



# Teaching English as a Foreign Language to Young Learners

## **Introduction:**

This ELT program is designed to give in-service and pre-service teachers a general overview of how to use their English effectively in the language classroom and how to broaden their language teaching skills. It is directed towards primary level education, children from 6 to 12. Participants must be fluent in both spoken and written English in order to enrol.

## **Justification:**

Because of the new English language program the Secretary of Public Education (SEP) is incorporating into primary schools throughout Mexico, there is an urgent need to train teachers. In Baja California Sur it is particularly vital because there are not enough English teachers to cover the present demand and because the teachers that do exist have little experience in teaching at primary levels. In addition, even though English has been taught at secondary levels in the public education system, it has not provided learners with a strong enough basis to eventually face the job market, particularly in Los Cabos. It is essential, then, to create programs that will train teachers to help young learners have a strong foundation in English.

## **Objectives:**

This training course is aimed at covering contemporary issues related to ELT for young learners. It broadens the teachers' range of language teaching activities and gives them more confidence to teach. It looks at ways to carry out day-to-day classroom organization, ways to include interesting topics in the classroom and ways to manage different activity types. It focuses on giving learners a rich experience in English.

# ***Program***

<b>Module One</b>	
<b>I.</b>	How to Make English a motivating and stimulating experience <ul style="list-style-type: none"><li>• 4 factors</li></ul>
<b>II.</b>	Contexts for Learning English
<b>III.</b>	Children as Language Learners <ul style="list-style-type: none"><li>a. How children learn a foreign language<ul style="list-style-type: none"><li>• Using language creatively</li><li>• Going for meaning</li><li>• Using chunks of language</li><li>• Having fun</li><li>• Joining in the action</li><li>• Talking their heads off</li><li>• Feeling at home</li></ul></li></ul>
<b>IV.</b>	Teachers' responsibilities <ul style="list-style-type: none"><li>a. Teachers' beliefs about learning a language<ul style="list-style-type: none"><li>• Helping children learn and improve</li><li>• Correction (recasting and rephrasing)</li><li>• How beliefs affect learning</li></ul></li><li>b. Teachers' attitudes to their own English</li></ul>

<b>Module Two</b>	
<b>V.</b>	<p>Students' Challenges</p> <p>a. Students' attitudes to learning English</p> <ul style="list-style-type: none"> <li>• Differences in attitudes</li> <li>• Developing positive attitudes</li> </ul> <p>b. Students' differences</p> <ul style="list-style-type: none"> <li>• Learning styles/ Multiple intelligences</li> <li>• Meeting the needs of mixed ability classes</li> <li>• Labelling Children</li> <li>•</li> </ul>
<b>VI.</b>	<p>In the Classroom</p> <p>a. The classroom manager</p> <p>b. A positive classroom atmosphere</p> <p>c. Feedback</p> <p>d. Discipline</p>
<b>VII.</b>	<p>Classroom Organization</p> <p>a. Pair and group work</p>
<b>VIII.</b>	<p>Classroom Language</p> <p>a. Teachers' concerns</p> <p>b. Reasons for talking in the classroom</p> <p>c. The Language to be used</p> <ul style="list-style-type: none"> <li>• Telling students what you are doing</li> <li>• Giving Instructions</li> </ul>

<b>Module Three</b>	
<b>IX.</b>	Planning a class a. Organizing a Lesson
<b>X.</b>	Receptive skills a. Listening <ul style="list-style-type: none"> <li>• Listen and do or make</li> <li>• Games</li> <li>• Teaching tips</li> </ul> b. Beginning reading <ul style="list-style-type: none"> <li>• Pre reading activities</li> </ul>
<b>XI.</b>	Productive Skills a. Speaking <ul style="list-style-type: none"> <li>• Speaking with support</li> <li>• Teaching new vocabulary &amp; grammar</li> <li>• Simple speaking activities</li> </ul> b. Writing <ul style="list-style-type: none"> <li>• Reading leading to writing</li> <li>• Reading and telling</li> </ul>
<b>XII.</b>	Additional Activities <ul style="list-style-type: none"> <li>• Using Topics</li> <li>• Games</li> <li>• Songs and chants</li> <li>• Videos</li> </ul>

<b>Evaluation</b>
3 Written exams 3 Mini teaching sessions Material design Home research
<b>Duration</b>
120 hours (40 hours each module)
<b>Stipulations</b>
A minimum of 20 students is required to open the course
<b>Contacts</b>
In Cabo San Lucas: Colleen Valdez <a href="mailto:Colleen@loscabosnews.com.mx">Colleen@loscabosnews.com.mx</a> In La Paz: Hortensia Quintanar <a href="mailto:hquintanar@hotmail.com">hquintanar@hotmail.com</a>