

TEACHING ENGLISH TO YOUNG LEARNERS II

1	Course Title:	TEACHING ENGLISH TO YOUNG LEARNERS II	
2	Course Code:	ING3006	
3	Type of Course:	Compulsory	
4	Level of Course:	First Cycle	
5	Year of Study:	3	
6	Semester:	6	
7	ECTS Credits Allocated:	6.00	
8	Theoretical (hour/week):	2.00	
9	Practice (hour/week):	2.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	-	
12	Language:	English	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Doç.Dr. ESİM GÜRSOY	
15	Course Lecturers:	Öğr. Gör. Şule Çelik KORKMAZ	
16	Contact information of the Course Coordinator:	esim@uludag.edu.tr, (224)2942266, Uludağ Ü. Eğt.Fak. Yab.Diller Eğt. Bölümü, İng.Dili ve Eğt. ABD Görükle, Bursa	
17	Website:		
18	Objective of the Course:	Using general methodological knowledge gained during the “foreign languages teaching to YLs I” course to develop children’s language skills (listening, speaking, reading, writing); learning and using specific techniques for each skill; developing the skills to teach English via songs, poems, riddles, and games; developing appropriate language learning materials that invoke as many learning channels as possible for children having various intelligences and learning styles	
19	Contribution of the Course to Professional Development:		
20	Learning Outcomes:		
		1	Recognizing cognitive, socio-emotional and physical developmental stages of children and investigates their reflection to language teaching
		2	Creating appropriate activities for the development of the listening skills
		3	Using activities to develop children’s speaking skill by giving a meaningful purpose
		4	Selecting and adapting appropriate activities to develop children’s reading skill
		5	Produces meaningful writing activities to help children develop their writing skill
		6	Implements foreign language teaching techniques with music, riddles and finger plays
		7	Selects and uses stories at the primary school level
		8	Recognizes and uses language teaching techniques that involve games
		9	
		10	
21	Course Content:		
		Course Content:	

Week	Theoretical	Practice
1	Critical Period Hypothesis and foreign language teaching to young learners	Researching and presenting the effects of brain-based research to foreign language teaching to young learners
2	Children's cognitive, socio-emotional, and physical development and their reflection to language teaching	Prepares a survey that aims to identify children's cognitive, socio-emotional, physical development, and interests
3	Developing the foreign language listening skill with children	A listening activity is produced and implemented
4	Foreign language teaching via music and riddles	A selected children's song is used as a language learning activity
5	Developing the foreign language speaking skill of children	Meaningful and purposeful speaking activity is developed and presented
6	Developing the foreign language reading skill of children	Analyzing a story by using a graphic organizer to help children develop their reading comprehension
7	Foreign language teaching with the use of stories	A pre-reading activity is prepared for a story and the patterns that can be taught to children are analyzed
8	Repeating courses and midterm exam	Repeating courses and midterm exam
9	Developing the foreign language writing skill of children	A writing activity appropriate for 4th and/or 5th grades is produced and implemented
10	Vocabulary teaching with children	A selected or newly developed vocabulary activity is implemented
11	Language teaching via games	A language game is selected and implemented
12	Other topics related with foreign language teaching to children: Multiple Intelligences theory	A selected activity is adapted for each intelligence type

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
22 Textbooks, References and/or Other	Linse, C.T. (2005). Young Learners. NY: McGraw Hill.		
Practicals/Labs	14	2.00	28.00
Self study and preperation	Children's social competence. Retrieved from http://www.vtaide.com/png/ERIC/Social-Competence-	3.00	42.00
Homeworks	1	30.00	30.00
Projects	Larkin, M. (2002). Using scaffolded instruction to optimize learning. Retrieved from	4.00	40.00
Field Studies	0	0.00	0.00
Midterm exams	Garvey, E. (1999). Why should we theory encourage the teachers of the year 2000 to use technology in the	0.00	0.00
Others	0	0.00	0.00
Final Exams	Yeh, C. & Farabani, S. (2005). Cross cultural study of Taiwanese and Kuwaiti EFL Students' learning styles and	12.00	12.00
Total Work Load			180.00
Total work load/ 30 hr	Teaching International, 10, 500-1001. Slaven, A. & Slaven, G. 'Ali, are you a boy or a monster?'. English to Children London: Harper Collins.		6.00
ECTS Credit of the Course			6.00

23	Assesment		
TERM LEARNING ACTIVITIES		NUMBE R	WEIGHT
Midterm Exam		0	0.00
Quiz		10	30.00
Home work-project		1	20.00
Final Exam		1	50.00
Total		12	100.00
Contribution of Term (Year) Learning Activities to Success Grade			50.00
Contribution of Final Exam to Success Grade			50.00

Total									100.00								
Measurement and Evaluation Techniques Used in the Course																	
24	ECTS / WORK LOAD TABLE																
25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS																
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16	
ÖK1	1	5	5	5	2	1	1	1	1	1	1	1	1	5	5	1	
ÖK2	5	1	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
ÖK3	5	1	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
ÖK4	5	1	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
ÖK5	5	1	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
ÖK6	5	5	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
ÖK7	5	5	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
ÖK8	5	5	5	5	5	5	5	5	5	5	1	1	1	5	5	1	
LO: Learning Objectives PQ: Program Qualifications																	
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High				