

ELE 307
Teaching English to Young Learners
(2+0+2) 3 TEDU Credits, 5 ECTS Credits

2016-2017 Fall, Mondays, 9.00- 11 & Fridays, 9.00-11.00

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| Instructor | Assist. Prof. Dr. Sühendan ER | Phone | 312-585 0041 |
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| Office Hours | Mondays 15.00-16.00 | | |

Catalog Description: The differences between young learners and learners at other ages; classroom management; multiple intelligence; various activity types (e.g, games, songs, and craft); (digital) storytelling; assessment and evaluation.

Extended Description: : Differences between young learners and very young learners; developmental stages of very/young learners; multiple intelligence theory; TPR; activities for very /young learners (games, song and craft); materials selection and adaptation; classroom management techniques for young learners; assessment and evaluation of young learners

Course Learning Outcomes:

Upon completion of this course, a student will be able to

- 1.criticize theories of foreign language learning for young children
2. organize developmentally appropriate foreign language curriculum and instructional plans for young learners
3. utilize appropriate instructional strategies for teaching a foreign language to young children
4. design developmentally appropriate foreign language learning environments and experiences for young children
5. use appropriate assessment tools and techniques to evaluate young children's learning of a foreign language.

Text:

Cameron, L. (2001). Teaching Languages to Young Learners. UK: CUP.

Pinter, A. (2006). Teaching Young Learners. Oxford: OUP.

Ersöz, A. (2007). Teaching English to Young Learners. Ankara: EDM Publishing.

Student Work Load:

Lectures 28 hrs; Readings 22 hrs; Exams (midterm-Final) 22 hrs; Resource Review 20 hrs; Hands-on Work 28 hrs; Microteachings 30 hrs.

Total workload is 150 hours.

Planned Learning Activities and Teaching Methods:

Telling / Explaining; Discussion/Debate; Questioning; Scaffolding/Coaching; Think-Pair-Share; Video Presentations; Oral Presentation; Concept Mapping; Field Trips; Hands-on Activities; Web Searching

Course Policies:

I. Attendance

You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities. You have to attend 80% of the courses. If you exceed 11 hours you will fail.

II. Missed Work

If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

III. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.

IV. Extra Credit

There is no rewriting or extra credit offered in this course.

V. Assignment Rules

All assignments handed in must be typed and prepared in APA style! Electronic submissions (e.g., attachments via e-mail) will also be accepted if you later submit your draft copy. Please use 12 point type, single space your text, use standard margins, and insert page numbers on the top right hand corner of each page. All assignments must be submitted with a cover page which includes students' full names, ID numbers, title of assignment, and date. And, please use spell-check and proofread as points might be deducted for an excessive number of careless errors.

VI. Plagiarism

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his or her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

VII. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

VIII. Class Participation

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, field trips, observations, handouts, written assignments, exams, library/web research projects and journals.

IX. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion.

Evaluation:

A. Task 1. Microteaching 1 (25 %)

Prepare a lesson plan for 'very young learners'. Your plan must be associated with DAP. The plan must be integrated and involve various techniques which can be used for very young learners. You will present it in class.

B. Task 2. Microteaching II (25%)

Prepare a lesson plan for 'young learners'. Your plan must be associated with DAP. The plan must be integrated and involve various techniques which can be used for young learners. You will present it in class.

C. Exams

Two in-class exams [a mid-term (20%) and a final exam (30%)] will be written in class in response to questions that come directly from class experiences and readings. Exams will likely to include multiple choice, short answer, matching, and essay questions

Grading Scale:

Your grade points will be tabulated and evaluated using the following scale in order to determine the final course grade:

| Percentage | Grade | GPA (4.00) |
|------------|-------|------------|
| 90 – 100 | A | 4.0 |
| 85 – 89 | BA | 3.5 |
| 80 – 84 | BB | 3.0 |
| 75 – 79 | CB | 2.5 |
| 70 – 74 | CC | 2.0 |
| 60 – 69 | DC | 1.5 |
| 50 – 59 | DD | 1.0 |
| ≤ 49 | F | 0 |

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| Both Absent and Unsuccessful | FX | 0 |
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Course Assessments & Learning Outcomes Matrix:

| Assessment Methods | Learning Outcomes |
|---------------------------|--------------------------|
| Microteaching I | #2, #3, #4, #5 |
| Microteaching II | #2, #3, #4, #5 |
| Mid-Term Exam | #1, #3, #4 |
| Final Exam | #2, #3, #5 |

Tentative schedule

| DATE | TOPIC | TECHNIQUES |
|--|---|---|
| Week 1- Session I (26/9/2016) MON | Introduction to the course | |
| Week 1-Session II (29/9/2016) THU | Introduction to foreign language teaching to young learners | Questioning Discussion |
| Week 2-Session I (3/10/2016) MON | Theories of childhood | Ppt presentation Discussion Questioning |
| Week 2-Session II (6/10/2016) THU. | Characteristics of young learner TEYL in Turkey | Concept mapping Ppt presentation Video presentation |
| Week 3-Session I (10/10/2016) MON | Learning styles, MI | Video presentation Ppt presentation |
| Week 3-Session II (13/10/2016)THU | Activity types for very young learners Listening/ speaking | Concept mapping Discussion |
| Week 4-Session I (17/10/2016) MON | Arts and crafts activities for very young learners | Think,pair,share Hands on activities |
| Week 4-Session II (20/10/2016) THU. | TPR | Video presentation Hands on activities |
| Week 5-Session I (24/10/2016) MON | Story telling for very young learners | Think,pair,share Hands on activities |
| Week 5-Session II (27/10/2016) THU. | Guest speaker-Who are young learners? Derya Bozdoğan | Ppt presentation. |
| Week 6-Session I (31/10/2016) MON | Games for young learners | Discussion Think,pair,share, Hands on activities |
| Week 6-Session II (3/11/2016) THU. | Learning environments of young learners Classroom management | Discussion |
| Week 7-Session I (7/11/2016) MON | Craft activities for young learners | Hands on activities Discussion |
| Week 7-Session II (10/11/2016) THU. | Common European Framework | Reading, discussion |
| Week 8-Session I (14/11/2016) MON | Songs and rhymes for very young learners | Think,pair,share Hands on activities |
| Week 8-Session II (17/11/2016) THU. | Midterm(4/11/2016) MON | |
| Week 9-Session I 21/11/2016 MON | Guest speaker-CEF | |
| Week 9-Session II (24/11/2016) THU. | Songs, role playing, rhymes for young learners | Hands on activities Discussion |
| Week 10-Session I (28/11/2016) MON | Story telling for young learners/ Project work for young learners | Hands on activities Discussion |
| Week 10-Session II (1/12/2016) THU. | Planning a lesson for YLs | Telling /explaining Discussion |

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| Week 11-Session I (5/12/2016) MON | Assessment of young learners | |
| Week 11-Session II (8/12/2016) THU. | Microteaching I | Oral presentation Discussion |
| Week 12-Session I (12/12/2016) MON | Microteaching I | Oral presentation Discussion |
| Week 12-Session II (15/12/2016) THU. | Microteaching I | Oral presentation Discussion |
| Week 13-Session I (19/12/2016) | Microteaching II | Oral presentation Discussion |
| Week 13-Session II (22/12/2016) | Microteaching II | Oral presentation Discussion |
| Week 14-Session I (26/12/2016) | Microteaching II | Oral presentation Discussion |
| Week 14-Session II (29/12/2016) | Microteaching II | Oral presentation Discussion |
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