UNESA Universitas Negeri Surabaya	COURSE SYLLABUS	Revision Date: _____

Faculty : Faculty of Languages and Arts
Study Program: S-1 English Education
Subject : TEYL
Code : 8820302223
Credit Hours : 2
Semester : 6
Pre-requisite : -
Lecturer(s) : Sumarniningsih, S.Pd., M.Pd
Ririn Pusparini,S.Pd., M.Pd
Kusumarasdyati, Ph.D.
Prof. Lies Amin Lestari.
Anis Trisusana, S.Pd., M.Pd.
Rahayu Kuswardani, M. Appl.

Learning Outcomes:	**Program Learning Outcomes (PLO)** • PLO-2 : Demonstrate a good understanding of English language teaching (ELT) from national and global perspectives • PLO-4 : Design, implement, and evaluate the English teaching and learning process effectively and creatively
	Course Learning Outcomes (CLO) CLO1: Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly. CLO2: Work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes

	CLO3: Work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances CLO4: Present the students' designed lesson plans and implemented them in peer-teaching activities
Description:	The course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in teaching and learning process. The students are trained to develop lesson plans covering appropriate teaching techniques, media, and materials for TEYL, and implement them in EYL classes. All teaching-learning activities are conducted through lecturing, classroom discussion, small group discussion, student presentation and feedback.
References:	1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press. 2. Halliwell, S. 1992. *Teaching English in the Primary Classroom*. Longman Handbooks for Language Teachers. 3. Scott A.,Wendy and LH, Ytreberg. 1990. *Teaching English to Children*. New York: Longman Group UK Limited 4. Garten,Sue.& Copland,Fiona. 2019. *The Routledge Handbook of Teaching English to Young Learners*. New York: Routledge the Taylor and Francis Group 5. Various articles on teaching English to young learners

A. **Teaching and Learning Process**

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ Media	Time Allotment	Learning Experience
1-2	Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners	● compare Piaget, Vygotsky, and Bruner Theory of language learning ● identify the characteristics of young learners ● identify the differences between young learners and adult learners in learning languages ● explain the implications of the characteristics of young learners in TEYL ● identify teachers' ability and attitude to create good classroom management	Working with young learners	● brainstorming ● lecturing ● classroom discussion ● buzz group	Book [1], [2], [3]	2x100'	● brainstorming on how children learn foreign language ● discussing theory of Piaget, Vygotsky, and Bruner about children learning foreign language (book [1]) ● sharing the results of the discussion ● discussing important points of characteristics of young learners (book [2] and [3] unit 1) ● discussing the implications of the characteristics of young learners from book [2] unit 2 (group work) ● sharing the results of the discussion ● discussing how to create good classroom management and atmosphere ● sharing the results of the discussion
3	Being able to explain current issues on teaching English to young learners	● identify macro issues on teaching English to young learners ● identify current issues related to teaching techniques in EYL classes	Issues on TEYL	● lecturing ● classroom discussion ● buzz group	Book [4]	100'	● in groups, identify important points of current issues in TEYL, which are described in an article (book [4]) ● summarizing the articles in no more than 150 words

		● relate the issues to the practice of EYL classes in Indonesia					● giving comments on the issues and relate them to the real EYL classes in Indonesian context ● sharing ideas
4	Being able to design lesson plan for TEYL: formulate instructional objectives/indicators	● Formulate instructional objectives/indicators from basic competencies	Cognitive levels in Bloom Taxonomy	● lecturing ● classroom discussion	[5]	100’	● Formulating instructional objectives from basic competencies ● Determining the cognitive levels of the instructional objectives
5	Being able to design lesson plan for TEYL: select suitable teaching techniques for EYL classes	● identify suitable techniques to teach language skills to young learners ● identify suitable techniques to teach pronunciation, vocabulary and grammar to young learners ● explain the procedures of the teaching techniques	The Teaching of language skills and components to young learners	● classroom discussion ● buzz group ● student presentation	Units 3-6 book [3] and units 4-5 book [1]	2x100’	● in small groups, discussing the important points of teaching language skills to young learners ● in small groups, discussing the important points of teaching language pronunciation, vocabulary and grammar to young learners ● selecting a suitable teaching technique in teaching language skills and explaining the procedures (individual work) ● selecting a suitable teaching technique in teaching pronunciation, vocabulary, and grammar ● and explaining the procedures (individual work) ● presenting the student’s work to the class
6-7	Being able to design lesson plan for	● select suitable games and songs for young learners	Teaching English	● lecturing	[5]	2x100’	● in groups, discussing games (fun activities) and songs described in the articles on fun activities in TEYL

	TEYL: design fun activities for EYL classes	● modify existed games and songs to design activities that are applicable in Indonesian setting	through games and songs	● classroom discussion ● buzz group ● demonstration			● selecting a game or song from the articles ● modifying it so that it will be suitable to apply in Indonesian context ● demonstrating the most interesting ones to the class and asking for feedback ● revising the procedures of the game and share to the class
8	Being able to design lesson plan for TEYL: Develop media	● identify kinds of media appropriate and effective for YL ● develop media appropriate and applicable for YL in Indonesian setting	Effective media for YL	● lecturing ● classroom discussion ● buzz group ● demonstration	[5]	100’	● discussing the effective media for YL ● sharing ideas how to develop media for YL ● sharing to the class
9	Mid-Term Test						
10-11	Being able to design lesson plan for TEYL: Developing language assessment	● explain the principles for assessing children’s language learning ● construct assessment suitable for children or young learners	Assessment	● brainstorming ● lecturing ● classroom discussion ● buzz group	[1]	100’	● discussing the principles of assessing children’s language learning ● sharing ideas ● constructing assessment suitable for young learners ● sharing to the class
12-13	Being able to design lesson plan for TEYL:	● select suitable teaching materials for young learners	Material Development	● lecturing ● classroom discussion	Book [1], [2], [3]	2x100’	● discussing how to develop teaching materials ● in groups, selecting suitable materials ● sharing to the class

	Developing learning sheets	● adapt existed materials to young language learners ● develop teaching materials for young learners		● buzz group			● in groups, selecting any kinds of existed materials, then trying to adapt them to young learners ● sharing to the class ● comparing the two kinds of materials and choosing the most suitable for Indonesian young learners
14-15	Being able to demonstrate how to teach English to young learners based on the lesson plans that have been designed by the students	demonstrate teaching English to young learners based on the students' lesson plans	Teaching practice	● teaching demonstration ● classroom discussion	Book [1], [2], [3]	2x100'	● based on the students' lesson plans, demonstrating how to teach English to young learners ● discussing the performance ● giving feedback
16	Final Test						

B. **Assessment**

Indicator	**Assessment**				
	Technique	**Form**	**Instrument**	**Criteria**	**Weight(%)**
Being able to construct a lesson plan	Written test	Essay	Construct a lesson plan based on the instructional objectives	The highest score is got if 1. The indicators are constructed systematically based on the competence level. 2. The method/technique/learning model is appropriate for YL	40

				3. The media is effective 4. The materials fulfill students' interest and needs. 5. The teaching and learning process is constructed based on the indicators, time allotment, learning technique, and media. 6. The assessment is constructed based on the learning objectives, and completed by the instrument and the rubric.	
Being able to solve the problems in relation to YL	Written test	Essay	Find the best solution for the cases given	The highest score is got if the students can find the best solution for the cases given	25
Being able to demonstrate teaching English to young learners based on a lesson plan designed.	Oral test	Presentation Performance	Demonstrate teaching English to young learners based on a lesson plan designed	The highest score is got if the students can demonstrate teaching English to young learners based on a lesson plan designed.	35

Note: The highest score is got from the students' participation, not only from their attandance, but also their active response in learning process including in group discussion and task complishment.

Mengetahui,
Ketua Jurusan

Surabaya,
Dosen,

Pratiwi Retnaningdyah, Ph.D
NIP.196708032000032004

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