**SEMESTER COURSE UNIT**

**Theoretical Bases of English to Young Learners (IG535)**

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**Lecturer:**

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**DEPARTEMENT OF ENGLISH EDUCATION**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND LITERATURE**

**UNIVERSITAS PENDIDIKAN INDONESIA**

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| Description: upi_pAHE.jpg | **COURSE UNIT** | Doc No : -( Faculty)-UPI-(Study Pogram Code No)-(Course no in Curriculum Stucture) |
| Revision : 00 |
| **Theoretical Bases of ESP** | Date : …………. |
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**SEMESTER COURSE PLAN**

**Course Identity**

Study Program : English Education Study Program

Level : S1  
Course : Theoretical Bases of Teaching English to Young Learners

Code : IG535

Course Group : Elective Courses

Credit Hours : 2

Semester : 5

Prerequisite : -

Course Status : Elective

Lecturer(s) : Iyen Nurlaelawati, M.Pd.

**Course Description**

This course is designed to prepare students with a number of different theoretical views, the basic concepts and general issues in teaching English to young learners. Topics to be discussed include approaches to teaching Enlish to young learners, characteristics of young learners, how young learners learn their first and second languages, the policy of teaching English to young learners, especially in Indonesia context, and principles of teaching English to young learners in oral and written skills. The course will focus on the current principles and practices of teaching English young learners in Indonesia.

**Program Learning Outcomes (PLO)**

1. Students are able to critically understand, and appropriately apply the knowledge of English language systems to serve various purposes in conjunction with their profession (ELO#1)
2. Students are able to develop English teaching programs according to the assigned contexts (ELO#2)
3. Students are able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)
4. Students are able to recognize the needs, motivate and sustain engagement in lifelong learning (ELO#9)

**Course Learning Outcomes (CLO)**

Students are expected to be able to:

1. Use English in appropriate manners both in written and oral (ELO#1);
2. explain the basic concepts of teaching English to young learners (ELO#2);
3. recognize issues in the teaching of English to young learners found in their community (ELO#2)
4. identify and explain the principles of teaching English to young learners in oral and written skills (ELO#2);
5. utilize ICT-based teaching aids and media in the teaching of English (ELO#7);
6. search information related to approaches and techniques of teaching Enlish to young learners (ELO#9).

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| Sessions | Indicators of Course Learning Outcomes | Core Materials | Learning Activities | Time | Assessment and Assignment | Resources & Media |
| 1 | * Students identify the nature of the course * Students identify activities to do and efforts made over the course | Introductory remarks:  Overview on the course  Learning contract | * Lecturer’s presentation * Discussion & question and answer * Negotiation between the lecturer and students on the course-related aspects | 2x50’ | Students’ behaviour  Find out:   * Who children are * What children characteristics are | The syllabus |
| 2 | * Students identify the age range of children * Students identify children characteristics that differ from teenagers and adults | Getting to know ‘young learners’ | * Discussion and question and answer | 2x50’ | Read theories of childhood: Piaget, Vygotsky, Bruner, Gardner | Nunan, 2011; Damayanti, 2008; Pinter, 2006; Linse, 2005;  Moon, 2005; Cameron, 2001; |
| 3-4 | * Students can identify the key points of each theories * Students can relate the theories and children characteristics | Theories of childhood: Piaget, Vygotsky, Bruner, Gardner | * Discussion and question and answer * Game/quiz | 4x50’ | Read principles in child-centered lessons | Nunan, 2011; Damayanti, 2008; Pinter, 2006; Linse, 2005; Moon, 2005; Cameron, 2001 |
| 5 | * Students can identify key principles of how to teach English to young learners | Principles in child-centered lessons | * Discussion and question and answer | 2x50’ | Interview English teachers in kindergarten and primary schools to find out: the status of English in their schools, the students’ characteristics, the methods they use to teach their students, the challenges to teach English to primary school students | Cameron, 2001; Pinter, 2006 |
| 6 | * Students can identify the status of English in kindergarten and primary schools * Students can identify the challenges of teacing English in primary schools * Students can analyse the teaching principles to young learners in the real practice in schools | Exploring PELT curriculum in Indonesia | * Discussion and question and answer | 2x50’ | Read approaches to teaching English to young learners: theme-based teaching, project-based teaching | National policy |
| 7-8 | * Students can identify the key points of the teaching approaches for TEYL * Students can show the differences among the approaches | Approaches to teaching English to young learners: theme-based teaching, project-based teaching | * Discussion and question and answer | 4x50’ |  | Cameron, 2001; Brewster, et al., 2003; Pinter, 2006 |
| 9 |  | Mid Test |  | 2x50’ |  |  |
| 10-11 | * Students can identify the principles of teaching listening and speaking to young learners * Students can select listening and speaking activties * Students can demonstrate teaching listening and speaking | Teaching listening and speaking | * Discussion and simulation | 4x50’ | Lesson plans | Pinter, 2006; Linse, 2005; Moon, 2005; Cameron, 2001 |
| 12-13 | * Students can identify the principles of teaching reading and writing to young learners * Students can select reading and writing g activties * Students can demonstrate teaching reading and writing | Teaching reading and writing | * Discussion and simulation | 4x50’ | Lesson plans | Pinter, 2006; Linse, 2005; Moon, 2005; Cameron, 2001 |
| 14 | * Students can identify the principles of teaching vocabulary and grammar to young learners * Students can select vocabulary and grammar activties * Students can demonstrate teaching vocabulary and grammar | Teaching vocabulary and grammar | * Discussion and simulation | 2x50’ | Lesson plans | Pinter, 2006; Linse, 2005; Moon, 2005; Cameron, 2001 |
| 15 | * Students can identify the principles of teaching integrated skills to young learners * Students can select integrated skills activties * Students can demonstrate teaching integrated skills | Teaching integrated skills | * Discussion and simulation | 2x50’ | Lesson plans | Pinter, 2006; Linse, 2005; Moon, 2005; Cameron, 2001 |
| 16 |  | Final project presentation |  |  |  | Students’ Presentation |

**References**

Damayanti, I. L. (2008). “Is the younger the better?” in Educare International Journal for Educational Studies, 1(1)*.* (<http://www.educare-ijes.com/educarefiles/File/ika.upi.pdf>).

Brewster, J., Ellis, G., & Girard, D. (2003). *Primary English Teacher’s Guide*. : Pearson Education Limited.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Linse, C.T. (2005). *Young Learners*. New York: MGraw Hill.

Moon, J. (2005). *Children Learning Engish*. UK: Macmillan.

Nunan, D. (2011). *Teaching English to young learners*. Anaheim: Anaheim University Press.

Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.