

# FINAL INTERNATIONAL UNIVERSITY- FACULTY OF EDUCATION



## English Language Teaching Program Course Outline

Course Code	Course Title	Course Type	Weekly Course Hours	Total Credit	ECTS	Pre-requisite	Language of Instruction
ELTP301	TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS I	Area Core	3 0 0	3	5	None	English

**Course Description** The course focuses on the differences between young learners (K-6) and learners at other ages. The course will also introduce learner styles and strategies of young learners. Students will be introduced to activities and audio visual aids for the teaching of language skills. Classroom management techniques necessary for young learner classrooms will also be discussed.

**General objective of the course** The aim of this course is to help students gain knowledge and experience in teaching English to young learners.

### LEARNING OUTCOMES /COMPETENCES

	L.O	More specifically, on successful completion of this course the students will	P. O.
<b>Knowledge</b>	<b>1</b>	• Explain first language acquisition	PO2
	<b>2</b>	• Discuss early second language acquisition	PO2
	<b>3</b>	• Describe age effect in second language acquisition	PO2
	<b>4</b>	• Identify young learner characteristics	PO2, PO3
<b>Skills</b>	<b>5</b>	• Design activities to teach young language learners	PO3, PO8
	<b>6</b>	• Prepare materials for young learners	PO3, PO8
	<b>7</b>	• Develop classroom management skills	PO3
	<b>8</b>	• Plan lessons to teach young language learners	PO3, PO8, PO9
	<b>9</b>	• Integrate digital technologies into classroom practices	PO10
<b>Values, Attitudes and</b>	<b>10</b>	• Play a constructive role during collaborative work in class	PO8
	<b>11</b>	• Learn independently through assignments	PO6
	<b>12</b>	• Demonstrate a positive attitude towards professional development	PO6

**Textbook**

- Selected chapters from the following books
  - o Gordon, T. (2007). Teaching young children a second language. Westport: Praeger.
  - o Lightbown, P. M. & Spada, N. (2013). How languages are learned. Oxford: Oxford University Press.
  - o Nunan, D. (2011). Teaching English to young learners. Anaheim: Anaheim University Press.
  - o Pinter, A. (2017). Teaching young language learners. Oxford: Oxford University Press.
  - o Shin, J. K. & Crandall, J. (2014). Teaching young learners English: From theory to practice. Boston: National Geographic Learning.

Secondary  
textbooks and  
other materials

- Videos of classroom teaching

**CONTENT & WEEKLY SCHEDULE**

WEEK	Topics	L.O.	Assessment
Week 1	<ul style="list-style-type: none"> <li>• Understand course requirements, learning outcomes and assessment procedures</li> <li>• Provide a definition of young learners</li> <li>• Differentiate between the characteristics of younger learners and older learners in terms of learning</li> <li>• Describe the developmental stages that learners go through between birth and puberty</li> <li>• Contribute to a discussion about the challenges in teaching young learners and possible solutions to address them</li> </ul> <p><u>Reading:</u> <i>Nunan, D. (2011). Who is the "Young Learner"?</i></p>	3, 4	Midterm Exam
Week 2	<ul style="list-style-type: none"> <li>• Develop awareness of first language acquisition in early childhood</li> <li>• Demonstrate knowledge of developmental stages in morpheme acquisition by young learners</li> </ul> <p><u>Reading:</u> <i>Lightbown, P. M. &amp; Spada, N. (2013). Language learning in early childhood.</i></p>	1	Midterm Exam
Week 3	<ul style="list-style-type: none"> <li>• Summarize basic tenets of several theories that have been offered as explanations for how language is learned (i.e. behaviorist, innatist, interactionist, usage-based theories)</li> <li>• Contribute to a discussion about the age factor in language acquisition and define critical period hypothesis</li> </ul>	1, 2, 3	Midterm Exam
Week 4	<ul style="list-style-type: none"> <li>• List differences between younger and older learners in terms of the discussion about children's language learning facility</li> <li>• Explain verbally or in writing different theories that shed light on the differences between child and adult language learners such as fundamental difference hypothesis, less-is-more hypothesis, fossilization, brain lateralization.</li> </ul> <p><u>Reading:</u> <i>Gordon, T. (2007). Children as language learners.</i></p>	3	Midterm Exam, Quiz

Week 5	<ul style="list-style-type: none"> <li>• Define silent period and rejection period, telegraphic speech and formulaic utterances in a second language</li> <li>• Give examples of morpheme order in second language acquisition</li> </ul>	2	Midterm Exam
Week 6	<ul style="list-style-type: none"> <li>• Give examples of basic principles of teaching English to young learners</li> <li>• Discuss characteristics young language learners may show in the classroom and activities that may address them (e.g. using TPR to engage energetic and physically active young learners)</li> </ul> <p><u>Reading:</u> <i>Shin, J. K. &amp; Crandall, J. (2014). Basic principles of TEYL.</i></p>	4, 7, 8	Midterm Exam, Video obser., Quiz
Week 7	<ul style="list-style-type: none"> <li>• Explain difficulties of teaching listening to young learners and the importance of teacher talk and interactional modifications by the teacher</li> <li>• Create listening activities for younger language learners</li> <li>• Conduct video observation</li> </ul> <p><u>Reading:</u> <i>Pinter, A. (2017). Teaching listening and speaking.</i></p>	5, 6	Midterm Exam, Micro-teaching
<b>Midterm Exams</b>			
Week 8	<ul style="list-style-type: none"> <li>• Define negotiation of meaning and discuss the need for meaning negotiation in teaching speaking</li> <li>• Create speaking activities for young learners</li> </ul>	2, 5, 6	Final Exam, Micro-teaching
Week 9	<ul style="list-style-type: none"> <li>• Contribute to a discussion about the challenges of teaching reading and writing to young learners since they are emergent skills</li> <li>• Create reading and writing activities for younger language learners</li> <li>• Conduct video observation</li> </ul> <p><u>Reading text:</u> <i>Pinter, A. (2017). Teaching reading and writing.</i></p>	5, 6, 7, 11	Final Exam, Micro-teaching, Video obser., Quiz

Week 10	<ul style="list-style-type: none"> <li>• Explain the benefit of thematic instruction for young learners</li> <li>• Demonstrate knowledge of preparing a thematic unit and lesson plan</li> </ul> <p><u>Reading text:</u> Shin, J. K. &amp; Crandall, J. (2014). <i>Contextualizing instruction: Creating thematic units and lessons plans.</i></p>	5, 6, 8, 10, 12	Final Exam, Micro-teaching
Week 11	<ul style="list-style-type: none"> <li>• Examine language skills, learning outcomes, suggested tasks and activities outlined in a national curriculum for lower grades as well as textbooks prepared</li> <li>• Make selections from the curriculum for specific units, language skills and learning outcomes to develop a lesson</li> <li>• Write objectives, choose and organize activities to develop a lesson plan that they would be teaching as the micro-teaching</li> <li>• Work on and develop activities and materials and integrate them in the lesson plan based on the information in the curriculum</li> <li>• Conduct video observation</li> </ul>	5, 6, 7, 8, 9, 10, 12	Final Exam, Video observation, Lesson planning
Week 12	<ul style="list-style-type: none"> <li>• Complete a microteaching session of a lesson plan they have prepared appropriate for young language learners</li> </ul>	5, 6, 7, 8, 9, 10, 12	Final Exam, Micro-teaching
Week 13	<ul style="list-style-type: none"> <li>• Complete a microteaching session of a lesson plan they have prepared appropriate for young language learners</li> </ul>	5, 6, 7, 8, 9, 10, 12	Micro-teaching
Week 14	<ul style="list-style-type: none"> <li>• Complete a microteaching session of a lesson plan they have prepared appropriate for young language learners</li> </ul>	5, 6, 7, 8, 9, 10, 12	Micro-teaching
<b>Final Exams</b>			
<b>TEACHING - LEARNING APPROACH</b>			
This course is based on lectures, classroom practice (group tasks) facilitated by instructor input, reading and discussion of chapters, observations as well as micro-teachings by students.			
<b>REQUIREMENTS</b>			
<ul style="list-style-type: none"> <li>• This is a 5 ECTS course. Students should expect to be studying inside and outside the classroom for an average of 7-8 hours per week.</li> <li>• You are expected to come to class prepared to demonstrate effective participation in class discussions.</li> <li>• Students should take the mid-term examination and the final examination at the specified date and time and complete any given assignments promptly.</li> </ul>			

- Students are strongly advised to attend all classes. 70% attendance is a requirement for a pass grade.
- Students should avoid plagiarism, which is intentionally failing to give credit to sources used in writing (or speaking) regardless of whether they are published or unpublished. Plagiarism (which also includes any kind of cheating in exams) is a disciplinary offence.
- All references should be formatted using the APA System.

#### TIME SPENT FOR THE COURSE AND ECTS CREDIT CALCULATION

Activity	Number	Time (hour)	Total time (hour)
Lecture time (14xperiods per week)	14	3	42
Out of class Study time (14xstudy time per week)	14	2	28
Time spent for the observations	2	2	4
Time spent studying for quizzes	3	4	12
Time spent studying for the midterm exam	1	12	12
Time spent preparing for the microteaching	1	12	12
Time spent studying for the final exam	1	15	15
Total time spent			125
Total time spent / 25(hours)			5
ECTS Credits			5

#### METHODS OF ASSESSMENT

Student success will be evaluated as the following:

Type of assessment	Number	Weight (%)	Total (%)	L.O.
Midterm Exam	1	20	20	1, 2, 3, 4
Reading quizzes • Students will take short quizzes on assigned reading before the chapters are discussed. The goal is to stimulate participation and class discussion.	3	5	15	1, 2, 3, 4, 5, 6, 7, 8
Group microteaching • Students will plan lessons and do an in-class microteaching in groups	1	15	15	5, 6, 7, 8, 9, 10, 12
Video Observation • Write a report on a video-recorded lesson	1	10	10	5, 6, 7, 8, 11, 12
Final Exam	1	40	40	1, 2, 3, 4, 5, 6, 7, 8
<b>Grand Total</b>			100	