

TEFL Methodology

**basic course outline
&
and assignment description**

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I. Basic Course Outline

Subject	: TEFL Methodology	Credit/Code	: 4 (PBI401)
Program	: English Language Education	Status	: Compulsory
Semester	: 4	Prerequisite	: -

A. Aims

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

1. Spiritual and social attitudes related to TEFL in Indonesia
2. A good understanding of basic concepts of EFL teaching and learning
3. Some insights into problems of EFL teaching/learning
4. Skills in using communicative EFL teaching techniques

B. Course Description

This course deals with major theories of or approaches to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context. This is to ensure that the students will have appropriate attitudes, adequate knowledge, and good skills necessary to carry out EFL instruction in Indonesian schools. It is therefore both theoretical in the sense that students acquire the necessary knowledge, and practical in the sense that they acquire the necessary attitudes and skills. The topics to be covered include: technical competencies required of EFL teachers, major approaches to and methods of language teaching, developments of EFL teaching in Indonesia, important concepts in TEFL (English varieties, fluency-accuracy, error-mistakes, learner language, skills-getting and skills-using), communicative language ability and literacy, language teaching techniques, four language macro skills, learning styles and strategies, postmethod pedagogy.

Students are required to:

1. make summaries of specified chapters of books and two articles from the internet (to be submitted in due time);
2. write 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 based on an interview with some students or teachers at the SD, SLTP, SMA or SMK and the paper is to provide the answer to the problem based on theories. Therefore, reference is to be made to books and articles of which 3 (three) are taken from the internet. (See the guide attached) (**Due before semester test**);
2. make a clipping of (i) authentic written materials and (ii) audio or audio-visual recordings of authentic materials (**due before mid-semester test**)
3. do minor 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' practice of teaching techniques. 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. Students are also given

opportunity to practise some techniques related to the teaching of English grammatical forms and English skills.

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 for mid-sem formative assessment and semester evaluation. The scheduled lectures can be seen in the table below.

Week	Topics	Time	Main Sources	Practical Aspect	Summary/ Assignment
I	a. Orientation (BCO) b. Competencies required of EFL teachers c. the place of the course in the EL-TE curriculum) d. EFL vs. ESL vs. EIL e. fluency vs. accuracy f. mistakes vs. error	200'	Handout Ch.I: Harmer, 2001; RI Law 14/ 2005; The EFL Curriculum; Brown, 2007a & 2007b	Ss' experiences in English learning in SMP/MTs and SMA/MA/SMK (discussion)	Reflection on students' best teachers and see if they match the roles of teachers described by Harmer (2001); Ch. 4
II	a. The world of English b. Development of EFL teaching in Indonesia	200'	Harmer, 2001 Sadtono, 2007	Ss' experiences in learning English at the ELE Dept.	Brown (2007a): Ch. 2
III	Describing English (an overview): grammar, vocabulary, language in use, the English sounds, paralinguistic features of English	200'	Harmer, 2001	Harmer (2001): Researching language (Chapter 12)	Ss are to make a summary of examples of: English sentence patterns, noun groups, verb groups, English word stresses, contracted forms, weak-strong forms, silent letters, and English gestures
IV	Overview of LT approaches/methods (emphasis on CLT)	200'	Celce-Murcia 2001; Harmer, 2001; Nunan, 2004	Celce-Murcia (2001): Teaching grammar (pp.251-297)	Harmer (2001): Ch. 6
V	CLT: English Communicative language ability, pragmatic matters, non-verbal communication, styles and registers	200'	Bachman, 1990; Celce-Murcia, M., Dornyei, Z., and Thurrell, S. (1995). Brown, 2007)	Ss are to identify differences in language use (registers, grammatical structures, styles)	Identify language functions in texts
VI	Language functions and English micro functions and notions	200'	Brown, 2007; van Ek & Trim, 1990	In groups of three, Ss are to find texts containing different language functions (commands/prohibitions, description, a dialogue, laws/regulations, stories) + class discussion	Self-assessing their own practice of language micro functions
VII	English for Specific Purposes: definition, categories, planning & curriculum issues, program models, curriculum	200'	Dudley-Evans & John (1998)	Ss are to find different English syllabi of SMKs (different vocations) and identify differences in grammar and vocabulary as well as language functions	Celce-Murcia, 2001 (pp. 43-52)

VIII	a. Mid Semester Test & feedback b. Principles and framework of communicative methodology	200'	Johnson & Morrow, 1981 Littlewood, 1981, 2011	In groups of five Ss are to mention examples of pre-communicative (skills-getting) activities and communicative (skill-using) activities)	Creating two pre-communicative tasks and two communicative tasks
IX	Teaching listening and speaking	200'	Nation, 2009	The connections between listening and speaking.	Harmer (2001): Chptrs. 16 & 19
X	Games in EL	200'	Klippel (1984)	Ss practice oral games	
XI	Teaching reading and writing	200'	Nation, 2009	The connections between reading and writing	
XII	Written Exercises of vocab and grammar	200'	Student books	Ss create written exercises	Compare two student workbooks.
XIII	The Genre-based instruction	200'	Richards (2006) Feez & Joyce (1998)	Ss are to identify differences in styles and registers of different texts/genres and identify exercises necessary to help learners to acquire knowledge and vocab in related topics	Find samples of descriptive, narrative, recount, texts
XIV	The Genre-based instruction	200'	Richards (2006) Feez & Joyce (1998)	Ss are to identify differences in the generic structures of texts and grammatical structures used in different texts and identify exercises necessary to help learners to acquire knowledge of the text and its gr. structures	Find samples of expository texts and functional texts
XV	The Genre-based instruction (continued)	200'	Richards (2006) Feez & Joyce (1998)	Jointly construct a text + editing + revision	Ss are to jointly write, peer review a text
XVI	The Genre-based instruction (continued)	200'	Richards (2006) Feez & Joyce (1998)	Individually construct the text + editing + revision	Ss are to jointly write, peer review a text
Grade A: 86-100%; Grade A-= 81-85%; Grade B+= 76-80 %; Grade B=71-75%; Grade B-= 66-70%; Grade C += 61-65%; Grade C=56-60%					

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)	35%
2. Mid-semester test	20%
3. Semester test	30%
4. Classroom performance & small assignment	15%

Below is two examples of how students is established.

Student Name	Components	Weight	Raw Score (1-100)	Score
Hidayati	major assignments	35	80	2600
	mid-semester test	20	50	1000
	semester test	30	60	1800
	classroom performance	15	80	1200
		100		6660

Hidayati's grade = $6660:100 = 66,60 = B-$

F. References

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Description of Assignments

1. Writing Academic Paper

Please follow the following guidelines:

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 be the background that leads 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 posed in the Introduction section (See Section A above). For example, if your problem is concerned with learning motivation, you should then review literature on learning and on motivation. The target learners should also be described in the light of their psychological development (theories of developmental psychology), which is related to age (see Brown, 2007).

Section C: Discussion focusing on ways of solving the problem posed in Section A using the theories discussed in Section B.

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.

2. 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. The texts cover: articles, book chapters, short stories, letters to the editor, editorials, announcements, advertisements, labels, recipes, prescriptions, job applications, etc.

3. Recording of English Texts

Students in groups of three should record English texts presented in radio or television broadcasts (TVRI, Metro TV, BBC, CNN, ABC).

4. Making summaries

In making a summary, students should make sure that : (1) the most important points raised in the chapter are summarized, accompanied with a necessary description and, when necessary, examples, and (2) the source of the summary is mentioned (name of the author, book title, year of publication, city of publication, name of publisher, and pages of the chapter.) The students can determine the grade they want to obtain from doing this assignment (See the BCO).

