

## Mata Kuliah: English Language Teaching Methods



## KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS PENDIDIKAN GANESHA SILABUS

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**MATA KULIAH** : English Language Teaching Methods  
**KODE** : (MKB 207)  
**SKS/JS** : 2/2  
**SEMESTER** : 2  
**PRASYARAT** : -  
**PENGAJAR** : Dra. Luh Putu Artini, M.A., Ph.D.  
Dr. Ni Made Ratminingsih, M.A.

**PROGRAM STUDI: S2 PENDIDIKAN BAHASA INGGRIS**  
**PROGRAM** : PASCASARJANA

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Standard Competencies:

1. *Students understand the notion and history of TEFL and how it is different from the teaching of L1.*
2. *Students understand the basic principles and different Approaches, Methods and Strategies in EFL Teaching and Learning.*
3. *Students are competent in identifying factors contributing to success in EFL teaching and learning.*
4. *Students learn various innovative teaching strategies in the context of EFL teaching and learning in different levels of schools.*

Basic Competencies	Essential Topics	Indicators	Activities & Learning Experiences	Time Allocation	Assessment	Resources
1. Students understand the history and notion of TEFL	1.1 The history of TEFL 1.2 TEFL vs TESOL	Ability to explain the history of TEFL  Ability to distinguish between the	<ul style="list-style-type: none"><li>• Direct instruction</li><li>• Cooperative learning</li></ul>	2 hours	In process	Harmer, Jeremy. (2007). The Practice of English Language Teaching.

		notion of TEFL and TESOL				Harlow: Longman
2. Students understand the principles of EFL teaching and learning in Indonesian secondary schools	2.1 Principles for teaching EFL in different levels of Schools	Ability to discuss basic principles of English as a Foreign Language Teaching in different levels of schools in non-English speaking countries.	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Classroom Discussion</li> </ul>	(Week 2) 2 hours	In process	Harmer, Jeremy. (2007). The Practice of English Language Teaching. Harlow: Longman
3. Students understand the concept of Multiple intelligences and their effect to teacher's roles	3.1 Multiple Intelligences 3.2 Teachers roles in TEFL	Ability to discuss different types of intelligences  Ability to mention teacher's roles in TEFL		(Week 3 & 4) 4 hours		
4. Students understand variation of methods and strategies for teaching English in secondary schools	4.1 Methods in TEFL 4.2 Popular strategies in TEFL	Ability to discuss the principles in selecting appropriate strategies for teaching	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Simulation</li> </ul>	(Week 5 & 6) 4 hours		
MID-TERM; THEORETICAL (WEEK 7)						
5. Students understand the principles for selecting and developing materials for teaching English in Secondary Schools	5.1 Authentic vs self-designed materials 5.2 Reviewing the available and commonly used materials	Ability to distinguish between authentic and specially designed materials for teaching English for young learners	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Simulation</li> </ul>	(Week 8&9) 4 hours		

	in TEFL in Indonesia	Ability to analyze popular or commonly used materials in TEFL in secondary schools in Indonesia				
6. Students understand the principles for Innovative teaching in secondary schools	6.1 Student-centered vs teacher-centered learning in TEFL 6.2 The notion of innovative teaching strategies in TEFL	Ability to discuss strengths and weaknesses of student-centered and teacher-centered learning in TEFL  Characteristics of innovative teaching strategies	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Class discussion</li> </ul>	(Week 10 & 11) 4 hours		
7. Students are able to design and do simulation of innovative teaching strategies for teaching the four skills in English language in secondary schools	7.1 Innovative Strategies for teaching reading 7.2 Innovative Strategies for teaching speaking 7.3 Innovative Strategies for teaching listening 7.4 Innovative Strategies for teaching writing	<p>Innovative strategies for teaching the four language skills</p> <p>Innovative strategies for integrating reading and writing skills</p> <p>Innovative strategies for integrating speaking and listening skills</p> <p>Designing follow up activities to improve students' competence in EFL</p>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Student presentation</li> <li>• Class discussion</li> </ul>	Week 12, 13, 14, 15		

## **FINAL PROJECT**

### **(Week 16)**

#### **Assessment:**

- |   |              |
|---|--------------|
| <b>1. Mid Term: First Project</b>       | <b>(30%)</b> |
| <b>2. Individual/group presentation</b> | <b>(30%)</b> |
| <b>3. Final Project</b>                 | <b>(40%)</b> |

Instruments for Assessment

1. Mid-Term Project
2. Individual/Group Presentation
3. Final Project

#### **1) Mid-Term Project**

For some people innovative teaching strategies refer to any change in the steps taken by teacher to accelerate learning and at the same time motivate and challenge students to learn. Any change (as far as it aims to improve the TEFL quality) may do. Some others claim that innovative teaching strategies should result in *multi-direction communication system*, in which there are various kinds of interaction. Many people consider that student-centered is the major criteria for an innovative teaching.

Explore the literature to review the notion of innovative teaching strategies in Indonesian TEFL context. State your reasons and support with visible examples of implementation of innovative EFL teaching strategies in different levels of schools. You can for example concentrate on primary, secondary or university level.

- Essay due date: Wednesday, June 24th
- Essay length : 2,500-3,000 words

#### **2) Group Presentation**

Improve your understanding on different teaching strategies by exploring research articles and any other references on the implementation of one of the followings:

- (i) *Project-based learning*, (ii) *Problem-based Learning*, (iii) *Task -based Learning*,  
(iv) *Inquiry-based learning*

*(To be presented on the third and fourth meetings)*

*The presentation should cover*

- Notion
- Theories
- Implementation in real classroom (simulation)

Time for Group presentation: 30 minutes

### 3) Final Project

Write an article on one of the following topics

1. Using language learning games as a teaching strategy
2. Using songs in teaching grammatical points
3. Using stories to teach language and characters
4. Using drama in EFL classes
5. Innovative strategies to teach vocabulary

Article Format:

- Title (approximately 12 words)
- Write your name, affiliation, and email address
- Abstract (100 – 150 words, single space)
- Key words (max 5)

### Introduction

- Background (e.g. Phenomena of lack teaching creativity and related problems)
- Problem identification
- Problem statement

### Literature Review

- Related concept/theories
- Relevant studies
- Working Hypotheses

### Findings & Discussion

- Solution of problem
- Example of games/ strategies/ songs, stories, etc and how to implement in real classes
- Discussion

### Conclusion

### References

#### Appendices (If Any)

- typed in TNR (size 12)
- Double space
- 15 – 18 pages