**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | TEFL to Young Learners I |
| **Course Unit Code/Ders Kodu** |  **ELTA302** |
| **Type of Course Unit/Ders statüsü** | Compulsory |
| **Level of Course Unit/Ders seviyesi** | Undergraduate |
| **National Credits/Ulusal kredi** | 3 |
| **Number of ECTS Credits Allocated/AKTS değeri** | 5 ECTS |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | 3 |
| **Practice (hour/week)/Uygulama durumu** | - |
| **Laboratory (hour/week)/Laboratuvar durumu** | - |
| **Year of Study/ Dersin yılı** | 3 |
| **Semester when the course unit is delivered/Ders dönemi** | Spring |
| **Course Coordinator/Ders koordinatörü** | - |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | - |
| **Name of Assistant (s)/Asistan adı** | - |
| **Mode of Delivery/Dersin işlenişi** | Face to face, PPT presentation |
| **Language of Instruction/Dersin dili** | English |
| **Prerequisities and co-requisities/Dersin ön koşulu** | - |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | - |
| **Objectives of the Course/Dersin amacı** |
| The general aim of this course is to help the pre-service teachers gain the necessary competence in primary teaching methodology. For this purpose, first of all, the intellectual and affective development of children will be reviewed, which, in fact, will form a basis for the curriculum design approach. After that, the focus will be on more practical issues such as lesson planning, development of four language skills, student progress assessment as well as classroom management. Naturally, participants will be introduced to various ideas and techniques (such as games, songs, story-telling) that they can use when designing learning activities for their future classrooms. |
| **Learning Outcomes/Öğrenme çıktıları** |  |
| At the end of the course, students will be able to: | Değerlendirme |
| 1 | be familiar with the characteristics of young learners,  | 1,2 |
| 2 | be familiar with learning theories | 1,2 |
| 3 | Compare young and adult learners | 1,2 |
| 4 | Comprehend how children learn | 1,2 |
| 5 | Practice teaching listening, reading, speaking, and writing,skills | 1,2 |
| 6 | analyze how to teach storytelling, games,  | 1,2 |
| 7 | Use different resources such as the Internet in teaching to Ypoung learners | 1,2 |
| 8 | be familiar with the scientific research as to second language learning in the classroom. | 1,2 |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Work*Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work |
| **Course’s Contribution to Program/Dersin Programa Katkıları** |
| Upon successful completion of their undergraduate studies, ELT students will: | CL/KS |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | 4 |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | 3 |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | 4 |
| 4 | be able to assess English language learners in different language skills; | 4 |
| 5 | be able to create, evaluate, and use English language teaching materials; | 2 |
| 6 | be able to critically evaluate the existing language proficiency exams; | 3 |
| 7 | be able to participate and be sufficiently understood in academic discourse; | 3 |
| 8 | be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | 3 |
| 9 | be able to make efficient and appropriate behaviour management decisions in the classroom; | 4 |
| 10 | be able to analyze literary texts to integrate them into their teaching; | 4 |
| 11 | to be able to effectively manage group dynamics, time, space and materials; | 3 |
| 12 | to have gained familiarity with basic principles of guidance and the relevant practical applications; | 3 |
| 13 | be able to conduct and use research and document sources properly; | 4 |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | 3 |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High*Katkı seviyesi(KS)*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek |
|  **Course Contents/Ders İçeriği** |
| Week/**Hafta** |  |  | Exam**s/ Sınavlar** |
| 1 |  | English across the curriculum: basic characteristics |  |
| 2 |  | English across the curriculum: CLIL |  |
| 3 |  | A world of Resources• Selecting Materials |  |
| 4 |  | A world of Resources• Songs, rhymes and chants |  |
| 5 |  | A world of Resources• games |  |
| 6 |  | Management Skills for Teachers• Lesson Planning -grammar |  |
| 7 |  | Management Skills for Teachers• Lesson Planning (continued)– skills (listening & speaking) |  |
| 8 |  |  |  **Midterm**  |
| 9 |  | Management Skills for Teachers• Lesson Planning (continued)– skills (reading & writing) |  |
| 10 |  | Management Skills for Teachers• Record keeping and assessment |  |
| 11 |  | Management Skills for Teachers• Parental involvement |  |
| 12 |  | Management Skills for Teachers• Parental involvement (continued) |  |
| 13 |  | Personal and Professional Development • Planning for the future |  |
| 14 |  | Personal and Professional Development • Planning for the future (continued) |  |
| 15 |  |  | **Final** |
| **Recommended Sources/Önerilen kaynaklar** |
| **Textbook/Ders kitabı:**- Brewster, J., Ellis, G. & Girard, D. (2002) The Primary English Teacher’s Guide. Pearson.**Supplementary Material(s)/Ek Materyal(ler):**- Scott, W. A. & Ytreberg L. H. (2004) Teaching English to Children. Pearson - Slattery, M. & Willis, J. (2001). English for Primary Teachers. Oxford: OUP- Halliwell S., 1992, “Teaching English in the primary classroom” Longman Group Ltd |
| **Assessment/Değerlendirme** |
| Attendance/Derse devam | 10 % |  |
| Homeworks (Presentation) /Ödevler (sunum)  | 20 % |  |
| Laboratory/Lab.  | 0% | Lab Grade= Lab Performance  Lab Attendance |
| Midterm Exam/Vize sınavı | 30 % |  |
| Final Exam/Final sınavı | 40% |  |
| Total | 100% |  |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** |
| ActivitiesEtkinlik  | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük |
| Course duration in class (including the Exam week)/Sınıf içi etkinlikler | 14 | 3 | 42 |
| Labs and Tutorials/ Lab ve ders | - | - | - |
| Assignments/Ödevler | 2 | 8 | 16 |
| E-Learning Activities/E-learning activities | 2 | 8 | 16 |
| Project/Presentation/Report Writing/Proje | 1 | 5 | 5 |
| Quizzes | - | - | - |
| Lab Exams | - | - | - |
| Midterm Examination/Vize | 1 | 1 | 1 |
| Final Examination/Final | 1 | 1 | 1 |
| Self-Study/Bireysel çalışma | 14 | 5 | 70 |
| Total Workload/İş yükü | 151 |
| Total Workload/30 (h) |  151/30 |
| ECTS Credit of the Course/AKTS değeri | 5 |