

NEAR EAST UNIVERSITY						
		Department of English Language Teaching SYLLABUS 2015-2016 Fall Semester				
Course Code ELT 351	Course Name Teaching English to Young Learners I	Classroom R11	Weekly Course Hours T A L 0 0 0	Credits 3	ECTS 5	Weekly Time Schedule Monday: 12:00-13:50 Friday: 13:00-13:50
Prerequisite:						
Language of instruction: English		Course Type: Compulsory		Year: 2015-2016		Semester: Fall
Instructor: Bilun Alioglu E-mail: bilunum@yahoo.com			Office Hours: Monday: 14 :00- 14 :50 Thursday: 12:00- 12:50 Friday: 11:00-12:50 Office / Room No: 5-H 114 Office / Room Phone: 334			
Learning Outcomes	After the completion of this course, the student will be able to <ul style="list-style-type: none"> ▶ prepare activities for listening and speaking skills ▶ design material for young learners for listening and speaking ▶ know about the differences between the young learners and learners at other ages. ▶ know about the classroom management techniques ▶ bring up different approaches to the usage of other tongue in the classroom ▶ prepare activities for reading skills ▶ prepare activities for writing activities ▶ 					
Course Description	This course gives an overview of the difference between young learners and learners at other ages in terms of learning of language structures and skills. This course identifies learner styles and strategies of young learners and develops activities (e.g.: puzzles, stories and games, simulations) and audio visual aids (e.g.: pictures, realia, cartoons, puppets, songs) for the teaching of vocabulary, language skills (listening, speaking, reading and writing) and structures. This course also outlines classroom management techniques and emphasizes the importance of collaborative learning and interaction through group and pair work. Student teachers will also design a material or a course for a chosen syllabus type teaching activities and assessment practices for a diverse range of young learners.					
Course Objectives	The students are provided with a wide range of activities that they can use for speaking and listening skills for young learners					
Textbooks and/or References	1- Slattery, Mary and Willis ,Jane.2001 English for Primary Teachers. Oxford University Press, Oxford. 2- Scott,Wendy A and Ytreberg,Lisbeth H.1990 Teaching English to Young Children. Longman Group, New York. 3- Phillips,Sarah. Young Learner 4- www.learnenglishkids.britishcouncil.org 5- www.eslkidslab.com/listening/					
Course Content	-Class management and atmosphere with the young language learner -Introduction to listening and activities related to listening -Introduction to speaking and activities related to speaking -Introduction to reading activities related to reading -Introduction to writing activities related to writing					
Methods and Techniques Used in the Course			Lecture, Individual work, in-class presentations and project work			
WEEKLY OUTLINE						
Week	Date	Activities	Notes	Reference		
1	14 Sept – 18 Sept	Introduction to the courses				
2	21 Sept – 23 Sept	Teaching young learners -Characteristics of the young language learner. The importance of caretaker talk and its application in the language classroom		1	1-19 2 1-8	
3	28 Sept – 2 Oct	Planning for effective use in the classroom- Different approaches to the usage of mother tongue in the classroom. The techniques of recasting and rephrasing with examples from different language classes. The physical arrangement of the classroom Various listening activities.		1	120-132 2 8- 21 4 5	
4	5 Oct – 9 Oct	Listen and do, Listen and identify (TPR) Listen and Perform activities. Listen and Make How to involve children in a more creative process using listen and draw/ listen and color/ listen and make activities using clay, plasticine, play-dough and different materials Various listening activities.		1	20-291 1 32-41 2 21-33 3 17-33 4 5	
5	12 Oct – 16 Oct	Speaking with support. How to start speaking. Learning a new phrase in context. How to use songs, rhymes and chants as speaking activities. How to introduce new vocabulary. Effective vocabulary games.	Tutorials	1	42-52	

6	19 Oct – 23 Oct	Presenting new language orally through students, drawings, silhouettes and puppets. Guided practice followed directly from controlled practice. Dialogues and role play work.	Students are to present short activities about the skills listening and speaking	2 33-39		
7	26 Oct – 30 Oct	Speaking more freely. How to move onto speaking more freely. (eliciting personal talk and group activities.)		1 54-65		
8	2 Nov – 7 Nov	Midterm Exams				
9	9 Nov – 13 Nov	Planning for effective use in the classroom		1 120-132 2 97-108		
10	16 Nov – 20 Nov	Activities related to reading and helping children recognise phrases. Activities related to reading and helping children recognise phrases		1 66-81 3 46-56		
11	23 Nov – 27 Nov	Whole Sentence reading approach and Language experience approach. How to use different reading materials eg reading cards; picture dictionaries		2 49-68		
12	30 Nov – 4 Dec	Beginning Writing How the prior reading activities can lead to writing activities and activities related to teach writing through speaking and reading Practising the alphabet . Controlled writing activities and guided writing activities. Hand writing practice. Language focus Intonation and stress for meaning Extension ideas like memory game and Question and answer	Writing tasks given	1 82-95 2 68-84 3 57-66		
13	7 Dec – 11 Dec	Reading and telling stories. The value of stories and How to tell and perform a story to young learners. Listening to a story and looking at pictures and talking about what is happening . Ways to retell a story Story activities. Different story activities focusing on all skills	Tutorials	1 97-119		
14	14 Dec – 18 Dec	Student presentations	Students are to present short activities about the skills reading, writing and telling stories and the writing tasks collected.			
15	21 Dec – 31 Dec	Final Exams				
Attendance: Minimum 70 %						
Assessment Breakdown:	Type		Date	%	Reference	
	1	Attendance and Participation		10		
	2	Presentations		20		
	3	Mid-term Exam		20		
	4	Final Exam		30		
	5	Writing Task		20		
Educational Tool		Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
In-class Observations		14	14*2=28	Preparation for final Exam	1	1*20=20
Lectures		14	12*2=28	Final Exam	1	1*3=3
Preparation for Mid-term Exam		1	1*15=15	Preparation for presentations	2	2*12=24
Tutorials		2	2*1=2	Preparation for writing Tasks	2	2*10=20
Midterm Exam		1	1*2=2	Presentations	2	2*1=2
Preparation for tutorials		2	2*4=8	Total		150
Recommended ECTS Credit (Total Hours / 30) :					150/30 = ~5	

