

Syllabus

Subject	: English Instructional Technology	Credit/Code	: 4 (PBI402)
Program	: English Language Education	Status	: Compulsory
Semester	: 5	Prerequisite	: TEFL Methodology
Lecturer	: Ashadi	e-mail	: ashadi@uny.ac.id

1. Competencies

At the end of this course, students are expected to possess the following competencies:

- (a) a good understanding of EFL teaching/learning processes and the factors influencing them;
- (b) a good understanding of how to design EFL teaching-learning and how to plan to evaluate its effectiveness;
- (c) skills in designing EFL teaching/learning using appropriate technology
- (d) skills in making teaching media, both visual and audio, for EFL teaching;
- (e) a positive attitude towards the system approach to contextual EFL teaching/learning;

2. Course Description

This course is both theoretical and practical. It is theoretical in that it provides students with considerable knowledge of the nature of foreign language learning/teaching, basic concepts of teaching and learning basically as communication processes, EFL instructional media, and how to design EFL instruction and how to plan to evaluate the process and its effectiveness. It is practical in that it helps develop the students' skills in designing communicative-contextual EFL instruction and planning to evaluate its effectiveness, and in making media or review materials for EFL teaching. The topics to be covered are as follows: factors influencing EFL instructional effectiveness, learner factors and their implications for teachers, teacher factors and their implications professional development, teaching and learning as communication processes, developing pre-communicative and communicative tasks, media in EFL teaching, principles of teaching EFL, and designing a contextual-communicative lesson. To help develop the skills, students are required to attend classes and complete the following assignments:

- (a) carrying out group projects of producing media (audio or visual, multi-media) kits of communicative EFL instruction covering, in integrated manner, the four macro-skills (listening, speaking, reading, writing) and micro skills (grammar, vocabulary, pronunciation, punctuation/spelling), with each group consisting of 3 students (due before mid-semester exam);
- (b) individually making summaries of the specified chapters (see the table attached) and five articles from websites and analyze one lesson taken from the internet (to be submitted regularly);
- (c) individually developing a lesson plan for a communicative EFL teaching, together with a unit of EFL teaching-learning tasks (due before semester exam).

3. Organization of Teaching/Learning Activities

This basic course outline is to be communicated to the students in advance to orient them to the whole course. Lecturing and workshops will be the main teaching and learning activities, supported by individual and pair work as well as discussion. Lecturing and discussion are used when learning is on the cognitive aspect, individual and pair work when the application and analysis are required, and

workshops for practical activities. To make the learning meaningful to students, the discussion will be related as far as possible to the students' experiences, interests, values, and future. The above assignments and tests are aimed at improving the effectiveness of students' learning.

4. Course Progression

This course is worth 4 semester credit units (SCU), with two SCU being theoretical and two practical. The course progression can be seen in the table below.

Week	Topic	Source	Time
I	- Orientation - Factors influencing EFL teaching/learning and their implications for instructional design: input factors, process factors, output factors, outcome factors	Govt Policies (Ed. Act, Act on Teachers and Lecturers, Govt Regulations, Ministerial Decrees, findings of relevant studies	200'
II	- Learner Factors and their implications for teacher competencies and instructional design: age, multiple intelligences, language aptitude, learning styles, motivation, interest in English, social-economic background, levels of English learning	Harmer, 2001, Ch. 3 Brown, 2000, Ch 5-6 Brown, 2001, Ch 6-7 Kumaradivelu, 2006, Ch. 2	200'
III	- EFL Teacher competencies (pedagogical, personality, social, professional): the desired levels, the existing levels, how to narrow the gap between the desired and real levels)	Richards, 2001 Lange, 1990, Harmer, 2001, Ch 4 Brown, 2001 Ch 23	200'
IV	Environmental factors in Language Learning	Brown, 2001 Ch 5	200'
V	- Principles of Teaching EFL and their applications in implementing the curriculum		
VI	- Communication: Basic Concepts - Implications for EFL teachers and learners	Various sources	200'
VII	- Technology for TEFL (simple and sophisticated)	Brown, 2001, Ch 9 Teeler, 2000 Harmer, 2001 Ch 10 20	200'
VIII	Mid-semester test (MC, Matching, T-F (+reasons, essay)		100'
VIII	The competency-based and thematic curricula implications for teachers' involvement in its development	Various sources Curriculum 2013	100'
IX	Classroom Management (students and activities): theory and practices	Brown, 2001 Ch 13 Harmer 2001 Ch 8-9 The TKT Course, Modul 3 part 2	200'
X	Designing an instruction: Communicative-Contextual (briefing & workshop)	Brown (2001): Ch. 3	200'
XI	The text/theme-based instruction: basic concepts	Feez and Joice, 2006	200'

	& examples of applications	NSW Dept of Ed, 1990, Emy Emilia (2010)	
XII	Designing a text/theme-based instruction: BKOF (helping Ss to understand a number of texts of the same genre about the same theme/topic—using reading or listening approaches, strategies and techniques to find explicitly stated and implicitly stated types of information/messages in social-cultural contexts and to critically respond to them) and studying the key vocabulary (plus vocab enlargement through word formation and synonyms/antonyms, super-ordinate, subordinate, etc.)	Ibid.	200'
XIII	Designing a text/theme-based instruction: MCOT (examining the generic features of the texts already understood and generic grammatical structures used to express meanings in the texts) (Use the same texts for BKOF and MCOT).	Ibid.	200'
XIV	Designing a text/theme-based instruction: JCOT (T and Ss jointly construct a text of the same genre, using the vocabulary and grammatical structures already learned in the BKOF and MCOT stages respectively) + joint text revision	Ibid.	200'
XV	Designing a text/theme-based instruction: ICOT (Ss individually construct the text of the same genre about the same theme/topic using the vocabulary and grammatical structures already learned in the previous stages.	Ibid.	200'
XVI	Workshop: peer review	Emi Emilia (2010)	200'

5. Assessment

The components to be assessed are as follows: (a) mid-semester (20%); (b) group assignment (15%); (c) individual assignment (20%); (d) semester test (30%); (e) class performance (15%).

6. References

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- Brown, D.H. (2007). *Principles of Language Learning and Teaching*. New York: Longman.
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- Celce-Mucria, M., Dornyei, Z, and Thurell, S. (1995). Communicative competence: a pedagogically motivated model with content specifications. In *Issues in applied linguistics*, Vo. 6, No. 2, 5-36.

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- *Teeler, D. (2000). *How to Use the Internet in ELT*. Essex: Longman.
- Tudor, I. (1996). *Learner-centredness as Language Education*. Cambridge: CUP.
- *)Must be copied by students.