

FINAL INTERNATIONAL UNIVERSITY- FACULTY OF EDUCATION



English Language Teaching Program Course Outline 2021-2022 Spring Semester

Course Code	Course Title	Course Type	Weekly Course Hours	Total Credit	ECTS	Pre-requisite	Language of Instruction
ELTP302	TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS II	Area Core	3 0 0	3	5	None	English

Course Description The course focuses on young learner (K-6) course syllabi (e.g. story-based, content-based, theme-based, task-based). The course will also introduce learners to effective use of child literature within a chosen syllabus. Video recordings of young learner classrooms will also be examined in terms of presentation of language and practice. 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 preparing and teaching different syllabi and lessons to young learners.

LEARNING OUTCOMES /COMPETENCES

	L.O.	More specifically, on successful completion of this course the students will	P.O.
Knowledge	1	• Describe some of the basic concepts and principles of TEYL	PO2
	2	• Demonstrate knowledge of assessment in teaching English to young learners	PO2, PO4
	3	• Describe curriculum and syllabus design and different approaches to syllabus design	PO2, PO3
Skills	4	• Design activities and materials to teach young language learners	PO1, PO3, PO7
	5	• Develop classroom management skills	PO3
	6	• Plan lessons to teach young language learners	PO3, PO7
	7	• Integrate digital technologies into classroom practices	PO10
Values, Attitudes and Behaviors	8	• Play a constructive role during collaborative work in class	PO8
	9	• Work independently through assignments	PO8
	10	• Demonstrate a positive attitude towards professional development	PO6

Textbooks and other materials

- Selected chapters from the following books
 - o Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press
 - o Gordon, T. (2007). Teaching young children a second language. Westport: Praeger.
 - o Linse, C. & Nunan, D. (2005). Practical English language teaching. New York, NY: McGraw-Hill.
 - 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.

CONTENT & WEEKLY SCHEDULE

WEEK	Topics	L.O.	Assessment
Week 1	<ul style="list-style-type: none"> • Understand course requirements, learning outcomes and assessment procedures • Demonstrate knowledge of teaching vocabulary and grammar to young learners • Describe some of the basic principles of vocabulary development 	1, 4	Midterm Exam
Week 2	<ul style="list-style-type: none"> • Demonstrate knowledge of teaching vocabulary and grammar to young learners • Apply activities which can be used to promote vocabulary development • Provide different meanings and approaches to grammar • Apply activities which can be used to promote the development of L2 grammar 	1, 4	Midterm Exam

Week 3	<ul style="list-style-type: none"> Develop awareness of assessment in teaching English to young learners 	2	Midterm Exam
Week 4	<ul style="list-style-type: none"> Develop awareness of assessment in teaching English to young learners Contribute to a discussion about classroom management while teaching English to young learners Conduct video observations 	2, 5, 10	Midterm Exam Video observ. Micro-teaching
Week 5	<ul style="list-style-type: none"> Demonstrate understanding of syllabus organization Explain the difference between curriculum and syllabus Explain the difference between product and process syllabi Report their reflections on their observations 	3, 10	Midterm Exam
Week 6	<ul style="list-style-type: none"> Explain the benefit of thematic instruction for young learners Demonstrate knowledge of preparing a thematic unit and lesson plan Apply activities which can be used to promote the development of L2 grammar 	3, 4, 6	Midterm Exam Micro-teaching
Week 7	<ul style="list-style-type: none"> Contribute to a discussion about the use of themes to organize courses for young learners 	3, 4, 6	Midterm Exam Micro-teaching
Week 8	Midterm Exams		
Weeks 9	<ul style="list-style-type: none"> Discuss characteristics of content-based teaching in primary classes 	3, 4, 6	Final Exam Assignments
Week 10	<ul style="list-style-type: none"> Summarize basic tenets of teaching English to young learners through tasks 	3, 4, 6	Final Exam Micro-teaching
Week 11	<ul style="list-style-type: none"> Explain the benefit of using stories in teaching English to young learners Conduct video observations 	3, 4, 5, 6, 10	Final Exam Video observ. Micro-teaching
Week 12	<ul style="list-style-type: none"> Explain basic principles of developing materials to teach English Demonstrate materials to use in teaching English to young learners 	4, 7, 9, 10	Final Exam Micro-teaching Assignments
Week 13	<ul style="list-style-type: none"> Demonstrate understanding of 21st century skills Work on and develop lessons and share their ideas and plans with the instructor and classmates 	1, 6	Final Exam Assignments
Week 14	<ul style="list-style-type: none"> Complete a microteaching session of a lesson plan they have prepared appropriate for young language learners 	4, 5, 6, 7, 8, 10	Micro-teaching
Week 15	<ul style="list-style-type: none"> Complete a microteaching session of a lesson plan they have prepared appropriate for young language learners 	4, 5, 6, 7, 8, 10	Micro-teaching
Week 16	Final Exams		
TEACHING - LEARNING APPROACH	This course is based on classroom practice (discussion, pair-work, group-work, projects) facilitated by instructor input as well as classroom observations and micro-teaching by students.		
REQUIREMENTS			
<ul style="list-style-type: none"> This is a 5 ECTS course. Students should expect to be studying inside and outside the classroom for an average of 7 hours per week. You are expected to come to class prepared to demonstrate effective participation in class discussions. Students should take the mid-term examination and the final examination at the specified date and time and complete any given assignments promptly. There is a strong continuous assessment dimension to this course. Students are strongly advised to attend all classes. 70% attendance is a requirement for a passing 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	3	42	
Time spent for observations	2	4	8	
Time spent studying for the midterm exam	1	12	12	
Time spent for microteachings	1	8	8	
Time spent studying for the final exam	1	14	14	
Total time spent			126	
Total time spent / 25(hours)			5.04	
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
Classwork/Homework assignments • To actively and constructively participate in all aspects of the course both inside and outside the classroom, including completion of in-class tasks and submission of short homework tasks	1	10	10	7, 8, 9, 10
Micro-teachings	1	15	15	4, 5, 6, 7, 8, 10
Video observations	2	7, 5	15	4, 5, 6, 9, 10
Final Exam	1	40	40	1, 2, 3, 4
Grand Total			100	