

Teaching young children in English in multilingual contexts (TYCEMC)

An intensive 4-day **Tutor Training program** to equip educators with the skills to deliver transformative PD in their school in order to improve literacy outcomes in multilingual classrooms.



7 modules
18 hours

Face-to-face
or remote
training

For all teachers
working with
young students
(aged 5-8 years)

Evidenced-based
Impactful
Practical

Teaching young children in English in multilingual contexts

All Lexis Education's professional development courses are intended for classroom teachers and are comprised of a Tutor Training and a Teacher Course. The Tutor Training is an intensive train-the-trainer program that is delivered in

Host schools and other sites around the world to small groups of up to 20 teachers. Licensed tutors then deliver the Teacher Course, providing their school with cost-effective, school-managed professional development.

Aims

Teaching young children in English in multilingual contexts is a professional development course for teachers. The course materials present strategies and discuss issues which consistently address the fundamental relationship between language and learning.

- Relevant for all teachers with young students (aged 5–8 years) who are learning through a language that is not their primary language.
- Develops an understanding of the support needed for those young learners for whom English is a second language to be successful learners.
- Provides strategies for effective teaching and learning and promotes whole-school approaches.

Young children beginning schooling are embarking on their developmental pathway of learning to use language in schooling contexts, such as reading and writing. This makes them more reliant on spoken language and a range of other meaning-making resources, such as visuals (both static and animated) and sound (music and sound effects). With this in mind, the aims of the course are to:

- develop teachers' understanding of the notion of meaning-making and how we can use that to inform the kinds of scaffolding that will build the meaning-making capacity of students in multilingual classrooms
- develop teachers' understanding of the need for explicit teaching practices that will build up students' repertoires of meaning-making resources so that they can be successful learners
- provide a positive context for teachers to reflect critically and openly on their teaching and develop shared understandings about scaffolding in order to improve the effectiveness of whole-school collaboration.

Teaching young children in English in multilingual contexts

provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, it is possible to seek credit towards further postgraduate studies from tertiary institutions around the world.

Structure

Teaching young children in English in multilingual contexts has the following features:

- It is organised into 7 modules for a total of 18 hours face-to-face.
- Each module has activities and readings to complete before the next module.
- Total teacher commitment is equivalent to at least 40 hours of professional development.

The course provides a collaborative and engaging adult-learning environment, where there are opportunities for whole-group discussion, small-group activities, classroom implementation, classroom-based research, and reading of relevant articles.

Content

MODULE 1

Meaning making in multilingual contexts

In this first module, we begin with an exploration of meaning-making as a way of discussing the challenges that our students face in schooling contexts. From there, we consider how we develop language, our most complex meaning-making system, by looking at the role of parents and caregivers in the early stages of language development and reflect on the implications as teachers. We experience a lesson in an unfamiliar language as a way of looking at supportive scaffolding practices.

MODULE 2

Scaffolding learners

In this module, we are introduced to an explicit teaching and learning cycle that will be an informing framework for the rest of the course. We consider the notion of scaffolding and consider three broad levels: macro-, meso-, and micro-scaffolding, and the role each plays in providing the support students need in order to take up the meanings expected of them in the early years of schooling.

MODULE 3

Getting active with language

This module deals with actions and the language of hands-on activities. The focus is, therefore, on the procedure genre and, through small teaching and learning cycles, we learn how to develop students' understanding of how a procedure is structured. We also learn how students can analyse the language patterns of these texts in hands-on ways such as through patterned questions and colours.

MODULE 4

Understanding stories

In this module, we work with the generic structure of narratives. Stories are a dominant genre in early childhood settings, yet the meanings—visual and verbal—in these texts can be highly complex. However, as we see, the complexity also makes stories a rich source of opportunities for the development of language and learning.

MODULE 5

Learning the language of stories

The focus in this module is on the language of narratives. The specific aspects of language considered are the resources for: locating events in time and place; describing, classifying and qualifying; and expressing actions, thoughts and sayings. The module concludes with activities around the evaluation of settings, characters and events in narratives.

MODULE 6

Learning to explain how things happen or are done

In this module, we build on previous work on procedures by considering how we can provide a macro-scaffold for students to begin developing control of two new genres: procedural recount and explanation. The activities include moving into more technical fields, recounting accurately, learning to behave scientifically, and explaining how wastewater is treated.

MODULE 7

Planning for meaning-making success

In this final module, we bring together all the understandings developed in the previous modules and apply them to a program of work that participants intend to deliver. Participants will share this program with others in the course and, in doing so, will be modelling the importance of opening up our pedagogical practices to our peers.

For more information:

Lexis Education

info@lexised.com

www.lexised.com

5 benefits of having a TYCEMC Tutor in your school

The [Teaching young children in English in multilingual contexts](#) in course focuses on the needs of young multilingual/EAL students, and ways to ensure their success in learning.

How does it work?

When a teacher does a course with Lexis Education, they learn the skills they need in the classroom, but they also learn how to be a tutor for other teachers. This train-the-trainer method ensures that your school can benefit from our professional development in a cost-effective way that is managed by your school and directly responds to the needs of your school.

We refer to the courses we deliver as the Tutor Training, and the courses your teacher/tutor then delivers to other teachers at your school as the Teacher Course.

What are the benefits of having a TYCEMC Tutor in your school?

1. Your school will be supporting its staff to implement evidence-based strategies to improve young EAL students' reading and writing across all curriculum areas.

During the training, your teacher will learn the language-related needs of young EAL students and consolidate teaching practices that address students' language and learning needs in a holistic and explicit manner. Such strategies are anchored in evidence-based, academic research and have been shown to speed up students' literacy skills across the curriculum (Acevedo et al., 2023; Brisk, 2021; Humphrey, 2016).

2. Your school will have an expert and leader in language, learning on staff.

By having a TYCEMC tutor on staff, you will be able to provide your school with sustainable, cost-effective and high-quality, in-house PD. It will also potentially provide in-house promotion opportunities for your staff, as many of our tutors have moved up to a 'Head of EAL' position following the training.

3. Your school will gain access to a global network of like-minded educators.

By having a TYCEMC Tutor on your staff, you are joining a global community of hundreds of schools working in a variety of educational contexts. Connections made between schools and teachers provide valuable opportunities for building educational networks.

4. Your school will encourage professional growth across all staff.

After the Tutor Training, the Teacher Course is presented to your teachers by your school's 3L Tutor. During both the Tutor Training Course and the Teacher Course, your teachers can expect a collaborative and engaging adult learning environment, where each teacher contributes to everyone's learning. During the Teacher Course, your teachers will be given the opportunity to implement strategies in their classroom, reflect on their own teaching practice, and consider how to enact whole-school change. Your school TYCEMC tutor will have ongoing access to our team of experts should they or your teachers need any assistance.

5. Your teachers are able to gain credits to use towards a tertiary degree.

Many prestigious universities have provided credit for the completion of Lexis Education's TYCEMC Course, thereby providing a cost-effective way for teachers to further their study. This applies to TYCEMC Tutors and for teachers who complete the Teacher Course.

What next?

Have a look at our upcoming [TYCEMC tutor training venues](#). If you would like to discuss your school's needs, please [get in touch](#) with us, we'd love to hear from you.