



**KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
JURUSAN PENDIDIKAN BAHASA INGGRIS**

SILABUS

No. SIL/PBI/31

Revisi : 00

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Nama & Kode Mata Kuliah : LISTENING 4 / ING 210
 SKS : (2) T 1 SKS; P 1 SKS; L 0 SKS
 Semester : 4
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I. Deskripsi Mata Kuliah

This subject provides students with advanced skills in comprehending oral discourses through recorded voice of native speakers. Materials are presented in a variety of functional texts with exercises focused on identifying cultural contents of a given text, deducing meanings from contexts, discovering topics and main ideas, recognizing discourse markers and language functions, and taking notes.

Students should attend at least 75% of the lectures, and participate in class exercises and doing the required assignments, both individual and in-groups. Student's classroom activities include individual work, pair work, and group work. Evaluation on students' achievement is based on classroom participation, home assignments, quizzes, the mid-semester test, and the final test.

II. Uraian silabus

Week	Language Skills	Topics	Activities	Resources
1		Introduction to the course	a. Orientation b. Introducing several forms of English tests (TOEFL, IELTS, TOEIC)	a. Syllabus
2			c. Pretest	b. Test
3-4	a. Recognizing indicators of discourse for introducing an idea, changing topic, emphasis, clarification and expansion of points, expressing a contrary review b. Identifying an interpersonal frame that suggests speaker intention toward hearer	Orientating to the text of IELTS: a. Who are the speakers ? b. Where are they? c. What are they speaking ?	a. Listening to IELTS Listening Module Section 1 b. Recognizing and understanding the context of the conversation and doing the exercises c. Asking students to write a dialogue for a new situation by expanding the topics previously learned d. Discussing the context of the	a. Insight into IELTS page 8-9 b. Additional materials

			new dialogue and figuring out its details	
5-6	<ul style="list-style-type: none"> a. Constructing a main idea or theme and stretch of discourse b. Listening to, understanding and extracting specific information from a variety of texts for various purposes (supporting details, cause and effect relationship, and sequence) c. Reducing and transcoding information from spoken source to other forms (often written form, such as note-taking) 	Listening for specific information	<ul style="list-style-type: none"> a. Listening to IELTS Listening Module Section 1 and doing the exercises b. Identifying fact and opinion, and the importance of the language styles to the topics c. Practicing to clarify and give further explanations of certain items mentioned in the recordings d. Filling form by selecting the most appropriate information of the text e. Watching short movies and extracting its information 	<ul style="list-style-type: none"> a. Insight into IELTS page 10-13 b. Learn to Speak English CD 4: Cultural Movies
7-8		Identifying details and main ideas	<ul style="list-style-type: none"> a. Listening to IELTS Listening Module Section 2 and doing the exercises b. Listening to lecture and taking notes by extracting the important information from the text c. Identifying the kinds of information found in the text and giving further explanation of certain 	<ul style="list-style-type: none"> a. Insight into IELTS page 14-18 b. Learn to Listen, Listen to Learn page 193-198 (<u>Perfectionism</u>)

			items with the help of the notes	
9	d. MID		d.	c.
10-11	<p>a. Distinguishing between literal and implied meanings</p> <p>b. Inferring information not explicitly stated through filling in ellipted information, making bridging inferences</p>	Seeing beyond the surface meaning	<p>a. Listening to IELTS Listening Module Section 2 and doing the exercises</p> <p>b. Inferring information and deciding the indicators of language features to interpret the real meaning of the speakers</p> <p>c. Discussing and expressing arguments about the meaning of certain type of texts (advertisement, poster, picture etc)</p>	<p>a. Insight into IELTS page 19-21</p> <p>b. Advertisements taken from newspaper</p>
12-13	<p>a. Identifying elements in the discourse that can help in forming a schematic organization</p> <p>b. Selecting cues from the speaker's text to complete a schematic prediction</p> <p>c. Predicting subsequent parts of the discourse at conceptual level</p> <p>d. Predict outcomes</p>	Following signpost words	<p>a. Listening to IELTS Listening Module Section 3 and doing the exercises</p> <p>b. Identifying the stages of talk/lecture by analyzing at the signpost words</p> <p>c. Listening to various materials containing signpost words and complete charts</p> <p>d. Making prediction of unfinished listening materials by analyzing the</p>	<p>a. Insight into IELTS page 22-24</p> <p>b. The Rosetta Stone CD 2 Level 2 (<i>Cartoons</i>)</p>

			signpost words	
14	e. Quiz		e.	c.
15	Recognizing changes in 'prosodic gestures' - pitch height, pitch range, pitch patterns, pause, tempo – and identifying inconsistencies in speaker use of these gestures	Being aware of stress, rhythm, and intonation	a. Listening to IELTS Listening Module Section 4 and doing the exercises b. Doing IELTS Practice Test , Listening Section 1-4	a. Insight into IELTS page 25-27, 127-132 b. IELTS Practice Tests Plus page 30-35
16	Review			

IV. Assessment

Assessment of certain components will contribute to the overall assessment of students' learning progress. The components and their respective contributions are as follows:

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| 1. Attendance | 10% | |
| 2. Class Participation | 15% | |
| 3. Tasks and Assignments | | 20% |
| 4. Mid-Test | 25% | |
| 5. Final-Test | 30% | |

V. References

1. Arbogast, Bo et al. 2002. *30 Days to the TOEIC Test*. Canada: ETS Educational Testing Service.
2. Gibson, Carol et al. 1996. *IELTS Practice Now*. Adelaide: CALUSA.
3. Jakeman, Vanessa & Clare McDowell. 2001. *Insight into IELTS*. Cambridge: Cambridge University Press.
4. Jakeman, Vanessa & Clare McDowell. 2001. *IELTS Practice Tests Plus*. New York: Longman.
5. Lebauer, Roni S. 2000. *Learn to Listen, Listen to Learn*. New York: Longman.
6. Loughheed, Lin. 2000. *On Target for the TOEIC*. Tokyo: Addison-Wesley Publishers Ltd.
7. Loughheed, Lin. 2004. *Barron's How to Prepare for the TOEIC Test*. Jakarta: Binarupa Aksara.
8. Phillips, Deborah. 2003. *Longman the TOEFL Test: Computer Test Overview*. New York: Longman.
9. Longman Prepare for the TOEFL Test: Student CD-ROM.
10. Learn to Speak English CD-ROMs.
11. Talk to Me CD-ROMs.
12. The Rosetta Stone: Language Learning Success CD-ROMs.

Yogyakarta, 10 Februari 2014

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