

**Classroom Format:** Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

### **Specialized TESOL Methodology: Teaching English to Young Learners**

KUIS Fall/Winter, 2016

Instructor: Nena Nikolic

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#### Course description:

This course offers a foundation in guiding principles and techniques for the teaching of English to young learners. Through the "learn-through-doing" approach, we will, in the classroom context, analyse the practical ideas not only for developing the four skill areas, but also the ideas which motivate young learners to excel in language learning. We will also analyse the textbook for elementary school students published by the Ministry of Education, Culture, Sports, Science and Technology, as well as the alternative approaches to language learning.

#### Syllabus:

Day One (Feb. 5): Guiding principles for curriculum design, understanding National English Curriculum in elementary schools, alternative approaches (Multiple Intelligences, CLIL), comparison of "Hi, friends" and "Super Minds", lesson design.

Day Two (Feb. 26): The techniques of teaching children: benefits and possible problems: listening, speaking, reading and writing

Day Three (Mar. 12): The techniques of teaching children: benefits and possible problems: storytelling, vocabulary and grammar, question and answer session, micro-lessons by the participants.

#### Recommended readings:

1. Pinter, A. (2006). *Teaching young language learners*. Oxford:Oxford University Press. (Chapters 5, 6, 7)

2. Shin, J.K. & Crandall, J. (2014). *Teaching young learners of English: From Theory to Practice*. Boston. MA: Heinle Cengage learning. (Chapters 3, 4, 5, 6, 8, 9)

3. Gardner, H. (1993/2006). *Multiple intelligences*. New York: Basic Books

The instructor will provide activities from a number of other books.

The participants are expected to bring the following textbooks:

1. Monbu Kagaku Sho. (2012). *Hi, friends*.
2. Puchta, H. & Gerngross, G. (2012). *Super Minds*, Book 1. Cambridge: Cambridge University Press.

Learner objectives:

1. Curriculum design basics
2. Lesson design
3. Awareness of major issues facing Japanese elementary schools
4. Teaching of the four major skills
5. Teaching grammar and vocabulary

Grading:

Candidates will be graded "pass" or "fail" on their micro-lesson and class participation.  
Yoroshiku onegai shimasu.