|  | **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*** | |
| MB4232417 ELT Methods | |
| 1. ***Credits and contact hours/Number of ECTS credits allocated*** | |
| 2 | |
| 1. ***Instructor’s and course coordinator*** | |
| Dr. Elizabeth Z. Oroh, M.Hum. | |
| 1. ***Text book, title, author, and year*** | |
| 1. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction.* New York: Routledge. 2. Oxford, R.L. (2016). *Teaching and Researching Language Learning Strategies*. New York: Routledge. 3. Johnson, A.P. (2017). *Teaching Strategies for All Teachers Enhancing the Most Significant Variable*. Lanham: Rowman & Littlefield. | |
| 1. ***Other supplemental materials*** | |
| 1. Walker, A., Leary, H., Hmelo-Silver, C.E. and Ertmer, P.A. (2015). *Essential readings in problem-based learning*. West Lafayette: Purdue University Press. 2. Larmer, J., Mergendoller, J. and Boss, S. (2015). *Setting the standard for project-based learning*. Alexandria: ASCD. 3. Troyan, F.J. (2020). *Genre in World Language Education: Contextualized Assessment and Learning*. London: Taylor & Francis | |
| 1. ***Specific course information*** | |
| 1. ***Brief description of the content of the course (catalog description)*** | |
| This course focuses on practical methods of language teaching, specifically the four macro skills of reading, writing, speaking and listening and the rationale behind lesson staging/scaffolding when presenting these skills. Students will be introduced to techniques for teaching vocabulary, pronunciation and form as well as learn how to design effective tasks and practice situations. It looks at strategies to check meaning and correct errors. Students are encouraged to adopt a critical and reflective approach to practice through peer teaching and develop an informed view of teaching and the learners. | |
| 1. ***Prerequisites*** | |
| MB4232318 Curriculum and Material Development  MB4232321 Approach to TEFL | |
| 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)*** | |
| Fourth | |
| 1. ***Semester/trimester when the course unit is delivered*** | |
| Fourth | |
| 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 the approaches, strategies, methods, and techniques for learning English (SO-2 PI. 2.2) 2. Students are able to construct the steps for planning the English learning process using innovative, effective, creative and interesting learning methods. (SO-2, PI 2.2, SO-4, PI 4.1) 3. Students are able to apply the learning plan models in peer-teaching (SO-2, PI 2.2, SO-4, PI 4.1) 4. Students are able to evaluate the strengths and weaknesses of English teaching methods both conceptually and practically (SO-5, PI 5.1) | |
| 1. ***Explicitly indicate which of the student outcomes*** | |
| SO-2 Applying the principles of Language and Language Learning   * PI 2.2 Applying the concept of learning program development techniques, presentation, management and evaluation of English learning programs   SO-4 Able to plan, implement, evaluate learning, and make improvements to methods and processes of learning English according to the characteristics of students and the needs of stakeholders.   * PI 4.1. Able to plan English lesson plan * PI 4.2. Able to apply English learning methods in teaching process * PI 4.3. Able to evaluate learning process and make improvements when needed   SO-5 Able to analyze logical, critical, systematic, and innovative thinking in the context of language learning.  PI 5.1. Able to analyze the problems that exist in English learning. | |
| 1. ***Brief list of topics to be covered*** | |
| 1. The concept of research in English language teaching 2. The areas commonly investigated in English language classroom 3. The research approaches 4. The starting points to conduct research 5. The research procedure in ELT, both qualitative and quantitative 6. The accuracy in Implementing the ‘research preparation 7. The accuracy in implementing the ‘research implementation’ 8. The accuracy in conceptualizing the ‘research completion’ 9. The accuracy in specifying the topics in ELT for research proposal 10. The accuracy in constructing the research proposal | |
| 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% | |