

<b>Title of the Course:</b> <i>Teaching English to Young Learners I</i>	<b>Course-No:</b> <i>İNÖ303</i>	<b>Semester:</b> <i>3<sup>rd</sup> Year</i> <i>5<sup>th</sup> Semester (Fall)</i>	
<b>Course type:</b> <i>Lecture and Practice</i>	<b>Hours-Practice/Week:</b> <i>2-2</i>	<b>Credits</b>	
<b>Status:</b> <i>Compulsory</i>	<b>Language of Instruction:</b> <i>English</i>	<b>Local</b>	<b>ECTS</b>
		<i>3</i>	<i>5</i>
<b>Lecturer:</b>	<i>Assistant Professor Dr. Salim Razi</i>		
	<b>Email:</b> salimrazi@gmail.com		
<b>Contact:</b>	<b>Tel:</b> +90 286 2171303 <b>ext:</b> 3052		
	<b>Fax:</b> +90 286 2120751		

### Course Objectives:

Develop students' awareness and appreciation of theory and practice in teaching English to young learners. Enable students to use different approaches to teaching young learners: task-based/content-based/topic-based, cross-curricular, activity-based.

### Course Content:

This course is an introductory overview of the teaching of English to young learners including a critical introduction to the significance of age to teaching English as a foreign or additional language and the development of principles of teaching English to young learners informed by learning, development and SLA theoretical perspectives. It is also a critical examination of different approaches to teaching English as a foreign or additional language. It includes an exploration of how best to support and structure language learning and an examination of the relative merits of language-based versus activity-based approaches. It is a critical examination of the different ways to address language skills in the young learner classroom. This course aims to include a consideration of the impact of educational and SLA theoretical perspectives on the teaching of spoken language, grammar, vocabulary and literacy skills. A critical exploration of a range of issues relating to developing pedagogic practices in the young language learning classroom is also taken into consideration. Moreover, the course 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. Students are encouraged to relate theoretical information with several practice opportunities during the term.

### Course Learning Outcomes:

1. On successful completion of this module, students should be able to: demonstrate a thorough and critical understanding of children as foreign or additional language learners.
2. Demonstrate a critical understanding of different aspects of teaching English as a foreign or additional language and associated issues and the ability to address these in ways appropriate to their own teaching contexts.
3. Undertake a critical analysis of practice informed by theoretical insights regarding teaching and learning in TESOL classrooms.
4. Apply aspects of language learning theory to the evaluation and design of programmes and materials for a specific group of learners in a particular teaching setting.
5. Engage in independent and cooperative learning with peers from different cultural and pedagogic backgrounds, as evidenced in group discussions.
6. Undertake a critical analysis of the relevant academic literature.
7. Digest, select and organise material to produce, to a deadline, a coherent and thoughtful analysis of theory to particular professional and socio-cultural situations.
8. Design and take part in social responsibility projects concerning teaching foreign language to children.

Week / Date	Discussion Topics	Related Readings	Assignments
<b>Week 1</b> 15-19.09.2014	Meeting the students: Introducing the course content.	-----	-----
<b>Week 2</b> 22-26.09.2014	Young learner characteristics: The child as a language learner	House, 1997; Linse, 2005, pp. 1-20.	-----
<b>Week 3</b> 29.09-03.10.2014	Investigation of Turkish Ministry of Education English programme	Turkish Ministry of Education, 2013. Council of Europe, 2001	<b>Assignment 1:</b> Preparing an annual plan
<b>Week 4</b> 06-10.10.2014	Relating Turkish Ministry of Education English programme to CEF	Turkish Ministry of Education, 2013.	-----
<b>Week 5</b> 13-17.10.2014	Lesson planning	House, 1997, pp. 51-53.	-----
<b>Week 6</b> 20-24.10.2014	Approaches to teaching young learners: Task-based, content-based, topic-based, cross-curricular, activity-based	House, 1997; The art of teaching ESL, 1993; Richards & Rodgers, 2001.	-----
<b>Week 7</b> 27-31.10.2014	Teaching listening to young learners	Linse, 2005, pp. 21-44; Phillips, 2001, pp. 15-33.	<b>Assignment 2:</b> Preparing a teaching listening plan
<b>Week 8</b> 03-07.11.2014	Teaching speaking to young learners	Linse, 2005, pp. 45-67; Phillips, 2001, pp. 34-45.	<b>Assignment 3:</b> Preparing a teaching speaking plan
<b>Week 9</b> 10-14.11.2014	<b>Midterm exam</b> (This date may slightly change)	-----	-----
<b>Week 10</b> 17-21.11.2014	Teaching reading to young learners	Linse, 2005, pp. 68-96; Nuttall, 1996; Phillips, 2001, pp. 46-57.	<b>Assignment 4:</b> Preparing a teaching reading plan
<b>Week 11</b> 24-28.11.2014	Teaching writing to young learners	Linse, 2005, pp. 97-119; Phillips, 2001, pp. 57-67.	<b>Assignment 5:</b> Preparing a teaching writing plan
<b>Week 12</b> 01-05.12.2014	Teaching vocabulary to young learners	Linse, 2005, pp. 120-136; Phillips, 2001, pp. 68-78.	<b>Assignment 6:</b> Preparing a vocabulary teaching plan
<b>Week 13</b> 08-12.12.2014	Teaching grammar to young learners	Phillips, 2001, pp. 68-78.	<b>Assignment 7:</b> Preparing a grammar teaching plan
<b>Week 14</b> 15-19.12.2014	Presentations	-----	<b>Presentation</b>
<b>Week 15</b> 22-26.12.2014	Consolidation of the term	-----	-----
<b>29.12.2014-09.01.2015</b>	<b>Final Exam</b>	-----	-----

**Teaching method:** Lecturing, written assignments, micro-teachings, teaching with real learners, discussions, group works, critical reading.

**Assessment method:**

During the term, students will be delivered 7 tasks and asked to submit 6 written assignments related to these tasks. Assignment 1 is mandatory; however, students will submit 5 written assignments chosen from the following six ones. Each assignment carries equal weight (50%). In addition, every student is expected to practise at ÇOMU Children's House for at least a class hour related with one of the submitted assignments (20%). Moreover, in groups of 4 or less, they are expected to micro-teach in the classroom related to assignment topics (10%). Finally, the final examination contributes 20% to their course scores. The scores from the written assignments and the micro-teaching contribute to their final grade whereas the scores from the practice at ÇOMU Children's House and the final examination contribute to their mid-term grades. During the written examination, students are not allowed to refer to any sources including dictionaries and reference books.

**Attendance policy:**

Students cannot learn without consistent effort throughout the semester. 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 (the first two hours of each week) and 80% of the practice hours (the last two hours of each week); otherwise they automatically fail.

**Registration for examination:**

Registration is not necessary for the final examination as it is done according to departmental examination schedule. However, students are expected to arrange their own presentation schedule in accordance with the lecturer for either their presentations or practising sessions at ÇOMU Children's House. In addition, to submit their written assignments, students need to enrol in Turnitin virtual class.

**Assignment requirements:**

- All assignments must be on A-4 paper, have 2.5cm margins (on all sides) and be written with single spacing.
- All assignments must have your name and student number and class name in the upper right hand corner for each page.
- All assignments must be turned in on time through Turnitin. Late assignments will not be taken into consideration.

**Important dates:**

12.10.2014 – 23:59	Submitting Assignment 1
03.11.2014 – 23:59	Submitting Assignment 2
16.11.2014 – 23:59	Submitting Assignment 3
24.11.2014 – 23:59	Submitting Assignment 4
01.12.2014 – 23:59	Submitting Assignment 5
08.12.2014 – 23:59	Submitting Assignment 6
12.12.2014 – 23:59	Submitting Assignment 7
26.12.2014 – 23:59	Submitting Micro-Teaching Plan
26.12.2014 – 23:59	Submitting Children's House Supplementary Files

### 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.
- Cant, A., & Superfine, W. (1997). *Developing resources for primary.* London: Richmond.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment.* Strasbourg: Cambridge University Press.
- 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, & Pavlos, 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* (2<sup>nd</sup> ed.). Portsmouth: Heinemann/Libraries Unlimited.
- Lewis, G., & Bedson, G. (2003). *Games for children* (5<sup>th</sup> 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* (4<sup>th</sup> impression). Oxford: Oxford University Press.
- Phillips, S. (2001). *Young learners* (8<sup>th</sup> 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.

## TURNITIN ASSIGNMENT SUBMISSION GUIDELINES

Please, follow the instructions below to submit your assignments online through Turnitin.

### CLASS ID AND PASSWORD

**Class ID: 8614882**

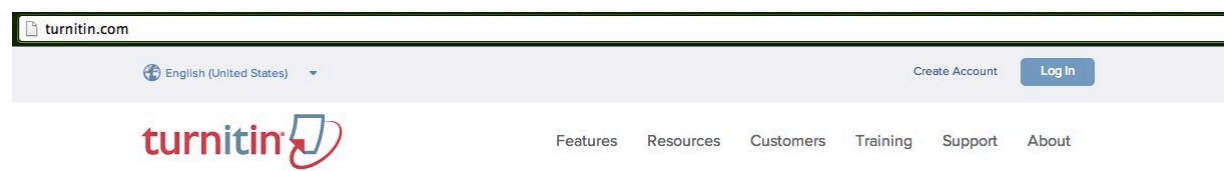
**Enrollment password: YL2014**

### ENROLLING IN A CLASS

You must enroll in your class before you can begin using Turnitin. To do this, use the appropriate class ID and enrollment password above. To create you account, please visit <http://turnitin.com/> and follow the instructions below.

### HOW TO CREATE A NEW USER PROFILE AND ENROLL IN YOUR CLASS

1. Click the “**Create Account**” link to the left of the Sign in button on the Turnitin homepage.



2. Click on the **student link** from the Create a New Turnitin Account screen.

## Create a User Profile

**Have You Ever Used Turnitin?**

If you've used Turnitin before, you can use the same email and password to log in. You can keep all your papers and grades together, even if you're now in a different class or a different school!

**Email address**

**Password (Login to Turnitin)**

Forgot your password? [Click here.](#)

**Create a New Account**

Please select whether you will be using the service as an instructor or a student.

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3. Enter your **class ID** and **enrollment password** in the appropriate fields.

## Create a New Student Account

**Class ID Information**

All students must be enrolled in an active class. To enroll in a class, please enter the class ID number and class enrollment password that you were given by your instructor.

Please note that the password and pincode are case-sensitive. If you do not have this information, or the information you are entering appears to be incorrect, please contact your instructor.

**Class ID**

**Class enrollment password**

4. Enter your **first** and **last names** and the **e-mail address** you would like associated with your Turnitin account. This will be your user name.

**User Information**

Your first name

Your last name

Display names as  
☒ First name (Space) Last name (example: John Smith)  
☐ Last name (Space) First name (example: Smith John)  
☐ Last name(No space)First name (example: SmithJohn)

Email address

5. Enter and re-enter the **password** you would like to use as your Turnitin login password.

**Password and Security**

Please keep in mind that your password is case sensitive (for example, paSS123 would be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security).


Enter an email address and password you can easily remember. Please write down your email address and password for future reference.

Enter your password

Confirm your password

6. Select a secret question using the **secret question** pull down menu, enter an answer.

**Secret question**

What is your favorite book? 



**Question answer**

APA style handbook 

7. Review the **Turnitin user agreement** and click to agree and finalize user profile creation.

**User Agreement**

Please read our user agreement below. Select "I agree" to complete your user profile.

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[I Disagree -- Cancel Profile](#)

8. Once you register, you will have an access to **your account** and see a page like this:

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Salim Razi | User Info | Messages (1 new) | Student | English | What's New | Help | Logout

All Classes | Enroll in a Class | What is Plagiarism? | Citation Help

NOW VIEWING: HOME

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Class ID	Class name	Instructor	Status	Drop class
7026704	Sociolinguistic Issues in SLA	Salim Razi	Active	

9. Click on the name of your class (**Young Learners 2014-2015 Fall**).
10. Click on **'submit'** and select the appropriate assignment.
11. For paper item submission method, please choose **'single file upload'**.
12. Your name will appear automatically. Please, write the **title** of your paper and continue by clicking **'Choose from this computer'**. At this step, it is also possible to upload files from **'Dropbox'** and **'Google Drive'**.
13. Do not forget to click **'Upload'** to submit your assignment.
14. To complete your submission, you need to click **'Confirm'** to indicate that this is the file you would like to submit.
15. Finally, if your submission is successful you will receive the following notification. If you do not receive such a notification, it means that there is something wrong with your submission.

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