

# English for Young Learners

## Course Profile

### Course Summary

This postgraduate level course is designed to provide advanced training in teaching English to young learners (EYL) age 3-12. It examines the policy context as well as issues and challenges concerning teaching English to young learners as a worldwide phenomenon. The course links theory and practice related to child language acquisition, child learning and development (e.g., Piaget, Vygotsky), and the young learner dimension. The course offers students the opportunity to develop a solid pedagogical foundation through instruction in methods of teaching young learners (e.g., Total Physical Response, Task-Based Language Teaching) while tackling pedagogical aspects such as classroom management. The course aims to help students to develop advanced knowledge of and abilities to implement pedagogical strategies and techniques relevant to teaching the macro-skills (i.e. listening, reading, speaking, writing) and the micro-skills (i.e. grammar, vocabulary, pronunciation) in the context of young learner pedagogy. The course helps students to develop appropriate assessment procedures and trains them to use, adapt and develop teaching materials as well as to utilise technologies in teaching.

### Assumed Background

This course is designed for Master of Education in Teaching English to Speakers of Other Languages (TESOL) students who will teach English to non-English speaking backgrounds (NESB) at primary level in either English as a Second Language (ESL) or English as a Foreign Language (EFL) context. The course makes no assumptions about previous language teaching experience whether in a formal or informal context. It is best suited to those with previous training in applied linguistics, linguistics, TESOL, educational linguistics, or primary education. Knowledge of one or more languages other than English is an advantage, but it is not essential.

### Course Objectives

The objectives of the course are to enable students to develop sound understanding of political, theoretical, methodological and pedagogical issues concerning teaching English to young learners and to support the development of their pedagogical skills through a wide range of teaching materials, pedagogical ideas from videos and coursebooks as well as classroom teaching excerpts.

### Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:

1. Explain the policy context as well as issues and challenges concerning teaching EYL
2. Explain the methodological and pedagogical aspects of EYL
3. Critically analyse the literature and present an argument using evidence from EYL research
4. Analyse EYL teaching based on selected pedagogical point(s) of view
5. Reflect on their learning experience and contribute to an improved understanding of young learner pedagogy
6. Demonstrate abilities to present theoretical and practical ideas relevant to EYL

## Course Delivery

Online learning: reading of teaching materials, online quizzes, video lecture (1 hour)

Face-to-face learning: class tutorials (2 hours)

## Recommended Resources

A set of compulsory readings is listed in this Course Profile and is available on Blackboard. Additional readings are also listed in the Course Profile and are available for download from the library.

## Syllabus

| Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Topic                 | Content                                                                                                                                                                                                                      |
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| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Introduction          | <ul style="list-style-type: none"><li>• Course objectives</li><li>• Course overview</li><li>• Course assessments</li><li>• EYL and educational reforms</li><li>• EYL overview: Asia, Europe, Latin America, Africa</li></ul> |
| Readings:<br>Enever, J. (2018). <i>Policy and politics in global primary English</i> . Oxford: Oxford University Press.<br>– Chapter 1<br>Rixon, S. (2015). Primary English and critical issues: A worldwide perspective. In J. Bland (Ed.), <i>Teaching English to young learners: Critical issues in language teaching with 3-12 year olds</i> (pp. 31-50). London: Bloomsbury Academic.                                                                                                                                                       |                       |                                                                                                                                                                                                                              |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Policy context        | <ul style="list-style-type: none"><li>• Parentocracy</li><li>• Neoliberalism in education</li><li>• EYL as short-termist politics</li><li>• Local diversification</li><li>• Impact on multilingualism</li></ul>              |
| Readings:<br>Butler, Y. G. (2015a). Parental factors in children's motivation for learning English: A case in China. <i>Research Papers in Education</i> , 30(2), 164–191.<br>Enever, J. (2018). <i>Policy and politics in global primary English</i> . Oxford: Oxford University Press.<br>– Chapter 2<br>Johnstone, R. (2018). Languages policy and English for young learners in early education. In S. Garton & F. Copland (Eds.), <i>The Routledge handbook of teaching English to young learners</i> (pp. 13-29). New York, NY: Routledge. |                       |                                                                                                                                                                                                                              |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Issues and Challenges | <ul style="list-style-type: none"><li>• Large classes, poor facilities</li><li>• Linguistically diverse learners</li><li>• Misguided curriculum</li></ul>                                                                    |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          | <ul style="list-style-type: none"> <li>• Inappropriate teaching materials</li> <li>• Poor pedagogy</li> <li>• Unsuitable assessment</li> <li>• The complexity of teacher preparation</li> </ul>                                     |
| <p>Readings:</p> <p>Copland, F., Garton, S., &amp; Burns, A. (2014). Challenges in teaching English to Young Learners: Global perspectives and local realities. <i>TESOL Quarterly</i>, 48(4), 738-762. doi:10.1002/tesq.148</p> <p>Zein, S. (2016). Factors affecting the professional development of elementary English teachers. <i>Professional Development in Education</i>, 42(3), 423-440. doi:10.1080/19415257.2015.1005243</p>                                                                                                          |                          |                                                                                                                                                                                                                                     |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The age debate           | <ul style="list-style-type: none"> <li>• Early bilingualism</li> <li>• The age effect</li> <li>• The Critical Period Hypothesis (CPH)</li> <li>• From informal to formal contexts</li> <li>• Policy implications</li> </ul>         |
| <p>Readings:</p> <p>Singleton, D., &amp; Pfenninger, S. E. (2018). The age debate: A critical overview. In S. Garton &amp; F. Copland (Eds.), <i>The Routledge handbook of teaching English to young learners</i> (pp. 30-43). New York, NY: Routledge.</p> <p>Zein, S. (2017a). To postpone or not to postpone? Examining access policy on early foreign language learning from second language acquisition and language planning and policy perspectives. <i>Applied Linguistics Review</i>, 8(4), 419-440. doi:10.1515/applirev-2016-1044</p> |                          |                                                                                                                                                                                                                                     |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning and development | <ul style="list-style-type: none"> <li>• Piaget's stages of development</li> <li>• Vygotsky's theory of learning</li> <li>• Scaffolding</li> <li>• The Montessori Theory</li> <li>• Learner-centred or learning-centred?</li> </ul> |
| <p>Readings:</p> <p>Cameron, L. (2001). <i>Teaching languages to young learners</i>. Cambridge: Cambridge University Press. – Chapter 1</p> <p>Mooney, C. G (2013). Theories of childhood (2<sup>nd</sup> ed.), <i>An introduction to Dewey, Montessori, Erikson, Piaget &amp; Vygotsky</i>. St. Paul, MN: Redleaf Press. - Chapters 2 and 5</p>                                                                                                                                                                                                 |                          |                                                                                                                                                                                                                                     |
| 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The young learner        | <ul style="list-style-type: none"> <li>• The affective domain</li> <li>• Learning styles and strategies</li> <li>• Learning autonomy</li> <li>• Gardner's multiple intelligences</li> <li>• Formulaic language</li> </ul>           |
| <p>Readings:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                                                                                                                                                                                                                                     |

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| <p>Carreira, J. M. (2012). Motivational orientations and psychological needs in EFL learning among elementary school students in Japan. <i>System</i> 40, 191–202.</p> <p>Kersten, S. (2015). Language development in young learners: The role of formulaic language. In J. Bland (Ed.), <i>Teaching English to young learners: Critical issues in language teaching with 3-12 year olds</i> (pp. 113-128). London: Bloomsbury Academic.</p> <p>Nunan, D. (2011). <i>Teaching English to young learners</i>. Anaheim, CA: Anaheim University Press. – Chapter 1</p>                                                                                                                                    |                               |                                                                                                                                                                                                                                   |
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Approaches and methods        | <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)</li> <li>• Theme-Based Teaching (TBT)</li> <li>• Task-Based Language Teaching (TBLT)</li> <li>• Content and Language Integrated Learning (CLIL)</li> </ul> |
| <p>Readings:</p> <p>Larsen-Freeman, D., &amp; Anderson, M. (2011). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford: Oxford University Press. Chapter 8</p> <p>Pinter, A. (2015). Task-based learning with children. In J. Bland (Ed.), <i>Teaching English to young learners: Critical issues in language teaching with 3-12 year olds</i> (pp. 91-112). London: Bloomsbury Academic.</p> <p>Truckenbrodt, A., &amp; Cross, R. (2017). Getting two for one: Learning another language through CLIL. In R. Oliver &amp; B. Nguyen (Eds.), <i>Teaching young second language learners: Practices in different classroom contexts</i> (pp. 127-144). New York, NY: Routledge.</p> |                               |                                                                                                                                                                                                                                   |
| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pedagogy in the EYL classroom | <ul style="list-style-type: none"> <li>• Rapport</li> <li>• Classroom management</li> <li>• Participatory structure</li> <li>• The role of the mother tongue</li> </ul>                                                           |
| <p>Readings:</p> <p>Pinter, A. (2006). <i>Teaching young language learners</i>. Oxford: Oxford University Press. – Chapter 8</p> <p>Nunan, D. (2011). <i>Teaching English to young learners</i>. Anaheim, CA: Anaheim University Press. – Chapter 15</p> <p>Zein, S. (2018f). Translanguaging as a metadiscursive practice in the EYL classroom: Preparing prospective teachers. In S. Zein &amp; R. Stroupe. (Eds.), <i>English language teacher preparation in Asia: Policy, research and practice</i> (pp. 47-62). New York, NY: Routledge.</p>                                                                                                                                                     |                               |                                                                                                                                                                                                                                   |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pedagogy and assessment       | <ul style="list-style-type: none"> <li>• Learning through stories and songs</li> <li>• Drama in the EYL classroom</li> <li>• Online games</li> <li>• To assess or not to assess?</li> <li>• Assessment procedures</li> </ul>      |
| <p>Readings:</p> <p>Bland, J. (2015). Drama with young learners. In J. Bland (Ed.), <i>Teaching English to young learners: Critical issues in language teaching with 3-12 year olds</i> (pp. 239-260). London: Bloomsbury Academic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |                                                                                                                                                                                                                                   |

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| <p>Butler, Y. G., Y. Someya &amp; E. Fukuhara (2014). Online games for young learners' foreign language learning. <i>ELT Journal</i>, 68(3), 265–275.</p> <p>Pinter, A. (2006). <i>Teaching young language learners</i>. Oxford: Oxford University Press. – Chapter 10</p>                                                                                                                 |                                                       |                                                                                                                                                                                                                                                                                        |
| 10                                                                                                                                                                                                                                                                                                                                                                                         | Utilising resources and technologies                  | <ul style="list-style-type: none"> <li>• Using authentic materials</li> <li>• Adapting and creating materials</li> <li>• Interactive Whiteboards</li> <li>• Language learning apps</li> </ul>                                                                                          |
| <p>Readings:</p> <p>Pinter, A. (2006). <i>Teaching young language learners</i>. Oxford: Oxford University Press. – Chapter 9</p> <p>Schmid, E. C., &amp; Whyte, S. (2015). Teaching young learners with technology. In J. Bland (Ed.), <i>Teaching English to young learners: Critical issues in language teaching with 3-12 year olds</i> (pp. 219-238). London: Bloomsbury Academic.</p> |                                                       |                                                                                                                                                                                                                                                                                        |
| 11                                                                                                                                                                                                                                                                                                                                                                                         | Teaching listening and speaking                       | <ul style="list-style-type: none"> <li>• The oral language</li> <li>• Bottom up vs. Top-down processes in listening</li> <li>• Interactional modifications</li> <li>• Meaning negotiation</li> <li>• Apps: <i>British Council's Learn English Kids Videos and Lingokids</i></li> </ul> |
| <p>Readings:</p> <p>Nunan, D. (2011). <i>Teaching English to young learners</i>. Anaheim, CA: Anaheim University Press. – Chapter 5</p> <p>Guilfoylea, N., and Mistryb, M. (2013). How effective is role play in supporting speaking and listening for pupils with English as an additional language in the Foundation Stage. <i>Education 3–13</i>, 41(1), 63–70</p>                      |                                                       |                                                                                                                                                                                                                                                                                        |
| 12                                                                                                                                                                                                                                                                                                                                                                                         | Teaching reading and writing                          | <ul style="list-style-type: none"> <li>• The written language</li> <li>• Early literacy</li> <li>• Reading and writing as discourse skills</li> <li>• Apps: <i>Busuu</i> and <i>Improve English</i></li> </ul>                                                                         |
| <p>Readings:</p> <p>Cameron, L. (2001). <i>Teaching languages to young learners</i>. Cambridge: Cambridge University Press. – Chapter 6</p> <p>Nunan, D. (2011). <i>Teaching English to young learners</i>. Anaheim, CA: Anaheim University Press. – Chapter 7</p>                                                                                                                         |                                                       |                                                                                                                                                                                                                                                                                        |
| 13                                                                                                                                                                                                                                                                                                                                                                                         | The micro-skills (grammar, vocabulary, pronunciation) | <ul style="list-style-type: none"> <li>• Development of the internal grammar</li> <li>• From picking up words to knowing words</li> <li>• Vocabulary learning strategies</li> <li>• Holistic and atomistic approach</li> </ul>                                                         |

- Apps: *Rosetta Stone* and *Duolingo*

Readings:

Nunan, D. (2011). *Teaching English to young learners*. Anaheim, CA: Anaheim University Press. – Chapter 10

Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press. – Chapter 7

## Assessments

Tutorial Participation: 10%

Teaching Analysis: 25%

Essay: 40%

Presentation: 25%

### 1. Tutorial Participation

Weighting: 10%

Mode: Individual work

Format: Group discussions

Description: Students must maintain 80% of attendance in tutorial sessions throughout the semester to pass the course. They are required to participate actively in weekly tutorials where sessions will be devoted to discussions on lecture contents and practical classroom strategies, as well as analysis of teaching videos and classroom discourse excerpts. Assessment will be made on the basis of attendance and contributions to group discussions.

### 2. Teaching Analysis

Weighting: 25%

Mode: Pair work

Description: Students are to work in pairs to analyse two teaching videos and submit a Teaching Analysis Form (1,500 words). They are given the option to choose one from 3 pairs of videos (Pair 1, Pair 2, Pair 3) that are available on Blackboard. Students must complete the Teaching Analysis Form to compare and contrast the two teaching videos in the selected pair. They must comment on an aspect of pedagogical interest such as classroom management, rapport, teaching materials, classroom discourse, etc. Analysis must be made as to whether the aspect contribute to teaching efficacy or lack thereof, and why. Reflection on what could have been done differently, and why, are encouraged. Incorporation of relevant concepts and theories is compulsory. Detailed teaching analysis procedures are available on Blackboard.

Submission: Blackboard

Length: 1,500 words

Due date: Week 7

### 3. Essay

Weighting: 40%

Mode: Individual work

Description: An essay of 2,500 words (excluding references) is required for submission in Week 10. A list of essay topics relevant to coverage of weeks 2-6 (i.e. policy context, issues and challenges, learning and development, and the young learner dimension) will be distributed in Week 2. Students are to choose a topic from the list and critically examine it using relevant literature. Appointment can be made to consult about the topic, how to approach it, etc.

Submission: Turnitin

Due date: Week 10

Length: 2,500 words

Criteria and marking: Available on Blackboard

### 4. Presentation

Weighting: 25%

Mode: Group work

Description: Students are to form a group (3-4 members) and work collaboratively in a presentation project. They must select a topic relevant to teaching English to young learners; for example, teaching vocabulary, materials adaptation, translanguaging in the EYL classroom, analysis of apps for teaching EYL, etc. Students must create a PowerPoint file consisting of no more than 25 slides (including references) and do a presentation of about 25 minutes. Each member must present in roughly equal amount of time. Presentations are distributed across tutorial sessions from weeks 3-12. Detailed presentation procedures are available on Blackboard.

Criteria and marking: Available on Blackboard.

### Recommended Readings:

- Becker, C., & Roos, J. (2016). An approach to creative speaking activities in the young learners' classroom. *Education Inquiry*, 7(1), 9–26.
- Bland, J. (Ed.). (2018). *Teaching English to young learners: Critical issues in language teaching with 3–12 year olds*. London: Bloomsbury.
- Bland, J. (2013). *Children's Literature and Learner Empowerment: Children and teenagers in English language education*. London: Bloomsbury.
- Birdsong, D. (2014). The critical period hypothesis for second language acquisition: Tailoring the coat of many colors. In Pawlak, M., & L. Aronin. (Eds.) *Essential topics in applied linguistics and multilingualism* (pp. 43-50). Heidelberg: Springer.
- Butler, Y. G. (2005). Comparative perspectives towards communicative activities among elementary school teachers in South Korea, Japan and Taiwan. *Language Teaching Research*, 9(4), 423-446. doi:10.1191/1362168805lr176oa
- Butler, Y. G. (2015b). Task-based assessment for young learners: The role of teachers in changing cultures. In M. Thomas & H. Reinders (eds.), *Contemporary task-based language teaching in Asia* (pp. 384-365). London: Bloomsbury.
- Butler, Y. G. (2015). English language education among young learners in East Asia: A review of current research (2004–2014). *Language Teaching*, 48, 303-342.

doi:10.1017/S0261444815000105

- Butler, Y. G., Y. Someya & E. Fukuhara (2014). Online games for young learners' foreign language learning. *ELT Journal* 68(3), 265–275.
- Canh, L. V. (2019). Unpacking the complexity of learning to teach English to young learners: A narrative inquiry. In S. Zein, & S. Garton, *Early language learning and teacher education: International Research and Practice* (pp. 41-58) Bristol, UK: Multilingual Matters.
- Carless, D. (2004). Issues in teachers' re-interpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38, 639–662.
- Carreira, J. M. (2011). Relationship between motivation for learning EFL and intrinsic motivation for learning in general among Japanese elementary school students. *System*, 39, 90–102.
- Chou, C-h. (2008). Exploring elementary English teachers' practical knowledge: A case study of EFL teachers in Taiwan. *Asia Pacific Education Review*, 9(4), 529-541.
- Copland, F., & Garton, S. (Eds.). (2018). *TESOL voices: Young learner education*. Alexandria, VA: TESOL Press.
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to Young Learners: Global perspectives and local realities. *TESOL Quarterly*, 48(4), 738-762. doi:10.1002/tesq.148
- Djigunovic, J. M., & Krajnovic, M. M. (2015). *Early learning and teaching of English: New dynamics of primary English*. Bristol: Multilingual Matters.
- Enever, J. (2018). *Policy and politics in global primary English*. Oxford: Oxford University Press.
- Enever, J., Moon, J., & Rahman, U. (2009). *Young learner English language policy and implementation: International perspectives*. Reading: Garnet.
- Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second language acquisition. *Journal of Memory and Language*, 41(1), 78–104.
- Garcia, O., and Otheguy, R. (2017). Interrogating the language gap of young bilingual and bidialectal students. *International Multilingual Research Journal*, 11(1), 52–65.
- Geva, E., & Wang, M. (2001). The development of basic reading skills in children: A cross-linguistic perspective. *Annual Review of Applied Linguistics*, 21, 182–204.
- Kang, D.-M. (2008). The classroom language use of a Korean elementary school EFL teacher: Another look at TETE. *System*, 36, 214–226.
- Kaldi, S., Filiappatou, D., and Govaris, C. (2011). Project based learning in primary schools: Effects on pupils' learning and attitudes. *Education 3–13*, (39), 1, 35–47.
- Karavas, E. (2014). Implementing innovation in primary EFL: A case study in Greece. *ELT Journal*, 68(3), 243–253.
- Kim, J.-S. (2007). An analysis of oral reading errors of EFL primary school students. *Primary English Education*, 13(2), 287–320.
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. New York: Routledge.
- Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22, 1–26.
- Lan, R., & Oxford, R. L. (2003). Language learning strategy profiles of elementary school students in Taiwan. *International Review of Applied Linguistics in Language Teaching*, 41(4), 339-379. doi:10.1515/iral.2003.016
- López-Gopar, M. E. (2016). *Decolonizing primary English language teaching (Linguistic diversity and*



- language rights*). Bristol: Multilingual Matters.
- Mourão, S. (2014). Taking play seriously in the pre-primary English classroom. *ELT Journal*, 68(3), 254–264.
- Murphy, V. A. (2014). *Second language learning in the early school years: Trends and contexts*. Oxford: Oxford University Press.
- Nikolov, M. (2017). *Assessing young learners of English: Global and local perspectives*. New York: Springer.
- Oliver, R., and Azkarai, A. (2017). Review of child second language acquisition (SLA): Examining theories and research. *Annual Review of Applied Linguistics*, 37, 62–76.
- Pfenninger, S. E., & Singleton, D. (2016). Affect trumps age: A person-in-context relational view of age and motivation in SLA. *Second Language Research*, 32(3), 311–345.
- Rich, S. (Ed.) (2014). *International perspectives on teaching English to young learners*. Basingstoke: Palgrave Macmillan.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers*. Cambridge: Cambridge University Press.
- Shin, J. K. (2017). *Literacy Instruction for Young EFL Learners: A balanced approach*. Boston, MA: National Geographic Learning.
- Shin, J. K., & Crandall, J. A. (2014). *Teaching young learners English: From theory to practice*. Boston, MA: National Geographic Learning/Cengage Learning.
- Shintani, N. (2012). Input-based tasks and the acquisition of vocabulary and grammar: A process-product study. *Language Teaching Research*, 16(2), 253–279.
- Shintani, N. (2015). The incidental grammar acquisition in focus on form and focus on forms instruction for young beginner learners. *TESOL Quarterly*, 49, 115–140.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Education Review*, 57(1), p. 1-22.
- Tsui, A. B. (2003). *Understanding expertise in teaching*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Watzke, J. L. (2007). Foreign language pedagogical knowledge: Toward a developmental theory of beginning teacher practice. *The Modern Language Journal*, 91, 63-82. doi:10.1111/j.1540-4781.2007.00510.x
- Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching*, 43(3), 259-296. doi:10.1017/S0261444810000030
- Yim, S. Y. (2014). An anxiety model for EFL young learners: A path analysis. *System*, 42, 344-354. doi:10.1016/j.system.2013.12.022
- Zein, S. (2017). Professional development needs of primary EFL teachers: Perspectives of teachers and teacher educators. *Professional Development in Education*, 43(2), 293–313. doi:10.1080/19415257.2016.1156013
- Zein, S. (2018). Classroom management for teaching English to young learners. In S. Garton & F. Copland (Eds.), *Routledge handbook of teaching English to young learners* (pp. 154-168). New York, NY: Routledge.