

		<b>UNIVERSITAS NEGERI PADANG</b> <b>FAKULTAS BAHASA DAN SENI</b> <b>ENGLISH LANGUAGE EDUCATION PROGRAM</b>				
	<b>SYLLABUS</b>					
	<b>COURSE</b>	<b>CODE</b>	<b>COURSE GROUP</b>	<b>CREDITS</b>	<b>SEMESTER</b>	<b>DESIGN DATE</b>
	Micro Teaching	PING1.61.613	Teaching	2	6	5 January 2019
	<b>OTORISASI (AUTHORIZED PERSON)</b>			<b>Lecturer Designing Syllabus</b>	<b>Course Group Coordinator</b>	<b>Head of Study Program</b>
				1. Prof. Dra. Yenni Rozimela, M.Ed, Ph.D. 2. Dra. Aryuliva Adnan, M.Pd. 3. Drs. Saunir Saun, M.Pd., 4. Fitrawati, SS., M.Pd.	Dra. Aryuliva Adnan, M.Pd	<b>Sitti Fatimah, M.Ed., Ph.D.</b>
	<b>Learning Outcomes</b>		<b>PLO</b>	Apply the most suitable teaching strategies, methods and techniques, learning material, and assessment in TESOL considering the developmental characteristics and individual differences of the students		
<b>PLO4</b>						
<b>CLO</b>						

		<b>CLO1</b>	Students are able to know teaching skills
		<b>CLO2</b>	Students are able to design lesson plans
		<b>CLO3</b>	Students are able to manage classroom
		<b>CLO4</b>	Students are able to perform the teaching of interactional, transactional, functional and monolog texts required by the curriculum.
	<b>Course Description</b>	This course aims at training the students to practice the teaching of English covering the teaching skills, such as using the appropriate teaching technique and classroom management.	
	<b>Materials/Topics</b>	1. Classroom regulations, introduction to the course. The concept and the purpose of micro teaching, Scientific Approach, Models of learning. 2. Lesson plan, Teaching Skills, Curriculum 2013 3. Classroom Language for: constructing question,giving instruction and grouping 4. Teaching practice 5.Teaching practice 6. Teaching practice 7. Teaching practice 8. Teaching practice 9. Teaching practice 10. Teaching practice 11. Teaching practice 12. Teaching practice 13. Teaching practice 14. Teaching practice 15. Teaching practice 16. Review	
	<b>References</b>	<b>Main:</b>	

		<p>1. Bailey, Kathlee M. &amp; David Nunan. 1966. <i>Voices from the Language Classroom</i>. Cambridge: Cambridge University Press.</p> <p>2. Callaghan, Michael &amp; John Rothery. 1993. <i>Teaching Factual Writing Genre-Based Approach</i>. Erskineville, NSW: Metropolitan Disadvantaged School Program.</p> <p>3. Celce-Murcia, Anne. 2001. <i>Teaching English as a Second or Foreign Language</i>. New York: Heinle &amp; Heinle.</p> <p>4. Freez, Susan &amp; Helen Joyce. 1988. <i>Text-Based Syllabus Design</i>. Sydney: National Center for Language Teaching.</p> <p>5. Harmer, Jeremy. 1991. <i>The Practice of English Language Teaching</i>. London: Longman.</p> <p>6. Richards, Jack C. &amp; Theodore S. Rodgers. 2001. <i>Approaches and methods in Language Teaching</i>. Cambridge: Cambridge University Press.</p> <p>7. Freez, Susan &amp; Helen Joyce. 1988. <i>Text-Based Syllabus Design</i>. Sydney: National Center for Language Teaching.</p>	
		<div>Supporting:</div>	
	<b>Media</b>	<b>Software:</b>	<b>Hardware:</b>
		-	Laptop, LCD
	<b>Teaching Team</b>	Dra. Aryuliva Adnan, M.Pd., Prof. Dra. Yenni Rozimela, M. Ed, Ph. D. Drs. Saunir Saun, M.Pd., Fitrawati, SS., M.Pd.	
	<b>Prerequisite</b>	Curriculum and Material Development, TEFL, Topics in TESOL, English Language Teaching Materials and Media.	

Week	Lesson Learning Outcome	Indicators	Method of Assessment	Methods of Learning	Materials	Grade Weight (%)
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1	The students are able to know the concept and the purpose of micro teaching, Scientific Approach, models of learning (project- based learning, problems- based learning,discovery learning).	<ul style="list-style-type: none"> <li>• Classroom regulation.</li> <li>• Introduction to the course</li> <li>• Ability to explain the concept and the purpose of micro teaching.</li> <li>• Ability to choose the most appropriate of learning models.</li> </ul>	Task: developing the steps of Scientific Approach in based on teaching topics	Lecture Discussion	Scientific Approach Models of learning	30
2	Students are able to design lesson plan, use appropriate teaching skill and media	<ul style="list-style-type: none"> <li>• Ability to decide the purposes of the lesson.</li> <li>• Ability to choose teaching technique.</li> <li>• Ability to choose teaching media.</li> <li>• Ability to evaluate.</li> </ul>	Task: designing a lesson plan based on a given topic	Presentation Discussion	Lesson plan	
3	Students are able to use the appropriate classroom language	<ul style="list-style-type: none"> <li>• Ability to question.</li> <li>• Ability to give instruction</li> <li>• Ability to group students.</li> </ul>	Task: practicing classroom language in teaching (set induction)	Model and practice	Classroom language	
4	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMP level	Practice and discussion	Topics in curriculum (student's choice	
5	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMP level	Practice and discussion	Topics in curriculum (student's choice	

6	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMP level	Practice and discussion	Topics in curriculum (student's choice)	
7	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMP level	Practice and discussion	Topics in curriculum (student's choice)	
8	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMP level	Practice and discussion	Topics in curriculum (student's choice)	
9	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMP level	Practice and discussion	Topics in curriculum (student's choice)	
10	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	30
11	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	
12	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	
13	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	
14	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	
15	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	
16	Students are able to perform teaching practice	Ability to teach	Practice teaching on SMA level	Practice and discussion	Topics in curriculum (student's choice)	

- Every student has to perform teaching practice twice during the semester
- At the end of the semester every student has to submit his/her own teaching performance journal and the complete teaching procedure of the topic chosen

#### **D. Evaluation/Assessment**

##### **1. Students' Lesson Plan**

## LESSON PLAN SCORING RUBRIC

### 1. Learning Objectives

a. Suitability of objectives with indicators of achievement of competence

Not Suitable	Corresponding
Only one learning goal is appropriate with indicators of achievement of competence.	All learning objectives are in accordance with indicators of competence achievement.
Not Suitable ← 1 2 3 4 5 6 7 8 9 10 → Corresponding	

b. Operational verbs used can be observed and measured

Not Suitable	Corresponding
Only one operational verb can be observed and measured.	All operational verbs can be observed and measured.
Not Suitable ← 1 2 3 4 5 6 7 8 9 10 → Corresponding	

c. Learning objectives

Incomplete	Complete
Only includes one aspect of attitude or knowledge, or skill	Includes attitudes (discipline, cooperation, and others), knowledge (level thinking) high / HOTS, critical thinking, etc.), and skills (using measuring instruments, conduct experiments, etc.)
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

d. Formulation of learning objectives

Incomplete	Complete
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Only one aspect of A / B / C / D	Includes A, B, C, D (Audience, Behavior, Condition, Degree). Example: Student (A) can identify related words with the time of morning (B) at least lack of three appropriate words (D) based on observations in the environment school.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

## 2. Learning Materials

a. Suitability of learning materials with basic competencies and indicators that will achieved

Not Suitable	Corresponding
Not in accordance with basic competencies and indicators to be achieved	In accordance with all basic competencies and indicators to be achieved
Not Suitable ← 1 2 3 4 5 6 7 8 9 10 → Corresponding	

b. Composition of learning material

Not Systematic	Systematic
Not in the form of written subject matter in order and incomplete.	The main material is arranged in grains - items in order and complete.
Not Systematic ← 1 2 3 4 5 6 7 8 9 10 → Systematic	

c. Teaching materials (in the attachment)

Incomplete	Complete
Only contains facts / concepts / principles / procedures Only.	Contains facts, concepts, principles, procedures relevant in full.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

### 3. Learning Strategies

a. Models, approaches, and learning methods

Incomplete	Complete
Written incomplete and incompatible KD, material characteristics and characteristics Students.	Written in full and in accordance with KD, the characteristics of the material being taught and student characteristics.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

b. Learning steps / syntax

Not Suitable	Corresponding
Not in accordance with the learning model used.	In accordance with the learning model used
Not Suitable ← 1 2 3 4 5 6 7 8 9 10 → Corresponding	



c. Stages of learning activities

Incomplete	Complete
Only includes one stage introduction / core / cover only and not accompanied by time allocation at each stage.	Includes preliminary, core and closing and accompanied by time allocation at each stage.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

d. Application of active learning

Not visible	Visible
Learning steps do not reflect active learning.	Learning steps reflect active learning (eg: form groups, students are invited conduct experiments, observations environment, etc.)
Not Visible ← 1 2 3 4 5 6 7 8 9 10 → Visible	

4. Selection of Learning Media

Not Suitable	Corresponding
Not suitable with learning objectives, learning material, class conditions, and not pay attention to safety.	In accordance with learning objectives, material learning, class conditions, and pay attention to safety.
Not Suitable ← 1 2 3 4 5 6 7 8 9 10 → Corresponding	

### 5. Selection of Learning Resources

Incomplete	Complete
Only one type, printed book / hand out / electronic teaching materials (IT) only and not paying attention to relevance and update.	Includes printed material (books, hand outs, and others.), Electronic teaching materials (IT), and environment, and pay attention relevance and up-to-date.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

### 6. Evaluation

#### a. Scope of assessment aspects

Incomplete	Complete
Only includes one aspect, attitude or knowledge or skills.	Includes aspects of attitude, knowledge, and skills.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

#### b. Conformity assessment with objectives / indicators

Not Suitable	Corresponding
Evaluation is not in accordance with the objectives / indicators.	Evaluation is in accordance with all objectives / indicator.
Not Suitable ← 1 2 3 4 5 6 7 8 9 10 → Corresponding	

#### c. Assessment component

Incomplete	Complete
Not complete, only consists of tests / questions.	Includes grids, tests / questions, answer keys, attitude instruments, skill instruments, and scoring rubric.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

## 7. Plan enrichment and / or remedial activities

Incomplete	Complete
Not planning enrichment activities And/ or remedial.	Plan / provide activities enrichment for students who have more ability, plan / provide remedial for students who are have less ability, and provide teaching materials for activities Enrichment and remedial.
Incomplete ← 1 2 3 4 5 6 7 8 9 10 → Complete	

## 2. Students' Teaching Performance Rubric

1. Structure of the lesson									
1	Confusing	2	Awkward	3	Coherent	4	Effective	5	Outstanding
Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.		Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic		Key ideas were clear and easy to follow		Key ideas and many nuances were clear and easy to follow		Key ideas and many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interest	
2. Style of Delivery									
1	Lifeless	2	Low	3	Clear	4	Dynamic	5	Captivating
Very low on energy, conveying the impression the instructor may be bored, severely fatigue or distracted, or indifferent to the audience		Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill or unsure how to make the material interesting		Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.		Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.		Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.	

3. Students Engagement/Participation									
1	Negative	2	Reserved	3	Comfortable	4	Engaged	5	Invigorated
Students participate very rarely or never. Class seems apathetic or tense, as if participation is unwelcome.		Students participate very rarely or never. Class seems timid or hesitant, as if unsure whether or when participation is welcome.		Students participate sporadically, but class is attentive. There is no indication students feel unwelcome or unable to participate. At least 10% participated		Students obviously feel comfortable participating and trust their comments are valued. Over 33% participated or at least 20% participated repeatedly.		Students obviously feel excited to participate and trust their comments can shape the lesson. Over 66% participated or at least 40% participated repeatedly.	
4. Attentiveness to Students' Active Learning									
1	Rote	2	Passive	3	Basic	4	Engaging	5	Masterful
Present lesson with very few or no efforts to assess and adapt to students' level of comprehension or engagement.		Present lesson with few or generic efforts to assess and adapt to students' level of comprehension or engagement (e.g. "Got it?", "Any questions?", "Get working", etc.). Seems aware of students' non-verbal feedback, but does not require or build on their active engagement.		Present lesson in ways that encourage students to think about its meaning or importance. Responds to students' verbal and non-verbal feedback by adjusting delivery, but not necessarily by adapting pedagogy. Student contributions have at least some effect on the lesson.		Present lesson in ways that require students to actively explore the material in greater depth. Responds to students' verbal and non-verbal feedback by adapting pedagogy in ways that are generally successful. Student contributions enrich the lesson		Present lesson in ways that require students to actively explore the material in greater depth and practice applying it. Clearly attentive to students' verbal and non-verbal feedback, adapts pedagogy in ways that are impressively effective. Student contributions consistently enrich the lesson.	
5. Professional Demeanor									
1	Inappropriate	2	Lax	3	Acceptable	4	Committed	5	Outstanding
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.		Some aspects of demeanor may weaken credibility or invite classroom management issues.		Demeanor is acceptable and does not detract or distract.		Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well.		Demeanor is of role model caliber and seems to have elevated the professionalism displayed by students	

<b>6. Use of Appropriate Instructional Tool (audio/visual aids, chalkboard, handout, etc)</b>									
1	Disruptive	2	Awkward	3	Neutral	4	Effective	5	Outstanding
	Create substantial delays, distractions, or confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded (e.g. extensive description of water cycle, but no visual illustration.		Create minor delays, distractions, or confusion, either because a potentially helpful tool was excluded (e.g. comments about the importance of personal letter but no letter).		Coherent and unobtrusive, but adds little value or way seem gimmicky.		Noticeable enhances the lesson.		Greatly enhances the lesson and the level of student engagement.

Source: [http://www.augusta.edu/pamplin/document/peerevalteaching\\_rubric](http://www.augusta.edu/pamplin/document/peerevalteaching_rubric)

## 2. teaching performance journal

### Rubric for Assessing Students Teaching Performance Journal

Grading Criteria	Excellent - 4	Acceptable -3	Minimal -2	Unacceptable
Content	Response to assigned topic thorough and well written, with varied sentence structure and vocabulary; opinions always supported with facts.	Response thoughtful and fairly well written; most opinions supported with facts.	Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information.	Response consists of unsupported opinions only marginally related to the topic.
Idea Development	Excellent used of examples and details to explore and develop ideas and opinions	Good reliance upon examples and details to illustrate and develop ideas and opinions.	Incomplete development of ideas; details and examples not always evident.	Ideas not clearly stated or developed.

Organization	Very logically organized, contains introduction; development of main idea (or ideas and conclusion)	Contains introduction, some development of ideas, and conclusion.	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion	Entry is unstructured.
Mechanics	Flawless spelling and punctuation.	Few or no spelling errors; some minor punctuation mistakes.	Several spelling and punctuation errors.	Many instances of incorrect spelling and punctuation.
Total				

$$\text{Final Score} = \frac{\text{Total score}}{16} \times 100$$

**B. Students' final grades are based on:**

Students' grades are based on:

First student's teaching performance	30%
Second student's teaching performance	30%
Assignment	20%
Students' teaching performance journal	20%

Range	Grade
85-100	A
80-84	A-
75-79	B+
70-74	B