| NAMA KURSUS | TRENDS IN LANGUAGE TEACHING  
(Trend dalam Pengajaran Bahasa) |
<table>
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<tbody>
<tr>
<td>KOD KURSUS</td>
<td>LHE 3200</td>
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<tr>
<td>KREDIT</td>
<td>2 (2+0)</td>
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<tr>
<td>Pensyarah</td>
<td>Dr. Ghazali b. Mustapha</td>
</tr>
<tr>
<td>Emel/Telefon</td>
<td><a href="mailto:om@educ.upm.edu.my">om@educ.upm.edu.my</a> / 03-89468180</td>
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<tr>
<td>No. Bilik Pensyrah</td>
<td>PPPL F03</td>
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**OBJEKTIF**

- Pada akhir kursus ini, pelajar akan lebih berpengetahuan dalam tren dan pendekatan masa kini dalam pengajaran Bahasa Inggeris dan berupaya mengaplikasikan pengetahuan ini dalam bilik darjah. Objektif khusus adalah seperti berikut:
  1. Pelajar memahami konsep, topik, isu-isu berhubung dengan tren pengajaran Bahasa Inggeris
  2. Pelajar dapat mengaplikasikan konsep, isu, topik berhubung tren pengajaran dalam situasi sebenar bila perlu.
  3. Pelajar dapat membuat penganalisaan tentang hal-hal bersabit dengan tren pengajaran bila perlu.
  4. Pelajar dapat menghasilkan perkara-perkara, konsep, isu-isu baru berdasarkan kemahiran dalam penguasaan ilmu yang berkait.
  5. Pelajar akan lebih peka dan perihat terhadap tanggungjawab berhubung dengan pengajaran BI sebagai implikasi dari informasi yang didapat/terokai.

**SINOPSIS**

Kursus ini membincangkan trend dan pendekatan masa kini dalam pengajaran Bahasa Inggeris; perkembangan dan prinsip dasarnya; trend dan pendekatan masa kini dalam pengajaran kemahiran bahasa; implikasi trend terhadap profesion pengajaran bahasa.

(This course discusses current trends and approaches in English language teaching; development and underlying principles; current trends and approaches in teaching the language skills; implications of trends on the language teaching profession.)
<table>
<thead>
<tr>
<th>MINGGU</th>
<th>KANDUNGAN</th>
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| 1      | Historical development of English language teaching.  
         - Where we have been – insights from the past  
         - Different TESL Methods |
| 2      | Survey of current trends in English language teaching  
         - Teaching Methods and Styles (TESL Module)  
         - Emergence of Eclecticism  
         - Emergence of CCTS  
         - Emergence of Constructivism |
| 3      | Theoretical principles behind current approaches  
         English language teaching  
         - Eclecticism (TESOL, Bowen et al)  
         - CCTS – de Bono’s, Bloom’s/COGAFF  
         - Constructivism |
| 4      | Emphases of current approaches in the teaching of the different skills in English language teaching  
         - Classroom application of;  
         - Eclecticism  
         - Constructivism  
         - CCTS |
| 5      | Trends in Teaching Strategies (Oxford’s)  
         - Cognitive method  
         - Affective method  
         - Meta-cognitive |
| 6      | Student-Centred Approach (SCA)  
         - Learner Autonomy  
         - Concepts  
         - Application |
| 7      | Problem-Based Approach of ESL Instruction (PBA)  
         - Concepts  
         - Application |
| 8      | Lesson Planning using SCA AND PBA Formats  
         - Presentation (Task Development) |
| 9      | Lateral Thinking Method of Teaching  
         - Conceptual method  
         - Provocation method |
| 10     | Lateral Thinking Method of Teaching  
         - CoRT 1  
         - Lateral Thinking |
| 11     | Questioning Strategies  
         - Bloom’s  
         - COGAFF |
<p>| 12     | Presentation |
| 13     | Presentation |
| 14     | Presentation |</p>
<table>
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<tr>
<th>PENILAIAN</th>
<th>Kerja kursus</th>
<th>30%</th>
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<tbody>
<tr>
<td>Ujian</td>
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<td>Peperiksaan Akhir</td>
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Continued assessment based on classroom student’s performance and outside class written assignment will be conducted throughout the semester.

A. ASSIGNMENT (30%)

1. Reaction Paper on Trends of Language Teaching
Individually, you are to submit your deliberation to the following tasks for assessment. Having read and understood a relevant article on trends and language teaching, (10 – 20 page article selected from reputable sources e.g. journals or research papers as approved by the instructor), deliberate on the article under the following concerns:

1. The summary of the article in not more than 500 words using your own words.
2. The main issue(s) the author is focusing on in this article.
3. The implications of the article on ESL Teaching and Learning in Malaysia.
4. The power point slide shows of the entire article. Wordings on each slide should be in paraphrased version. Verbatim copying of the article is strictly forbidden.
5. An 80-minute lesson plan (of any formats) for any secondary levels of education (Please state the levels) using any one issue highlighted in the article. Remember: your lesson plan is touching only on ONE particular issue.

Note: the entire article should be included as an appendix in the assignment. Without it marks will be deducted.
ASSESSMENT CRITERIA

Papers of the highest quality in the assignments will include the following:

Documentation to be handed in should include:
1. The hard copy of the assignment.
2. The hard copy of the Lesson Plan (5%)
3. Soft copy of power point presentation of article (5%)
4. The original article (to be appended). (20%)

Note: The assignment is to be handed two weeks before the Final Exam to Pusat Pendidikan Luar, UPM.

BREAK DOWN OF ASSESSMENT

A. ASSIGNMENT - 30%
B. MID-SEMESTER EXAM - 30%
   Topics: 1 – 4
C. PRESENTATION - 10%
D. FINAL EXAM - 30%

Coverage: All units; other relevant topics
Types of Questions: Subjective and/or Objective

Date of announcement: Meeting 1
Date of Submission: Week 11