

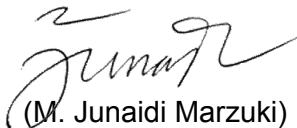


HAMZANWADI UNIVERSITY
FACULTY OF LANGUAGES, ARTS AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**Document
Code**

PBI-24

SEMESTER LEARNING PLAN (SLP)

COURSE		Course Code	Course Cluster	Credits		SEMESTER	Date
METHODS IN LANGUAGE TEACHING		PBI6125	ELT	T=4	P=0	4	1 Feb 2024
Authorization		Course Syllabus Developer		Course Cluster Coordinator		Coordinator of study program	
		 (M. Junaidi Marzuki)		 (M. Junaidi Marzuki)		(Muhammad Husnu)	
Program Learning Outcomes (PLOs)	Program Learning Outcomes (PLOs) Mapped to the Course.						
	CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility					
	CPL-5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.					
	CPL-6	Able to identify, analyze, and solve issues related to quality, relevance, and access in English language education through responsible data-driven and research-based decision-making.					
	CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.					
	CPL-9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.					
	Course Learning Outcomes (CLOs)						
	CLOs	Students are able to analyze the origins and development of major English language teaching methods, including their historical background, geographical context, key proponents, and the reasons for their emergence.					
	CLOs	Students are able to explain and differentiate the concepts of approach, method, and technique in language teaching and provide relevant examples for each.					
	CLOs	Students are able to analyze and compare major English language teaching methods in terms of their theoretical foundations, historical development, principles, and pedagogical practices.					

	CLOs	Students are able to design effective learning activities and integrate appropriate teaching media for teaching listening, speaking, reading, and writing skills.
	CLOs	Students are able to design a syllabus and lesson plan that align learning objectives, teaching activities, teaching media, and assessment.
	CLOs	Students are able to implement a lesson based on a prepared syllabus or lesson plan, demonstrate effective teaching strategies and classroom management, and critically reflect on their teaching practices for professional development.
	Sub-Course Learning Outcomes (Sub-CLOs)	
	Sub-CLOs	Students are able to describe the historical phases in the development of English Language Teaching (ELT).
	Sub-CLOs	Students are able to define and explain the concepts of approach, method, and strategy in language teaching.
	Sub-CLOs	Students are able to critically evaluate the Grammar Translation Method and demonstrate its application in language teaching contexts..
	Sub-CLOs	Students are able to analyze the principles, procedures, strengths, and limitations of the Natural Method and apply the method in a simple language teaching activity.
	Sub-CLOs	Students are able to analyze TPR by explaining its historical background, characteristics, teaching procedures, strengths and weaknesses, and designing a movement-based classroom activity.
	Sub-CLOs	Students are able to analyze Genre-Based Learning by explaining its theoretical background, characteristics, teaching stages, strengths and weaknesses, and designing a text-based classroom activity.
	Sub-CLOs	Students are able to analyze Content-Based Learning by explaining its background, characteristics, procedures, strengths and weaknesses, and designing a lesson integrating language and subject content
	Sub-CLOs	Students are able to analyze CLT by explaining its historical background, characteristics, teaching procedures, strengths and weaknesses, and designing a communicative classroom activity.
	Sub-CLOs	Students are able to analyze TBLT by explaining its theoretical background, characteristics, teaching procedures, strengths and weaknesses, and designing a task-based classroom activity.
	Sub-CLOs	Students are able to analyze teaching media by explaining their concept and types, evaluating their advantages and limitations in language teaching, and designing a simple classroom activity using appropriate teaching media
	Sub-CLOs	Students are able to analyze the teaching of listening and speaking by explaining their concepts and characteristics, evaluating common teaching strategies and challenges, and designing a simple classroom activity to develop listening and speaking skills
	Sub-CLOs	Students are able to analyze the teaching of reading and writing by explaining their concepts and characteristics, evaluating common teaching strategies and challenges, and designing a simple classroom activity to develop reading and writing skills.

Course description	This course is designed to introduces students to the historical and contemporary methods used in teaching English as a foreign or second language. The course covers foundational theories, principles, and practical applications of various language teaching methods, enabling students to understand and evaluate different approaches. Through interactive lectures, classroom observations, lesson planning, and microteaching sessions, students will develop the ability to select, adapt, and implement effective teaching strategies to suit diverse classroom contexts and learner needs.	
Learning material	🎬 Development of English Language Teaching 🎬 Conceptualizing Approaches, Methods, Techniques & Principles 🎬 Grammar Translation Method (GTM) 🎬 Natural Method 🎬 Audiolingualism 🎬 Total Physical Response (TPR) 🎬 Text/Genre-Based Learning 🎬 Content-Based learning 🎬 Communicative Language Teaching (CLT) 🎬 Task-Based Language Teaching (TBLT) 🎬 Teaching Media 🎬 How to teach Listening and Speaking 🎬 How to teach Reading and Writing 🎬 Curriculum and Syllabus Design	
References	Primary source/core textbook	
	Richards, J. C. and Rodgers, T. S. (2014) (3 rd ed.) <i>Approaches and Methods in Language Teaching</i> . Cambridge: Cambridge University Press.	
	Additional learning resource :	
	1. Hedge, T. (2000) <i>Teaching and Learning In the Language Classroom</i>. Oxford: Oxford University Press. 2. Howatt, A. & Widdowson, H. G. (2004) <i>A History of English Language Teaching</i> (2nd ed.). Oxford: Oxford University Press 3. Larsen-Freeman, D. and Anderson, M (2011) <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford. Oxford University Press	
Lecturer	M. Junaidi Marzuki	
Prerequisite	-	

Week	Sub-Course Learning Outcomes (Sub-CLOs)	Assessment		Learning experience (Teaching Methods, Learning Activities Student Tasks and time allocation)		Learning materials [reference]	Grading Weight (%)
		Indicator	Type & Criteria	offline	online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Students are able to describe the historical phases in the development of English Language Teaching (ELT).	€ Students correctly identify the major historical phases of ELT. € Students explain the key characteristics of each historical phase. € Students describe the pedagogical focus of each phase. € Students present the phases in correct chronological order. € Students use appropriate ELT terminology when describing each phase.	Correctness of answers: Quiz	Lecture: guided discussion (90 mins)		Development of English language teaching	5%

3-4	Students are able to define and explain the concepts of approach, method, and strategy in language teaching. Indicators:	€ Identify characteristics of approach. € Describe components of a method. € Explain the function of teaching strategies.	Correctness of answers: Quiz	Lecture: guided discussion (90 mins)		the concepts of approach, method, and strategy in language teaching.	5%
5-6	Students are able to critically evaluate the Grammar Translation Method and demonstrate its application in language teaching contexts.	€ Students are able to explain the background, characteristics, and procedures of GTM € Students are able to analyze the strengths and weaknesses of GTM in language teaching € Students are able to design a simple classroom activity using GTM principles	Accuracy of content and Clarity of explanation: Group presentation	Project/Group Presentation: Students present their ideas to the class (90 mins).		Grammar Translation Methods	10%
7-8	Students are able to analyze the principles, procedures,	€ Students are able to explain the background, characteristics, and procedures	Accuracy of content and Clarity of explanation:	Project/Group Presentation: Students present their ideas to the class (90 mins).		Natural Method	10%

	strengths, and limitations of the Natural Method and apply the method in a simple language teaching activity.	of the Natural Method € Students are able to analyze the strengths and weaknesses of the Natural Method in language teaching € Students are able to design a simple classroom activity using Natural Method principles	Group presentation				
9-10	Students are able to analyze TPR by explaining its historical background, characteristics, teaching procedures, strengths and weaknesses, and designing a movement-based classroom activity.	€ Explain history, characteristics, and procedures € Analyze strengths and weaknesses € Design TPR activity	Accuracy of content and Clarity of explanation: Group presentation	Project/Group Presentation: Students present their ideas to the class (90 mins).		Total Physical Response	10%
11-12	Students are able to analyze Genre-Based Learning by explaining its theoretical background,	€ Explain background, characteristics, and stages	Accuracy of content and Clarity of explanation:	Project/Group Presentation: Students present their ideas to the class (90 mins).).		Genre-Based learning	10%

	characteristics, teaching stages, strengths and weaknesses, and designing a text-based classroom activity.	(BKOF, MOT, JCOT, ICOT) € Analyze strengths and weaknesses € Design genre-based activity	Group presentation				
13-14	Students are able to analyze Content-Based Learning by explaining its background, characteristics, procedures, strengths and weaknesses, and designing a lesson integrating language and subject content.	€ Explain background and characteristics € Analyze strengths and weaknesses € Design CBI activity	Accuracy of content and Clarity of explanation: Group presentation	Project/Group Presentation: Students present their ideas to the class (90 mins).		Content-Based Learning	10%
15	Mid-semester						
16-17	Students are able to analyze CLT by explaining its historical background, characteristics, teaching procedures, strengths and weaknesses, and designing a communicative classroom activity.	€ Explain history and characteristics € Analyze strengths and weaknesses € Design communicative activity	Accuracy of content and Clarity of explanation: Group presentation	Project/Group Presentation: Students present their ideas to the class (90 mins).		Communicative Language Teaching	10%
18-19	Students are able to analyze TBLT by explaining its	€ Explain background and	Accuracy of content and	Project/Group Presentation: Students present their		Task-Based Language Teaching and Learning	10%

	theoretical background, characteristics, teaching procedures, strengths and weaknesses, and designing a task-based classroom activity.	characteristics of TBLT € Analyze strengths and weaknesses € Design task-based activity	Clarity of explanation: Group presentation	ideas to the class (90 mins).			
20-23	Students are able to analyze teaching media by explaining their concept and types, evaluating their advantages and limitations in language teaching, and designing a simple classroom activity using appropriate teaching media	€ Students are able to explain the concept, functions, and types of teaching media in language learning € Students are able to analyze the advantages and limitations of different teaching media in language teaching € Students are able to design a simple language learning activity using appropriate teaching media	Correctness of answers: Quiz		Lecture: guided discussion (90 mins)	Teaching media	10%

23-26	€ Students are able to analyze the teaching of listening and speaking by explaining their concepts and characteristics, evaluating common teaching strategies and challenges, and designing a simple classroom activity to develop listening and speaking skills.	€ Students are able to explain the concepts, characteristics, and importance of listening and speaking skills in language learning € Students are able to analyze strategies and challenges in teaching listening and speaking € Students are able to design a simple classroom activity to teach listening and speaking	Correctness of answers: Quiz		€ Lecture: guided discussion (90 mins)	€ Teaching Listening and speaking	5%
26-31	€ Students are able to analyze the teaching of reading and writing by explaining their concepts and characteristics, evaluating common teaching strategies and challenges, and designing a simple classroom activity to	€ Students are able to explain the concepts, characteristics, and importance of reading and writing skills in language learning € Students are able to analyze strategies and	€ Correctness of answers: Quiz	€ Lecture: guided discussion (90 mins)	€	€ Teaching Reading and Writing	5%

	develop reading and writing skills.	challenges in teaching reading and writing € Students are able to design a simple classroom activity to teach reading or writing					
32	€ Final semester						
Total Assessment Weighting							100%

Acknowledged by,

Coordinator,



M. Adib Nazri, M.Pd.

NIDN. 0816098701