



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SILABUS
MATA KULIAH : TEFL METHODOLOGY**

FRM/FBS/19-00

Revisi : 00

31 Juli 2008

Hal.

Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Mata Kuliah & Kode : *School Curriculum Development* Kode PBI201
Jumlah SKS : 2 Teori 2 SKS Praktik : - SKS
Semester : 5 (Lima)
Mata Kuliah Prasyarat & Kode : -
Dosen : Anita Triastuti, M.A.

I. DESKRIPSI MATA KULIAH

This course provides students with knowledge and skills in curriculum analysis and development in EFL/ESL context. The topics include language curriculum design: the origins and the design process, from syllabus design to curriculum development; needs assessment (needs analysis, environment analysis, & situation analysis); course planning & syllabus design: 1) principles, 2) goals, content, and sequencing; format and presentation; monitoring & assessment; evaluation; providing for effective teaching; and the role and design of instructional materials. Those selected theories will be exemplified by the EFL curriculum implementation in Indonesian schools. Problems and challenges of the Indonesian EFL curriculum implementation will be analyzed on the basis of the students' understanding on the underlying theories and observation. The delivery of the materials employs some techniques such as lecturing, discussion, individual work, and group work. The students' achievement is assessed through their classroom participation, assignments (group and individual projects), mid and final semester tests.

II. STANDARD KOMPETENSI MATA KULIAH

At the end of the course students are expected to obtain sufficient understanding on the concepts and practices of curriculum development by:

1. analyzing all the concepts or theories discussed.
2. presenting their comprehension on the concepts or theories in group and class discussions.
3. selecting and using the concepts or theories for answering analytical questions
4. putting relevant concepts or theories for solving relevant case studies on problems and challenges of the EFL curriculum implementation in Indonesian school contexts.

III. POKOK BAHASAN DAN RINCIAN POKOK BAHASAN

Minggu Ke	Pokok Bahasan	Rincian Pokok Bahasan	Waktu
I	Introduction to the course	- Presenting & discussing the syllabus	90'
II	The origins and the design process	- The origins of language curriculum development - Language curriculum design process	90'



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III	From syllabus design to curriculum development	<ul style="list-style-type: none"> - The quest for new methods - Changing needs for foreign languages - English for specific purposes - Communicative language teaching - Emergence of a curriculum approach in language teaching 	90'
IV	Needs assessment : needs analysis	<ul style="list-style-type: none"> - The purposes of needs analysis - What are needs? - The users of needs analysis - The target population - Administering the needs analysis - Procedures for conducting needs analysis - Designing the needs analysis - Making use of the information obtained 	90'
V	Needs assessment: environment analysis	<ul style="list-style-type: none"> - An example of environment analysis - Environment constraints - Understanding the constraints - The constraint of time - Steps in environment analysis 	90'
VI	Needs assessment: situation analysis	<ul style="list-style-type: none"> - Societal factors - Project factors - Institutional factors - Teacher factors - Learner factors - Adoption factors - Profiling the factors identified in the situation analysis 	90'



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VII	Course planning & syllabus design: principles	<ul style="list-style-type: none"> - Methods & principles - Content & sequencing - Format & presentation - Monitoring & assessment 	90'
VIII	Course planning & syllabus design: goals, content, and sequencing	<ul style="list-style-type: none"> - Guidelines for deciding or checking the content and sequencing of a course - Goals & content - The units of progression in the course - Skills, subskills, and strategies - Ideas - Sequencing the content in a course 	
IX	Mid Semester Test		90'
X	Format and presentation	<ul style="list-style-type: none"> - Format & other parts of the curriculum design process - Guidelines for deciding on a format - Techniques & activities - Tasks & presentation 	90'
XI	Monitoring & assessment	<ul style="list-style-type: none"> - Guidelines for monitoring & assessment - Types of monitoring & assessment - Good assessment 	90'
XII	Approaches to curriculum evaluation	<ul style="list-style-type: none"> - Definition & steps in an evaluation - The types & focuses of the evaluation - Gaining support for the evaluation - Gathering the information 	90'
XIII	Providing for effective teaching;	<ul style="list-style-type: none"> - The institution - The teachers 	90'



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		<ul style="list-style-type: none">- The teaching process- The learning process	
XVI	The role and design of instructional materials	<ul style="list-style-type: none">- Authentic vs created materials- Textbooks- Evaluating textbooks- Adapting textbooks	90'
XV	The role and design of instructional materials	<ul style="list-style-type: none">- Preparing materials for a program- Managing materials- Monitoring the use of materials	90'
XVI	Review & Reflection	-	90'

IV. REFERENSI/ SUMBER BAHAN

A. Wajib :

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. USA: Cambridge University Press

Nation, I.S.P. 2010. *Language Curriculum Design*. USA: Routledge Taylor & Francis

B. Anjuran :

Brown, James Dean. 1995. *The Elements of Language Curriculum: A Systematic Approach to Program Development*. USA: Heinle & Heinle Publishers

V. EVALUASI

No	Komponen Evaluasi	Bobot (%)
1	Class participation	10%
2	Assignments	20%
3	Mid-test	30%
4	Final-test	40%
Jumlah		100%