

Module/Course Title: Teaching English as a Foreign Language (TEFL)					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 4142	8,5 hours per week	3 CU x 1,58 = 4,74 ECTS	7 th	3 CU x 14 = 42	16 meetings (14 meetings for face to face + 2 exams)
1	Types of courses a) coursework	Contact hours 3 CU x 170 minutes = 510 = 8,5 hours per week	Independent study 3 CU x 60 minutes = 180 minutes = 3 hours	Class size 40 students	
2	Prerequisites for participation (if applicable) No Pre-requisites				
3	<p>Learning outcomes:</p> <p>This course aims at equipping students with theoretical and practical knowledge about basic principles of teaching and learning process in the classroom using literature review (either books or journal articles) as the main reference for group discussion. During the course students will learn about basic pedagogy, language teaching principles, teacher's roles and student's roles, lesson planning, and assessment that are appropriate to be applied in teaching language skills and language components. It also provides knowledge of the use of technology in the classroom and guidance in teaching students with special needs.</p> <p>Programme Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p>				

	<p>ILO 3 Students are able to demonstrate language skills by using proper English.</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.</p> <p>ILO 6. Students are able to use media and technology into their learning and research activities</p> <p>Course Learning Outcomes:</p> <p>CLO 1 Students are being able to identify TESOL principles to have better understanding on ELT practices.</p> <p>CLO 2 Students are being able to plan good English teaching learning processes in Indonesian ELT context.</p> <p>Additionally, the tasks and assignments are expected to gear the students to nurture their soft skills in working it others</p>
4	<p>Subject aims/Content</p> <ol style="list-style-type: none"> 1. Week1: Introduction to the Course <p>(LLO-1) Students understand the coverage of the course</p> <p>Indicators:</p> <p>I.1 Capability to mention the topics discussed in the course</p> <p>I.2 Capability to explain the objective of the course</p> 2. Week 2: TEFL: Issues and Concepts <p>(LLO-2) Students are expected to be able to explain the language teaching principles.</p> <p>Indicators:</p> <p>I.3 Accuracy in identifying the issues and language teaching concepts.</p> 3. Week 3-4: Approaches in Language Teaching <p>(LLO-3) Students are expected to be able to categorize teacher’s roles in Indonesia context.</p> <p>Indicators:</p> <p>I.4 Accuracy in categorize traditional and current language teaching methods.</p> 4. Week 5: Teaching Language Skills <p>(LLO-4) Students are expected to be able to explain the skills of English language teaching.</p>

Indicators:

I.5 Accuracy in identifying language teaching skills.

5. **Week 6:** Teaching language Components

(LLO-5) Students are expected to be able to explain the components of English language teaching.

Indicator:

I.6 Accuracy in identifying language teaching components.

6. **Week 7:** Effective Syllabus for Teaching Language

(LLO-6) Students are expected to be able to set the Lesson Plan.

Indicator:

I. 7 Accuracy in applying lesson plan and syllabus of English language teaching.

7. **Week 8: Midterm Test**

8. **Week 9:** What Are the Characteristics of Language Learners?

(LLO-7) Students are expected to be able to define principles of teaching learners.

Indicator:

I.8 Accuracy in applying principles of teaching young, teenager, and adult learners.

9. **Week 10-11:** How Do We Evaluate Students?

(LLO-8) Students are expected to be able to apply Teaching Learners with Special Needs.

Indicator:

I.9 Accuracy in applying principles of teaching learners with special needs.

10. **Week 12:** Instructional Media


(LLO-9) Students are expected to be able to set the Lesson Plan.

Indicator:

I.10 Mastery in making lesson plan

	<p>11. Week 13: Material Development (LLO-10) Students are expected to be able developing material for language teaching.</p> <p>Indicator: I.11 Mastery in developing material for language teaching.</p> <p>12. Week 14-15: Teacher Development (LLO-11) Students are expected to be able developing the abilities of language teaching.</p> <p>Indicator: I.12 Mastery in developing self-abilities of English language teaching.</p> <p>13. Week 16: Final Examination</p>												
5	<p>Teaching methods</p> <p>lectures, discussions, presentation, final project work</p>												
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, but they are also expected to interact with peers and the topics as directed in class discussions and activities. 2. Group Work Assignment Each group of four students is assigned to present exercises in each chapters by using power-point in the class. 3. Quiz Quiz enables students to identify gaps in knowledge or in other words to identify how well the students know materials in TEFL. It is thus important for the students to take the quiz. 4. Midterm Midterm test to measure students' competences in mastering TEFL. 5. Final Paper The work of the semester will culminate in a final paper. <p>Assessment Summary:</p> <table border="1" data-bbox="321 1709 1469 1900"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Class participation</td> <td>Individual</td> <td>Through the semester</td> <td>10%</td> </tr> <tr> <td>Presentation</td> <td>Group</td> <td>Meeting: 3,5,7,10,12</td> <td>20%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Percentage	Class participation	Individual	Through the semester	10%	Presentation	Group	Meeting: 3,5,7,10,12	20%
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	Quiz	Individual	Meeting 7	15%
	Mid Test	Individual	Meeting 8	25%
	Final Paper	Individual	Meeting 16	30%
	TOTAL			100%
	Note that attendance at lectures is compulsory and that 10% will be awarded for attendance and participation in lectures.			
7	This module/course is used in the following study programme/s as well			
	N/A			
8	Module Coordinator			
	Dr. Ida Puji Lestari, M.Pd.			
9	Sources			
	<ol style="list-style-type: none"> 1. Lestari, Ida Puji., Fatimah., Sudarwati, Emy., Astuti, Yuni. (2021). Teaching English as a Foreign Language (TEFL) in Indonesian Context: A Practical Guide. Universitas Brawijaya Malang: UB Press. 2. Brown, H. Douglas. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy. NY: Pearson Education, Inc. 3. Richards, Jack C. (2001). <i>Curriculum Development in Language Teaching</i>. UK: Cambridge University Press. 			

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE
STUDENT TASK GUIDELINE	
COURSE:	Teaching English as A Foreign Language (TEFL)
CODE:	SBI 4142 CU 3/Semester 7
TEACHER	Team
TASK FORM:	
Test	
NAME OF TASK:	
Midterm test	
COURSE LEARNING OUTCOME:	
<ol style="list-style-type: none"> 1. Apply basic terms and issues in TEFL concept. 2. Identify some teaching language approaches. 3. Apply English language teaching skills and components. 	

DESCRIPTION		
Students are going to be tested on analyzing the .		
METHOD OF COMPLETION		
The students are asked to do multiple choice test on basic concepts and language teaching analysis.		
OUTCOMES		
Object: multiple choice test		
Outcome: the test result		
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING		
The score is given based on the following rubric:		
No	Criteria	Score <i>(2 and 4 each item)</i>
1	Part 1:	35 x 2 = 70
2	Part 2:	5 x 6 = 30
	Total score	100
TIME		
Meeting 8		
OTHERS		
REFERENCES		
<ol style="list-style-type: none"> 1. Lestari, Ida Puji., Fatimah., Sudarwati, Emy., Astuti, Yuni. (2021). Teaching English as a Foreign Language (TEFL) in Indonesian Context: A Practical Guide. Universitas Brawijaya Malang: UB Press. 2. Brown, H. Douglas. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy. 		