

Esti Kurniasih
Ririn Pusparini
Arik Susanti

ELT METHODS

AND MODELS IN THE EFL CONTEXTS



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IN THE EFL CONTEXTS**

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Pasal 72

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Buku ajar ini telah kami susun dengan maksimal dan mendapatkan bantuan dari berbagai pihak sehingga penyusunan buku ajar ini dapat berjalan dengan lancar. Untuk itu kami menyampaikan banyak terima kasih kepada semua pihak yang telah berkontribusi dalam pembuatan buku ajar ini yaitu Rektor Universitas Negeri Surabaya, Wakil Rektor I Universitas Negeri Surabaya, tim BAM Universitas Negeri Surabaya serta Prof. Dr. Susanto, M.Pd. selaku tim editor buku ajar ini.

Terlepas dari semua itu, kami juga menyadari sepenuhnya bahwa masih ada banyak kekurangan dari buku ajar ini baik dari segi susunan kalimat maupun tata bahasanya. Oleh karena itu dengan tangan terbuka kami menerima segala saran dan kritik dari pembaca agar kami dapat memperbaiki buku ajar ini.

Akhir kata, kami berharap semoga buku ajar ini dapat memberikan manfaat maupun inspirasi terhadap pembaca khususnya mahasiswa Jurusan Bahasa dan Sastra Inggris Universitas Negeri Surabaya.

Surabaya, Januari 2022

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 UNESA Universitas Negeri Surabaya	COURSE SYLLABUS	Revision Date: _____ _____
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Faculty : Faculty of Languages and Arts
Study Program : S-1 English Education
Subject : ELT Methods
Code : 8820304057
Credit Hours : 2
Semester : 3
Pre-requisite : -
Lecturer(s) : Esti Kurniasih, S.Pd., M.Pd.
Ririn Pusparini, S.Pd., M.Pd.
Arik Susanti, S.Pd., M.Pd.

Learning Outcomes:	Program Learning Outcomes (PLO) • PLO-2 : Demonstrate good understanding about the concepts of English learning in national and global perspectives. • PLO-4 : Plan, carry out and evaluate English instructions effectively and creatively.
	Course Learning Outcomes (CLO) CLO1: Internalizing academic value, norms, and ethics as well as show responsibility in presenting and analyzing the conceptual theory on approaches and methods in ELT. CLO2: Thinking creatively, logically, and innovatively as the implication of students' mastery on the conceptual theory of approaches and methods in ELT and being able to solve the problems concerning the issues related to approaches and methods in ELT.

	CLO3: Mastering the concept of various kinds of ELT methods and techniques including the recent ELT methods in Indonesia in order to be able to recognize, present, compare, apply, analyze, and evaluate which methods and techniques are appropriately used to teach language skills and components to certain audiences and being able to think critically and analytically in solving the problems concerning the issues related to approaches and methods in ELT. CLO4: Being able to determine which methods and techniques are appropriately used to teach language skills and components to certain audiences.
Description:	The course is designed to examine the nature of each of the four language skills from a discourse perspective (review of traditional methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning);to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.
References:	(1) Abbot, Gary. (1981). <i>The Teaching of English as an International Language</i>. A Practical Guide. Glasgow: Williams Collins and Sons. (2) Brown, Douglas. (2000). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> (2nd ed). New York: Addison Wesley Longman.

	(3) Celce, Marianne and Murcia. (2017). <i>Teaching English as a Second and Foreign Language</i>. Third Edition. United States: Heinle & Heinle. (4) Harmer, Jeremy. (2007). <i>The Practice of Language Teaching</i> (4th ed). England: Pearson Education Ltd. (5) Larsen-Freeman, Diane. (2000). <i>Techniques and Principles in Language Teaching</i> (2nd ed). Oxford: Oxford University Press. (6) Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia (Permendikbud) No. 22 Tahun 2016. <i>Standar Proses Pendidikan Dasar dan Menengah</i>. Jakarta: Kemendikbud RI. (7) Richards, Jack C and Theodore S. Rodgers. (1986). <i>Approaches and Methods in Language Teaching: A Description and Analysis</i>. Cambridge: Cambridge University Press.
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A. Teaching and Learning Process

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method /Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
1	Explaining and analyzing the conceptual theory on approaches and methods in ELT.	- To explain the concept of approach, methods and techniques. - To explain the history of approach, methods and techniques in ELT. - To determine and analyze the methods and techniques appropriate with local wisdom.	The Concept of Approach, Methods and Techniques in ELT: Links between Actions and Thoughts in Language Teaching History of Approach, Methods and Techniques	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of approach, methods and techniques in ELT from books 5 and 7. - Explaining the history of approach, methods and techniques. - Determining the methods and techniques that are suitable with Indonesian context.
2	Mastering the traditional ELT methods and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Grammar Translation Method, Direct Method, and Audio-lingual Method. - To analyze these three methods. - To differentiate the three methods.	- Grammar Translation Method - The Direct Method - Audio-Lingual Method	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of the three methods. - Explaining the procedures how to teach English using the three methods. - Analyzing - The concepts - The principles - The advantages and disadvantages
3	Mastering the traditional ELT methods and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Silent Way and Desuggestopedia. - To analyze these two methods. - To differentiate these two methods.	- Silent Way - Desuggestopedia	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of the two methods. - Explaining the procedures how to teach English using the two methods. - Analyzing - the concepts - the principles - the advantages and disadvantages

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
4	Mastering the traditional ELT methods and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Community Language Learning (CLL) and Total Physical Response. - To analyze these two methods. - To differentiate these two methods.	- Community Language Learning (CLL) - Total Physical Response	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of the two methods. - Explaining the procedures how to teach English using the two methods. - Analyzing - The concepts - The principles - The advantages and disadvantages
5	Mastering the traditional ELT methods and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Communicative Language Teaching (CLT) and Learning Strategy Training. - To analyze these two methods. - To differentiate these two methods.	- Communicative Language Teaching (CLT) - Learning Strategy Training	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of the two methods. - Explaining the procedures how to teach English using the two methods. - Analyzing - The concepts - The principles - The advantages and disadvantages
6	Mastering the current ELT methods and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Content-based, Task-Based and Participatory Approaches. - To analyze these three methods. - To differentiate these three methods.	- Content-based - Task-Based - Participatory Approaches	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of the three methods. - Explaining the procedures how to teach English using the three methods. - Analyzing - The concepts - The principles - The advantages and disadvantages

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
7	Mastering the ELT methods and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Cooperative Learning and Multiple Intelligence. - To analyze these two methods. - To differentiate these two methods.	- Cooperative Learning - Multiple Intelligence	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 5 and 7	2 x 50' (100 minutes)	- Identifying the nature of the two methods. - Explaining the procedures how to teach English using the two methods. - Analyzing - The concepts - The principles - The advantages and disadvantages
8	Mid-term Test (Essay type-Test)						
9	Explaining and analyzing the basic principles of teaching and learning English in general and demonstrating teaching and learning Pronunciation in particular.	- To explain the basic principles of teaching and learning English in general and teaching and learning Pronunciation in particular. - To analyze the basic principles of teaching and learning English in general and teaching and learning Pronunciation in particular. - To demonstrate teaching and learning Pronunciation (teaching simulation) through peer	- Basic Principles of Teaching and Learning English - Teaching and Learning Pronunciation	Group Performance (Teaching Simulation/Peer Teaching Activities)	Internet sources, PPT, Laptop, LCD projector, Book 1, 2, 3, 4, 5, and 7	2 x 50' (100 minutes)	- Explaining the basic principles of teaching and learning English in general and teaching and learning Pronunciation in particular. - Analyzing the basic principles of teaching and learning English in general and teaching and learning Pronunciation in particular. - Demonstrating teaching and learning Pronunciation (teaching simulation) through peer teaching activities by
		teaching activities by applying an appropriate ELT method/model/technique.					applying an appropriate ELT method/model/technique.
10	Demonstrating teaching and learning Grammar and Vocabulary through peer teaching activities by making use of appropriate ELT method/model/technique.	- To explain the basic principles of teaching and learning Grammar and Vocabulary. - To analyze the basic principles of teaching and learning Grammar and Vocabulary. - To demonstrate teaching and	- Teaching and Learning Grammar - Teaching and Learning Vocabulary	Group Performance (Teaching Simulation/Peer Teaching Activities)	Internet sources, PPT, Laptop, LCD projector, Book 1, 2, 3, 4, 5, and 7	2 x 50' (100 minutes)	- Explaining the basic principles of teaching and learning Grammar and Vocabulary. - Analyzing the basic principles of teaching and learning Grammar and Vocabulary. - Demonstrating teaching and learning Grammar and Vocabulary (teaching simulation)

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		and Vocabulary (teaching simulation) through peer teaching activities by applying an appropriate ELT method/model/technique.					activities by applying an appropriate ELT method/model/technique.
11	Demonstrating teaching and learning Listening and Reading through peer teaching activities by making use of appropriate ELT method/model/technique.	- To explain the basic principles of teaching and learning Listening and Reading. - To analyze the basic principles of teaching and learning Listening and Reading.	Teaching and Learning Receptive Skills: Listening and Reading	- Group Performance (Teaching Simulation/Peer Teaching Activities)	Internet sources, PPT, Laptop, LCD projector, Book 1, 2, 3, 4, 5, and 7	2 x 50' (100 minutes)	- Explaining the basic principles of teaching and learning Listening and Reading. - Analyzing the basic principles of teaching and learning Listening and Reading. - Demonstrating teaching and
		To demonstrate teaching and learning Listening and Reading (teaching simulation) through peer teaching activities by applying an appropriate ELT method/model/technique.					learning Listening and Reading (teaching simulation) through peer teaching activities by applying an appropriate ELT method/model/technique.
12	Demonstrating teaching and learning Speaking and Writing through peer teaching activities by making use of appropriate	- To explain the basic principles of teaching and learning Speaking and Writing. - To analyze the basic principles of	Teaching and Learning Productive Skills: Speaking (Oral Fluency) and Writing	- Group Performance (Teaching Simulation/Peer Teaching Activities)	Internet sources, PPT, Laptop, LCD projector, Book 1, 2, 3, 4, 5, and 7	2 x 50' (100 minutes)	- Explaining the basic principles of teaching and learning Speaking and Writing. - Analyzing the basic principles of teaching and learning
	ELT method/model/technique.	teaching and learning Speaking and Writing. To demonstrate teaching and learning Speaking and Writing (teaching simulation) through peer teaching activities by applying an appropriate ELT method/model/technique.					- Speaking and Writing. - Demonstrating teaching and learning Speaking and Writing (teaching simulation) through peer teaching activities by applying an appropriate ELT method/model/technique.

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/ Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
13	Mastering the current ELT methods, models, and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Discovery Learning and Problem Based Learning. - To analyze these two methods/models. - To differentiate these two methods/models.	- Discovery Learning - Problem Based Learning	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 6	2 x 50' (100 minutes)	- Identifying the nature of the two methods/models. - Explaining the procedures how to teach English using the two methods/models. - Analyzing - The concepts - The principles - The advantages and disadvantages
14	Mastering the current ELT approaches, methods, models, and techniques in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Project Based Learning and Genre Based Approach. - To analyze these two methods/models and approach. - To differentiate these two methods/models and approach.	- Project Based Learning - Genre Based Approach	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 6	2 x 50' (100 minutes)	- Identifying the nature of the two methods / models and approach. - Explaining the procedures how to teach English using the two methods / models and approach. - Analyzing - The concepts - The principles - The advantages and disadvantages
15	Mastering the current ELT approach and/or model in order to be able to recognize, present, compare, apply, analyze, and evaluate.	- To explain the concept of Scientific Approach. - To analyze the stages of Scientific Approach. - To differentiate the stages of Scientific Approach.	Scientific Approach	- Group presentations - Class/Group discussions (Question and Answer) - Individual work/assignment	Internet sources, PPT, Laptop, LCD projector, Book 6	2 x 50' (100 minutes)	- Identifying the nature of Scientific Approach. - Explaining the procedures how to teach English using Scientific Approach. - Analyzing - The concepts - The principles - The advantages and disadvantages
16	Final Test (Individual Project)						

B. Assessment

Indicators	Assessment				
	Technique	Form	Items / Instrument	Scoring Rubric / Criteria	Weight (%)
Mid-term Test: 20 % To identify, compare, differentiate, analyze, and evaluate the traditional and current ELT methods, models and techniques in EFL contexts.	Written Test	Essay type-Test	Read and answer the following questions carefully! The Mid-term Test (Essay type-Test) contains several questions related to ELT methods, models and techniques (Book 5 and 7) comprising: The Concept of Approach, Method and Techniques in ELT (The Links between Actions and Thoughts in Language Teaching), the characteristics of GTM, the characteristics of DM, the characteristics of ALM, the characteristics of The Silent Way, the characteristics of Desuggestopedia, the characteristics of CLL, the characteristics of TPR, the characteristics of CLT, the characteristics of Content-Based, Task-Based and Participatory approaches, the characteristics of Learning Strategy Training, the characteristics of Cooperative Learning, and the	The highest score is achieved if the answers and explanations are detail.	20

Indicators	Assessment				
	Technique	Form	Items / Instrument	Scoring Rubric / Criteria	Weight (%)
				test and final test) and therefore are considered failed.	

Note: The highest score is obtained from the students' participation, not only from their attendance, but also from their active responses / participation during the teaching and learning process including in class/group discussions and task accomplishment (Individual Written Assignment); Mid-term Test (Essay type-Test), and Final Test (Individual Project).

C. Grading Rubric

Assessment Rubric for Classroom Participation

No	Frequency of Attendance	Score	Classroom Participation	Score
1	13-16	60	13, 14, 15, 16	40
2	11-12	50	9,10, 11, 12	30
3	9-10	40	5,6,7,8	20
4	7-8	30	3,4	10
5	Less than 6	20	0,1,2	5

Scoring Rubric for Group Performance on Teaching Simulation / Peer Teaching Activities

No.	Components	Score
1.	The appropriateness of the basic language skills with the learning objective(s) chosen	10
2.	The appropriateness of the basic language skills with their stages/steps/activities	20
3.	Ability to create meaningful and joyful learning (the use of learning media/methods/models/teaching techniques, and students' involvement)	30
4.	Teacher's mime, facial expressions, sounds, and intonation	20
5.	The use of Classroom Language during the teaching-learning process	20
Total Score	100	

Mengetahui,
Surabaya, 20 Januari 2022

Ketua Pogram Studi Pendidikan
Bahasa Inggris Unesa

Dosen

Ahmad Munir, S.Pd., M.Ed., Ph.D.
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Tim Pengajar ELT Methods



UNIT I

APPROACH, METHOD, AND TECHNIQUES IN LANGUAGE LEARNING

A. Introduction

1. Description

By learning this material, the readers/students are able to explain about approach, method, procedures and techniques in language learning and they are able to differentiate them.

2. Learning Objectives

- a. The students are able to explain the concept of approach;
- b. The students are able to explain the concept of method;
- c. The students are able to explain the concept of technique;
- d. The students are able to differentiate the concept of approach, method, procedure and technique.

B. Learning Materials

1. The Nature of Approach

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. Approach is the level at which assumptions and beliefs about language, language learning and language teaching. Different people may agree with different beliefs and assumptions dealing with the nature of language, learning and teaching. Assumptions or beliefs may be taken for granted. People do not have to come to an agreement about the assumptions. Therefore, in language teaching there are different assumptions about language and language teaching. Commonly, the following assumptions may explain the nature of language.

- a. Language is a group of sounds with specific meanings organized by grammatical rules (The Silent Way).

- b. Language is the everyday spoken utterance of the average person at normal speed (Audio Lingual Method).
- c. Language is a system for the expression of meaning (Communicative Language Teaching).
- d. Language is a set of grammatical rules and language consists of language chunks (Total Physical Response).

As mentioned earlier, approach also includes assumptions about language learning and language teaching. Assumptions about the nature of language themselves are not complete and need to be completed by theories about learning or teaching. There are many theories of learning and teaching. Richards and Rodgers (1986:18) suggest that a learning theory underlying an approach or method responds to two questions: 1) what are the psycholinguistic and cognitive processes involved in language learning, 2) what are the conditions that need to be met in order for these learning processes to be activated. In general, an approach has the answers to the two questions but certain methods may only emphasize one of the two dimensions. From assumptions about language and language learning, a method will be developed. There can be many methods within one approach.

An approach is a theory about language learning or even a philosophy of how people learn in general. They can be psychologically focused such as behaviorism or cognitivism. They can also be based on older philosophies such as idealism or realism. Approaches are fuzzy and hard to define because they are broad in nature. An example of an approach that leads to a method would be the philosophies of scholasticism, faculty of psychology, or even perennialism. Each of these philosophies encouraged the development of the mind in the way of a muscle. Train the brain and a person would be able to do many different things. These philosophies have impacted some methods of language teaching.

2. The Nature of Method

A method is an application of an approach in the context of language teaching. An example of a method is the grammar-translation method. This method employs the memorization of various grammar rules and the translation of second language material to the student's native language. Students were able to develop the intellectual capacity to understand the new language through a deductive process of acquiring the rules of the language. The purpose is not to critique this method but to show how it was derived from the approach that the mind needs to be trained through intellectual exercises to be able to accomplish something.

A method, which is developed based on some assumptions of an approach, includes the whole plan for the presentation of language material. Since the plan is developed based on the same assumptions, no part of the plan contradicts and all parts make a unity. The unity of a method makes the method distinctive. Even though some assumptions of two different methods may derive from the same theories, some other assumptions may be developed from different theories. How little the difference is will make the unity of a method is different from others. There have been many methods that have been introduced in language teaching, such as: Audio Lingual Method, the Silent Way, Desuggestopedia, Community language Learning, Natural Approach, Total Physical Response and Communicative Language Teaching, etc.

Another way of looking at method in language teaching has also been suggested by Richards and Rodgers (1986:16). They state that at the level of designing the objectives of language teaching, language syllabus, content are determined. At the level of designing the roles of language teachers, instructional materials are also specified. A method is theoretically related to an approach, organized by the design, and practically realized in procedure. Using Richards and Rodgers' terms, method includes approach, design and procedure. Even though