|  | **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*** | |
| MB4232419 Planning on ELT | |
| 1. ***Credits and contact hours/Number of ECTS credits allocated*** | |
| 2 | |
| 1. ***Instructor’s and course coordinator*** | |
| Prof. Nihta V. F, Liando, M.A. Ph.D.  Dr. Livianni Lambe, SS., M.Pd | |
| 1. ***Text book, title, author, and year*** | |
| Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction.* New York: Routledge.  Renandya, W. A. (2016). *English Language Teaching Today: Linking Theory and Practice.* Switzerland: Springer | |
| 1. ***Other supplemental materials*** | |
| 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*** | |
| 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 explain the standards of Content, Process, and Assessment used in the Independent Learning curriculum (SO-4, PI-4.1) 2. Students are able to compose learning plan: academic calendar, details of the effective week, annual program, and semester program (SO-4, PI-4.1) 3. Students are able to develop a Learning Implementation Plan (RPP) (SO-4, PI-4.1) 4. Students are able to design English learning materials in secondary schools by integrating digital technology in accordance with the Independent Learning Curriculum (SO-4, PI-4.3) | |
| 1. ***Explicitly indicate which of the student outcomes*** | |
| MasterMastering the theoretical concepts of language and techniques of oral and written communication in general and specific (*general English & English for specific purposes*) in everyday activities: general, academic, and work contexts.  PI-1.1. Mastering the theoretical concepts of language in general oral and written communication techniques (*general English)* in the context of daily: general, academic, and work.  SO-4 Able to Plan, apply, evaluate learning, and make improvements to English language learning methods and processes according to the characteristics of students and the needs of stakeholders.  PI-4.1. Able to plan the English Lesson Plan  P I-4.2. Able to apply English learning methods in teaching processes | |
| 1. ***Brief list of topics to be covered*** | |
| 1. Introduction to the course 2. Syllabus overview   Course procedures   1. Pretest and Discussion 2. Concepts of who the students are 3. Concepts of how long the lesson is 4. Concepts of what can go into a lesson. 5. Concepts of what can go into a lesson 6. Concepts of how people learn and so how we can teach. 7. Concepts of what we can teach with 8. Concepts of how we can very the activities we do. 9. The freedoms and constraints in planning of ELT 10. Preparing a lesson on ELT. | |
| 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% | |