

Title of the Course: <i>Teaching English to Young Learners II</i>	Course-No: <i>İNÖ308</i>	Semester: <i>6th Term / 3rd Year Spring</i>	
Course type: <i>Lecture</i>	Hours-Practice/Week: <i>2-2</i>	Credits	
Status: <i>Compulsory</i>	Language of Instruction: <i>English</i>	Local	ECTS
		3	4
Lecturer:	Assistant Professor Dr. Salim Razi		
Contact:	Email: salimrazi@gmail.com		
	Tel: +90 286 2171303 ext: 3661		
	Fax: +90 286 2120751		

Course objectives

This course aims at providing students with an understanding the characteristics of young learners; their needs, lacks, wants, designing appropriate language teaching activities, developing suitable materials, using course books effectively, using different techniques to assess young learners.

Course content

This is an introductory overview of the teaching of English to young learners. The course starts with the investigation of English curriculum prepared by Turkish Ministry of Education in 2013. Related to English curriculum, students are expected to practice lesson planning. Moreover, students will be introduced language learning strategies and provided some cues in order how to teach them effectively in the classroom. In addition to language learning strategies, students will also learn how to teach metacognitive skills to young learners. Furthermore, they will be presented with some key ideas in order to get know their students better along with effective classroom management principles. Students are also expected to familiarize themselves with the materials that they can produce and use throughout the school year. Students will learn how to make use of class surveys by dealing with collaborative class surveys, transfer surveys of graphs and Venn diagrams. A critical examination of different approaches to teaching English as a foreign or additional language will be provided in relation to teaching via video. In addition to presentation of correction techniques, the course also includes an examination of ways to promote differentiation and assessment, and an introduction to appropriate ways of undertaking research into teaching and learning in the young learner classroom.

Course learning outcomes

1. The students will be able to explain aims and outcomes of Turkish Ministry of Education English curriculum at different grades.
2. The students will be able to plan a lesson for young learners in relation to Turkish Ministry of Education English curriculum.
3. The students will be aware of language learning strategies available to young learners.
4. The students will be able to understand how to develop metacognitive skills at young ages.
5. The students will be able to use classroom language effectively.
6. The students will be able to manage young learner classes effectively.
7. The students will be able to produce materials to use throughout the school year.
8. The students will be able to correct their students appropriately.
9. The students will be able to assess their students appropriately.

Teaching method

Lecturing, assignments, presentations, discussions, pair and/or group works, critical reading.

Assessment method

There are no pen and paper examinations. Throughout the semester, students are expected to submit 6 written assignments. These assignments will function as final examination weighting 60%. In addition, each student is also expected to practise at ÇOMU Children's House for a class

hour on three occasions. These practice sessions function as midterm examination with a contribution of 40% to the students' scores.

Attendance policy:

Attendance will be expected in all sessions. Students are required to read the related chapters before the class. Attendance will be taken and recorded in all class sessions. Students need to attend 70% of the theoretical lectures (first two hours each week) and 80% of the practice hours (final two hours each week); otherwise they automatically fail.

Registration for examination:

Students are expected to schedule their practice sessions at ÇOMU Children's House.

Assignment requirements:

- Must be on A-4 paper and written with single spacing.
- Must have 2.54cm margins on all sides.
- Late assignments will not be taken into consideration.

Suggested reading list:

- The art of teaching ESL: Leader's guide.* (1993). Reading, Massachusetts: Addison-Wesley.
- Baxter, A. (1997). *Evaluating your students.* London: Richmond.
- Boardman, R., & Holden, S. (1986). *Primary level teaching.* Oxford: Modern English Publications.
- Cant, A., & Superfine, W. (1997). *Developing resources for primary.* London: Richmond.
- Harmer, J. (2001). *The practice of English language teaching.* London: Longman.
- Holden, S. (1987). *English at the primary level.* Great Britain: Quadra.
- House, S. (1997). *An introduction to teaching English to children.* London: Richmond.
- Ioannou-Georgiou S, & Pavlou, P. (2003). *Assessing young learners.* Oxford: Oxford University Press.
- Kennedy, C., & Jarvis, J. (Eds.) (1990). *Ideas and Issues in Primary ELT.* Edinburgh: Nelson.
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Portsmouth: Heinemann/Libraries Unlimited.
- Lewis, G., & Bedson, G. (2003). *Games for children* (5th ed.) Oxford: Oxford University Press.
- Linse, C. T. (2005). *Young learners.* New York: McGraw Hill.
- Moon, J. (2000). *Children learning English.* Oxford: MacMillan-Heinemann.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language* (New ed.). Oxford: Macmillan Heinemann.
- Phillips, D., Burwood, S., & Dunford, H. (2002). *Projects with young learners* (4th impression). Oxford: Oxford University Press.
- Phillips, S. (2001). *Young learners* (8th impression). Oxford: Oxford University Press.
- Pinter, A. (2006). *Teaching young language learners.* Oxford: Oxford University Press.
- Reilly, V. & Shelia, M. W. (2002). *Very young learners.* Oxford: Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.
- Seligson, P. (2013, April). *Fresh ideas for kids.* Plenary speech delivered at Kemer Resort conference on language teaching by Richmond, Antalya.
- Staff development video: The art of teaching ESL leader's guide.* (1993). Reading, Massachusetts: Addison-Wesley.
- Strasser, T. (2012). *Mind the app! Inspiring internet tools and activities to engage your students.* London: Helbling Languages.
- Turkish Ministry of Education* [T. C. Milli Eğitim Bakanlığı]. (2013). İlköğretim kurumları (İlkokullar ve ortaokullar) İngilizce dersi (2, 3, 4, 5, 6, 7 ve 8. sınıflar öğretim programı. Ankara: Milli Eğitim Bakanlığı.
- Woodhead, M., & Montgomery, H. (2003). *Understanding childhood: An interdisciplinary approach.* Milton Keynes: Open University Press.
- Yu Chang, J. F. (2007). *The role of children's literature in the teaching of English to young learners in Taiwan.* Doctoral dissertation, University of Waikato, New Zealand.

COURSE CONTENT

Week / Date	Discussion Topic	Related Reading	Assignment
Week 1 16-20.02.2015	Meeting the students: Introducing course content.	-----	-----
Week 2 23-27.02.2015	Language learning strategies: Metacognitive skills and teaching young learners to think.	House, 1997, pp. 78-83; Oxford, 1990; Puchta & Williams, 2011.	-----
Week 3 02-06.03.2015	Getting to know your class and classroom language.	House, 1997, pp. 28-35	Assignment 1: Preparing a list of expressions to be used throughout the year
Week 4 09-13.03.2015	Running an efficient class: Class management.	House, 1997, pp. 46-50	Assignment 2: Pointing out discipline problems and offering solutions
Week 5 16-20.03.2015	Things to make and use throughout the school year.	Cant & Superfine, 1997, pp. 37-58.	-----
Week 6 23-27.03.2015	Internet tools for young learners.	Strasser, 2012.	-----
Week 7 30.03- 03.04.2015	Class surveys: Collaborative class surveys, transfer surveys of graphs and Venn diagrams.	Cant & Superfine, 1997, pp. 68-74.	-----
Week 8 06-10.04.2015	Tips for teaching young learners: Games and projects.	Cant & Superfine, 1997; Lewis & Bedson, 2003; Phillips, 2001, pp. 79-93, 94-107, 108-125; Phillips, Burwood, & Dunford, 2002; Seligson, 2013.	Assignment 3: Preparing a lesson plan by making use of games and projects
Week 9 13-17.04.2015	Midterm exam	-----	-----
Week 10 20-24.04.2015	Children's literature: Using children's stories	Yu Chang, 2007.	Assignment 4: Preparing a lesson plan by making use of children's literature
Week 11 27.04- 01.05.2015	Using video	Phillips, 2001, pp. 126- 133; Staff Development Video, 1993, pp. 24-54.	Assignment 5: Preparing a lesson plan by making use of video activities
Week 12 04-08.05.2015	Correction techniques	House, 1997, pp. 67-69.	-----
Week 13 11-15.05.2015	Assessing young learners: Language portfolios, listening, speaking, reading, writing	Baxter, 1997; House, 1997, pp. 70-74; Ioannou-Georgiou & Pavlou, 2003, pp. 1-79.	-----
Week 14 18-21.05.2015	Assessing young learners: Integrated skills, grammar, self-assessment, record keeping and reporting	Baxter, 1997; House, 1997, pp. 70-74; Ioannou-Georgiou & Pavlou, 2003, pp. 80-144.	Assignment 6: Preparing an examination
Week 15 25-27.05.2015	Consolidation of the term	Phillips, 2001, pp. 134- 138.	-----

