	UNIVERSITAS NEGERI YOGYAKARTA **FAKULTAS BAHASA DAN SENI**		
	SILABUS **MATA KULIAH : TEFL METHODOLOGY**		
	FRM/FBS/19-00	Revisi : 00	31 Juli 2012	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   : Tri Wahyuni Floriasti, M.Hum
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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	**2x100'**

		- Classroom observation - 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	- Approach, method, & technique - Techniques and principles in LT	**2x100'**

	in LT by Diane Larsen-Freeman)		
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 b. Teaching Productive Skills: Writing (Source: The Practice of ELT by Jeremy Harmer)	- Teaching Speaking - Teaching Writing	**2x100'**
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'**

IV. REFERENSI/ SUMBER BAHAN

A. Wajib :

Brown, D.H. (2001). *Teaching by Principles.* Englewood Cliffs, N.J.: Prentice Hall.
Triastuti, Anita, et.al. (2008). *Teaching English as a Foreign Language Methodology*. Faculty of Language and Art. Yogyakarta State University

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%**