

Module/Course Handbook

TEYL					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302223	78.4	3.18 ECTS	Even	28 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 3.6	Independent Study 2 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. 4. Plan, carry out and evaluate English instructions effectively and creatively. CLO <ol style="list-style-type: none"> 1. Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly. 2. Being able to work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes. 3. Being able to work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances. 4. Being able to present the students' designed lesson plans and implemented them in peer-teaching activities. 				
4	Subject aims/Content 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 and materials suitable for TEYL, and implement them in EYL classes. All teaching-learning activities are conducted through lecturing, classroom discussion, small group discussion, student presentation and peer-teaching activities.				
5	Teaching methods Lectures, Discussions, Practice				
6	Assessment methods				

	<p>A student is competent when he/she passes the exams with minimum score 56, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is calculated using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$</p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1" data-bbox="326 552 740 940"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3.75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3.50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3.00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2.75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2.50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2.00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1.00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0.00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4.00 85 ≤ A < 100	A-	3.75 80 ≤ A- < 85	B+	3.50 75 ≤ B+ < 80	B	3.00 70 ≤ B < 75	B-	2.75 65 ≤ B- < 70	C+	2.50 60 ≤ C+ < 65	C	2.00 55 ≤ C < 60	D	1.00 40 ≤ D < 55	E	0.00 0 ≤ E < 40
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7	<p>This module/course is used in the following study programme/s as well None</p>																				
8	<p>Module Coordinator Rahayu Kuswardani, S.Pd., M.Appl. Anis Trisusana, S.S., M.Pd.</p>																				
9	<p>References</p> <ol style="list-style-type: none"> 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 																				