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ECL 3113
TEACHING ENGLISH
TO YOUNG LEARNERS

Program Pensiswazahan Guru



HARISON MOHD SIDEK

PROGRAM PENDIDIKAN
FAKULTI PENGAJIAN BAHASA UTAMA

TEACHING ENGLISH TO YOUNG LEARNERS

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GENERAL OVERVIEW OF THE COURSE

**PROGRAM PENSISWAZAHAN GURU
ECL 3113
TEACHING ENGLISH TO YOUNG LEARNERS**

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GENERAL OVERVIEW OF THE COURSE

INTRODUCTION

The course guideline is provided in order to assist students in understanding the content and the requirements of the course. Students are advised to read and refer carefully to the course guidelines to enable them to complete the course successfully.

The ECL 3113 Teaching English to Young Learners course was developed with the aim to provide exposure and knowledge to students in the components related to the teaching of English as a second language to pupils in the primary schools. Therefore, this course would enable the English language teachers to gain better understanding of the components and process related to the teaching of English language particularly to young learners. Such understanding may assist teachers in enhancing their knowledge and competency when preparing and delivering English lessons to young learners. The input acquired from this course may also contribute in their professional development and lifelong learning.

TARGET GROUP

This course is offered to all students in the Teaching of English as a Second Language (TESL) undergraduate program for primary schools in Malaysia.

ALLOCATION OF STUDENT LEARNING TIME

According to the MQA standard, each credit hour requires 40 hours of learning time on the students' part. Hence, for this course students are required to spend 120 hours of learning time. The estimate learning time for ECL 3113 course is shown in Table 1.

Table 1: Estimation of Student Learning Time for ECA 1043 Course

No.	Learning Activities	Learning Hours	
		Face to Face	Independent Learning
1.	Tutorial	10	-
2.	Online Tutorial	-	40
3.	Module reading and assignment completion	-	40
4.	Teaching & Learning Video via G.O.A.L.S	-	30
Total Learning Time		120	

CURRICULUM SPECIFICATIONS OF ECL 3113 (TEACHING ENGLISH FOR YOUNG LEARNERS)

LEARNING OUTCOMES OF THE COURSE:

At the end of the course, students should be able to:

1. identify some key characteristics of young learners of different ages (C3)
2. enhance their understanding on the importance and the roles of language awareness in second language teaching and learning (C4)
3. plan for effective language teaching to young learners (P2)
4. teach language skills to young learners effectively (P2)
5. to select appropriate resources and materials for the teaching of English to young learners (A3)
6. think critically and creatively in developing effective language activities for young learners (CT3)

COURSE SYNOPSIS

This course will focus on reading strategies such as reading for main ideas, drawing inferences and differentiating fact and opinion. It will expose students to reading skills such as skimming, scanning and SQ3R technique. Throughout the course, students will be involved in the analysis of various reading texts.

COURSE CONTENT

This course comprises 10 units. The overall content of the course is as follows:

Unit 1 : The young learners

Unit 2 : Language awareness

Unit 3 : Planning for effective language teaching to young learners

Unit 4 : Teaching language skills to young learners

Unit 5 : Resources and materials for the teaching of English to young learners

Unit 6 : English language activities for young learners

UNIT 1 ► THE YOUNG LEARNERS



LEARNING OUTCOMES

At the end of the unit, you will be able to:

1. define young learners
2. define the characteristics of young learners of various ages in language learning context
3. understand the characteristics of language teachers for young learners
4. gain awareness in the difference between young learners and adult learners.

1.1 INTRODUCTION

This unit discusses the process of language acquisitions and the various definitions as well as characteristics of young learners of various ages in the language learning context. In addition, the unit also provides the description of the characters of language teachers for young learners. In order to enhance teachers' understanding of who young learners are, the characteristics of adult learners are also discussed so that teachers may make comparison between adult learners and young learners.

1.2 SECOND LANGUAGE ACQUISITION AND LEARNING AMONG YOUNG LEARNERS¹

The following are among the elements involve in second language acquisition and learning:

- Instructional time and the degree of learning and acquisition are positively correlated (e.g. Cooley & Leinhardt, 1980; Devlin & Roeder, 1997; Kiesling, 1984). Nonetheless, it is not only the quantity of instructional time, but also how the instructional time that is being used may affect the rate of language acquisition (e.g., Stallings, 1980).
- A low-anxiety environment would best nurture the acquisition of language among children (e.g. Krashen & Terrell, 1983). As such, it is important for teachers, especially those who teach young learners, to provide non-threatening classroom environment as well as supportive informal context outside the classroom.

¹ Taken and adapted from [http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/sample chapter/0205535488.pdf](http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/sample%20chapter/0205535488.pdf)



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