

Young Learners

General Delta Details

01_ Course Content



The course consists of:

Input Sessions

20 sessions of approximately one hour and 15 minutes each, amounting to 30 hours of input time. This will also include observation and analysis of videos of YL classes.

Teaching Practice

Each participant will be observed teaching Young Learners classes by an approved tutor for a minimum of 3 hours. These classes may be the teacher's own classes or special Teaching Practice classes created for the course. There will be a minimum of 45 minutes tuition time (pre-lesson guidance and post-lesson feedback) given for each hour of teaching.

Observation of experienced teachers

Each participant will observe experienced teachers of Young Learners teaching for a minimum of 4 hours. For each of the hours of observation, participants must complete an assigned observation task.

Tutorials

Each participant will be given a minimum of two tutorials which will involve the discussion of observation tasks and the trainees' general progression up that point of the course.

Written work

Each participant will need to complete two written assignments. These will be set and submitted during the course. A third optional assignment for a further endorsement of the trainee's experience, will be set during the course but can be submitted up to two years from completion of the course. In addition, there may be homework tasks set after some input sessions.

Age groups

The course is not designed with one particular age group in mind. Input sessions cover the complete range of young learners (from 3 years-teenagers). Teaching Practice will concentrate on two or three particular age ranges.

Entry Requirements

02_ Entry Requirements

Course participants must:

- Be competent English speakers
- Be at least 18 years old
- Have had some initial training in ELT – suggested minimum: CELTA or equivalent
- Display an interest in the teaching of Young Learners.

IHCYLT Selection Procedure

Selection of candidates is based on the completion of the application form, pre-interview tasks and an interview, see enrolment section. Interviews are conducted at International House Seville, or by telephone. Acceptance on the course is by no means automatic: a rigorous selection process is undertaken in the interest of candidates in order to ensure their suitability and a high degree of success on the course. Acceptance is at the discretion of the centre.

03_ Aims and Assessment

The assessment of trainees will be based on a portfolio kept by the trainee and including the following:

- Lesson plans and materials for each lesson taught
- Completed observation tasks
- Written feedback/evaluation of teaching practice, given to trainees by colleagues and tutors
- Tutorial summary sheets
- Assignments
- Homework tasks

Three Possible Grades

1. Pass Pass grade is awarded to candidates who have demonstrated the following: Lesson Preparation Candidates have shown that they:

- Have understood the basic concepts of language development in young learners and are able to use this information to inform their planning/approach
- Can plan lessons appropriately to suit the age / stage of development of the learners in their classes
- Are able to predict the kinds of linguistic problems young learners may have with a particular language point, and prepare lessons that help learners overcome these
- Select appropriate language at different levels
- Identify appropriate main learning aims
- Identify appropriate aims for lesson stages
- Design lessons which are appropriately staged and varied
- Focus clearly on new language
- Can select materials / tasks and activities appropriate to the age / level of the learners

Teaching Skills Candidates have shown that they:

- Adapt their teaching approach and style appropriately to suit learners at different age ranges
- Can engage young learners in a variety of motivating learning tasks
- Clarify the meaning, form and phonology of new language items, where appropriate
- Check the students' understanding of language items
- Provide appropriate language-focused practice activities
- Develop the skills of reading and listening
- Develop the skills of speaking and writing
- Respond to errors effectively and with sensitivity
- Manage groups effectively; adjust their own language to meet the level and needs of learners

Interpersonal Skills Candidates have shown that they:

- Can establish a good rapport
- Are able to motivate their learners
- Ensure pace is appropriate
- Show awareness of learners as individuals as well as a group
- Teach with sensitivity to the learners' needs, interests and background.
- In addition, participants need to demonstrate ability in the following two areas:

Professionalism Candidates show that they:

- participate in the course as a reliable member of a team
- are able to assess their own strengths and weaknesses objectively
- attend to all administrative matters as required
- are able and willing to respond to feedback and act on it, where appropriate

Written work

Pass candidates will produce assignments which demonstrate the ability to reflect and consider the issues affecting the teaching of English to young learners

2. Distinction This is awarded to candidates who demonstrate an excellent command of a wide range of teaching skills appropriate to the teaching of young learners. Lessons are well-planned and carefully adapted to suit the needs, and the stage of development of the learners. Candidates will demonstrate excellent classroom management skills, appropriate both to the age and educational background of their students. Candidates may show strengths with one age group in particular, but it is important that these candidates have demonstrated the ability to adapt their approach to teach at least at two different age groups. In addition, candidates will have:

- Submitted assignments demonstrating an above average sensitivity to the issues influencing the teaching of English to young learners
- Made insightful contributions in input
- Shown a high degree of professionalism

3. Fail This grade is awarded to course participants who fail to demonstrate that they can consistently plan and teach effective lessons to young learners, according to the criteria described above.

IHCYLT Course Certificates and Reports

Certificates will be issued by International House to all course participants who have fulfilled the requirements of the course and completed all assignments at a satisfactory level. Each trainee will also be issued a Report written by one of the tutors on the course. All materials contained in this package are copyright of International House World Organisation. They must only be used on approved IHCYLT courses, and for no other purpose.

04_ After the course

It has been estimated that more than one thousand million people in the world today speak, or are learning to speak English. The range of locations and situations in which English language teachers are in demand is enormous. During your course you will be given general information and guidance on where and how to apply for jobs.

Working with International House

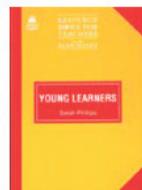
The Human Resources department in IH London recruits more than 350 teachers and about 25 senior staff each year to work in IH affiliated schools. These schools, all of which are independently owned, are linked by standards of educational excellence and common terms and conditions governing the employment of teachers. IH is perhaps unique in the world of ELT in offering an international career structure to its staff. Most contracts with IH schools are for one year. Salaries are locally appropriate and usually payable in the local currency. Return air-fare, paid holidays and assistance with accommodation are offered on most one year (or longer) contracts outside the UK. For employment as a teacher in an IH school you must at least have successfully completed the Cambridge Certificate (CELTA), or an equivalent course. Other qualifications, such as a degree, may be necessary according to the legal requirements of a particular country. Further qualifications and experience may be demanded for specific jobs. For higher posts in ELT and ELT management, the DELTA is usually required.

05_ Recommended Reading

If you require further information or would like to recommend a book, please do not hesitate to contact us.



Children Learning English
Jayne Moon (Macmillan)



Oxford English Young Learners
Phillips, Sarah (Oxford)



Teaching languages to Young Learners
Lynne Cameron