TEFL Methodology

basic course outline
&
and assignment description

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English Language Department
Faculty of Languages and Arts
State University of Yogyakarta

even Semester
2014/2015
I. Basic Course Outline

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit/Code</th>
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<tbody>
<tr>
<td>TEFL Methodology</td>
<td>4 (PBI401)</td>
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</tbody>
</table>

Program: English Language Education  Status: Compulsory  Semester: 4

Prerequisite: -

A. Aims
At the end of the course students are expected to have acquired:
1. Spiritual and social attitudes related to TEFL in Indonesia
2. A good understanding of basic concepts of EFL teaching and learning
3. Some insights into problems of EFL teaching/learning
4. Skills in using communicative EFL teaching techniques

B. Course Description
This course deals with major theories of or approaches to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context. This is to ensure that the students will have appropriate attitudes, adequate knowledge, and good skills necessary to carry out EFL instruction in Indonesian schools. It is therefore both theoretical in the sense that students acquire the necessary knowledge, and practical in the sense that they acquire the necessary attitudes and skills. The topics to be covered include: technical competencies required of EFL teachers, major approaches to and methods of language teaching, developments of EFL teaching in Indonesia, important concepts in TEFL (English varieties, fluency-accuracy, error-mistakes, learner language, skills-getting and skills-using), communicative language ability and literacy, language teaching techniques, four language macro skills, learning styles and strategies, postmethod pedagogy.

Students are required to:

1. make summaries of specified chapters of books and two articles from the internet (to be submitted in due time);
2. write an academic paper on a topic dealing with any of the areas mentioned above, about 1500-2000 words long (7-10 pages). The problem should be based on an interview with some students or teachers at the SD, SLTP, SMA or SMK and the paper is to provide the answer to the problem based on theories. Therefore, reference is to be made to books and articles of which 3 (three) are taken from the internet. (See the guide attached) (Due before semester test):
3. make a clipping of (i) authentic written materials and (ii) audio or audio-visual recordings of authentic materials (due before mid-semester test)
4. do minor assignments as occasion demands
4. Sit mid-semester and semester tests

C. Organization of Teaching/Learning Activities
This syllabus is communicated in advance and discussed in the first session to orient the students to the whole course. The topics are sequenced from general to particular, where possible. Lecturing will be combined with students’ practice of teaching techniques. When learning is at the application, analysis, evaluation or synthesis level, small group discussion or pair work techniques will be employed, accompanied by demonstration where necessary. To make learning meaningful to students, the discussion will be related as far as possible to the students’ experiences, interests, values, and future. This requires students to reflect on their own experiences in learning English and relate them with the theories. Students are also given
opportunity to practise some techniques related to the teaching of English grammatical forms and English skills.

D. Progression of the Course

Since the course is worth 4 credit points, there are approximately 32 sessions of 100 minutes. Tests 1 and 2 are administered for mid-sem formative assessment and semester evaluation. The scheduled lectures can be seen in the table below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Time</th>
<th>Main Sources</th>
<th>Practical Aspect</th>
<th>Summary/ Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>a. Orientation (BCO)</td>
<td>200’</td>
<td>Handout Ch.1: Harmer, 2001; RI Law 14/2005; The EFL Curriculum; Brown, 2007a &amp; 2007b</td>
<td>Ss’ experiences in English learning in SMP/MTs and SMA/MA/SMK (discussion)</td>
<td>Reflection on students’ best teachers and see if they match the roles of teachers described by Harmer (2001); Ch. 4</td>
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<td></td>
<td>b. Competencies required of EFL teachers</td>
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<td></td>
<td>c. the place of the course in the EL-TE curriculum</td>
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<td>d. EFL vs. ESL vs. EIL</td>
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<tr>
<td></td>
<td>e. fluency vs. accuracy</td>
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<td></td>
<td>f. mistakes vs. error</td>
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<td></td>
<td>b. Development of EFL teaching in Indonesia</td>
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<tr>
<td>III</td>
<td>Describing English (an overview): grammar, vocabulary, language in use, the English sounds, paralinguistic features of English</td>
<td>200’</td>
<td>Harmer, 2001</td>
<td>Harmer (2001): Researching language (Chapter 12)</td>
<td>Ss are to make a summary of examples of: English sentence patterns, noun groups, verb groups, English word stresses, contracted forms, weak-strong forms, silent letters, and English gestures</td>
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<tr>
<td></td>
<td>a. The world of English</td>
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<tr>
<td></td>
<td>b. Development of EFL teaching in Indonesia</td>
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<td></td>
<td>Language functions and English micro functions and notions</td>
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<tr>
<td>VI</td>
<td>English for Specific Purposes: definition, categories, planning &amp; curriculum issues, program models, curriculum</td>
<td>200’</td>
<td>Brown, 2007; van Ek &amp; Trim, 1990</td>
<td>In groups of three, Ss are to find texts containing different language functions (commands/prohibitions, description, a dialogue, laws/regulations, stories) + class discussion</td>
<td>Self-assessing their own practice of language micro functions</td>
</tr>
<tr>
<td>VII</td>
<td>English for Specific Purposes: definition, categories, planning &amp; curriculum issues, program models, curriculum</td>
<td>200’</td>
<td>Dudley-EVans &amp; John (1998)</td>
<td>Ss are to find different English syllabi of SMKs (different vocations) and identify differences in grammar and vocabulary as well as language functions</td>
<td>CeRte-Murcia, 2001 (pp. 43-52)</td>
</tr>
<tr>
<td>VIII</td>
<td>a. Mid Semester Test &amp; feedback</td>
<td>200'</td>
<td>Johnson &amp; Morrow, 1981 Littlewood, 1981, 2011</td>
<td>In groups of five Ss are to mention examples of pre-communicative (skills-getting) activities and communicative (skill-using) activities</td>
<td>Creating two pre-communicative tasks and two communicative tasks</td>
</tr>
<tr>
<td>IX</td>
<td>Teaching listening and speaking</td>
<td>200'</td>
<td>Nation, 2009</td>
<td>The connections between listening and speaking.</td>
<td>Harmer (2001): Chp. 16 &amp; 19</td>
</tr>
<tr>
<td>X</td>
<td>Games in EL</td>
<td>200'</td>
<td>Klippel (1984)</td>
<td>Ss practice oral games</td>
<td></td>
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<tr>
<td>XI</td>
<td>Teaching reading and writing</td>
<td>200'</td>
<td>Nation, 2009</td>
<td>The connections between reading and writing</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>Written Exercises of vocab and grammar</td>
<td>200'</td>
<td>Student books</td>
<td>Ss create written exercises</td>
<td>Compare two student workbooks,</td>
</tr>
<tr>
<td>XIII</td>
<td>The Genre-based instruction</td>
<td>200'</td>
<td>Richards (2006) Feez &amp; Joyce (1998)</td>
<td>Ss are to identify differences in styles and registers of different texts/genres and identify exercises necessary to help learners to acquire knowledge and vocab in related topics</td>
<td>Find samples of descriptive, narrative, recount, texts</td>
</tr>
<tr>
<td>XIV</td>
<td>The Genre-based instruction</td>
<td>200'</td>
<td>Richards (2006) Feez &amp; Joyce (1998)</td>
<td>Ss are to identify differences in the generic structures of texts and grammatical structures used in different texts and identify exercises necessary to help learners to acquire knowledge of the text and its gr. structures</td>
<td>Find samples of expository texts and functional texts</td>
</tr>
<tr>
<td>XV</td>
<td>The Genre-based instruction (continued)</td>
<td>200'</td>
<td>Richards (2006) Feez &amp; Joyce (1998)</td>
<td>Jointly construct a text + editing + revision</td>
<td>Ss are to jointly write, peer review a text</td>
</tr>
<tr>
<td>XVI</td>
<td>The Genre-based instruction (continued)</td>
<td>200'</td>
<td>Richards (2006) Feez &amp; Joyce (1998)</td>
<td>Individually construct the text + editing + revision</td>
<td>Ss are to jointly write, peer review a text</td>
</tr>
</tbody>
</table>

Grade A: 86-100%; Grade A-= 81-85%; Grade B+= 76-80 %; Grade B=71-75%; Grade B-= 66-70%; Grade C += 61-65%; Grade C=56-60%

**E. Assessment**
Students’ learning achievement will be assessed by considering the following components and their contributions to the overall grade:
1. Major Assignments (I & II) 35%
2. Mid-semester test 20%
3. Semester test 30%
4. Classroom performance & small assignment 15%

Below is two examples of how students is established.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Components</th>
<th>Weight</th>
<th>Raw Score (1-100)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hidayati</td>
<td>major assignments</td>
<td>35</td>
<td>80</td>
<td>2600</td>
</tr>
<tr>
<td></td>
<td>mid-semester test</td>
<td>20</td>
<td>50</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>semester test</td>
<td>30</td>
<td>60</td>
<td>1800</td>
</tr>
<tr>
<td></td>
<td>classroom performance</td>
<td>15</td>
<td>80</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td>6660</td>
</tr>
</tbody>
</table>

Hidayati’s grade = 6660:100 = 66.60 = B-
F. References


Description of Assignments

1. Writing Academic Paper

Please follow the following guidelines:

**Section A: Introduction**
Interview two or three students or teachers in SDs, SMPs or SMA/Ks to find out what problems they encounter in their English learning or teaching. Data on the students/teachers and facilities available in the school should be presented. The interview results should be the background that leads to the formulation of the problem in the form of a question.

**Section B: Literature Review**
Read books and find the relevant theories which will help in answering the question posed in the Introduction section (See Section A above). For example, if your problem is concerned with learning motivation, you should then review literature on learning and on motivation. The target learners should also be described in the light of their psychological development (theories of developmental psychology), which is related to age (see Brown, 2007).

**Section C: Discussion**
Focus on ways of solving the problem posed in Section A using the theories discussed in Section B.

**Section D: Conclusions & Suggestions**
Make conclusions and suggestions of ways of solving the problem based on the theories by considering the context.

References
Write all the books and articles referred to in the paper.

2. Clipping of Authentic English Materials

Students individually make a clipping of authentic materials found in the environment: from magazines, newspapers, books, labels (food, medicine, fertilizer, cosmetics, etc.). The materials should be grouped so that the users can find each easily. The whole set is to contain: the cover sheet (write the title of the assignment, the student’s name and ID number, Faculty & Dept., year), preface, table of contents. The texts cover: articles, book chapters, short stories, letters to the editor, editorials, announcements, advertisements, labels, recipes, prescriptions, job applications, etc.

3. Recording of English Texts

Students in groups of three should record English texts presented in radio or television broadcasts (TVRI, Metro TV, BBC, CNN, ABC).

4. Making summaries

In making a summary, students should make sure that: (1) the most important points raised in the chapter are summarized, accompanied with a necessary description and, when necessary, examples, and (2) the source of the summary is mentioned (name of the author, book title, year of publication, city of publication, name of publisher, and pages of the chapter.) The students can determine the grade they want to obtain from doing this assignment (See the BCO).