

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
UNIVERSITAS PENDIDIKAN INDONESIA**

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**COURSE SYLLABUS**

**1. About the Course**

Course Title	: <b>Innovative ELT</b>
Course Code	: IG 597
Credit Hours	: 2
Semester	: 7AB
Prerequisite	: -
Instructor	: Dr. Didi Sukyadi, MA(1813)

**2. Objectives**

After finishing the class, the students are expected to be able to:

- 1) understand the background knowledge and information underpinning ELT practices
- 2) design innovative ELT techniques using materials and technologies available around them.
- 3) simulate the innovation they create in peer teaching activities.

**3. Course Description**

This course is aimed at providing the students general information concerning current trends and development in ELT practices not only in Indonesia, but also in other parts of the world. The students will be given an opportunity to use technologies, materials, tools, and other learning sources to design innovative techniques to teach both language skills and language components. They are encouraged to use available ICT technologies such as MS Words, Power Point, free softwares, social networkings, YouTubes and others. The products they should produce are lessons plans consisting innovative ELT techniques that they should share with their friends in the form of peer teaching or presentation activities. They students will first listen and discuss two presentations from the lecturer concerning the background information on the development of ELT techniques. Then, they will be given a topic list consisting of 15 articles on ELT methods and techniques. They are required to choose one of the articles, read, and summarize it, and write report about it in two weeks and present their readings to the class. Based on the articles, each student designs an innovative ELT technique, and share it with the class. The techniques they design will be assessed based on their suitability with the learning objectives, ease of use, creativity, and usefulness.

**4. Learning Activities**

Approach: Learner-centered approach  
Methods: Discussion, presentation, projects  
Task: Mini research

## 5. Media

LCD projector

## 6. Evaluation

### 6.1 Classroom participation

Classroom participation is derived from the classroom attendance and the students' participation in the classroom discussion and activities (20%).

### 6.2 Mid Test

Mid test score is based the article reviews that they should submit at the time of mid test schedule (30%)

### 6.3 Final test

Final test will be in the form of innovative technique reports their simulation (50%)

## 6. Grading Policies

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

0 – 59 = E

## 7. Course Outline

Date	Topics	Sources
Week 1	Course policy History of Language Teaching	Syllabus Charles Lowe 2003
Week 2	Understanding and implementing the CLT (communicative language teaching) paradigm*	George M. Jacobs and Thomas S.C. Farrell
Week 3	1) Investigating innovation in English language teaching: Three case studies at a junior college In Taiwan  2) Teaching English Using Computers: Using <i>Word</i> for language practice and PowerPoint for language analysis  3) Language Teaching through Role-Play	Shu-Fen Liao, 2003  <i>Effat</i> , (2000)  Halapi and Saunders (2002)
Week 4	4) Innovative Approaches to the Teaching of Practical Phonetics  5) Teaching English using Internet  6) Teaching YL through stories	Wrembel (2001)  Kitao and Kitao (1996)  Loukia (2006)

Week 5	7) An integrative innovative curricular model for teaching languages	Suciu and Mana (2001)
	8) Teaching English with technology (Puzzle maker)	Krajka (2001)
	9) Learning about and through humor in the second language classroom	Bell (2009)
Week 6	10) Innovative Methods of Teaching	Damodharan (2007).
	11) Teaching English Using Computers <i>Uses of Word: Language Experience, Insert Comments, Track Changes, AutoSummarize</i>	Effat (200)
	12) Word pairs and vocabulary knowledge	Stuart (2009)
Week 7	13) Integrating Group Work With The Teaching of Grammar	Celce-Murcia (1996)
	14) Teaching English Using Computers (Using Hot Potatoes)	<a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>
	15) Applying corpus-based findings to form-focused instruction: The case of reported speech	Barbieri and Eckhardt (2007)
Week 8	Mid test	
Week 9	Peer teaching	
Week 10	Peer teaching	
Week 11	Peer teaching	
Week 12	Peer teaching	
Week 13	Peer teaching	
Week 14	Peer teaching	
Week 15	Peer teaching	
Week 16	Final test	

## REFERENCES

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- Celce-Murcia, Marianne. 1996. Integrating Group Work With The Teaching of Grammar. *Journal of NELTA*, Vol. 1 No. 2 : 19
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- Jacobs, George M. and Thomas S.C. Farrell. 2003. *RELC Journal*, 34: 5
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- Loukia, Nitien .2006. Teaching young learners through stories: the development of a handy parallel syllabus. *The Reading Matrix*, Vol. 6, No. 1,
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- Webb, Stuart. 2009. The Effects of Receptive and Productive Learning of Word Pairs on Vocabulary Knowledge. *RELC Journal* 2009 40: 360 DOI: 10.1177/0033688209343854.
- Wrembel, Magdalena. (2001). Innovative approaches to the teaching of practical phonetics. In Proceedings of the Phonetics Teaching and Learning Conference PTLc2001. London: UCL, 63-66. [Available at: <http://www.phon.ucl.ac.uk/home/johnm/ptlc2001/pdf/wrembel.pdf> ]

**SATUAN ACARA PERKULIAHAN: SEMIOTICS (UNDERGRADUATE)**

Date	Topics	Objectives	Learning Activities	Evaluation	Sources
5/9/2011	Course policy History of Language Teaching	After the lesson, the students explain the development of the teaching methods in ELT	1) Students listen to the lecture on history of language teaching 2) Students answer questions related to the topic 3) Students summarize the main concepts of the topic	Summary of ELT	Syllabus Charles Lowe 2003
12/9/2011	Understanding and implementing the CLT (communicative language teaching) paradigm*	After the lesson, the students identify some variables that need to be taken into account in ELT teaching	1) Students listen to the lecture on history of language teaching 2) Students answer questions related to the topic 3) Students summarize the main concepts of the topic	Summary of CLT	George M. Jacobs and Thomas S.C. Farrell
19/9/2011	1) Investigating innovation in English language teaching: Three case studies at a junior college In Taiwan  2) Teaching English Using Computers: Using <i>Word</i> for language practice and PowerPoint for language analysis	After the lesson, the students explain the main outline of the articles they have read, including their important concepts	1) Students present the articles they have read to the class 2) Students answer questions related to the articles 3) Students improve their understanding concerning their articles 4) Students design innovative ELT techniques	Article review	Shu-Fen Liao, 2003  <i>Effat</i> , (2000)  Halapi and Saunders (2002)

	3) Language Teaching through Role-Play				
26/9/2011	4) Innovative Approaches to the Teaching of Practical Phonetics  5) Teaching English using Internet  6) Teaching YL through stories	After the lesson, the students explain the main outline of the articles they have read, including their important concepts	1) Students present the articles they have read to the class 2) Students answer questions related to the articles 3) Students improve their understanding concerning their articles 4) Students design innovative ELT techniques	Article review	Wrembel (2001)  Kitao and Kitao (1996)  Loukia (2006)
3/10/2011	7) An integrative innovative curricular model for teaching languages  8) Teaching English with technology (Puzzle maker)  9) Learning about and through humor in the second	After the lesson, the students explain the main outline of the articles they have read, including their important concepts	1) Students present the articles they have read to the class 2) Students answer questions related to the articles 3) Students improve their understanding concerning their articles 4) Students design innovative ELT techniques	Article review	Suciu and Mana (2001)  Krajka (2001)  Bell (2009)

	language classroom				
10/10/2011	<p>10) Innovative Methods of Teaching</p> <p>11) Teaching English Using Computers <i>Uses of Word: Language Experience, Insert Comments, Track Changes, AutoSummarize</i></p> <p>12) Word pairs and vocabulary knowledge</p>	After the lesson, the students explain the main outline of the articles they have read, including their important concepts	<p>1) Students present the articles they have read to the class</p> <p>2) Students answer questions related to the articles</p> <p>3) Students improve their understanding concerning their articles</p> <p>4) Students design innovative ELT techniques</p>	Article review	<p>Damodharan (2007).</p> <p>Effat (200)</p> <p>Stuart (2009)</p>
17/10/2011	<p>13) Integrating Group Work With The Teaching of Grammar</p> <p>14) Teaching English Using Computers (Using Hot Potatoes)</p>	After the lesson, the students explain the main outline of the articles they have read, including their important concepts	<p>1) Students present the articles they have read to the class</p> <p>2) Students answer questions related to the articles</p> <p>3) Students improve their understanding concerning their articles</p> <p>4) Students design innovative ELT techniques</p>	Article review	<p>Celce-Murcia (1996)</p> <p><a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a></p> <p>Barbieri and Eckhardt (2007)</p>

	15) Applying corpus-based findings to form-focused instruction: The case of reported speech				
24/10/2011	Mid test			Written Test	
30/11/2011	Peer teaching	The students are able to simulate the teaching techniques they develop and revise them based on the feedback from their friends	<ol style="list-style-type: none"> <li>1) The students simulate their innovative teaching techniques to the class</li> <li>2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers</li> <li>3) The students write reports concerning innovative activities they have designed and developed</li> </ol>	Innovative ELT reports	
7/11/2011	Peer teaching	The students are able to simulate the teaching techniques they develop and revise them based on the feedback from their friends	<ol style="list-style-type: none"> <li>1) The students simulate their innovative teaching techniques to the class</li> <li>2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers</li> <li>3) The students write reports concerning innovative activities they have designed and developed</li> </ol>	Innovative ELT reports	
14/11/2011	Peer teaching	The students are able to simulate the teaching	1) The students simulate their innovative teaching techniques to the	Innovative ELT reports	



		techniques they develop and revise them based on the feedback from their friends	class 2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers 3) The students write reports concerning innovative activities they have designed and developed		
21/11/2011	Peer teaching	The students are able to simulate the teaching techniques they develop and revise them based on the feedback from their friends	1) The students simulate their innovative teaching techniques to the class 2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers 3) The students write reports concerning innovative activities they have designed and developed	Innovative ELT reports	
28/11/2011	Peer teaching	The students are able to simulate the teaching techniques they develop and revise them based on the feedback from their friends	1) The students simulate their innovative teaching techniques to the class 2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers 3) The students write reports concerning innovative activities they have designed and developed	Innovative ELT reports	
5/12/2011	Peer teaching	The students are able to simulate the teaching techniques they develop	1) The students simulate their innovative teaching techniques to the class	Innovative ELT reports	

		and revise them based on the feedback from their friends	2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers 3) The students write reports concerning innovative activities they have designed and developed		
12/12/2011	Peer teaching	The students are able to simulate the teaching techniques they develop and revise them based on the feedback from their friends	1) The students simulate their innovative teaching techniques to the class 2) The students discuss the techniques they have presented and improve their qualities based on the input from their peers 3) The students write reports concerning innovative activities they have designed and developed	Innovative ELT reports	
19/12/2011	Final test				