap with 11 – 12 year olds / making spinners with 8-9 year olds?

5. Lesson planning

Aims To enable trainees to evaluate their plans in terms of YL appropriacy

- Discussion of planning issues
- Skim read plan – strengths and weaknesses
- Teacher's post-lesson comments
- Look at your plan from a recent lesson and write in post-lesson comments. How could your plan be improved? Work with a partner and help them improve their plan.
- Top 10 tips from the group for good planning

6. Involve and occupy (based on point 8 of the pre-course task)

Aims To develop trainees' awareness of appropriate task types for YLs.

- Theory input – What is an involving / occupying task? What do they do?
- Activities input and analysis
- Coursebooks - How would you make this material involving and occupying?
- Divide the types of task up – discussion followed by team game to reinforce

7. Valuing children / High expectations (points 4 & 5 of pre-course task)

Aims To demonstrate the relevance of and how to promote a positive learning environment.

- Visualisation – poem
- Discussion – How it feels / What behaviour learners show / How teachers respond to this
- Theory input – successful learning / learners ...
- Rewrite the teacher's responses or give advice to these teachers
- Wall display – how to display work (photos)

8. Process v. product (point 6 of pre-course task)

Aims To develop trainees' awareness of aims of activities

- Compare Teacher A and Teacher B
- What is the teaching rationale / children's reason to do tasks e.g. Listen and point / Study and change?
- Coursebook material – What is the teacher's / children's aim? Adaptations?
- Mini tasks – What will you do with this exercise and why?

9. Cognitive development (point 9 of pre-course task)

Aims To give trainees input on child development. To show that it varies within age bands.

- How old were you when you could / learnt to ...?
- Cline – What comes first? Is it the same for all children?
- Will they be able to do it e.g. Food sums in *English Together 1* (Longman)?
- The need to stretch children – visualisation / examples of challenging tasks / questions from Fisher
- How can you stretch the children – based on sample material?

10. Putting it all together

Aims To round off the course with a summary of what has been learnt / ideas for further development

- What I have learnt – share and swap ideas – how I learnt it
- Teaching tips / sources
- How I can develop further
- Achievement charts