	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   : *TEFL METHODOLOGY* Kode PBI401
Jumlah SKS   : 4   Teori 2 SKS   Praktik : 2 SKS
Semester   : 4 (Empat)
Mata Kuliah Prasyarat & Kode   : -
Dosen   : Anita Triastuti, M.A.

I. DESKRIPSI MATA KULIAH

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, and second/foreign language assessment.

II. STANDARD KOMPETENSI MATA KULIAH

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. Some insights into problems of EFL teaching/learning
3. Some insights into the language curriculum development
4. Ability to see strengths and weaknesses of language teaching approaches/methods/techniques both conceptually and practically
5. Practical knowledge of communicative EFL teaching techniques
6. Positive attitudes towards the EFL teaching profession
7. Strategies and techniques in assessing second/foreign language learning

III. POKOK BAHASAN DAN RINCIAN POKOK BAHASAN

Minggu Ke	Pokok Bahasan	Rincian Pokok Bahasan	Waktu
I	a. Orientation (description of the course) b. The place of the course in the ELT curriculum		2x100'
II	a. Competencies required of EFL teachers	- Peak performer - The good language teacher - Classroom observation	2x100'

		- Teacher collaboration	
III	Classroom as an Environment for Language Acquisition (Source: Making It Happen by Patricia A. Richard-Amato)	- A comparison between first and second language acquisition - The process of learning a second language - Language acquisition in the classroom	**2x100'**
IV	Development of English Teaching at Schools in Indonesia (Various Sources)	- Curriculum spider-web - The Development of ELT Curriculum in Indonesia	**2x100'**
V	a. Communicative Language Ability b. Language Functions & Notions (Source: Principles of Language Learning and Teaching by H. Douglas Brown)	- Communicative competence - Language functions and notions	**2x100'**
VI	a. Fluency, Accuracy, Appropriateness, Communicativeness	- Fluency, accuracy, appropriateness and communicativeness	**2x100'**
VII	**Mid-Test**		**100'**
VIII	a. LT Theories (Approaches), Methods and Techniques (1) GTM; 2) Direct Method; 3) Audio-Lingual Method; 4) Total Physical Response; 5) Communicative Language Teaching; 6) Content-based, Task-based and Participatory instructions; 7) Cooperative Learning; 8) Multiple Intelligences) (Sources: Teaching by Principles H. Douglas Brown & Techniques and Principles in LT by Diane Larsen-Freeman)	- Approach, method, & technique - Techniques and principles in LT	**2x100'**

IX	a. Integrating the Four Language Skills: Practical Work b. Literacy Development and Skills Integration c. Learner-Centered Language Teaching: Promoting Interaction among Learners (Sources: Making it Happen by Patricia A. Richard-Amato & Teaching by Principles by H. Douglas Brown)	- Integrating the four skills - Skills integration - Reading as an interactive process - Facilitating the reading experience - Writing as an interactive process - Facilitating the writing experience - Interactive language teaching	**2x100'**
X	a. Syllabus Models b. Techniques, Textbooks, & Technology in ELT c. Lesson Planning	- Communicative syllabus model - Functional syllabus model - Text-based syllabus model - Techniques redefined, textbooks, and CALL (Computer-Assisted Learning) - Format & guidelines for lesson planning	**2x100'**
XI	a. Genre-based Teaching in Indonesia: Its Philosophy and Practices b. Ways to Promote Literacy Development (Source: Making it Happen by Patricia A. Richard-Amato)	- The philosophy and practices of Genre-based teaching - The language experience approach - Literature-based curriculum - Writing workshops	**2x100'**
XII	a. Teaching Receptive Skills:Listening b. Teaching Receptive Skills: Reading (Source: The Practice of ELT by Jeremy Harmer)	- Teaching Listening - Teaching Reading	**2x100'**
XIII	a. Teaching Productive Skills: Speaking	- Teaching Speaking	**2x100'**

	b. Teaching Productive Skills: Writing (Source: The Practice of ELT by Jeremy Harmer)	- Teaching Writing	
XVI **XV**	Assessing Learners' Achievement (Source: Teaching by Principles by H. Douglas Brown & The Practice of ELT by Jeremy Harmer) Review	- Language assessment - Assessing the four skills	**2x100'**

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IV. REFERENSI/ SUMBER BAHAN

A. Wajib :

Brown, D.H. (2001). *Teaching by Principles.* Englewood Cliffs, N.J.: Prentice Hall.

B. Anjuran :

Brown, D.H. (2000). *Principles of Language Learning and Teaching.* Englewood Cliff, N.J.: Prentice Hall.

Harmer, J. (1988). *How to Teach English.* Essex, England: Longman

Harmer, J. (2007). *The Practice of English Language Teaching*, Fourth Edition. Essex, England: Pearson Education Ltd.

Nunan, D. (1999). *Second Language Teaching & Learning.* Massachusetts, USA: Heinle & Heinle Publishers

Nunan, D. (2003). *Practical English Language Teaching.* New York: McGraw-Hill Companies

Spratt, M. et al. (2005). *The Teaching Knowledge Test Course.* Cambridge: CUP.

Richard-Amato, Patricia A. (2003). *Making It Happen: From Interactive to Participatory Language Teaching.* New York: Pearson Education Inc.

Richard, Jack C., & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching.* New York: Cambridge University Press

V. EVALUASI

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