

Teaching English in Pre-Primary Education



Overview and Outcomes

This course is for teachers of English working with very young learners, children from 3 to 6 years old. In most cases they will be in pre-primary education.

Throughout the course, you will reflect on how language-related activities develop the whole child, socially, emotionally, cognitively, physically and in terms of communication and creative development.

The course will cover the principles of early childhood language education and child development theories and good practice in pre-primary, or kindergarten, contexts, and will explore the areas of using music, song, rhyme and rhythm, stories, and mathematical concepts through English.

Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#) (CertPT) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

Content

Teaching English in Pre-Primary Education covers the following areas:

- Extending critical understanding of how small children learn
- Developing the whole child through English
- Managing small children
- Planning sequenced, well-balanced lessons
- Integrating music, song, rhyme and rhythm into the pre-primary classroom
- The role stories play in language learning
- Mathematical concepts as an integral part of an activity
- Different approaches to record keeping and understanding progression
- How to create a unit of work for a pre-primary English class

Each course has a maximum of 18 participants and consists of 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment or 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Who should apply?

- Teachers or assistants in a pre-primary setting (up to 6 years of age) who wish to expand their repertoire of activities to foster interaction and encourage motivation in the language classroom.
- Participants should have a minimum language level corresponding to B1 on the Common European Framework.

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

Schedule

This course consists of 8 units. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Teaching English in Pre-Primary Education	
Unit 1: Orientation and Introductions	Unit 2: Child Development, Learning Theories and Routines
This unit will introduce you to the course structure, platform and dates. You will also find out what you can expect from us and what we expect from you. You will learn more about the NILE Online learning platform and how to communicate effectively online. You also introduce yourselves and your teaching contexts. You will have an opportunity to share your hopes for the course with others. Finally, you will think about working with small children and the challenges and triumphs this involves.	In this unit you will look at some of the child development and learning theories that have been most influential in the education of small children. You are going to discuss the implications of these theories on your practice and for language learning activities. You will explore the different ways routines support a child's language development and your classroom management. You will discuss further some of the theories put forward by Jerome Bruner and Lev Vygotsky in relation to routine activities. The unit ends with a look at the use of puppets in the pre-primary classroom and how best they can be used to help you manage your children and to motivate them to speak English.
Unit 3: Songs, Chants and Rhymes	Unit 4: Sequencing Game-like Activities to Support Language Development
In this unit you will focus on the use of songs, chants and rhymes in pre-primary education from a developmental and cultural perspective. You will discover what makes a song or a chant suitable, where to find them and how they can be used in your classes. You will also look at the advantages of nursery rhymes for phonological and intercultural awareness, and discuss how they can be integrated into a pre-primary language programme. Finally you will contribute to a bank of suitable nursery rhymes for pre-primary language learning.	In this unit you will look at some of the different game-like activities that can be set up in the pre-primary classroom, their importance and implications for language development. After this you will discuss how different game-like activities contribute to the development of the whole child and where they fit along the Encounter, Engage and Exploit (EEE) model. You will select a game, think about its format components and opportunities for development and present your conclusions to your colleagues. During this unit you will have contributed to creating a bank of games for pre-primary language education.
Unit 5: Stories from Everywhere	Unit 6: Developing Maths Concepts through English
In this unit we will look at how story can be used as a vehicle for pre-primary language learning. You will begin by examining and evaluating the different kinds of stories that can be used and how they can contribute to the development of the whole child with a view to developing selection criteria for choosing a story. We shall look at the different ways a story can be told. You will adapt a traditional story from your own country into English and make suggestions for story related activities.	In this unit you will come to understand how many of the activities designed to teach English to pre-primary children also support their development of maths concepts. You begin by looking closely at the different maths concepts that are considered important in pre-primary curricula. You then watch a film showing good practice in the UK in relation to progression in maths. Based on this film you will discuss what is possible in our own contexts and then discover the different ways you can integrate maths and maths-related language into your planning and support the development of maths concepts through English activities. You will complete this unit by sharing an activity and describing how it contributes to children's understanding of different maths concepts.
Unit 7: Looking at Progression, Collaboration and Home-school Links	Unit 8: Course Review and Assignment Preview
This unit takes a look at three aspects of pre-primary language learning which are often overlooked: progression, collaborating, and communicating with parents. Beginning with a focus on progression you will first look at your objectives for pre-primary English and the implications this has on how you see progression and the different ways you can collect evidence of it. Some English teachers work in a classroom with the mainstream teacher and we will look at issues related to collaboration with these teachers as well as parents. This unit finishes with a reflection on the importance of home-school links and sharing different ideas and experiences.	In this final unit we will review the whole course and look at what you need to do for your assignment. You will have the opportunity to try out tasks from both assignments, so you can choose which one you want to do and get some feedback before you start the real thing. Finally we'll have a virtual goodbye party!
Assignment	
Option A	Option B
Design a series of activities around a story, which would be suitable for a group of children between 3 and 6 years old. The unit should contain activities that support the three stages of the EEE model discussed in unit 4.	To plan a teacher training session of 60 to 90 minutes for colleagues based on something you have learnt or become more aware of by doing this course. If possible, do the session with your colleagues.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.