

## Overview of Sessions

<p><b>VYL_01 What are VYL</b></p> <p>The main aim of this session is to make CPs familiar with some of the key characteristics of VYLs. CPs are encouraged to reflect on assumptions they already hold about VYL and be open to possibly adjusting these. A secondary aim is to establish a set of principles for teaching VYL. It also aims to give CPs some ideas of what to expect with regard to how VYL classes can be set up.</p> <p>Overall, the session aims to present VYLs in a positive light and pave the way for subsequent sessions to deal with certain issues which are merely touched on here, but will be looked at in more depth later. Similarly, CPs should be able to refer back to the principles established in this session throughout the course, adding to and amending them as they learn more.</p>	<p><b>VYL_02 The VYL Teacher</b></p> <p>This session guides CPs through the crucial factors which relate to the VYL teacher. Issues related to the classroom environment as well as dealing with parents are discussed. The session ends by looking at differentiated learning and its implications in the classroom.</p>
<p><b>VYL_03 Managing the VYL classroom</b></p> <p>The session focuses on establishing the key areas of VYL classroom management and how to deal with them effectively. Through a discussion the course participants define the features of a well-managed class. These will be further analysed using a video of a lesson abstract in which various classroom management techniques are shown. At the end of the session the course participants share their experience and evaluate various practical ideas. The Homework task focuses on practical implications of the session and gives the course participants an opportunity to reflect on their own classroom management techniques.</p>	<p><b>VYL_04 Coursebook and Materials</b></p> <p>In this session course participants (CPs) will identify the range materials that are appropriate for VYL, based on the pre-session reading, course input and their own experience. They will consider what a VYL classroom should look like, comparing their situation to other schools and designing an 'ideal' classroom. They will then move on to considering what we can actually do in the classroom, looking at different types of activity and how to set up and stage these effectively to maximise language production. CPs should walk away from the session with lots of useful ideas that they can use in their own classes.</p>
<p><b>VYL_05 Materials Development</b></p> <p>In this session course participants (CPs) will have the opportunity to develop their understanding of and confidence with using a range of materials and techniques appropriate for VYLs (specifically flashcard and craft activities). They will use the knowledge gained from the pre-session reading and their own experience to reflect on their approach and attitude to such activities and by the end of the session they will have a clearer awareness of how to select, design, set up, stage and manage these effectively in the VYL classroom.</p>	<p><b>VYL_06 Lesson planning</b></p> <p>The aim of the session is to increase awareness of VYLs needs in relation to lesson planning and implementation. The objective is to make CPs aware of the needs of the learners and how these needs can be met through particular staging of the lesson and attention to detail when planning.</p>
<p><b>VYL_07 Storytelling</b></p> <p>In this session CPs are asked to; reflect on the value of stories in teaching and how they can help VYL with learning a foreign language and especially with listening ; increase awareness of what makes good storytelling and how children become and stay motivated to listen to a story, especially in a foreign language; get acquainted with the rationale behind the three stages of storytelling and get to know different activities that can be used when telling/reading; learn to evaluate published resources to decide on the right book or story for their group; examine advantages or disadvantages of oral storytelling, using printed books or e-books; and consider the difference between books written for learners of English and those written for native speakers.</p>	<p><b>VYL_08 Games</b></p> <p>The pre-session reading introduces CPs to the theory behind using games in the VYL classroom, which is recapped in the session followed by looking at the key elements of a game. Throughout the session CPs will analyse games and look at selecting and adapting them to ensure they are meaningful and age appropriate. Finally CPs look at the mini stages involved in setting up a game for VYL to ensure success. By the end of the session CPs should understand why games are beneficial in the VYL classroom, how and why to select and adapt them, and how to set them up effectively. CPs will also leave the session with a good resource of games to try out for themselves in the VYL classroom.</p>
<p><b>VYL_09 Songs and Chants</b></p> <p>This discusses the benefits of using songs and chants with VYL, various ways to utilise them and how to make them your own. It includes practical ideas for using songs and chants and the opportunity to put the presented principles into practice.</p>	<p><b>VYL_10 Literacy</b></p> <p>This session aims at providing CPs with some principles as well as practical activities that can help them make informed decisions when it comes to introducing literacy in the very young learners' classroom. It turns the course participants' attention to studying how young English learners develop literacy skills with a special focus on reading and writing development.</p>