

**SPECIFIC AUDIENCE COURSE:  
TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)**

**UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE**

**Course Overview**

Students ages 5-10 are cognitively "primed" to acquire English through an integrated skills and content-based, experiential approach. Educators who understand the cognitive and social processes of language acquisition for Teaching English to Young Learners (TEYL) are better equipped to help learners while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language (EFL) settings have limited time to reach their teaching goals and meet local requirements on the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants explore solutions for such challenges through an overview of current research and "best" practices (always context-dependent) for TEYL, plus hands-on experimentation with a wide array of freely available online resources. Participants can also opt to identify resources and create final projects for "pre-teens," ages 10-12.

**Learning Objectives**

By the end of this course, participants will be able to:

- Identify, evaluate and selectively apply a wide variety of stimulating and age-appropriate materials (e.g., read-along texts, audio, songs, video, hands-on manipulatives, games, puzzles, realia) to existing or new EFL curriculum, tailored to EFL learners' needs and interests.
- Effectively apply strategies for both motivating and managing classroom-based language activities for young learners, with a "tool set" for rewarding desired individual and group behaviors.
- Conduct a needs analysis, develop a learner profile, and then develop unit/lesson plans which would be appropriate for young learners in a specific local context. This may also include the amassing of a collection of new resources and materials for strategic application to the local TEYL-related context.
- Clearly articulate language learning goals and appropriately aligned measures to be able to justify and evaluate any new approaches, activities and/or materials applied to local contexts.
- Develop themselves professionally in the field of TEYL by participating in the E-Teacher online networking community and preparing materials to share in their local community of peers, parents and other professionals.

**Course Scope and Sequence**

Week 1: Introductions. Website Orientation. Challenges and Tips for Teaching Young Learners.

Week 2: Foundations: Methods and Approaches to Language Teaching.

Week 3: Issues of Motivation and Class Management.



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Week 4: Reviewing What We Know: Listening and Speaking Skills.

Week 5: Exploring Reading and Comprehension Skills.

Week 6: What is a Theme-Based Unit?

Week 7: Methods to Introduce Vocabulary and Writing Skills.

Week 8: Grammar: Tools for Teaching.

Week 9: How to Apply Assessment & Evaluation.

Week 10: Wrap-up in Discussion. Submit the Final Project.

### Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Participants will be required to:

1. Complete all reading assignments in order to participate in weekly online discussions in the Theory forum, and create and/or describe classroom language learning activities that demonstrate the practical application of theory in the Action forum (70% of the total score).
2. Work collaboratively with a small group of course participants to complete a final project of a theme-based unit of instruction, by defining an age group and theme, and developing objectives, lesson plans and assessment activities related to the selected theme (30% of the total score).
3. Review the final projects of other groups and give meaningful feedback at both the first draft and final stages.

### Sample Materials and Resources

- Lorenzutti, N. (2014). Beyond the gap fill: Dynamic activities for song in the EFL classroom. *English Teaching Forum*, 52(1), 14-21. Retrieved from [http://americanenglish.state.gov/files/ae/resource\\_files/52\\_1\\_4\\_lorenzutti.pdf](http://americanenglish.state.gov/files/ae/resource_files/52_1_4_lorenzutti.pdf)
- Peregoy, S., & Boyle, O. (2009). Beginning readers: Characteristics and strategies. *Reading, writing and learning in ESL: A resource book for teaching K-12 English learners*. (5th ed., pp. 297-308). Upper Saddle River, NJ: Pearson.
- U.S. Department of State. (2013). *Create to communicate: Art activities for the English as a foreign language classroom*, 225-271. Retrieved from [http://americanenglish.state.gov/files/ae/resource\\_files/2\\_collage\\_from\\_create\\_to\\_communicate.pdf](http://americanenglish.state.gov/files/ae/resource_files/2_collage_from_create_to_communicate.pdf)
- U.S. Department of State. (n.d.). *Sing out loud children's songs*. Retrieved from <http://americanenglish.state.gov/resources/sing-out-loud-childrens-songs>
- Westbrook, F. (2011). Lessons from the other side of the teacher's desk: Discovering insights to help language learners. *English Teaching Forum*, 49(1), 2-7. Retrieved from [http://americanenglish.state.gov/files/ae/resource\\_files/49\\_1\\_2\\_westbrook.pdf](http://americanenglish.state.gov/files/ae/resource_files/49_1_2_westbrook.pdf)

