

# **PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS**

## **COURSE OUTLINE**

### **SUBJECT: CURRICULUM AND INSTRUCTIONAL DESIGN ON ELT (3 CREDITS, COMPULSORY)**

#### **COURSE DESCRIPTION**

This course aims to provide students in ELT with the theoretical and practical aspects of English Language Teaching. This course will address students' experience and critical issues related Curriculum and Instructional Design of English Language Teaching, particularly in Indonesian context. Although this course is more emphasized on Curriculum and Instructional Design of English Language Teaching, the evaluation of its success will be discussed in relevant context as well.

#### **Learning Outcomes:**

1. to develop in the trainees awareness of the importance of planning for English language teaching;
2. to develop in the trainees an understanding of how the (subject matter) content, the (learning) objectives and methodology interact in the ELT curriculum/syllabus;
3. to review different approaches to the ELT syllabus/curriculum design;
4. to develop in the trainees the ability to deduce the principles of the ELT syllabus/curriculum on the basis of lesson observation and textbook analysis;
5. to apply ideas from the course to classrooms by developing in the trainees the ability to plan their own (coherent) lesson.

## READING LIST

1. Richards, Jack C. 2013. Curriculum Approaches in Language Teaching: Forward, Center, and Backward Design. *RELC Journal*.
2. Rodrigues, Ellen Nogueira. 2015. Curriculum Design and Language Learning: An Analysis of English Textbooks in Brazil. Dissertation. Andrews University.
3. Rahimpour, Massoud. 2010. Trends on Syllabus Design in Foreign Language Instruction. *Procedia A Social and Behavioral Sciences* 2 (2010) 1660-1664.
4. Cunningsworth, A. 1984. *Evaluating and Selecting EFL Teaching Materials*. Oxford: OUP..
5. Graves, K. 1996. *Teachers as Course Developers*. Cambridge: Cambridge University Press.
6. Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
7. Tomlinson, B. (ed.). 1998. *Materials Development in Language Teaching*. Cambridge: CUP.

Week	Topics	Activities	Reading Resources
1	Introduction to the curriculum and English instructional design	Lecturing, Class discussion	1,2,3,4,5,6,7
2	The potential relationship between instructional design and the syllabus/curriculum;	Group Discussion and Presentation	1,2,3,4,5,6,7
3	Different approaches to the ELT syllabus design (also from a historical perspective) (1)	Group Discussion and Presentation	1,2,3,4,5,6,7
4	Different approaches to the ELT syllabus design (also from a historical perspective) (2)	Group Discussion and Presentation	1,2,3,4,5,6,7
5	Different ELT syllabus types (e.g. grammatical, functional-notional, task-based, situational, lexical, procedural; modular, mixed-focus model, etc.) (1)	Group Discussion and Presentation	1,2,3,4,5,6,7
6	Different ELT syllabus	Group Discussion	1,2,3,4,5,6,7

	types (e.g. grammatical, functional-notional, task-based, situational, lexical, procedural; modular, mixed-focus model, etc.) (2)	and Presentation	
7	Different ELT syllabus types (e.g. grammatical, functional-notional, task-based, situational, lexical, procedural; modular, mixed-focus model, etc.) (3)	Group Discussion and Presentation	1,2,3,4,5,6,7
8	Mid-term Examination		
9	Junior High School ELT Curriculum (1)	Group Discussion and Presentation	1,2,3,4,5,6,7
10	Junior High School ELT Curriculum (2)	Group Discussion and Presentation	1,2,3,4,5,6,7
11	Senior High School Curriculum (1)	Group Discussion and Presentation	1,2,3,4,5,6,7
12	Senior High School Curriculum (2)	Group Discussion and Presentation	1,2,3,4,5,6,7
13	Designing Junior High School English Instruction	Group Discussion and Presentation	1,2,3,4,5,6,7
14	Designing Senior High School English Instruction	Group Discussion and Presentation	1,2,3,4,5,6,7
15	Advantages and disadvantages of different syllabus types	Group Discussion and Presentation	1,2,3,4,5,6,7
16	Final-term Examination		

## ASSESSMENT

Group Presentation and attendance	: 20 %
Mid-term Examination	: 40 %
Final Examination (Peer Teaching)	: 40 %