

NEAR EAST UNIVERSITY - FACULTY OF EDUCATION						
		Department of English Language Teaching SYLLABUS 2013-2014 Spring Semester				
<b>Course Code</b> ELT 352	<b>Course Name</b> Teaching English to Young Learners II	<b>Classroom</b> R13A	<b>Weekly Course Hours</b> T A L 3 0 0		<b>Credits</b> 3	<b>ECTS</b> 5
<b>Prerequisite:</b> ELT 351 Teaching English to Young Learners I						
<b>Language of instruction:</b> English		<b>Course Type:</b> Compulsory		<b>Year :</b> Third year Junior B		<b>Semester:</b> Spring
<b>Instructor:</b> Ulviye Soysev E-mail: soysevuviye@hotmail.com			Office Hours: <b>Monday:</b> 10:00-10:50 <b>Tue:</b> 10:00-10:50 <b>Wed:</b> 10:00-10:50 <b>Thursday:</b> 1:00-1:50 Office / Room No: 5 - H 120 Office / Room Phone: 00903922236464 / 255)			
<b>Learning Outcomes</b>	After the completion of this course, the student will be able to ▶ develop an awareness of the theory and practice in teaching English to young learners ▶ prepare and demonstrate different activities related reading and writing ▶ know how to make use of child literature ▶ create, present and adapt their own stories in the classroom environment					
<b>Course Description</b>	This course is a continuation of Teaching English to Young Learners I. The intent of the course is analyzing how to design young learner course syllabuses focusing on the applicability of different syllabus types and the effective ways to make use of child literature within a chosen syllabus. Analysis and discussions of video recordings of young learner classrooms with reference to classroom management, presentation of language and practice in class will be utilized. Student teachers will design a material or a course for a chosen syllabus type teaching activities and assessment practices for a diverse range of young learners.					
<b>Course Objectives</b>	The students are provided with a wide range of activities and techniques used by teachers and trainers from different parts of the world. The students are expected to focus on activities that are both fun for young learners and rich in language learning opportunities. The students are given the opportunity to create and demonstrate activities related to reading and writing as well as story telling through in-class presentations.					
<b>Textbooks and/or References</b>	<ol style="list-style-type: none"> <li>Slattery, Mary and Willis, Jane. 2001. English for Primary Teachers, Oxford University Press, Oxford</li> <li>Scott, A.Wendy and Ytreberg, H.Lisbeth.1990.Teaching English to Children,Pearson Education Limited,New York</li> <li>Phillips, Sarah, 1993.Young Learners,Oxford University Press, Oxford</li> </ol>					
<b>Course Content</b>	<ul style="list-style-type: none"> <li>- Class management and atmosphere with the young language learner</li> <li>- Introduction to reading and activities related to reading</li> <li>- Introduction to writing and activities related to writing</li> <li>- The difference between reading stories and telling stories</li> <li>- Story activities</li> </ul>					
<b>Methods and Techniques Used in the Course</b>						
<b>WEEKLY OUTLINE</b>						
<b>Week</b>	<b>Date</b>	<b>Activities</b>		<b>Notes</b>	<b>Reference</b>	
1	17 Feb -21 Feb	Introduction to the courses				
2	24 Feb - 28 Feb	Activities related to reading and helping children recognize phrases				
3	3 Mar - 7 Mar	Whole sentence reading approach and Language Experience approach How to use different reading materials e.g. reading cards, picture dictionaries				
4	10 Marr - 14 Ma	Reading presentations		Students are required to prepare a reading activity		
5	17 Mar - 21 Mar	Beginning Writing. How the prior reading activities can lead to writing activities and activities related to teach writing through speaking and reading				
6	24 Mar - 28 Mar	Controlled writing activities and guided writing activities				
7	31 Mar - 4 Apr	Language focus intonation and stress for meaning. Extention ideas like memory game and question and answer				
8	7 Apr - 11 Apr	Writing Presentations		Students are required to prepare a writing activity		
9	14 Apr - 18 Apr	Reading and Telling Stories. The value of stories and how to tell and perform a story to young learners				
10	21 Apr - 25 Apr	Story activities. Different story activities focusing on all skills Things to do after retelling a story.				
11	28 Apr - 2 May	Story activities. Preparing a story book following the given guidelines				

12	5 May - 9 May	Tutorials for the projects - story book			
13	12 May - 16 May	Story book presentations	The students will prepare an activity related to the story		
14	20 May - 23 May	Story book presentations			
15	26 May - 30 May	Revision			
16	2 June - 12 June	<b>Final Exams</b>			
<b>Attendance:</b> Minimum 70 %					
<b>Assessment Breakdown:</b>	<b>Type</b>		<b>Date</b>	<b>%</b>	<b>Reference</b>
	1	Mid-term Exam	18 Nov-22 Nov	20	
	2	Presentations		30	
	3	Attendance and class Participation		10	
	4	Project		20	
	5	Final Exam	6 Jan-16 Jan	20	
<b>Learning Programme</b>					
Educational Tool	Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
Activities	10	$10 \times 1 = 10$	Presentations	3	$3 \times 1 = 3$
Lectures	15	$15 \times 3 = 45$	Preparing for Presentations	3	$3 \times 10 = 30$
Exercises	10	$10 \times 1 = 10$	Peer Evaluation	3	$3 \times 3 = 9$
Mid-Term Exam	1	$2 \times 1 = 2$	Writing Project	1	$1 \times 15 = 15$
Preparing for Mid-Term Exam	1	$1 \times 10 = 10$	Final Exam	1	$2 \times 1 = 2$
Tutorials	1	$1 \times 3 = 3$	Preparing for Final Exam	1	$1 \times 10 = 10$
			Total		<b>149</b>
		Recommended ECTS Credit (149/ 30) :4.9			146/30 = ~ 4.9