



**UNESA**  
Universitas Negeri Surabaya

## COURSE SYLLABUS

Revision Date: \_\_\_\_\_

Faculty : Faculty of Languages and Arts  
 Study Program: S-1 English Education  
 Subject : TEYL  
 Code : 2024212055  
 Credit Hours : 2  
 Semester : 6  
 Pre-requisite : -  
 Lecturer(s) : DR. Oikurema Purwati  
 Ririn Pusparini, S.Pd., M.Pd  
 Kusumarasyati, Ph.D.  
 Sumarningsih, S.Pd., M.Pd

<b>Learning Outcomes:</b>	<b>Program Learning Outcomes (PLO)</b>
	<ul style="list-style-type: none"> <li>• PLO-2 : Demonstrate a good understanding of English language teaching (ELT) from national and global perspectives</li> <li>• PLO-4 : Design, implement, and evaluate the English teaching and learning process effectively and creatively</li> </ul>
	<b>Course Learning Outcomes (CLO)</b>
	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
<b>Description:</b>	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 PBL, PjBL, classroom discussion, small group discussion, student presentation and feedback.
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Cameron, Lynn. 2001. <i>Teaching Languages to Young Learners</i>. Cambridge: Cambridge University Press.</li> <li>2. Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i>. Longman Handbooks for Language Teachers.</li> <li>3. Scott A., Wendy and LH, Ytreberg. 1990. <i>Teaching English to Children</i>. New York: Longman Group UK Limited</li> <li>4. Garten, Sue. &amp; Copland, Fiona. 2019. <i>The Routledge Handbook of Teaching English to Young Learners</i>. New York: Routledge the Taylor and Francis Group</li> <li>5. Various articles on teaching English to young learners</li> </ol>

### A. Teaching and Learning Process

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ Media	Time Allotment	Learning Experience
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1-2	Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners	<ul style="list-style-type: none"> <li>• compare Piaget, Vygotsky, and Bruner theory of language learning</li> <li>• identify the characteristics of young learners</li> <li>• identify the differences between young learners and adult learners in learning languages</li> <li>• explain the implications of the characteristics of young learners in TEYL</li> <li>• identify teachers' ability and attitude to create good classroom management</li> </ul>	Working with young learners	<p><b>Problem-based learning (PBL)</b></p> <ul style="list-style-type: none"> <li>• Phase 1 Basic concept: Students get problems related to teaching young learners (YL) by considering their characteristics.</li> <li>• Phase 2 Defining the problem: Students will work in groups to collect and analyze the data about the characteristics of YL and how a teacher teaches them concerning their characteristics.</li> <li>• Phase 3 Self-learning: Students do research to analyze the data about the characteristics of YL and how a teacher teaches them concerning their characteristics. The teacher facilitates students in solving the problem.</li> </ul>	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> <li>• brainstorming on how children learn foreign language</li> <li>• discussing theory of Piaget, Vygotsky, and Bruner about children learning foreign language ( book [1])</li> <li>• sharing the results of the discussion</li> <li>• discussing important points of characteristics of young learners (book [2] and [3] unit 1)</li> <li>• discussing the implications of the characteristics of young learners from book [2] unit 2 (group work)</li> <li>• sharing the results of the discussion</li> <li>• discussing how to create good classroom management and atmosphere</li> <li>• sharing the results of the discussion</li> </ul>
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3	Being able to explain current issues on teaching English to young learners	<ul style="list-style-type: none"> <li>• identify macro issues on teaching English to young learners</li> <li>• identify current issues related to teaching techniques in EYL classes</li> <li>• relate the issues to the practice of EYL classes in Indonesia</li> </ul>	Issues on TEYL	<ul style="list-style-type: none"> <li>• Phase 4 Exchange the knowledge: Students will discuss the concept of YL characteristics and a teacher's challenges and solutions in teaching them. They present the result of the group discussion. They can employ multimedia, like TEYL video" to make clear their explanation.</li> <li>• Phase 5 Assessment: Class discussion is to analyze the problem's solution and have the same perception about the problem and the solution. A teacher and students make a conclusion of all the results from all groups. Henceforth, students complete the reflective journal.</li> </ul>	Book [4]	100'	<ul style="list-style-type: none"> <li>• in groups, identify important points of current issues in TEYL, which are described in an article (book [4])</li> <li>• giving comments on the issues and relate them to the real EYL classes in Indonesian context</li> <li>• sharing ideas</li> </ul>
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4	Being able to design lesson plan for TEYL: formulate instructional objectives/indicators	<ul style="list-style-type: none"> <li>Formulate instructional objectives/indicators from basic competencies</li> </ul>	Cognitive levels in Bloom Taxonomy	<p><b>Project-based learning (PjBL)</b></p> <ul style="list-style-type: none"> <li>Stage 1 Essential Question: How do you design effective teaching kits for YL by considering their characteristics?</li> </ul>	[5]	100'	<ul style="list-style-type: none"> <li>Formulating instructional objectives from basic competencies</li> <li>Determining the cognitive levels of the instructional objectives</li> </ul>
5	Being able to design lesson plan for TEYL: select suitable teaching techniques for EYL classes	<ul style="list-style-type: none"> <li>identify suitable techniques to teach language skills to young learners</li> <li>identify suitable techniques to teach pronunciation, vocabulary and grammar to young learners</li> <li>explain the procedures of the teaching techniques</li> </ul>	The Teaching of language skills and components to young learners	<ul style="list-style-type: none"> <li>Stage 2 Design a plan for the project: Students make a group and choose a leader. They determine the level of students (primary or junior high students) for the teaching kits they will design. Students make a plan to get data from any resources.</li> </ul>	Units 3-6 book [3] and units 4-5 book [1]	100'	<ul style="list-style-type: none"> <li>in small groups, discussing the important points of teaching language skills to young learners</li> <li>in small groups, discussing the important points of teaching language pronunciation, vocabulary and grammar to young learners</li> <li>selecting a suitable teaching technique in teaching language skills and explaining the procedures</li> <li>selecting a suitable teaching technique in teaching pronunciation, vocabulary, and grammar and explaining the procedures</li> <li>presenting the student's work to the class</li> </ul>

6-7	Being able to design lesson plan for TEYL: design fun activities for EYL classes	<ul style="list-style-type: none"> <li>• select suitable games and songs for young learners</li> <li>• modify existed games and songs to design activities that are applicable in Indonesian setting</li> </ul>	Teaching English through games and songs	<ul style="list-style-type: none"> <li>• Stage 3 Create a schedule: Students make a schedule for producing the teaching kits for YL. They have seven weeks before demonstrating the teaching practicum for YL</li> <li>✓ 1<sup>st</sup> meeting (week 4): formulate instructional objectives/indicators</li> <li>✓ 2<sup>nd</sup> meeting (week 5): Determine teaching method/model/ technique and media</li> <li>✓ 3<sup>rd</sup> and 4<sup>th</sup> meetings (weeks 6 and 7): design fun activities for EYL classes</li> <li>✓ 5<sup>th</sup> meeting (week 8): develop media</li> <li>✓ 6<sup>th</sup> meeting (week 9): develop an assessment rubric</li> <li>✓ 7<sup>th</sup> meeting (week 10): develop learning sheets</li> </ul>	[5]	2x100'	<ul style="list-style-type: none"> <li>• in groups, discussing games (fun activities) and songs described in the articles on fun activities in TEYL</li> <li>• selecting a game or song from the articles</li> <li>• modifying it so that it will be suitable to apply in Indonesian context</li> <li>• demonstrating the most interesting ones to the class and asking for feedback</li> <li>• revising the procedures of the game and share to the class</li> </ul>
8	Being able to design lesson plan for TEYL: Develop media	<ul style="list-style-type: none"> <li>• identify kinds of media appropriate and effective for YL</li> <li>• develop media appropriate and applicable for YL in Indonesian setting</li> </ul>	Effective media for YL	<ul style="list-style-type: none"> <li>✓ 3<sup>rd</sup> and 4<sup>th</sup> meetings (weeks 6 and 7): design fun activities for EYL classes</li> <li>✓ 5<sup>th</sup> meeting (week 8): develop media</li> <li>✓ 6<sup>th</sup> meeting (week 9): develop an assessment rubric</li> <li>✓ 7<sup>th</sup> meeting (week 10): develop learning sheets</li> </ul>	[5]	100'	<ul style="list-style-type: none"> <li>• discussing the effective media for YL</li> <li>• sharing ideas how to develop media for YL</li> <li>• sharing to the class</li> </ul>

9	Being able to design lesson plan for TEYL: Developing language assessment	<ul style="list-style-type: none"> <li>• explain the principles for assessing children's language learning</li> <li>• construct assessment suitable for children or young learners</li> </ul>	Assessment		[1]	2x100'	<ul style="list-style-type: none"> <li>• discussing the principles of assessing children's language learning</li> <li>• sharing ideas</li> <li>• constructing assessment suitable for young learners</li> <li>• sharing to the class</li> </ul>
10	Being able to design lesson plan for TEYL: Developing learning sheets	<ul style="list-style-type: none"> <li>• select suitable teaching materials for young learners</li> <li>• adapt existed materials to young language learners</li> <li>• develop teaching materials for young learners</li> </ul>	Material Development	<ul style="list-style-type: none"> <li>• Stage 4 Monitor the students and the progress of the project: The teacher will give feedback on students' work.</li> </ul>	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> <li>• discussing how to develop teaching materials</li> <li>• in groups, selecting suitable materials</li> <li>• sharing to the class</li> <li>• in groups, selecting any kinds of existed materials, then trying to adapt them to young learners</li> <li>• sharing to the class</li> <li>• comparing the two kinds of materials and choosing the most suitable for Indonesian young learners</li> </ul>

11-15	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	<ul style="list-style-type: none"> <li>• Stage 5 Assess the outcomes: Students will demonstrate the teaching English for YL. Teacher and students will assess the teaching performance.</li> <li>• Stage 6 Evaluate the experience: Students will complete the reflective journal</li> </ul>	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> <li>• based on the students' lesson plans, demonstrating how to teach English to young learners</li> <li>• discussing the performance</li> <li>• giving feedback</li> </ul>
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 <ol style="list-style-type: none"> <li>1. The indicators are constructed systematically based on the competence level.</li> <li>2. The method/technique/learning model is appropriate for YL</li> <li>3. The media is effective</li> <li>4. The materials fulfill students'</li> </ol>	40



				<p>interest and needs.</p> <p>5. The teaching and learning process is constructed based on the indicators, time allotment, learning technique, and media.</p> <p>6. The assessment is constructed based on the learning objectives, and completed by the instrument and the rubric.</p>	
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 attendance, but also their active response in learning process including in group discussion and task accomplishment.

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TEAMS

**Examples of students’ reflective journal:**

**1.**

**STUDENT’S REFLECTIVE JOURNAL**

**Course:Teaching English for Young Learners 2021’E**

**Lecturer: Ririn Pusparini, S.Pd., M.Pd.**

Stage	Probing questions	Student’s Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	Class meetings discuss how to teach English to young learners. Which explains the definition of young learners to how to teach well. Provides a good strategy for teaching young classes. Which is where the assignments are all related to projects that must be submitted during the final exam later.
Action	What did I do?  Why did I choose this action?  What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ol style="list-style-type: none"> <li>1. Listen to the lecturer's explanation in accordance with the BCO that applies at the start of the meeting.</li> <li>2. Analyzing learning videos and presenting the material obtained for comparison.</li> <li>3. Make a lesson plan which is carried out in stages to see progress.</li> <li>4. All of these activities are carried out to deepen and re-learn the material that has been obtained in the previous semester. If the previous semester made it here, the application and re-analysis was carried out to get maximum results.</li> </ol>
Results	Did I accomplish what I wanted?	<ol style="list-style-type: none"> <li>1. Gaining new knowledge and knowledge that I have not previously obtained for teaching.</li> </ol>

	<p>Did my actions accomplish what I wanted in the way I expected?          What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result?          Is there a way I could improve my results or actions?</p>	<ol style="list-style-type: none"> <li>2. Still lacking in compiling and making lesson plans.</li> <li>3. Yes, because associating material with learning material can make it easier for me to understand better.</li> </ol>
Learning	<p>What did I learn from the experience?          Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?          Should I change anything about the way I do things? What?</p>	<ol style="list-style-type: none"> <li>1. Now I understand what I don't understand and have to apply it well when teaching young learners.</li> <li>2. I will change to evaluate the learning that I am doing.</li> <li>3. I have to put into practice what I learned in class.</li> <li>4. Everything is seen and depends on the existing situation and of course you have to see what the student needs.</li> </ol>

2.

## STUDENT'S REFLECTIVE JOURNAL

Course: Teaching English for Young Learners 2021E

Lecturer: Ririn Pusparini, S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	During these 2 meetings we discussed basic science and a broad overview of teaching English for young learners, tips for teaching young learners, what are young learners. We also discussed projects that will be worked on for the next 1 semester.
Action	<p>What did I do?</p> <p>Why did I choose this action?</p> <p>What else happened (other actions)?</p> <p>What other actions could I have chosen? (not necessarily giving you the same result)</p>	<ol style="list-style-type: none"> <li>1. During the course, we make presentations and explain the lecturer's explanations.</li> <li>2. Analyzing YouTube videos regarding one application of teaching young learners with one of the English skills</li> <li>3. Make taching kits that are paid in installments for half a semester</li> <li>4. This is done in order to understand the learning material, review what was taught last semester regarding lesson plans, and practice public speaking through presentations</li> </ol>
Results	<p>Did I accomplish what I wanted?</p> <p>Did my actions accomplish what I wanted in the way I expected?</p>	<ol style="list-style-type: none"> <li>1. I got knowledge that I could not get in other subjects before</li> <li>2. I do not prepare lesson plans carefully</li> <li>3. Yes, of course</li> <li>4. I feel that I have to be more critical and able to relate material to learning experiences in order to create deep understanding</li> </ol>

	<p>What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<ol style="list-style-type: none"> <li>1. I now understand what is lacking and what is lacking and what must be improved from the current learning of young learners</li> <li>2. Yes, I will do something and change something at the same time. Because I feel there will be things that must be applied and changed as a learning evaluation</li> <li>3. I have to apply the knowledge that I have got to the place where I will teach later</li> <li>4. The answer depends on the situation and the student's need later</li> </ol>

3.

### STUDENT'S REFLECTIVE JOURNAL

Course: Teaching English for Young Learners 2021E

Lecturer: Ririn Pusparini, S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	We learn about teaching English for young learners through 4 English skills and language components. Besides that, we also do presentations and make teaching kits
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ol style="list-style-type: none"><li>1. During 1 semester I often hold discussions and study with groups that have been divided, whether it's discussing material, lesson plans, and assignments</li><li>2. I think that this will be effectively done to facilitate our understanding and see the perspectives of other friends to get the right answers</li><li>3. I have to listen to the lecturer's explanation and take notes on the material presented</li></ol>
Results	Did I accomplish what I wanted?	<ol style="list-style-type: none"><li>1. I accomplished what I wanted as a whole and understood the content of the TEYL course material</li></ol>

	<p>Did my actions accomplish what I wanted in the way I expected?          What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result?          Is there a way I could improve my results or actions?</p>	<ol style="list-style-type: none"> <li>2. I think so because I have tried my best to find a way of learning that is comfortable and easy to understand the material</li> <li>3. It will be easier for me to understand if I am placed in a place with young learners</li> <li>4. I will become a private tutor for Young Learners so that I can also learn directly and apply the knowledge I have that way it will be easier to memorize and understand TEYL material</li> </ol>
Learning	<p>What did I learn from the experience?          Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?          Should I change anything about the way I do things? What?</p>	<ol style="list-style-type: none"> <li>1. I learned about various methods of teaching young learners that are appropriate for their age</li> <li>2. I will do both because not everything that has been applied is wrong and something really needs to be fixed so that it will be better in the future</li> <li>3. Yes, I understand more and more about what I have given to young learners so I will apply my knowledge to them</li> </ol>