**COURSE UNIT(CU)**

**TEACHING AND LEARNING STRATEGIES (IG 501)**

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**Lecturer:**

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**DEPARTEMENT OF ENGLISH EDUCATION**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND LITERATURE**

**UNIVERSITAS PENDIDIKAN INDONESIA**

**2016**

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| Description: upi_pAHE.jpg | **COURSE UNIT**  | Doc No : -( Faculty)-UPI-(Study Pogram Code No)-(Course no in Curriculum Stucture) |
| Revision : 00 |
| **Teaching and learning Strategies** | Date : …………. |
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| Lecturer | Methodology Team | Head of Study Program |

**SEMESTER COURSE PLAN**

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| **Course Identity** |
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| Study Program | English Education Department |
| Level | : S1 (Bachelor Degree Program) |
| Course | : Teaching and Learning Strategies |
| Code  | : IG 501 |
| Course Group | : Compulsory |
| Credit Hour | : 3 (Chs) |
| Semester | : 1 (One) |
| Pre-requisite | : - |
| Lecturer(s) | : Prof Dr. Nenden Sri Lengkanawati |
| Code of Lecturer | : 0699 |
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**Course Description**

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| This course is designed to assist students to be able to make students ready in coping with their future career, their knowledge qualification, and good character as well as attitude. Through this course, students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice. Therefore, this course will cover a number of different theoretical views and concepts as well as principles of EFL methodology that serve as the sources and foundations for classroom practices. Therefore, the coverage of the course will include foundations for classroom practices, contexts in teaching, ways of designing and implementing classroom techniques, and classroom practices. Apart from these pedagogical knowledge, their English proficiency as well as content knowledge are also become the focus of the teaching and learning process.  |

**Program Learning Outcome**

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| 1. Able to apply the knowledge of English language systems (ELO#1)
2. Able to develop English teaching programs according to assigned contexts (ELO#2)
3. Able to evaluate and reflect on own and others’ teaching performance (ELO#3)
4. Able to work as a team member of an interdisciplinary and multi-cultural issues (ELO#4)
5. Able to use appropriate analytical tools to identify learning problems, and scaffold students’ learning (ELO#5)
6. Able to identify, formulate, and solve English teaching problems (ELO#6)
7. Able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)
8. Able to perform professional responsibilities and ethics (ELO#8)
9. Able to recognize the needs, motivate and sustain engagement in lifelong learning (ELO#9)
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| **Course Learning Outcomes****At the end of the course students are expected to be able to:**1. identify the basic concepts in TEFL;
2. explain and discuss the basic concepts in EFL;
3. to identify the principles of teaching and learning EFL;
4. to explain and discuss the principles of teaching and learning EFL;
5. identify principles of approaches and methods in EFL teaching;
6. explain and discuss approaches and methods in EFL teaching;
7. compare approaches and methods in EFL teaching;
8. identify the teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools as Models for their Teaching Practices for teaching demonstration in the Micro Teaching;
9. apply the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom.
10. Write a lesson plan to be used for teaching demonstration in the micro teaching; and
11. Evaluate his/her peer in the micro teaching.
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**Course Outline**

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| **SESSIONS** | **INDICATORS OF LEARNING OUTCOMES** | **COURSE MATERIALS** | **LEARNING ACTIVITIES** | **Assessment and assignment** | **RESOURCES & MEDIA** |
| 1-2 | * Ability to identify and explain the nature of the course, the objective, the general rules, the coverage of the materials, and the evaluating system.
* Ability to explain the concepts of teaching and teaching methodology.
 | * The concept of the nature of the course
* General Overview of the course—the course regulations, the learning outcomes to attain, the course objectives, the content of the course, assignments, and the evaluation systems.
* The concepts of teaching and teaching methodology
 | * Students discuss the concepts of teaching and teaching methodology
* Students pay attention to the teacher explanation the course
* Students discuss in group their expectation to gain from the course
* Students pay attention to the teacher explanation about the objective of the course, course regulations, the learning outcomes to attain, the content of the course, the assignments, and the evaluation systems.
 | Formative questioning types in regards to the topic discussed | The Syllabus HandoutStern (1981)Harmer (2002 and 2007)Herrel 2012 |
| 3-4 | Ability to explain the concepts of learning and learners—learning conditions, learner characteristics, styles, and strategies.  | Knowing the Learners and their characteristics—theories, styles and strategies of learning.The teacher roles. | * Reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts related to the topics
* The teacher explain and discuss the theories and principles of learner characteristics, differences, learning styles and strategies
 | The outcomes will be assessed through formative questioning types in regards to the topic discuss.  | Harmer (2002 and 2007)Herrel 2012 |
| 5-6 | Ability to explain the history of language teaching covering approach, methods, techniquesThe ability to compare the basic concepts of approach, methods, and techniques. | A Methodical History of Language Teaching illustrated by teaching models from video.Gtm, Audio lingual Methods, Silent Way, TPR, Communicative language Teaching, Suggestopaedia | * The teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts of approach, methods, and techniques.
* Teacher explain and discuss the theories of approach, methods, and techniques
* Teacher explain the differences between approach, methods, and techniques
* Students watch some videos of teaching models
 | The outcomes will be assessed through formative test in the form of question and answer session, short summary writing on the given topics/concepts and teaching demonstration by a group of students demonstrating teaching models from Diane Larsen and Freeman which were downloaded by the students from the internet. | Brown, H. D. (2001) |
| 7-8 | Ability to explain the principles of language teaching and learning | The principles of language teaching and learning—cognitive, affective, and linguistic principles | * The teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts related to the topics
* The teacher explain and discuss the theories and principles of teaching by principles
 | The outcomes will be assessed through formative test in the form of question and answer session and short summary writing on the given topics/concepts | Brown, H. D. (2001) |
| 9-10 | Ability to explain the activities the student teachers do during the teaching practice, for example the lesson plan used in some SekolahMitra. | Quiz on the materials covered lessons 3 and 4 (30 minutes)Discussion of the activities during the teaching practice such as the lesson plan used. Lesson planning & classroom management | * Teacher eviews the previous topic they have learned and convey the topics and objectives
* Students work in group to report the information based on their observation in SekolahMitra.
 | The outcomes will be assessed through a quiz and question & answer session | Students’ observation report |
| 11-12 | Ability to identify and explain the theories and basic concepts of teaching listeningAbility to identify and formulatewhat make listening difficult | Teaching Listening: Theories and Modeling from Harmer’s and Harrell’s VideoTeaching listening demonstration.  | * The teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts of teaching listening based on the summaries thy have written
* The teacher explain and discuss the theories of teaching listening
* The teacher show the video of the examples of teaching listening
 | The outcomes will be assessed through question and answer sessions, group discussion to be reported in front of the class and short summary writing on the given topics/concepts | Brown (2001), Harmer (2007), Harmer (2002), and Harrel (2012) |
| 13-14 | Ability to identify and explain the theories and basic concepts of teaching speakingAbility to identify and formulatewhat make speaking difficult | Teaching Speaking: Theories and Modeling—Videos or teaching demonstrationTeaching speaking demonstration. | * Teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss the concepts of teaching speaking based on the summaries thy have written
* The teacher explain and discuss the theories of teaching speaking
* The teacher show the video of the examples of teaching speaking
 | The outcomes will be assessed through question and answer sessions, group discussion to be reported in front of the class and short summary writing on the given topics/concepts | Brown (2001), Harmer (2007), Harmer (2002), and Harrel (2012) |
| 15-16 | Ability to identify and explain the theories and basic concepts of teaching reading Ability to identify and formulatewhat makes reading difficult | Teaching Reading: Theories and Modeling—Videos or teaching demonstrationTeaching reading demonstrations | * Teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts of teaching reading based on the summaries thy have written
* The teacher explain and discuss the theories of teaching reading
* The teacher show the video of the examples of teaching reading
 | The outcomes will be assessed through question and answer sessions, group discussion to be reported in front of the class and short summary writing on the given topics/concepts. | Brown (2001), Harmer (2007), Harmer (2002), and Harrel (2012 |
| 17-18 | Ability to identify and explain the theories and basic concepts of teaching writing Ability to identify the theories of genre based teaching.  | Teaching Writing using Genre-based Approach: Theories and Modeling—Videos or teaching demonstrationTeaching writing demonstrations | * The teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts of teaching writing and teaching writing using GBA based on the summaries thy have written
* The teacher explain and discuss the theories of teaching writing and teaching writing using genre based approach (GBA)
* The teacher show the video of the examples of teaching writing
 | The outcomes will be assessed through question and answer sessions, group discussion to be reported in front of the class and short summary writing on the given topics/concepts | Brown (2001), Harmer (2007), Harmer (2002), and Harrel (2012 |
| 19-20 | Ability to identify and explain the theories and basic concepts of teaching integrated skills | Teaching Integrated Skill: Theories and Modeling—Videos or teaching demonstration | * The teacher reviews the previous topic they have learned and convey the topics and objectives
* Students work in group to discuss concepts of teaching writing and teaching integrated skills
* The teacher explain and discuss the theories of teaching writing and teaching integrated skills
* The teacher show the video of the examples of teaching integrated skills
 | The outcomes will be assessed through question and answer sessions, group discussion to be reported in front of the class and short summary writing on the given topics/concepts | Brown (2001), Harmer (2007), Harmer (2002), and Harrel (2012 |
| 21 |  MID SEMESTER EXAM | Brown (2001), Harmer (2007), Harmer (2002), |
| 22-32 | Ability to apply the theories in practice | Teaching demonstration in the micro teaching laboratory as the final exam | * Students prepare a lesson plan
* Students do peer teaching
* Some other students act as the observer together with the teacher
 | Students will be assessed by the teachers and their peer using an evaluation criteria formulated in the observation sheets during the teaching demontration in the microteaching laboratory. | Students’ lesson planObservation rubrics developed by the teacher |

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### Brown, H. D. (2001).  *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs: Prentice Hall.

### Harmer, J. (2002). *The practice of English Language Teaching.* Malaysia: Pearson Education Limited.

### Harmer, J. (2007). *How to teach English.* China: Pearson Education Limited.

Herrell, A. L. & Jordan, M. (2012). *50 strategies for teaching english language learners.* Boston: Pearson Education Limited.