

	RPS
	ELT Practicum (TEDU220) English Education Master's Program
Revision 0	Effective from August 2023

UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Study Program : English Education Master's Program

SEMESTER LESSON PLAN

Course Identity

Course Code/Course name : ELT Practicum
Semester : 3
Course Code : TEDU220
Lecturers : Paulus Kuswandono, Ph.D.
Markus Budiraharjo, Ed.D.
Concilianus Laos Mbato, Ed.D.

1. Program Learning Outcome

PLO 1: Graduates have a broad knowledge base and awareness of contemporary educational theories and demonstrate the skills to design, implement, and evaluate ELT and curriculum.

PLO 2: Graduates have a broad knowledge base and awareness of contemporary research in the field of English education and demonstrate the skills to conduct their own investigations.

2. Short Description of the Course

ELT Practicum is a teaching practice course in the education faculty. This course is intended to improve students' knowledge, skills and attitudes as a whole in managing English learning through teaching observation activities, teaching practice by applying student-centered learning models, and critical analysis of the learning practice. Students' critical analysis in the English teaching and learning process aims to improve English learning

quality, confirm theories, or possibly to find theories which are developed from their practices. The analysis should be based on learning theories and cutting-edge methodology, as well as the development of information technology in learning.

3. **Course learning Outcomes:**

Competence:

1. Find concrete problems in learning through classroom observation;
2. Identify the need to solve learning problems from the diverse underlying factors of learning in the language class;
3. Design a complete learning tool in accordance with the guidelines for the preparation of a complete, detailed, and applying Semester Learning Plan and apply the Ignatian Pedagogy paradigm;
4. Implement English learning in real teaching situation in accordance with learning tools that have been prepared with the assistance of lecturers;
5. Assess various aspects of learning through classroom meetings in the classroom along with supervisors to improve the quality of the teaching and learning process, confirm theories and learning methods, and improve the quality of learning.
6. The students are able to produce innovative/new learning models for general English learning or English for specific purposes.

Conscience:

1. gain more awareness on the pedagogical values on becoming an English teacher;
2. select appropriate strategies relevant to the context of the students' affective needs;
3. improve their responsibility and autonomy in planning, executing, and evaluating their practice teaching.

Compassion:

work collaboratively with colleagues and the supervising lecturer to complete the students' teaching practice.

Commitment:

1. Participate in all aspects of the practicum experience, including lesson planning, teaching, reflection, and collaboration with supervisors and peers;
2. reflect critically on the teaching practice and identify areas for improvement;
3. demonstrate a commitment to ethical and professional behavior in the classroom.

4. **Learning Approach:**

The learning methods in this course are informed by current learning theories, i.e., constructivism, metacognition and self-regulated learning theories and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**

a. Interactive

Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer-student activities.

b. Holistic

Holistic learning in this course covers three educational domains, namely cognitive, psychomotor and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and

faculty/University, namely *conscience* (choosing one's conscience), *compassion* (feelings of compassion) and *commitment* (holding firm to commitments), into the lecture material.

c. Integrative

Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access.

d. Scientific

This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models which enable students to identify problems, and their causes, formulate problems, find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition.

e. Contextual

Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on the contextual and relevant topics in the literature and in society.

f. Thematic

In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in English education. The themes cover various learning theories in education ranging from metacognition, self-regulated learning, constructivism and affectivism.

g. Effective

This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre-determined topics that have been set in the lesson planning.

h. Collaborative

Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions and develop conflict handling skills.

i. Student-centered

All lectures in this course are student-centered so that they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers, and presenting research results in seminars.

STUDENT WORKLOAD

Learning Activities and Tasks	SWL
Assignments: review, Report, Draft, Presentation	20.25
Progress Test 1: Analysis of teaching video and make a proposed teaching video for a betterment	33.75

Progress test 2: Class real teaching (online and offline)	33.75
Final project: designing a class in a learning platform	47.25
TOTAL	135

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>Hard Skills: Having a comprehensive understanding of the nature of ELT Practicum</p> <p>Soft Skills: Working together and individually to develop an understanding of the course requirements and various educational and learning theories</p>	<p>Introduction:</p> <ol style="list-style-type: none"> Nature of ELT Practicum Activities of ELT Practicum 	<p>Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy</p>	4.08	<ul style="list-style-type: none"> Students listen to the lecturer's explanation about the contents of ELT Practicum Explanation of ELT Practicum activities Questions for the implementation of the ELT Practicum Program, tasks, and learning products. Students discuss selected courses to run the program and the flow of the ELT Practicum Program implementation. Students write plans for implementing the ELT Practicum Program in 	<ul style="list-style-type: none"> Clear plans made by students in the implementation of the ELT Practicum Program. Seriousness in preparing ELT Practicum program activities in the form of active questions and answers in the discussion. 	<ol style="list-style-type: none"> ELT Practicum Handbook Reflecting theories of desired learning Observation checklist. <p>Bolton, G., & Delderfield, R. (2018)</p> <ol style="list-style-type: none"> Triutami, C & Mbato, C.L . (2021) Farr & Farrell (2023)

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
					selected courses. ● Follow-up: In-class observation task		
2 – 3	<p>Hard Skills: Finding concrete problems in learning through classroom observation activities</p> <p>Soft Skills: Working together and individually to develop an understanding of the classroom dynamics and challenges</p>	<ul style="list-style-type: none"> ● Classroom learning issues ● Classroom situations and conditions ● Characteristics and learning styles of students ● Classroom interaction model ● Classroom management ● Initial activities of the learning process ● Core learning activities ● Closing activities 	<ul style="list-style-type: none"> ● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy 	8.16	<ul style="list-style-type: none"> ● Students share their experiences of classroom observation in relation to concrete issues of learning, situations and conditions, characteristics and learning styles of students, models of classroom interaction, and classroom management by lecturers in the classroom. ● Students present the findings as the basis for reflection regarding class activities: initial class activities, core learning activities, closing activities. 	<ul style="list-style-type: none"> ● Completeness of data collected in classroom observations related to situations and conditions, student learning, classroom interaction models, classroom management by lecturers, initial activities, core, and closing. Criticality in response to observations discussed in classical lectures. 	<p>Observation in Teaching Practice</p> <ol style="list-style-type: none"> 2. Classroom Observation Checklist 3. Classroom Observation Form 4. Lesson Observation Tool <p>Bolton & Delderfield (2018)</p> <p>Lomi & Mbato (2021)</p>

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
					<ul style="list-style-type: none"> • Students ask questions related to observations made in class. • Affirmation of lecture materials. • Students make reflection and follow up. 		
4	<p>Hard Skills: Carrying out needs analysis of learning as a preparation to design a lesson plan</p> <p>Soft Skills: Working together and individually to develop an understanding of learning needs analyzed and the contribution to teaching -learning</p>	<ul style="list-style-type: none"> • Needs analysis: What, why, how • Learning materials • Learning methods • Assessment Techniques • Instructional Media • Classroom Interaction Model 	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	4.08	<ul style="list-style-type: none"> • Students undertake needs analysis related to learning materials and methods, assessment techniques, instructional media, and interaction models in the classroom in various ways, such as distributing questionnaires to students. • Students analyse documents, such as curriculum and syllabus. • Students discuss in class related to the needs 	<ul style="list-style-type: none"> • The accuracy and depth of learning needs analysis conducted by practitioners. • The Students' seriousness in analyzing the learning needs in the classroom reflected in the action plan on the needs analysis 	<p>Gini-Newman & Case (2018). Farr & Farrell (2023)</p> <p>Green, A. (2020). Griffin, Patrick, Barry McGaw, &</p>

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
					analysis. <ul style="list-style-type: none"> ● Students carry out question and answer on the needs analysis in the classroom ● Affirmation of lecture materials. ● Students make ● reflection and follow- up. 	report. <ul style="list-style-type: none"> ● analyzing the learning needs in the classroom as reflected in the action plan on the needs analysis report. 	Esther Care. 2012. <i>Assessment and Teaching of 21st Century Skills</i> . London: Springer. Richards & Farrell (2012)

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
5 – 6	<p>Hard Skills: Developing lecture / teaching plans</p> <p>Soft Skills: Working together and individually to develop teaching plans' including assessments</p>	<ul style="list-style-type: none"> ● SLP ● Assignment Plan ● Assessment Rubric 	<ul style="list-style-type: none"> ● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy 	8.16	<ul style="list-style-type: none"> ● Students prepare the SLP, task design, and assessment rubric for the development of lecture plans. 	<ul style="list-style-type: none"> ● The accuracy of lecture plans that will be developed in accordance with the results of needs analysis. 	<p>Williams, R. B. (2015)</p> <p>Brookhart, Susan M. 2010. <i>Assess Higher-Order Thinking Skills in Your Classroom</i>. Virginia: ASCD.</p> <p>Griffin, Patrick, Barry McGaw, & Esther Care. 2, 012.</p>

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
7 – 8	MIDTERM TEST						

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
9 – 11	<p>Hard Skills: Learning to teach in real teaching situations.</p> <p>Soft skills: Providing feedback on strength and limitation of peers' teaching simulations, and making reflections on them</p>	<p>Implementation of teaching practices 1st, 2nd, and 3rd:</p> <ul style="list-style-type: none"> ● Conducting Preliminary Activities ● Carry out core activities ● Implement closing activities 	<ul style="list-style-type: none"> ● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy 	12.24	<ul style="list-style-type: none"> ● Students carry out teaching practices in real teaching situations. ● Students share classroom practices and obstacles. ● Students reflect and follow up. 	<ul style="list-style-type: none"> ● Compliance of the learning implementation plan and implementation of real teaching. ● The ability of the practitioners (pre- service teachers) to conduct classroom management. ● Materials mastery in classroom learning. ● Seriousness in real teaching situations. 	<p>Gini-Newman, G., & Case, R. (2018). Çakmak & Gündüz, (2018) Farr & Farrell (2023)</p>

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
12	<p>Hard skills:</p> <p>Evaluating and providing feedback on peers' teaching simulations (strength and limitation)</p> <p>Soft skills</p> <p>Making reflections on them</p>	<ul style="list-style-type: none"> ● Reflection ● Learning evaluation 	<ul style="list-style-type: none"> ● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy 	4.08	<ul style="list-style-type: none"> ● Students reflect and evaluate the learning outcomes in real teaching situations. 	<ul style="list-style-type: none"> ● Depth of reflection and evaluation conducted by pre- service teachers. ● Seriousness to Students carry out the follow-up activities based on the results of reflection. 	Gini-Newman, G., & Case, R. (2018).

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
13	<p>Hard skills</p> <p>Examining models of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles in the classroom, student talk, and teacher talk.</p> <p>Soft skills: Making reflections on the strength and limitations of every aspect</p>	<ul style="list-style-type: none"> ● Classroom Interaction Models ● students' characteristics and learning styles, ● lecturers' teaching styles ● student talk ● teacher talk 	<ul style="list-style-type: none"> ● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy 	4.08	<p>Students examine:</p> <ul style="list-style-type: none"> ● the model of classroom interaction, ● students' characteristics and learning styles, ● lecturers' teaching styles ● student talk ● teacher talk 	<ul style="list-style-type: none"> ● Accuracy of analysis on model of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles, student talk, and teacher talk. ● Seriousness to assess the model of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles, student talk, and teacher talk. 	<p>Gini-Newman, G., & Case, R. (2018).</p> <p>Xiao-yan, MA. 2006. <i>Teacher Talk and EFL in University Classrooms</i>. China: Chongqing Normal University & Yangtze Normal University.</p> <p>Richards & Farrell (2012)</p>

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
14	<p>Hard skills: Preparing/writing the draft of a final report with the description of planning, process, reflection and evaluation of learning</p> <p>Soft skills: Being aware of the challenges encountered and being committed to overcome them</p>	<ul style="list-style-type: none"> ● Final report structure, component, and format 	<ul style="list-style-type: none"> ● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy 	4.08	<ul style="list-style-type: none"> ● Students report with a complete description of planning, process, reflection and evaluation of learning 	<ul style="list-style-type: none"> ● Depth of report ● The usefulness of the report for improving English learning in the classroom ● The compliance of reports with the given format. ● Seriousness in writing the report 	Final report structure, component, and format

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL	Learning Activities	Assessment Criteria (Indicators)	Reference
15	Students prepare the final report with a complete description of planning, process, reflection and evaluation of learning	<ul style="list-style-type: none"> Final report structure component, and format 	<ul style="list-style-type: none"> Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy 	4.08	<ul style="list-style-type: none"> Students report with a complete description of planning, process, reflection and evaluation of learning 	<ul style="list-style-type: none"> Depth of report The usefulness of the report for improving English learning in the classroom The compliance of reports with the given format. Seriousness in writing the report 	Final report structure, component, and format
16	FINAL TEST						

References

- Bolton, G., & Delderfield, R. (2018). *Reflective practice: writing and professional development*. Los Angeles: Sage Publications Ltd.
- Brookhart, S. M. (2010). *Assess Higher-Order Thinking Skills in Your Classroom*. Virginia: ASCD
- Crawford, A., et.al. (2005). *Teaching and Learning Strategies for The Thinking Classroom*. New York: RWCT.
- Çakmak, M., & Gündüz, M. (2018). *Dimensions and emerging themes in teaching practicum: A global perspective*. Routledge.
- Farr, F., & Farrell, A. (2023). *The reflective cycle of the teaching practicum*. Equinox Publishing.
- Gini, G., & Case, R. (2018). *Creative Thinking Classroom. Leading Educational Change for This Century*. Corwin: Thousand Oaks.
- Griffin, P., McGaw, B., & Care, E. (2012). *Assessment and Teaching of 21st Century Skills*. London: Springer.
- Lomi, A.N.K., & Mbato, C.L. (2021). Investigating Indonesian Pre-service English Teachers Perceptions and Motivations to Enter the Teaching. *Journal on English as a Foreign language*. 11 (1). 125-151.
- Richards, J.C., & Farrell, T.S. (2012). *Practice teaching: A reflective approach*. Cambridge University Press.
- Triutami, C.S & Mbato, C.L (2021). EFL Undergraduate Students' professional Identity Construction: A Sociocultural Perspective. *Journal of English Education and Teaching (JET)*, 5 (1). 1-15.
- Williams, R. B. (2015). *Higher-order thinking skills: Challenging all students to achieve*.



Faculty : Teachers Training and
 Education Program : Master
 Study Program : English Education

COURSE ASSIGNMENTS DESIGN (CAD)

A. Course Identity

1. Course Code/Course name : TEDU220/ELT Practicum
2. SKS/CH : 3/3 CH
3. Prerequisite Course : -
4. Semester/ Academic Year : III/2023-2024
5. Lecturers : Paulus
 Kuswandono, Ph.D.
 Concilianus Laos Mbato, Ed.D.
 Markus Budiraharjo, Ed.D.

ASSIGNMENTS DESIGN 1

Task Goal	Students find concrete problems in learning through classroom observation activities
Outline of the task description:	Students make critical analysis of concrete issues individually.
Things to do	Students carry out observations in the classroom, find concrete problems, and undertake critical analysis to find solutions in learning.
Method	The tasks are done individually; critical analysis is typed in accordance with the format of scientific papers, along with relevant reference sources.
Output	Critical analysis of concrete problems in learning.



Faculty : Teachers Training and
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ASSESSMENT RUBRIC

B. Course Identity

- | | |
|----------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Course Code/Course name | : TEDU220/ELT Practicum |
| 2. SKS/CH | : 3/3 CH |
| 3. Prerequisite Course | : - |
| 4. Semester/ Academic Year | : III/2023-2024 |
| 5. | Lecturers : Paulus
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Concilianus Laos Mbato, Ed.D.
Markus Budiraharjo, Ed.D. |

RUBRIC OF ASSESSMENT TASK 1

Aspect of Assessment	Score	Criteria
The depth of critical analysis related to: <ul style="list-style-type: none"> ● the situations and conditions, ● characteristics and learning styles of students, ● the model of classroom interaction ● classroom management by 	4	Critical analysis of concrete issues in the classroom is very deep, supported by complete data, and equipped with relevant references.
	3	Critical analysis of concrete issues in the classroom is quite deep, supported by fairly complete data, and equipped with relevant references.
	2	Critical analysis of concrete problems in the class is less deep, supporting data is incomplete, and references are incomplete.
	1	Critical analysis of concrete problems in the class is not deep, supporting data is incomplete, and references are incomplete.

lecturers in the classroom, ● the initial activity, ● the core activity, ● the closing activity.		
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Category: (4) very satisfactory, (3) satisfactory, (2) less satisfactory, and (1) unsatisfactory



MID SEMESTER TEST

Odd Semester/Academic Year 2023/2024

Course Name : ELT Practicum
Course Code : TEDU220
Day/Date :
Time Allocation :
Nature of test : Close Book
Room :
Examiners :
: Paulus Kuswandono, Ph.D.
: Concilianus Laos Mbato, Ed.D.
: Markus Budiraharjo, Ed.D.

Instructions:

Read the questions below and answer on the answer sheet provided!

1. Based on the results of needs analysis in the class that you have done, describe the opportunities and barriers associated with learning in the class. How do you take advantage of opportunities and overcome those obstacles?
2. Explain briefly and clearly related to the analysis you will do about the competency development program of teaching English!

Scoring Rubric

No		Score	Grade	Scale 1-4
1	85	85-100	A	3,4
2	80	80-84	A -	3,2
3	75	75-79	B+	3
4	70	70-74	B	2,8
5	65	65-69	B-	2,6

6	60	60-64	C+	2,4
7	56	56-59	C	2,24
8	50	50-55	D	2
9	0	0-49	E	0

References

Bolton, G., & Delderfield, R. (2018). *Reflective practice: Writing and professional development*. SAGE.

Gini-Newman, G., & Case, R. (2018). *Creating thinking classrooms: Leading educational change for this century*. Corwin Press.

Green, A. (2020). *Exploring language assessment and testing: Language in action*. Routledge Introductions to Applied Linguistics.

Griffin, Patrick, Barry McGaw, & Esther Care. 2012. *Assessment and Teaching of 21st Century Skills*. London: Springer.

Williams, R. B. (2015). *Higher-order thinking skills: Challenging all students to achieve*. Simon & Schuster.