

## Specialized TESOL Methodology: Teaching English to Young Learners

**Instructor:** Dr. Natsuko Shintani  
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### Course Dates

9/29 (Sun) 16:00-19:00	10/5 (Sat) 16:00-19:00	10/26 (Sat) 16:00-19:00	11/9 (Sat) 16:00-19:00
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### Course Description

This course introduces both the theory and practice of teaching English to young learners. We will begin by examining the theoretical foundations of second language acquisition in children. The course will then progress to more practical aspects, including teaching approaches and strategies tailored for young learners. Students will learn to design and implement effective teaching practices. Additionally, we will explore appropriate methods for assessing English language skills in young learners.

By the end of this course, students will have acquired:

1. A foundational understanding of how young learners acquire a second language and the factors that facilitate this learning process.
2. Knowledge of various teaching approaches and methods specifically designed for young learners.
3. Skills to design and implement engaging classroom activities for children learning English.
4. An understanding of appropriate assessment techniques for evaluating young learners' English language skills.

### Course Schedule

Session	Issues/Topics	Readings and assignments
1.	Second language acquisition in young learners <ul style="list-style-type: none"> <li>• How do young learners acquire a second language?</li> <li>• What are the key differences between first and second language acquisition in children?</li> <li>• What factors influence second language learning in young learners?</li> </ul>	<b>Readings:</b> Cameron, L (2001) Chapter 1  <b>Assignments:</b> Discuss initial ideas for your own teaching materials.
2.	Teaching approaches and methods for young learners <ul style="list-style-type: none"> <li>• What are the most effective teaching approaches for young learners?</li> <li>• How does the task-based language teaching and presentation-practice-production method work with young learners?</li> </ul>	<b>Readings:</b> Pinter, A. (2017). Chapter 5 and 6  <b>Assignments:</b> Develop your own materials for your specific teaching context.
3.	Designing and implementing teaching materials for young learners <ul style="list-style-type: none"> <li>• What is the role of task repetition and pre-task activities for young learners?</li> <li>• How do I design and implement materials for different age groups or learners with different proficiency levels?</li> </ul>	<b>Readings:</b> Ellis, R. (2020). Task-based language teaching for beginner-level young learners.  <b>Assignments:</b> Discuss ideas for your lesson plan to implement the task.
4.	Assessing young learners' English skills <ul style="list-style-type: none"> <li>• What are appropriate assessment methods for young language learners?</li> <li>• What are some perspectives on the policies for English education in elementary schools?</li> </ul>	<b>Readings:</b> Pinter, A. (2017). Chapter 10; Butler, Y. G. (2021)  <b>Assignments:</b> Give an individual presentation

### Course materials

Required readings and additional readings will be provided by the teacher.

### **Recommended readings**

Cameron, L. (2001). *Teaching Languages to young learners*.

Shintani, N. (2012). *Input-based tasks in foreign language instruction for young learners*. John Benjamins.

Pinter, A (2017). *Teaching young language learners*. Oxford University Press.

### **Assessment**

- Participation & Collaboration 25%
- Individual presentation 25%
- Assignment 50%

### **Assignment**

To apply the theoretical knowledge and practical skills acquired in this course by designing an activity for young English language learners, implementing it in a real teaching context, and critically evaluating the outcome.

When you write your paper you need to include the following sections.

Provide background

- a) Provide a rationale for your design choices, referencing relevant theories and approaches discussed in the course.
- b) Describe your teaching context (age group, proficiency level, class size, etc.)
- c) Include clear objectives, materials needed, and step-by-step instructions.

Document the implementation process:

- a) Document any adaptations made to the original plan and why.
- b) Report student responses during the activity.

Critically evaluate your activity and its implementation:

- a) The extent to which the activity met its intended objectives.
- b) Student engagement and potential learning outcomes.
- c) Challenges faced during implementation and how you addressed them.
- d) Suggestions for improvement or modification for future use.

Reflection:

- a) Reflect on what you learned from this experience and how it has informed your understanding of teaching English to young learners.
- b) Discuss how you might apply these insights in your future teaching practice.

Format:

Submit a written report (1500-2000 words) covering all four sections above.

Include any supporting materials (lesson plan, worksheets, photos, etc.) as appendices.

### **Evaluation**

Pass/Fail

### **Instructor Bio**

Natsuko Shintani is a Professor in the Faculty of Foreign Language Studies, Kansai University. She has taught English to young learners in her own private language school in Japan and applied linguistics courses at the master level at Nanyang Technological University in Singapore and the University of Auckland in New Zealand. Her research interests encompass the roles of interaction in second language acquisition, second language writing, and task-based language teaching for young learners. She has published a book with John Benjamins, entitled *Input-based Tasks in Foreign Language Instruction for Young Learners*. Currently, she serves as a Review Editor for the international journal *Language Teaching for Young Learners*.