



HAMZANWADI UNIVERSITY
FACULTY OF LANGUAGES, ARTS AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

Document Code

PBI-6646

SEMESTER LEARNING PLAN (SLP)

COURSE		Course Code	Course Cluster	Credits		SEMESTER	Date
English for Young Learners		PBI6646	ELT	T=4	P=0	6	25 February 2026
Authorization		Course Syllabus Developer	Course Cluster Coordinator			Coordinator of study program	
		(Ari Prasetyaningrum, MPd)	 (M. Junaidi Marzuki)			(Muhammad Husnu)	
Program Learning Outcomes (PLOs)	Program Learning Outcomes (PLOs) Mapped to the Course.						
	CPL-2	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.					
	CPL-3	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.					
	CPL-6	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.					
	CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.					
	Course Learning Outcomes (CLOs)						
	CLOs	Explain the relationship between language and culture in various global and multicultural contexts.					
	CLOs	Identify and describe cultural differences, including values, communication styles, and social norms, across different societies.					
	CLOs	Analyze intercultural conflicts and cultural adjustment processes, proposing strategies for effective communication and resolution.					

	CLOs	Demonstrate effective verbal and non-verbal communication strategies in multicultural contexts, adapting language and behavior appropriately.
	CLOs	Conduct simple cultural analyses and present findings clearly through written reports or oral presentations.
	Sub-Course Learning Outcomes (Sub-CLOs)	
	Sub-CLOs	Explain how language reflects cultural values and social norms.
	Sub-CLOs	Describe examples of cultural differences in communication styles, behaviors, and beliefs across societies.
	Sub-CLOs	Identify potential sources of intercultural misunderstandings and conflicts in communication.
	Sub-CLOs	Propose strategies to adjust language and behavior appropriately in multicultural interactions.
	Sub-CLOs	Demonstrate effective verbal communication (e.g., clarity, tone, politeness) in multicultural contexts.
	Sub-CLOs	Demonstrate effective non-verbal communication (e.g., gestures, facial expressions, body language) in multicultural contexts.
	Sub-CLOs	Conduct a simple cultural analysis and present findings clearly in written or oral form.
Course description	English for Young Learners is a two-credit course designed to equip prospective English teachers with the knowledge, skills, and professional dispositions needed to teach English effectively to children in preschool and primary school contexts. The course discusses the nature and characteristics of young learners, principles of child development, foundations of early language learning, and current approaches to teaching English to children. It also emphasizes practical competence in selecting methods, designing child-friendly learning materials, integrating songs, stories, games, Total Physical Response (TPR), visual media, classroom English, lesson planning, classroom management, and assessment. Through workshop activities and microteaching, students are expected to design, implement, evaluate, and reflect on learning experiences that are meaningful, engaging, inclusive, and aligned with outcome-based education principles.	
Learning material	1. Characteristics of young learners and principles of child development. 2. Foundations of early language learning: listening, speaking, reading, and writing skills. 3. Teaching approaches and methods: TPR, storytelling, songs, games, and communicative activities. 4. Lesson planning, teaching materials, and classroom management for young learners. 5. Assessment, microteaching, and reflection on teaching practice.	
References	Primary source/core textbook 1. Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press. 2. Pinter, A. (2017). Teaching Young Language Learners (2nd ed.). Oxford University Press. 3. Shin, J. K., & Crandall, J. (2014). Teaching Young Learners English. National Geographic Learning. 4. Brewster, J., Ellis, G., & Girard, D. (2002). The Primary English Teacher's Guide. Pearson Longman. 5. Slattery, M., & Willis, J. (2001). English for Primary Teachers. Oxford University Press.	

6. Scott, W. A., & Ytreberg, L. H. (1990). Teaching English to Children. Longman.							
Additional learning resource							
1. Recent journal articles on child language pedagogy, classroom interaction, materials development, and assessment in English for Young Learners.							
2. National and institutional curriculum documents relevant to primary English instruction and outcome-based education implementation.							
3. Digital resources, songs, storybooks, flashcards, teacher-made media, and classroom observation instruments approved by the lecturer.							
Lecturer		Ari Prasetyaningrum, M.Pd.					
Prerequisite		-					
Week-	Sub-Course Learning Outcomes (Sub-CLOs)	Scoring		Learning experience (Teaching Methods, Learning Activities Student Tasks and time allocation)		Learning Material [Reference]	Grading Weight (%)
		Indicator	Criteria & Form	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Students analyze the relationship between language and culture and identify how language reflects cultural values.	1. Understand the key concepts of language and culture. 2. Identify examples of language reflecting social norms and cultural values.	Criteria: <i>Marking Scheme</i> Test: Oral test/student's participation in question and answer/Quiz/ <i>Game</i>	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.	6%
3-4	Students explore cultural differences in communication and describe variations in behaviors, values, and	1. Identify verbal and non-verbal differences across cultures. 2. Explain cultural differences in	Criteria: <i>Marking Scheme</i> Test:	Learning Model: Discussion & Analysis Assignment: Individual / Pair /	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice	Scott, W. A., & Ytreberg, L. H. (1990). Teaching English to Children. Longman.	7%

	social norms across societies.	communication styles and social norms.	Oral test/student's participation in question and answer/Quiz/ <i>Game</i>	Group Teaching Practice Time: 100 minutes	Time: 100 minutes		
5-7	Students analyze sources of intercultural misunderstandings and conflicts in communication.	1. Recognize common causes of intercultural misunderstandings. 2. Analyze real-life scenarios of intercultural conflict.	Criteria: <i>Marking Scheme</i> Test: Oral test/student's participation in question and answer/Quiz/ <i>Game</i>	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Slattery, M., & Willis, J. (2001). <i>English for Primary Teachers</i> . Oxford University Press.	7%
8	Middle Test						30%
9-10	Students practice effective verbal communication in multicultural contexts.	1. Demonstrate clear, polite, and culturally appropriate speech. 2. Adapt tone, register, and vocabulary to different cultural situations.	Criteria: <i>Marking Scheme</i> Test: Oral test/student's participation in question and answer/Quiz/ <i>Game</i>	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 nutes	Pinter, A. (2017). <i>Teaching Young Language Learners</i> (2nd ed.). Oxford University Press.	6%
11-12	Students practice effective non-verbal	1. Interpret and use gestures, posture, and	Criteria: <i>Marking Scheme</i>	Learning Model: Discussion & Analysis	Learning Model: Discussion & Analysis	Shin, J. K., & Crandall, J. (2014).	7%

[illegible]

Acknowledged by,
Coordinator,



M. Adib Nazri, M.Pd.
NIDN. 0816098701