|  | **Module Description/Course Syllabi**  English Education Study Programme  Faculty of Languages and Arts  Universitas Negeri Manado |
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| 1. ***Course number and name*** | |
| MB4232321 Approach to TEFL | |
| 1. ***Credits and contact hours/Number of ECTS credits allocated*** | |
| 2 | |
| 1. ***Instructor’s and course coordinator*** | |
| Prof. Nihta Liando, M.A., Ph.D  Ismail, S.Pd., M.Hum | |
| 1. ***Text book, title, author, and year*** | |
| Hall, G. (2017). *Exploring English language teaching: Language in action*. Routledge.  Surkamp, C. & Vierbrock, B. (2018). *Teaching English as a Foreign Language: An Introduction.* German. J. B. Metzler Verlag | |
| 1. ***Other supplemental materials*** | |
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| 1. ***Specific course information*** | |
| 1. ***Brief description of the content of the course (catalog description)*** | |
| This course covers the major theories or approaches to language teaching as well as their application, both as proposed and as practiced, with a reference to EFL teaching/learning; this course is 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 and other Asian countries, language teaching techniques, language syllabus models, material development, roles of fluency and accuracy, English varieties. Students are required to write an academic paper on a topic dealing with any of the areas mentioned above about 1500 – 2000 words long, and this course addresses the following major areas. First, the current issues in TEFL such as Competency-based Curriculum, Contextual teaching and learning, Immersion program, Content-based language teaching and reflective teaching. Second, the main factors (e.g. the status of English, learners, teachers, resources, the wider community and goals) that should be taken into account in developing a sound course in the Indonesia context and the third, common classroom problems that teachers and/or the learners are facing that need attending. It is expected that the students will have a good understanding of the major TEFL issues as well as adequate practical knowledge of the solutions to actual classroom problems). | |
| 1. ***Prerequisites*** | |
| MB4232214 Intermediate English Grammar  MB4232208 Intermediate Reading  MB4232202 Listening for Academic Purpose  MB4223201 Pengantar Pendidikan  MB4232205 Speaking for Academic Purpose  MB4232211 Writing for Academic Purpose | |
| 1. ***Indicate whether a required, elective, or selected elective course in the program*** | |
| Required | |
| 1. ***Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)*** | |
| First cycle Bachelor | |
| 1. ***Year of study when the course unit is delivered (if applicable)*** | |
| Third | |
| 1. ***Semester/trimester when the course unit is delivered*** | |
| Third | |
| 1. ***Mode of delivery (face-to-face, distance learning)*** | |
| Face to face | |
| 1. ***Specific outcomes of instruction,*** *ex. The student will be able to explain the significance of current research about a particular topic.* | |
| 1. Students are able to master language teaching approaches, methods, and techniques (SO-2, PI 2.2 2. Students are able to master the steps to plan an innovative, effective, creative and interesting English learning process (SO-2, PI 2.2, SO-4, PI 4.1) 3. Students are able to construct the lesson plan model in English teaching (SO-2, PI 2.2, SO-4, PI 4.1) 4. Students are able to analyze the strengths and weaknesses of English teaching approaches, methods, and techniques conceptually and practically (SO-5, PI 5.1) | |
| 1. ***Explicitly indicate which of the student outcomes*** | |
| 1. Applying the principles of Language Learning. SO2   - Applying the concept of learning program development techniques, presentation, management and evaluation of English language learning programs. PI.2.2   1. Able to apply, analyze, evaluate, and create learning, and make improvements to English language learning methods and processes according to the characteristics of students and the needs of stakeholders. SO4   -Able to apply English learning methods in the teaching process. PI.4.2   1. Able to analyze logical, critical, systematic, and innovative thinking in the context of language learning. SO5   -Able to analyze problems that exist in English learning. PI.5.1 | |
| 1. ***Brief list of topics to be covered*** | |
| 1. Teaching Process 2. How to Teach Listening, Reading, Speaking, Writing and Component of Language 3. Students Competencies and Motivation 4. Course Content and Technology in Teaching 5. Teacher Competence and Development 6. Teaching Scenario | |
| 1. ***Recommended or required reading and other learning resources/tools*** | |
| 1. ***Planned learning activities and teaching methods*** | |
| Small group discussion, PjBL, Case based Method | |
| 1. ***Language of instruction*** | |
| English | |
| 1. ***Assessment methods and criteria*** | |
| Performance Assessment:  1. Participation and activities in the learning process (attendance, lectures and practices) 30%  2. Completion of tasks 30%  3. Mid Term 20%  4. Final Term 20% | |