

Syllabus Teaching English for Young Learners

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Subject Outline

This subject introduces students to the basic concepts and general issues in teaching English to young learners. Topics to be discussed include characteristics of young learners, oral and aural skills, teaching young learners to become readers and writers, teaching through games, songs, and stories, lesson planning, textbook evaluation and assessment.

Objectives

After completing this subject, students are expected:

1. to have a solid understanding of the basic concepts in the teaching of English to young learners;
2. to be able to recognize issues in the teaching of English to young learners found in their community;
3. to be able to apply the concepts for practical purposes.

Assessment

Assessment will be based on students' participation in class discussions (10%), weekly assignments (20%), Mid-term exam (30%), self-assessment (5%) and final project (35%). To get a final mark published, students are required to have an 80% of attendance of the total lectures (**This is normative!**).

Weekly syllabus

Each week, students are required to read prescribed texts as described in the table below. Texts will be used mostly for discussions of problems.

Session	Topic	Activities	Follow-ups	References
1 11/2	Introductory remarks: Overview on the course	Classical Discussion: Ss' expectation on EYL course	1. observation on how a child learns: the characteristics ways to communicate	
2 18/2	Young and Adult learners: similarities and differences	Discussion	2. Find theories Prepare slides In group, write a report on the flipchart	Cameron, 2001; Pinter, 2006; Mooney, 2000; Paul, 2003
3 25/2	Theories of childhood: Piaget, Vygotsky, Bruner, Gardner	Ss' presentation and discussion	3. Interview a PELT teacher Note how s/he carries out their lesson in the class Write a one-page report focusing on step-by-step activity and your expert comment on each step	Paul, 2003 Cameron, 2001
4 4/3	Child-centered lesson	Ss' presentation and discussion	3. Learn a transcription or a video clip of a PELT teacher's lesson	Cameron, 2001: 34 Pinter, 2006: 126
5 11/3	Child-centered lesson (TALFSS framework)	Ss' presentation	4. analyse a unit of a textbook using the	Cameron, 2001: 34

		and discussion	framework	Pinter, 2006: 126
6 18/3	Textbook evaluation			
7 25/3	UTS			
8 1 / 4	Textbook evaluation		5. Prepare a 35-minute lesson plan	Cameron, 2001; Pinter, 2006
9 8/4	Lesson planning		6. Revision	
10 15/4	Learning through songs		7. search for games	Cameron, 2001; Pinter, 2006
11 22/4	Learning through stories		8. search for song	
12 29/4	Learning through games		9. search for stories	
13 6/5	Lesson planning			Cameron, 2001; Paul, 2003 Pinter, 2006 Linse, 2005
14 13/5	Teaching grammar			Cameron, 2001; Paul, 2003 Pinter, 2006 Linse, 2005
15 20/5	Teaching reading and writing			Cameron, 2001; Paul, 2003 Pinter, 2006 Linse, 2005
16 27/5	Assessment			Cameron, 2001; Pinter, 2006 Linse, 2005

References:

1. Cameron, Lynn. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
2. Linse, C.T. 2005. *Young Learners*. New York: McGraw Hill.
3. Mooney, C. G. 2000. *Theories of Childhood*. St. Paul: Redleaf Press.
4. Paul, D. 2003. *Teaching English to Children in Asia*. Hong Kong: Pearson Education North Asia Limited.
5. Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press.

Sample: Self-Assessment

What I know (pre)	What I want to know (pre)	What I have learnt (whilst + post)

Final Project:

1. choose one teacher's action (CD provided)
2. observe her/him carefully
3. provide necessary and relevant comments based on theories of childhood and language learning
4. provide necessary suggestions for improvement based on your expert judgment
5. write your observation in a paper (max. 3 pages including references)
6. Format: Introduction, Discussion, Conclusion and Suggestion, and References
7. Aspects to be assessed: Accuracy (30%), Organization of Ideas (10%), Content (40%), Referencing (20%)

Operasional:

1. siapkan folder untuk mengarsipkan hasil karya Saudara (portofolio)
2. meeting 1, tuliskan “what I know about EYL” dan “What I want to know about EYL”
3. talking about syllabus
4. tuliskan pada kolom berikutnya, “what I know about theories of childhood” dan “what I want to know about theories of childhood”
5. (tugas untuk meeting 2) mencari teori/konsep mengenai perkembangan anak dari Piaget, Vygotsky, Brunner, dan Gardner beserta contoh-contohnya dalam kelompok
6. tuliskan ringkasannya dalam slide/transparan terpisah untuk setiap ahli
7. tuliskan laporan lengkapnya dalam bahasa Inggris (maksimal 2 halaman) per kelompok
- 8.