

TEFL METHODOLOGY

**BASIC COURSE OUTLINE
&
AND ASSIGNMENT DESCRIPTION**

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**EVEN SEMESTER
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I. Basic Course Outline

Subject	: TEFL Methodology	Credit/Code	: 4 (.....)
Program	: English Language Education	Status	: Compulsory
Semester	: 4	Prerequisite	: -

A. Aims

At the end of the course students are expected to have acquired:

1. A good understanding of basic concepts of EFL teaching and learning theories
2. Ability to see strengths and weaknesses of language teaching approaches/methods/ techniques both conceptually and practically
3. Practical knowledge of communicative EFL teaching techniques
4. Some insights into problems of EFL teaching/learning
5. Positive attitudes towards the EFL teaching profession.

B. Course Description

This course deals with major theories of or approaches to language teaching as well as their applications, both as proposed and practised, with reference to EFL teaching/learning in the Indonesian context. It is therefore both theoretical and practical. The topics to be covered include: EFL teacher competencies, major approaches to and methods of language teaching, developments of EFL teaching in Indonesia, communicative language ability, language teaching methods/techniques, language syllabus models, roles of fluency and accuracy, English varieties, teaching four language skills, teaching grammatical competence, learning styles and strategies.

Students are required to:

1. do one of the following (**as Major Assignment 1, due before semester test**):
 - a. make summaries of specified chapters of books and 5 articles from the internet
 - b. make an academic paper on a topic dealing with any of the areas mentioned above, about 1500-2000 words long (7-10 pages). The problem should be chosen from the problems identified through an interview with some students or teachers at the SD/MI, SMP/MTs, SMA/MA or SMK; the paper is to provide the answer to the problem based on theories. Therefore, reference is to be made to books (at least four) and articles (at least six) of which 4 (four) are taken from the internet.
 - c. make a critical annotated bibliography of at least 16 chapters or articles, of which five should be taken from the internet. Each chapter or article is to be abstracted and critically commented on to reveal the benefit of reading it.
2. make a clipping of authentic materials and audio or audio-visual recordings of authentic materials (**as Assignment II, due before mid-semester test**)
3. do weekly assignments as occasion demands
4. Sit mid-semester and semester tests

C. Organization of Teaching/Learning Activities

This syllabus is communicated in advance and discussed in the first session to orient the students to the whole course. The topics are sequenced from general to particular, where possible. Lecturing will be combined with students' presentation of the summary

of a required chapter or article. When learning is at the application, analysis, evaluation or synthesis level, small group discussion or pair work techniques will be employed, accompanied by demonstration where necessary. To make learning meaningful to students, the discussion will be related as far as possible to the students' experiences, interests, values, and future. This requires students to reflect on their own experiences in learning English and relate them with the theories.

D. Progression of the Course

Since the course is worth 4 credit points, there are approximately 32 sessions of 100 minutes. Tests 1 and 2 are administered in week 8 and 16 respectively. The scheduled lectures can be seen in the table below.

Week	Topics	Time	Main Sources
I	a. Orientation (description of the BCO) b. the place of the course in the EL-TE curriculum)	200'	Handout Ch.I: Harmer, 2001
II-III	a. Competencies required of EFL teachers b. LT Theories, Method, Techniques	100' 300'	Law No. 14/2005; Brown, 2001: 2 & 23; Richards, 2001: 7; Harmer, 2001: 6;
IV-V	a. Development of EFL teaching in Indonesia b. CLT: Basic Concepts & Principles	400'	Sadtono, 1997/2006 Johnson & Morrow, 1981 Littlewood, 1981
VI	a. Communicative Language Ability b. Language functions and notions	200'	Ch 4: Bachman, 1990; Ch. 9: Brown, 2000; van Ek & Trim, 1990; Munby, 1981
VII	a. Fluency, Accuracy, Appropriateness, Communicativeness/intelligibility b. Communicative Syllabus Models	200'	Ch. 8:: Brown, 2000 Yalden 1983 Madya, 1989, 2006
VIII	Mid Semester Test		Take home
	Contextual Teaching and Learning	100'	Website materials
	Feedback	100'	
IX	Integrating the Four Language Skills Practical work	200'	Ch. 15: Brown, 2001
X-XI	- Teaching Receptive Skills: Listening and Reading - Practical Work	400'	Ch. 14-16:Harmer, 2001 Ch. 16&18: Brown, 2001 Grellet, 1981
XII-	Teaching Pronunciation	100'	Ch. 13: Harmer, 2001
XIII	Teaching Productive Skills: Speaking & Writing	300'	Ch. 14, 17-19: Harmer, 2001
XIII-XIV	Teaching Speaking & Writing	400'	Ch. 17-19: Harmer, 2001 Ch. 17&19: Brown, 2001 Klippel, 1984
XV	Form-Based Instruction	200'	Ch. 20" Brown, 2001
XVI	Strategies-Based Instruction	200'	Ch. 14: Brown, 2001 Ch.5: Brown, 2000

E. Assessment

Students' learning achievement will be assessed by considering the following components and their contributions to the overall grade:

1. Major Assignments (I & II) 40%
2. Mid-semester test 20%
3. Semester test 30%
4. Classroom performance & small assignment 10%

Below is two examples of how students is established.

Student Name	Components	Weight	Raw Score (1-100)	Score
Hidayati	major assignments	35	80	2800
	mid-semester test	20	50	1000
	semester test	35	50	1750
	classroom performance	10	90	900
		100		6450

Hidayati's grade = $6450:100 = 64.5 = C$

Student Name	Components	Weight	Raw Score (1-100)	Score
Ardi	major assignments	35	40	1400
	mid-semester test	20	50	1000
	semester test	35	70	2450
	classroom performance	10	60	600
		100		5450

Ardi's grade = $5350:100 = 54.5 = D$

F. References

- Bachman, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: OUP.
- Blundell, J., Higgins, J. & Middlemiss, N. (1982). *Functions in English*. Oxford. OUP.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. 4nd ed. Englewood Cliff, N.J.: Prentice Hall.
- Brown, H.D. (2001). *Teaching by Principles*. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*. Cambridge: CUP.
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: CUP.
- Harmer, J. (1998). *How to teach English*. Essex, England: Longman.

- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Longman.
- Johnson, K. & Morrow, K. (1981). *Communication in the Classroom: Application and Methods for a Communicative Approach*. London: Longman.
- Klippel, F. (1984). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. 2nd ed. Oxford: Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: CUP.
- Madya, S. (1989). A communicative syllabus model for secondary TEFLIN. *TEFLIN Journal*, Vol. 2, No. 1, pp.21-46.
- Morrow, K. (1981). Principles of communicative methodology. In *Communication in the Classroom: Application and Methods for a Communicative Approach*. (Eds. Johnson, K. & Morrow, K.). London: Longman.
- Munby, J. (1978). *Communicative Syllabus Design: a Sociolinguistic Model for Defining the Content of Purpose-specific Language Programmes*. Cambridge: CUP.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: CUP.
- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. 2nd Ed. Cambridge: CUP.
- Stern, H.H. (1983). *Fundamental Concepts in Language Teaching*. Oxford: OUP.
- Tomlinson, B. (Ed.) (1998). *Materials Development in Language Teaching*. Cambridge: CUP.
- van Ek, J. & Trim, J. (1990). *The Threshold Level for Modern Language Learning in Schools*. London: Longman.
- Weir, C.J. (1990). *Communicative Language Testing*. New York etc.: Prentice Hall.
- Wenden, A. & Rubin, J. (1987). *Learner Strategies in Language Learning*. New York etc. : Prentice Hall.
- Yalden, J. (1983). *The Communicative Syllabus Evolution: Design and Implementation*. Oxford etc.: Pergamon Press.

II. Description of Assignments

A. Make summaries

Students are to summarize the readings specified in the table below.

No.	Material	Source	Remark	
			1	2
1.	Chapter 2: Describing Language	Harmer, 2001		V
2.	a. Chapter 6: Popular Methodology	Harmer, 2001	V	
	b. Chapter 2: A "Methodical" History of LL	Brown, 2001		V
3.	Communicative Language Teaching	Littlewood, 1981		V
*5.	a. Chapter 4: Communicative Language Ability	Bachman, 1990	V	
	b. Taxonomy of Language Skills (pp.176-184)	Munby, 1981	V	
	c. Language Functions & Notions	van Ek & Trim 1990	V	
6.	A communicative Syllabus Model for Secondary TEFLIN	Madya, 1989		V
7.	Task-Based Language Teaching	Nunan, 2004		V
8.	Keep Talking: Communicative Fluency Activities for Language Teaching.	Klippel, 1984	V	
9.	Developing Reading Skills	Grellet, 1981	V	
10.	Chapter 13: Teaching Pronunciation	Harmer, 2001		V
11.	Chapter 14: Reading	Harmer, 2001		V
	Chapter 18: Teaching Reading	Brown, 2001	V	
12.	a. Chapter 16: Listening	Harmer, 2001		V
	b. Chapter 16: Teaching Listening	Brown, 1001	V	
13.	Chapter 18: Writing	Harmer, 2001		V
	Chapter 19: Teaching Writing	Brown, 2001	V	
14.	a. Chapter 19: Speaking	Harmer, 2001		V
	b. Chapter 17: Teaching Speaking	Brown, 2001	V	
15.	Chapter 23: Testing Students	Harmer, 2001		V
16.	Chapter 15: Integrating the "Four Skills"	Brown, 2001	V	
17.	Chapter 20: Form Focused Instruction	Brown, 2001	V	
18.	Contextual Teaching and Learning	Website search	V	

Note: a. Students may want to obtain A, B, C for this task.

b. Summaries can be presented in points, a table, a diagram and/or a flowchart

c. 1 = individual; 2= pair work.

Grade A	Grade B	Grade C
♣ Material No. 5 ♣ 91-100% individual work ♣ 91-100% pair work	♣ Material No. 5 ♣ 81-90% of individual work ♣ 81-90% of pair work	♣ Material No. 5 ♣ 71-80% or individual work ♣ 71-80% of pair work

B. Making Academic Paper

In making the academic paper, the following steps should be followed:

Section A: Introduction..... (see overleaf)

Section A: Introduction

Interview two or three students or teachers in SDs, SMPs or SMA/Ks to find out what problems they encounter in their English learning or teaching. Data on the students/teachers and facilities available in the school should be presented. The interview results should lead to the formulation of the problem in the form of a question.

Section B: Literature Review

Read books and find the relevant theories which will help in answering the question.

Section C: Relate the theories to the problem to solve in its context and discuss possible solutions**Section D: Conclusions & Suggestions**

Make conclusions and suggestions of ways of solving the problem based on the theories by considering the context.

References

Write all the books and articles referred to in the paper.

C. Critical Annotated Bibliography

In doing this assignment, students should do the following:

1. Find 16 articles/chapters on English Language Teaching (5 should be from the internet)
2. Read each of them and summarize (in an essay form).
3. Critically judge whether: (a) it is easy to understand, (b) has great practical value
4. State whether or not the chapter/article is worth reading.

D. Clipping of Authentic English Materials

Students individually make a clipping of authentic materials found in the environment: from magazines, newspapers, books, labels (food, medicine, fertilizer, cosmetics, etc.). The materials should be grouped so that the users can find each easily. The whole set is to contain: the cover sheet (write the title of the assignment, the student's name and ID number, Faculty & Dept., year), preface, table of contents.

E. Recording of English Texts

Students in groups of three should record English texts presented in radio and television broadcasts in Indonesia and in English speaking countries (BBC, CNN, ABC).

E. Small assignments

Small assignments should be completed as described in the table below.

Week	Task Description	Remarks
I	Make a piece of writing about the reason for taking TEFL Methodology + expectations	individual
IV	Describe how each student was taught English during junior secondary and senior secondary school years and judge whether they way of teaching supported the development of students' ability to use English for communication purposes	individual
V	Why are grammar and vocabulary still important in communicative language teaching? Explain and give reasons.	in pairs
VII	Argue why EFL teachers should be fluent in the four English language skills and judge how good each student is at each of the four skills.	in groups of four

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Questions for Students' Presentation (Refer to the Course Progression)

Week I

The World of English (Harmer, 2001: Chapter 1)

1. What is meant by English as a *lingua franca*?
2. Where is English used in the world?
3. How many people speak English in the world? Where do these people live?
4. How has English reached different places?
5. How do people benefit from English? Does English have any negative impact?
6. Will English enjoy the same position in the future?
7. Describe the three circles of English speakers. Where necessary, give examples or illustration.
8. Which variety of English should be taught?

Week II

Popular Methodology (Harmer 2001: Chapter 6; Larsen & Freeman, 2000)

1. How does an 'approach' differ from a 'method', 'procedure', and 'technique'?
2. Mention the most important concepts and examples of the practices of the following methods: audio-lingualism, PPP (Presentation, Practice, Production), PPP and alternatives to PPP, the communicative approach, task-based learning, CLL, the silent way, suggestopaedia, TPR, humanistic teaching, the lexical approach.
3. What principal techniques are used in each of the popular approaches/methods?

First Language Acquisition or FLA (Brown, 2000: Chapter 2)

1. Mention the basic concepts of the FLA theories according to each of the following approaches: behaviouristic approaches, the nativist approach, the functional approaches
 - a. What is emphasized in each approach?
 - b. Explain important concepts in each approach?
 - c. What