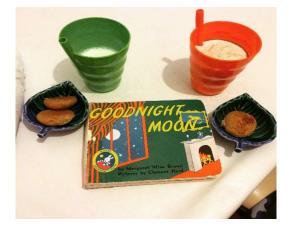# TED UNIVERSITY FACULTY OF EDUCATION

Department of English Language Teaching

ELEP 301 EGEP 403 Section I and ELEP 301 Section II

Teaching English to Young Learners (TEYL)

Fall 2021

COURSE INFORMATION

This class meets on Monday (9:00-11:00) in G103 and Fridays (9:00-10:00) in G203 Section I

Monday (12:00-13:00) and Friday (11:00-13:00) in G203 Section II

This course will be conducted in the face-to-face mode. Course Moodle (now called LMS) will be active and course updates, announcements, assignments, readings and other course materials will be shared with you via Moodle.

INSTRUCTOR INFORMATION

Instructor: Asst. Prof. Dr. Melike Ünal Gezer

Office: D107

E-mail: melike.gezer@tedu.edu.tr

Office Hours: Friday 13:00-14:00 (by appointment)

Course Description: The course you are about to take is golden! Offering English as a foreign language to a group of young learners is one option you will most likely to take at the end of your TEDU journey! The course is a sequence course meaning that there will be another, a follow-up one offered in the spring semester (ELEP 302). TEYL I is designed to offer pre-service English language teachers the basics of teaching English to young learners. It aims to find a balance

between theory and practice. Learning and development, differences across young learner profiles; developmental stages of very/young learners; young learner styles (intelligences); activity and material design for very/young learners, integration of games, songs, arts & craft to TEYL; TEYL methods and techniques; designing linguistically-rich learning environments, storybook reading and storytelling; classroom management techniques for young learners; contextualization language learning and theme-based, content-based language learning are the themes to be covered this semester. Next semester, after these basics, we will move onto lesson planning, course design, microteaching, and assessment and evaluation procedures with young learners.

Learning Outcomes/Objectives: Upon successful completion of this course, students will be able to:

1. Appreciate different theories explaining learning: active learning (constructivism), Piaget's stages of development, Vygotsky's social constructivism, Bruner and scaffolding, ZPD, Gardner's framework of MI,
2. Identify cognitive, social, and emotional characteristics of very young and young, and older young learners,
3. Demonstrate a clear understanding of the nature of young learners,
4. Design songs, games, arts and crafts, and TPR activities for young learners,
5. Design lessons and instruct young learners effectively,
6. Discuss ways to manage young learner classrooms,
7. List characteristics of storybooks and tell how they provide a context for language learning,
8. Demonstrate examples of drama and storytelling in young learners' classes,
9. Develop awareness and skills in designing linguistically rich learning contexts.
10. Demonstrate skills and knowledge in instructing communicative skills with a group of young learners.

This course is A-F graded and is worth **3 Credits / 5 ECTS.**

Course Textbooks:

- Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

- Linse, T. C. (2005). Practical English Language Teaching: Young Learners. McGraw Hill: NY.

Course Article and Book Chapter Readings:

Haznedar, B. (2013). A story-based methodology for young learners. In B. Haznedar, & H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp. 253-276). Ankara: Anı Yayıncılık.

Shin, J. K. (2017). Get up and move! Get up and sing! Using songs and movement with young learners of English. *English Teaching Forum*, 14-25.

Shin, J. K. (2006). Ten helpful ideas for teaching English to young learners. *English Teaching Forum, Volume 2*, 1-7.

- Any additional reading (i.e. scanned book chapter, an article reading) will be provided by the course instructor.

- Storybooks will be provided by the course instructor (There is a TEYL library in my office)

Selected articles, book chapters, audio and audio-visual materials will be provided via online portal of this course.

Helpful websites

https://sites.google.com/site/shinjinshil/home

https://www.colorincolorado.org/article/how-create-welcoming-classroom-environment

COURSE POLICIES

I. TED University Code of Academic Integrity

TED University takes academic integrity seriously. Please read through the entire code acquaint yourself with how violations are defined. Entire code might be found at the following link:

https://www.tedu.edu.tr/sites/default/files/content_files/2020_2021_akademik_katalog_2.pdf

II. Attendance

This quite unique and equally weird time post- COVID 19 is what we have in our share. Due to the post-pandemic conditions, we are meeting in the face-to-face mode in 40 minute-long lessons and a 20-minute break. In order to ensure your success in the course this semester, you are expected to attend classes on a regular basis and be on-time. If you have any excuses, it is your duty to inform the instructor ahead of time. The days you attend the in-class meetings, you are expected to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed and it will be managed under the control of the course instructor.

"Be there, be there with a big heart, an open mind, a smiley face, and be ready for our journey together every class meeting!"

Dr. Ünal Gezer

III. Missed Work

If you miss a class, you are responsible for all the work missed and seek ways to make up for the ones that you had to miss for one reason or the other. If you have to skip a class meeting (or two

or three) it is your own responsibility to make up for the session that has been missed. An assignment is due on the specific date even if you are absent from class, unless your absence is a TED University-approved excuse, you are expected to complete the assignment by the due date.

IV. 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), 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.

V. Extra Credit

There is no rewriting or extra credit offered in this course. This is a strict policy of the course instructor, please do not make an attempt at the end of the semester. Instead, work hard, play hard ☺

VI. Assignment Rules

All assignments handed in must be typed and prepared in APA style. Electronic submissions (e.g. attachments via e-mail or on a disc, especially a flash disc) will not be accepted. Please use 12 point type, double 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. Please use spell-check and proofread as points might be deducted for frequently-occurring errors appearing in text.

VII. 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 types of plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student, 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/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; 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!

VIII. Cheating

You may neither receive help from nor help others during an exam or any coursework. During exams or any other coursework, unless stated differently by the course instructor, you may not talk to or work with a classmate. Unless stated contrarily, you may not use dictionaries, translators, cell phones or technological devices.

IX. Class Participation

Class participation is an integral part of this course. Classes may involve working on worksheets, blackboard participation, small group discussions and activities.

X. Class Readings

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

XI. Announcements

All announcements will be sent to your e-mail address in a Moodle (LMS) announcement. It is your responsibility to keep your e-mail address and to remain updated with the announcements. Make sure you check your "Other" inbox regularly. It is your responsibility to keep your e-mail address operative at all times. Check your e-mail address regularly in order to stay tuned.

COURSE REQUIREMENTS AND ASSESSMENT TOOLS

Following assignments will help you demonstrate your achievement of the learning objectives for this course:

Detailed task guidelines and rubrics will be provided throughout the semester before each assignment. Some must-have features each submission should have are: originality, organization, strong language usage for an error-free submission.

Student Workload (Total 115 hrs)

Resource review	30 hrs
Course Lectures	42 hrs
Lesson planning	20 hrs
Microteaching	20 hrs
Poster presentation	3 hrs
Total workload is	115 hrs.

Planned Learning Activities & Teaching Methods

- o   Telling/Explaining
- o   Discussion/Debate
- o   Questioning
- o   Scaffolding/ Coaching
- o   Brainstorming
- o   Hands-on Activities

- Web Searching