

# PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS

## COURSE OUTLINE SUBJECT: TEACHING ENGLISH FOR YOUNG LEARNERS (3 CREDITS, COMPULSORY)

### Course Description and Objectives

*“Whilst many older learners are vulnerable to criticism or failure, young learners have a particular vulnerability that requires careful attention. For the most part young learners have confidence in their own abilities, if they have received love and support in the past. However, at this age, children have a heightened sensitivity to praise, criticism and approval and their self-esteem is strongly influenced by experiences at school.” (McKey, 2006, p. 14)*

This course is a core requirement for masters’ students in TEFL. This course aims to provide master’s students in TEFL with the theoretical and practical aspects of *Teaching English to Young Learners (TEYL)*. More specially, this course will address topics and issues related to theories of learning, the learning strategies of young children, teaching-learning activities, the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching and assessment of young English learners.

The objectives of this course include helping students:

- (A) To understand how children’s language learning and acquisition develop from different perspectives
- (B) To develop critical thinking skills by exploring theories of learning, the learning strategies of young children, teaching-learning activities, the classroom methods and techniques to be used when teaching English to young learners from multiple perspectives and critically examining the evidence that supports the respective viewpoints
- (C) To understand a special case for young learner language assessment. What are the characteristics of young learners that need to be remembered in assessment decisions? We all know that young learners are different from adults, but how do we explain the important differences in a simple, accessible way? – who they are, where they are learning, and what requires us to give them special consideration in assessment.

### Required Text & Readings

#### Required Texts :

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

McKay, P. (2006). *Assessing Young Language Learners*. Cambridge University Press.

Linse, C. & Nunan, D. (2005). *Practical English Language Teaching: Young Learners*. McGraw-Hill.

Annie Hughes and Nicole Taylor. (2010). *Teaching English To Young Learners*. Third International TEYL Research University of York

## **Course Requirements**

Assignments and Grading Policy. Please arrive to class on time and prepared for discussion. Readings are to be done in advance of the class period for which they are assigned.

The course is organized around in-class discussions, small-group activities, written assignments, lectures, student presentations, and readings. Your final course grade will be determined on the basis of the following formula:

1.	Assignment One (Review of Article One)	20 points
2.	Assignment Two (Review of Article Two)	20 points
3.	Class Participation/Group presentation	25 points
4.	Final paper and Presentation (7-10 pages)	<u>35 points</u>
		100 points

The weight of each assignment is final and non-negotiable.

\*Details of each assignment are provided under “Course Agenda”. Information pertaining to the Assignment One, Two, Three, and Individual Paper, including evaluation criteria, can be found in this syllabus.

### *Grading Scale.*

<u>Points Accrued</u>	<u>Grade Earned</u>
80 – 100	A
75 – 79	B+
70 – 74	B
65 – 69	C+
60 – 64	C
55 – 59	D+
50 – 54	D
49 or below	F

Additional Information. Please note: Assignments must be typewritten, double-spaced, with a font size of 12, and margins of 1” all around. All written work should conform to the guidelines set forth in the current edition of the Publication Manual of the American Psychological Association. Organized (titles, headings, introductions, summaries, references) and well-written papers are expected.

Resources. You may consult with the instructors to ask about books, articles, or journals relevant to the study of TEYL.

Class Preparation & Participation: Some Helpful Hints. The class participation portion of your grade will be based on your attending each class and demonstrating through discussion that you have read all assigned materials. This course will rely heavily on class discussion of the readings.

**Attending class:** Note that attendance does not equal participation; rather attendance is but one component of it. It is essential that you come prepared to each class, having read AND thought about the readings, and actively participate in discussions and other class activities.

**Staying current:** You are expected to stay current with articles related to TEYL either in Indonesian or in English

**Missing class:** If for any reason you must miss a class, please let me know ahead of time. You are responsible for all material covered in the class that you miss. More than one absence will result in a one point deduction for each additional absence unless excused by instructors

To prepare yourself for class and for insightful contributions to class discussions you might

- write one-page briefs. The briefs should consist of reflections on and/or reactions to the readings and topics for the week (not simply a summary of the readings). **You are after synthesis, analysis, and evaluation.** You are most welcome to turn them in for review if you would like to ensure that you are on track.
- “Map” each reading by delineating the purpose, thesis/hypothesis, major arguments to support/counter the argument, and the quality of evidence used. Ask yourself what the readings contribute to the particular session topic and how they relate to course objectives and previous readings.

Policy on Late Assignments. Assignments are due at the class period for which they are assigned. Please notify the instructor **in advance** of any extenuating circumstances that might prevent your submission. Extensions will be granted only in instances of excused absences due to illness or family emergencies. If work or other responsibilities will prevent you from turning the assignment in on the due date, arrangements should be made with the instructors whenever possible to submit it early.

Student Evaluations of the Course. Students will be asked to submit a formal evaluation of the course at the semester’s end.

Academic Honor Policy. The Masters’ program in TEFL Jambi University honors Academic Honor Policy outlining the university’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Jambi University. All work completed by students in TEYL is assumed to be the product of individual work and to have been submitted exclusively for completion of THIS course.

## **COURSE AGENDA**

The schedule set forth below as well as the above policies and assignments for this course are subject to change in the event of extenuating circumstances.

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**Week #1**

Introductions and course overview

Hand-outs: Syllabus; Assignment guidelines, evaluation rubric, group presentation

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**Week #2**

- A. Defining a Young Learners: Who are young learners? What are their cognitive and affective characteristics?
- B. Young language learners and their language programs
- C. Theories of childhood: Piaget, Vygotsky, Bruner, Gardner

Readings: Cameron, L. (2001). Ch. 1  
 McKay, P. (2006). Ch. 1  
 Linse, C. & Nunan, D. (2005) Ch. 1

Research Paper: Can Young Learners Acquire Vocabulary Easier When Using Their Preferred Learning Style? By Rosemary Smeets (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York

Group Discussion and Presentation (Group 6-Chapters and group 1-research paper): With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001), McKay, P. (2006), Linse, C. & Nunan, D. (2005) on TEYL. Choose one of them and discuss it within your group, then share it with the whole class. You may use other sources or books or journals (three to five slides).

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**Week #3****Teaching Vocabulary to Young Language Learners in a foreign language classroom**

- A. What is it?
- B. Background of teaching vocabulary
- C. Vocabulary in the classroom
- D. Principles and techniques of teaching vocabulary

Readings:

1. Cameron, L. (2001). Ch. 4
2. Linse, C. & Nunan, D. (2005). Ch. 6

Research paper: "Do Various Ways of Presenting and Practicing Vocabulary Make a Difference in Long-Term Receptive Memorization by Carola Von Wippenn-Dochart (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York

Group Discussion and Presentation (Group 5-chapters and Group 6-Research Paper): With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) and Linse, C. & Nunan, D. (2005) on Teaching Vocabulary to Young Language Learners in

a foreign language through focusing on why do we need to teach vocabulary for young learners? and how should them be taught? You may use other sources or books or journals (three to five slides).

#### **Week #4**

##### **Teaching listening and speaking skills to Young Language Learners in a foreign language classroom**

- A. Background
- B. The development of listening and speaking skills
- C. Principles and techniques

Readings:

1. Cameron, L. (2001). Ch. 3
2. Linse, C. & Nunan, D. (2005). Ch. 2 & 3

Research paper: *How Does the Introduction of an English Speaking Puppet Influence the Use of English in Group Speaking Activities?(Action research)* By Barbara Brezigar (2010) pp. 6-13 in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

Group Discussion and Presentation (Group 4-Chapters and Group 5-research paper: With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) and Linse, C. & Nunan, D. (2005) on Teaching listening and speaking skills to Young Language Learners in a foreign language through focusing on why do we need to teach listening and speaking skills for young learners? and how should them be taught? You may use other sources or books or journals (three to five slides).

##### **Assignment due: Assignment One (Review of Article One) 15 points. Follow the outline for reviewing articles in the syllabus and review the article:**

*How Does the Introduction of an English Speaking Puppet Influence the Use of English in Group Speaking Activities?(Action research)* by Barbara Brezigar (2010) pp. 6-13 in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

#### **Week #5**

##### **Teaching reading skill to Young Language Learners in a foreign language classroom**

- A. Background
- B. The development of reading skill
- C. Principles and techniques

Readings:

1. Cameron, L. (2001). Ch.6
2. Linse, C. & Nunan, D. (2005). Ch. 4

Research paper: *Storytelling at a Primary School in Japan* by Genji Hatta (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

Group Discussion and Presentation (Group 3-chapters and group 4-research paper): With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) and Linse, C. & Nunan, D. (2005) on Teaching reading skill to Young Language Learners in

a foreign language through focusing on why do we need to teach reading skill for young learners? and how should it be taught? You may use other sources or books or journals (three to five slides).

## **Week #6**

### **Teaching writing skill to Young Language Learners in a foreign language classroom**

- A. Background
- B. The development of writing skill
- C. Principles and techniques

#### Readings:

1. Cameron, L. (2001). Ch.6
2. Linse, C. & Nunan, D. (2005). Ch. 5

Research paper: Can Using Coloured Paper Affect The Amount Young Learners Write? By Sara Khoury (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

Group Discussion and Presentation (group 2-chapters and group 3-research paper): With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) and Linse, C. & Nunan, D. (2005) on Teaching writing skill to Young Language Learners in a foreign language through focusing on why do we need to teach writing skill for young learners? and how should they be taught? You may use other sources or books or journals (three to five slides).

## **Week #7**

### **Teaching grammar to Young Language Learners in a foreign language classroom: Do we need to teach grammar for young language learners?**

- A. Background
- B. The development of reading and writing skills
- C. Principles and techniques

#### Readings:

1. Cameron, L. (2001). Ch.5

Research Paper: *What is the effect of using children"s songs on young learners" understanding of basic nouns?* By Falko Lechel (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

Group Discussion and Presentation (group 1-chapters and group 2-research paper): With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) on teaching grammar to Young Language Learners in a foreign language through focusing on why do we need to teach Teaching grammar for young learners? and how should they be taught? You may use other sources or books or journals (three to five slides).

**Assignment due: Assignment TWO (Review of Article TWO) 15 points. Follow the outline for reviewing articles in the syllabus and review the article:**

*Reflective Learning: Can reflection increase the amount of L2 used in the classroom?* by Carolina Garrido (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

## Week #8

### Key issues in teaching young language learners:

- a. Classroom management
- b. Special needs
- c. Multiple intelligences
- d. Tutoring
- e. Technology

#### Readings:

1. Cameron, L. (2001). Ch.9
2. Linse, C. & Nunan, D. (2005). Ch. 11

Research Paper: Sense of Achievement: Fading like a Flower? By Liliame Pessanha (2010) in Annie Hughes and Nicole Taylor (2010) in the Third International TEYL Research, University of York.

Group Discussion and Presentation (group 4-chapters and group I-research paper): With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) and Linse, C. & Nunan, D. (2005) on **Key issues in teaching young language learners**. How does the classroom look like? How do teachers manage the classroom? How do teachers deal with young learners' behaviours? You may use other sources or books or journals (three to five slides).

**Assignment Due: One page of your final paper topic proposal should be submitted. The topics may be related to what we have discussed in the previous meetings. See the guidelines for your final paper.** The result should be both a carefully prepared 10 minute overview presentation to be made in class during Week 14 and 15.

## Week #9

### Lessons Planning and preparing your own resources

1. Issue around theme-based teaching
2. Theme-based teaching of a foreign language
3. Planning theme-based teaching
4. Learning language through theme-based teaching
5. Increasing target language use in theme-based teaching

#### Readings:

1. Cameron, L. (2001). Ch.8

**Group Discussion and Presentation:** With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from Cameron, L. (2001) on **Lessons Planning and preparing your own resources**. Please relate your topic to the situation in Indonesia since the government has stopped allowing elementary schools to have an English subject as a compulsory one. You may use other sources or books or journals (three to five slides).

## Week #10

### **Assessing Young Language Learners-Part One:**

1. McKay, P. (2006). Chapter One: A special case for young learner language assessment
2. McKay, P. (2006). Chapter Two: Young learners and language learning

Group Discussion and Presentation: With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from McKay, P. (2006) on a special case for young learner language assessment **and** Young learners and language learning. You may use other sources or books or journals (three to five slides).

### **Week # 11**

#### **Assessing Young Language Learners-Part Two:**

1. McKay, P. (2006). Chapter 4: Assessing language use through tasks
2. McKay, P. (2006). Chapter 5: Classroom assessment of language use
3. McKay, P. (2006). Chapter 6: Assessing oral language

Group Discussion and Presentation: With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from McKay, P. (2006) on assessing language use through tasks, classroom assessment of language use, and assessing oral language. You may use other sources or books or journals (three to five slides).

### **Week #12**

#### **Assessing Young Language Learners-Part Three:**

1. McKay, P. (2006). Chapter 7: Assessing reading and writing
2. McKay, P. (2006). Chapter 8: Evaluating young learners' performance and progress

Group Discussion and Presentation: With members of your group, prepare an OVERVIEW of theoretical approaches or perspectives from McKay, P. (2006) on assessing reading and writing and evaluating young learners' performance and progress. You may use other sources or books or journals (three to five slides).

### **Week #13**

**Final paper and Individual Presentation-Part One:** In front of the class, prepare a presentation of your final paper to be presented during class (time limit = 10 minutes)

### **Week #14**

**Final paper and Individual Presentation-Part Two:** In front of the class, prepare a presentation of your final paper to be presented during class (time limit = 10 minutes)

### **Week #15**



**Final paper and Individual Presentation-Part One:** In front of the class, prepare a presentation of your final paper to be presented during class (time limit = 10 minutes)

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**Week #16**

Summary Discussion – *Teaching English to Young Learners: What We've Learned*

Reading:

McKay, P. (2006). Chapter 10: The way forward

Assignment due: **Final paper**

# Teaching English for Young Learners

## FINAL PAPER ASSIGNMENT

**Value:** 35% of final grade

**Due Date:** End of week 16. See Course Schedule for specific date.

**Purpose:** Covers the topics that have been discussed

**Description:** There are two options to this assignment as described below. The final paper should be between 7 and 10 pages excluding the reference with a line spacing of 1,5, with the font of times new roman-12).

### *Option A*

If you are currently an ESL/EFL teacher or have experience working with foreign language learners, do the following:

1. Identify five or more common problems or errors which are related to one of the skills (speaking, listening, reading, or writing) or related to vocabulary or grammar that your students (young learners) regularly experience.
2. Describe the problems or errors and explain the possible causes or sources of these problems or errors.
3. Devise a plan to help your learners improve their ability of English and to overcome the problems or errors that you identified. You may use the sources that we have discussed or you may also use other resources but make sure to cite your sources properly with author, date, title, page numbers, and publisher.
4. What have you learned from identifying student problems and developing a plan to help students overcome these problems?

### *Option B: Interview with a teacher*

Option B for this assignment is an essay that you will write based on an interview with a teacher, conducted using the interview guide below. Contact an ESL or an EFL teacher in your area.

Use the following questions as a guideline for the interview. Once you have collected the information needed, organize the material and write an essay of about 7 or 10 pages. You must connect the responses given in the interview to course content. The essay should be structured so that you spend one paragraph to introduce the essay topic, one paragraph on the teacher's responses to each of the five categories of interview questions, and one paragraph connecting each of these responses to course content. Finally, include a conclusion to the essay. In total, your assignment should be about 7 or 10 pages

For example, when you address the "Type of Program," you should first summarize the teacher's responses. The next paragraph should connect those responses to theory on providers and programs presented during the class meeting as well as your written reflections on the connection between theory as presented in the course and in the practice. For instance, you may need to explain which model covered in the course the teacher is working within. Does it differ in any way from the theoretical description of the types of programs? Is it a combination of program types? In what way is it a combination and why has the combination occurred? Does it

not fit into any of the models? If not, why not? You might also want to comment on the appropriateness of the curriculum to the length of the course..

## **Interview Guide for Option B**

### **1. Type(s) of program:**

- In what type of program does this teacher work?
- How many contact hours does the teacher have?
- What is the ratio of teachers to learners?
- What is the length of course?
- What are the program goals?
- What is the general curriculum?
- How are the goals and curriculum implemented?
- Is there an assistant teacher or teacher aide available?

### **2. Learner demographics and characteristics:**

- What are the ages, proficiency levels, and first language literacy levels of the students in this class?
- If this is a multilevel class, what is the range of proficiency levels?
- From which countries do the learners originate? If relevant, what is their cultural group?
- What are the students' backgrounds and experiences with general education?
- What are the students' backgrounds and experiences with foreign language education in English?
- What are the students' backgrounds and experiences with foreign language education in other languages?
- Why are the students studying English? What are their goals and aims?

### **3. Learning styles and teaching techniques:**

- What types of tasks and activities do you find most useful with the majority of students? Why do you believe them to be useful?
- What types of tasks and activities do you find not to be useful with most students? Why do you believe them to be less useful?
- What role do student likes and dislikes play in the usefulness or otherwise of particular activities?

### **4. Learning environment:**

- How available is English input outside the classroom?
- How available are resources in the teaching institution (e.g., ESL/EFL library, self-access room or centre, language or computer lab)?
- How much do the students actually use the above resources?
- How available is community and family support?
- Ask any other relevant information about the learning conditions (e.g., classroom arrangement, access to facility).

### **5. The teacher's views:**

- What does the teacher view as the strengths and weaknesses of the program?
- What, in the teacher's opinion, are the most challenging aspects of teaching in this program?

### **Evaluation Criteria for the final paper**

In assigning a grade to the paper, we will ask whether it has met the following assessment criteria -

- Does the paper meet the assignment's guidelines (as outlined herein)?
- Does the paper address an important foreign language issue?
- Does it reflect an understanding of course content?
- Does the paper show an in-depth knowledge of relevant research?
- Does it review and critique relevant and important previous studies in the topic area?
- Does it draw on relevant and current materials from print and other media sources where appropriate?
- Does the paper make a well-argued, solid, and rational case for its conclusion?
- Is this a well-written paper?
- Is the organization and structure of the paper clear? Does it define terms, etc.?

### **Outline for Reviewing Articles**

When analyzing these articles, you will be paying attention to how the articles are organized. In particular, you will examine the different components of a qualitative research article in order to understand how they work together.

Article reviews should be no longer than 4 pages long. An A paper has successfully:

1. Identified the author's main question.
2. Identified the author's central argument
3. Explained the theory drawn on by the author
4. Summarized the literature review presented by the author
5. Discussed the methods employed in the article
6. Discussed the methodology employed in the article
7. Summarized the author's findings
8. Analyzed both the strengths and weaknesses of the article.