

# ET9D2-10 Teaching and Researching Young Language Learners

**23/24**

**Department**

Applied Linguistics

**Level**

Taught Postgraduate Level

**Module leader**

Annamaria Pinter

**Credit value**

10

**Module duration**

8 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

Many millions of today's language learners are children, learning English in preschools, primary schools or private language schools. This module provides a solid theoretical knowledge base in teaching and researching young learners, an important and growing field of study within TESOL internationally. The module aims to develop your critical understanding about the complex set of factors that contribute to the success of second language learning for children in any context. The module will cover:

- An overview of the political and policy-related issues that lie behind the spread of English taught to ever younger learners worldwide;
- An overview of the key concepts, models and research findings in the area of child second language learning;
- The complex relationships between contexts, learning opportunities and children's characteristics as language learners;
- Principled approaches to teaching young language learners using appropriate materials and approaches in various TESOL contexts;
- Principled approaches to researching young language learners ( including researching 'with' learners) in specific TESOL contexts.

## Module aims

This module provides a solid theoretical knowledge base in teaching and researching young Learners, an important and growing field of study within TESOL internationally. The module aims to develop students' critical understanding about the complex set of factors that contribute to the success of second language learning for children in any context.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Weeks (1-8)

- Week 1: Introductions;
- Week 2: Conceptions of children and childhood
- Week 3: Children as language learners: research and practice (key theme: oral skills)
- Week 4: Children as language learners: research and practice (key theme: literacy skills)
- Week 5: Children as language learners: research and practice (key themes: learning to learn and assessment)
- Week 6: Children in research: from traditional to alternative ways of researching children
- Week 7: Current trends in EYL worldwide
- Week 8: Q&A and Presentations

## Learning outcomes

By the end of the module, students should be able to:

- By the end of the module the students will:- Demonstrate a comprehensive understanding of issues related to language learning in childhood.
- - Familiarise themselves key concepts, models and research findings in the area of child second language learning.
- - Understand and articulate complex relationships between contexts, learning opportunities and children's characteristics as language learners.
- - Develop principled approaches to researching young language learners in specific TESOL contexts.
- - Develop principled approaches to teaching young language learners using appropriate materials and approaches in various TESOL contexts.

## Indicative reading list

Alderson, P. (2005). Designing ethical research with children. In A. Farrell (ed), *Ethical Research with Children*, pp. 27-36. Maidenhead: Open University Press.

Berk, L. (2000) *Child Development*. Needham Heights, MA: Pearson Education Company.

Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge

University Press

Enever, J., Moon, J. and Raman, U. (eds.) (2009) Young Learner English Language Policy and Implementation: International Perspectives. Reading, UK: Garnet Education.

Kellett, M. (2005). How to Develop Children as Researchers: A Step-by-Step Guide to Teaching the Research Process. London: Sage.

Philp, J, Oliver, R and A. Mackey (eds.), Second Language Acquisition and the Young Learner: Child's Play? Amsterdam: John Benjamins,

Nikolov, M. and Curtain, H. (eds.) (2000) An Early Start: Young Learners and Modern Languages in Europe and Beyond. European Centre for Modern Languages, Strasbourg: Council of Europe Publishing.

Pinter, A. (2017). Teaching Young Language Learners Oxford Handbook for Language Teachers. (second edition) Oxford: Oxford University Press.

Pinter A (2011). Children Learning Second Languages Palgrave Macmillan.

Singleton, D. and Ryan, L. (2004) Language Acquisition: The Age Factor. Clevedon: Multilingual Matters.

## **Research element**

A key theme that runs through this module is the emphasis on researching with young learners. Students are introduced to a variety of ways of undertaking research with children.

## **Interdisciplinary**

The module content cuts across the disciplines of childhood studies, sociology and second language acquisition.

## **International**

The module covers opportunities and challenges of teaching second and foreign languages to young learners internationally.

## **Subject specific skills**

- Develop principled approaches to researching young language learners in specific TESOL contexts.
- Develop principled approaches to teaching young language learners using appropriate materials and approaches in various TESOL contexts.

## **Transferable skills**

- Participate constructively in collaborative tasks and group discussion
- Structure and communicate ideas effectively in writing
- Plan and manage workload to meet deadlines

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## Study

### Study time

Type	Required
Lectures	8 sessions of 1 hour (8%)
Seminars	8 sessions of 1 hour (8%)
Private study	84 hours (84%)
Total	100 hours

### Private study description

Guided independent study and reading for assignment equivalent to about 80 hours.

### Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
Essay	100%	

### Feedback on assessment

Written feedback on the assignment will be provided via a combination of the Centre's standard feedback sheet (which conforms to Faculty criteria) , and electronic annotation of the student's assignment (submitted via Tabula). Where appropriate, additional feedback may be provided via personal meetings with module tutors.

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## Availability

### Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- TETS-X9PR Postgraduate Taught TESOL
  - Year 1 of X9PR TESOL
  - Year 1 of X9PR TESOL
- TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)
  - Year 1 of X9PS TESOL (Part-time - 2 years)
  - Year 2 of X9PS TESOL (Part-time - 2 years)