**PENDIDIKAN BAHASA INGGRIS, FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**UNIVERSITAS LAMPUNG**

**Rencana Pembelajaran Semester Mata Kuliah (RPSMK): English Teaching Method 2 (ETM)**

**Dosen: Drs. Mahpul, M.A., Ph.D.**

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| **Deskripsi sinkgat MK** | | The class provides students with the principles and models of i) integrative language teaching in terms of 4 language kills and 3 language aspects and ii) communicative approaches in particular, task-based language teaching (TBLT) . | | | | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | | Students have capability of designing i) models of teaching of integrative language skills and aspects and ii) communicative models of language learning (Task-based language teaching) developed on the basis of cognitive factors (task complexity) | | | | |
| **References**  Ellis, R. (2003). *Task-based language teaching*. Oxford University Press.  Robinson, P. (2005). Cognitive complexity and task sequencing: Studies in a componential framework for second language task design. *Review of Applied Linguistics in Language Teaching, 43,* pp. 1-32.  Setiyadi, Ag.B., Mahpul, Sukirlan, M. (2020). *Teaching Language Skills: Preparing Materials and Selecting Techniques*. Graha Ilmu. Yogyakarta. | | | | | | |
| **Minggu ke** | **Sub-CPMK** | | **Bahan kajian/Materi Pembelajaran** | **Metode Pembelajaran** | **Pengalaman Belajar** | **Penilaian** |
| 1 | • Students are able to analyze the principles of integrative language teaching (4 language kills and 3 language aspects)  •Students are able to analyze the models of integrative language teaching (4 language kills and 3 language aspects) | | • The factors of L1 learners successful in acquiring their language  • Models of integrative language teaching | • Lecturing  •Group discussion  •Assignment  •Presentation  •*Discovery learning* | •Analyzing the principles and models of integrative language teaching (4 language kills and 3 language aspects) | Project-based assessment |
| 2-4 | • Students are able to design the models of integrative language teaching (4 language kills and 3 language aspects) for beginner learners | | • Models of integrative language teaching (4 language skills and 3 language aspects) for **low-level learners** |  | •Project of designing models of integrative language teaching (4 language skills and 3 language aspects) for beginner learners  •Presentation |
| 5-7 | •Students are able to design the models of integrative language teaching (4 language kills and 3 language aspects) for intermediate/advanced learners | | • Models of integrative language teaching (4 language skills and 3 language aspects) for **high-level learners** |  |  |
| 8-15 | • Students are able to analyze/identify strengths and weaknesses of given language teaching methods.  • Students are able to analyze/identify the principles of TBLT.  • Students are able to design models of communicative activities (Task) particularly developed/manipulated on the basis of cognitive factors/task complexity in the forms of monologue and dialogue (low level learners).  Students are able to design models of communicative activities (Task) developed/manipulated on the basis of cognitive factors/task complexity in the forms of monologue and dialogue (for high level learners) | | • Methods of language teaching: strengths and weaknesses  • Task-based language teaching/TBLT (principles, definition, methodology of TBLT, differences between tasks and exercise)  • A framework of cognitive factors/Task complexity as the basis to design language learning materials  • Models of communicative activities (Task) developed/manipulated on the basis of cognitive factors/task complexity |  |  |
| 16 | Final Submission | | | | | |

**KONTRAK PERKULIAHAN**

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| No | Scoring Aspects | | Percentage | Notes |
| 1 | Kehadiran/attendance | | 10 |  |
| 2 | Assignments (First half-mid semester) | integrative Language teaching for low level/beginner | 20 | **No cheating** |
| integrative Language teaching for high levels | 20 |
| 3 | Assignments (Second half-mid semester) | Designing (communicative activities (simple Task) both monologue and dialogue versions | 25 |
|  |  | Designing communicative activities (complex Task ) both monologue and dialogue versions | 25 |