

# ENGLISH PRACTICUM MODULE

"BECOMING AN EXCELLENT LANGUAGE AND LITERATURE LABORATORY AND CLINIC IN THE DEVELOPMENT AND PRESERVATION OF LANGUAGE AND LITERATURE BASED ON LOCAL CULTURAL CONSERVATION, SUPPORTING THE CREATION OF A GLOBALLY COMPETITIVE UNIVERSITY"

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## FOREWORD

All praise and gratitude are due to Almighty God for His blessings and grace, through which this *Practicum Module for the English Education Study Program*, Faculty of Teacher Training and Education, Galuh University, has been successfully compiled and completed.

This module is designed as a guide for students to carry out English practicum activities aimed at enhancing their English language competence in an active, communicative, and practical manner, aligned with both academic and professional needs.

The practicum activities are structured to provide students with authentic learning experiences through various language skill-based tasks, encompassing *Language Skills, Linguistics, Literature, TEFL, and Micro Teaching*. These activities are further supported by exercises relevant to both everyday and academic communication contexts. By adopting the *Communicative Language Teaching (CLT)* and *Task-Based Learning (TBL)* approaches, this module is expected to help students develop integrated English language skills with a strong orientation toward real-world problem solving.

Additionally, this module serves as a medium to foster learner autonomy and encourage students' reflective thinking concerning their language acquisition processes. Each activity in this module is systematically organized, starting from learning objectives, implementation guidelines, core activities, and culminating in learning outcome evaluations.

The author acknowledges that this module may still have limitations. Therefore, constructive suggestions and feedback from academic supervisors and students are highly welcomed to improve this module in the future.

Finally, it is hoped that this English Practicum Module will serve as a valuable learning resource to enhance students' competence and confidence in using English effectively across various communicative contexts.

Ciamis, October 2025  
The Author

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# **THE MODULE**

# **LISTENING**

# LISTENING PRACTICUM MODULE

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## I. Introduction

Listening is a fundamental skill in mastering the English language. Through effective listening skills, students can understand messages, intonation, implied meanings, and the context of spoken communication more accurately. This practicum module is designed to train students to develop their listening competence gradually through activities focusing on global understanding (gist), specific information, inference, and communicative response to spoken texts.

Each session is structured using the **Communicative Language Teaching (CLT)** and **Task-Based Learning (TBL)** approaches, encouraging students to be active in listening, comprehending, and responding to authentic spoken input.

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## II. General Learning Objectives

Upon completing this practicum, students are expected to be able to:

1. Understand main ideas and detailed information in various spoken English texts.
  2. Identify intonation, stress, and expression in conversational contexts.
  3. Interpret implied meanings based on context.
  4. Respond appropriately and communicatively to spoken messages.
  5. Improve speed and accuracy in comprehending authentic spoken English.
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## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to Listening Skills	Understand the importance of listening and basic strategies.	Discussion on listening concepts; minimal pairs practice.
2	Listening for Gist (Main Idea)	Identify the main idea of a conversation or monologue.	Listening to short talks and determining the main idea.
3	Listening for Specific Information	Find detailed information from spoken texts.	Listening to announcements, phone messages, or directions.
4	Understanding Everyday Conversations	Comprehend daily conversations in social contexts.	Listening to dialogues; identifying speakers' intentions.
5	Listening to Descriptions and Narratives	Understand descriptions of people, places, and stories.	Listening to short stories; answering comprehension questions.

Session	Topic / Material	Specific Objective	Main Activities
6	Listening to News and Reports	Understand factual information from news reports.	Listening to short news segments; summarizing key points.
7	Listening for Inference and Attitude	Recognize implied meanings, attitudes, and opinions of speakers.	Listening to interviews or opinionated talks; inferring meaning.
8	Academic Listening: Lectures and Note-Taking	Understand lecture structure and take effective notes.	Listening to short academic lectures; note-taking exercises.
9	Listening to Authentic Materials	Comprehend natural English from authentic sources (films, podcasts, songs).	Listening to movie or podcast excerpts; identifying expressions.
10	Listening Review and Final Test	Evaluate students' overall listening competence.	Comprehensive listening test and reflection discussion.

#### IV. Methods and Media

- **Methods:** Task-based learning, pair work, group discussion, reflective listening journals.
- **Media:** Audio recordings, videos, podcasts, and online resources (BBC Learning English, VOA Learning English, TED Talks).
- **Tools:** Laptop, speaker, headset, and internet connection.

#### V. Assessment

Component	Weight (%)
Participation and attendance	10%
Assignments / Listening Journal	25%
Quizzes or Mini Tests	20%
Mid-Practicum Exam	20%
Final Practicum Exam	25%

# **SPEAKING**

# SPEAKING PRACTICUM MODULE

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## I. Introduction

Speaking is one of the most essential productive skills in English language learning. It enables students to express ideas, opinions, and emotions effectively in various communicative contexts. This practicum module is designed to provide students with structured opportunities to practice and enhance their speaking competence through interactive, task-based, and performance-oriented activities.

The practicum emphasizes the use of **Communicative Language Teaching (CLT)** and **Task-Based Learning (TBL)** approaches, aiming to develop fluency, accuracy, and confidence in spoken communication. Activities are designed to simulate real-life situations, promoting not only linguistic proficiency but also pragmatic and sociolinguistic awareness.

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## II. General Learning Objectives

Upon completing this practicum, students are expected to be able to:

1. Communicate ideas and opinions fluently and accurately in English.
  2. Demonstrate appropriate use of vocabulary, pronunciation, and grammatical structures.
  3. Engage effectively in different speaking contexts (informal, academic, and professional).
  4. Use interactive strategies such as turn-taking, clarification, and negotiation of meaning.
  5. Deliver oral presentations with confidence and organization.
- 

## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to Speaking Skills	Understand speaking as a productive skill and identify personal strengths and weaknesses.	Discussion on speaking challenges; short self-introduction activity.
2	Everyday Communication	Practice basic expressions for daily interactions.	Role-play on greetings, introductions, and small talks.
3	Expressing Opinions and Agreement	Develop ability to express and respond to opinions politely.	Group discussion and debate on familiar topics.
4	Describing People, Places, and Things	Practice using descriptive language effectively.	Picture description and partner interview activities.

Session	Topic / Material	Specific Objective	Main Activities
5	Storytelling and Narration	Improve fluency in recounting personal or fictional events.	Telling short stories based on given prompts or images.
6	Giving Directions and Instructions	Use clear and organized language in procedural contexts.	Pair activity: giving and following directions.
7	Discussing Current Issues	Develop critical speaking and reasoning skills.	Group discussion on news articles or social topics.
8	Public Speaking and Presentation Skills	Build confidence in structured oral presentation.	Short individual presentations on chosen topics.
9	Interview and Dialogue Practice	Develop interactional competence and question formulation.	Pair interviews; simulated job interviews.
10	Speaking Review and Final Assessment	Evaluate overall progress and performance.	Final oral test and reflective discussion.

#### IV. Methods and Media

- **Methods:** Task-based learning, role-play, group discussion, pair work, oral presentation, peer feedback.
- **Media:** Visual aids, cue cards, slides, videos, and real-life materials.
- **Tools:** Microphone, projector, audio/video recorder (optional).

#### V. Assessment

Component	Weight (%)
Participation and attendance	10%
Speaking tasks / performance	25%
Mid-Practicum Speaking Test	20%
Final Speaking Test / Presentation	30%
Reflection journal	15%

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## VI. Sample Speaking Activities

### 1. Self-Introduction (Session 1)

- **Objective:** To introduce oneself clearly and confidently.
- **Instructions:** Prepare a 1-minute self-introduction including name, background, interests, and study goals.
- **Focus:** Fluency and pronunciation.

### 2. Mini Debate (Session 3)

- **Topic Example:** “Online learning is more effective than face-to-face learning.”
- **Procedure:** Divide class into two groups; each presents arguments and rebuttals.
- **Focus:** Expressing opinions, turn-taking, politeness strategies.

### 3. Descriptive Talk (Session 4)

- **Activity:** Describe a photo of a place or person within 2 minutes.
- **Focus:** Use of adjectives, tenses, and fluency.

### 4. Storytelling (Session 5)

- **Prompt:** “An unforgettable day in my life.”
- **Focus:** Chronological order, linking words, and intonation.

### 5. Presentation (Session 8)

- **Activity:** Deliver a 5-minute presentation on a topic related to education, culture, or technology.
- **Focus:** Content organization, delivery, confidence, and body language.

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## VII. Rubric for Speaking Evaluation

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Fluency	Speaks smoothly with natural pauses	Minor hesitation	Frequent pauses	Very hesitant
Pronunciation	Clear and accurate	Mostly clear	Occasional errors	Difficult to understand
Grammar	Accurate use of structures	Few errors	Some consistent errors	Frequent basic errors
Vocabulary	Wide range and appropriate	Adequate range	Limited range	Inappropriate / repetitive

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
Content	Relevant and organized	Mostly clear	Some lack of coherence	Unclear / off-topic
Interaction	Engages actively	Responds appropriately	Limited interaction	Passive / no response

# READING

# READING PRACTICUM MODULE

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## I. Introduction

Reading is a vital receptive skill in English language learning that allows students to access information, develop critical thinking, and enrich vocabulary and grammar knowledge. Through reading, learners not only comprehend written texts but also interpret meanings, evaluate arguments, and relate ideas to real-life contexts.

This **Reading Practicum Module** is designed to train students in developing effective reading strategies, such as **skimming, scanning, predicting, inferring, and summarizing**, while fostering analytical and reflective comprehension. The module adopts **Communicative Language Teaching (CLT)** and **Strategic Reading Approaches** to encourage active engagement with various text genres, including descriptive, narrative, expository, and argumentative texts.

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## II. General Learning Objectives

Upon completing this practicum, students are expected to be able to:

1. Identify main ideas and supporting details in various types of reading texts.
  2. Apply effective reading strategies for different purposes.
  3. Infer implied meanings and author's attitudes.
  4. Analyze text structure, coherence, and vocabulary in context.
  5. Summarize and critically respond to written texts.
- 

## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to Reading Skills	Understand reading as a receptive skill and recognize different reading purposes.	Discussion on reading habits; diagnostic reading test.
2	Skimming and Scanning	Practice reading quickly for main ideas and specific details.	Skimming newspaper articles; scanning for facts in short texts.
3	Understanding Text Structure	Identify organization of paragraphs (topic sentence, supporting details, conclusion).	Analyze paragraph structure; rearrange jumbled paragraphs.
4	Vocabulary in Context	Develop strategies to guess word meanings from context.	Reading short passages; guessing word meanings and discussing synonyms.

Session	Topic / Material	Specific Objective	Main Activities
5	Reading Descriptive and Narrative Texts	Understand descriptive and narrative patterns and sequencing of ideas.	Read and discuss short stories or descriptions; answer comprehension questions.
6	Reading Expository Texts	Identify main ideas and supporting evidence in informational texts.	Read academic articles; identify cause-effect and comparison structures.
7	Reading Argumentative and Opinion Texts	Recognize author's purpose, stance, and arguments.	Read opinion essays; group discussion and agree/disagree tasks.
8	Reading for Inference and Critical Thinking	Develop ability to interpret implied meanings and evaluate ideas.	Analyze short passages with implicit meaning; discuss conclusions.
9	Reading Academic Texts	Practice reading academic materials and note-taking.	Read excerpts from textbooks or research abstracts; summarize key points.
10	Review and Final Reading Test	Consolidate reading strategies and assess comprehension skills.	Comprehensive reading test; reflection discussion.

#### IV. Methods and Media

- **Methods:** Interactive reading, pair work, group discussion, critical reading tasks, text analysis, summarizing exercises.
- **Media:** Printed reading passages, online reading sources, journals, news articles, and short academic texts.
- **Tools:** Projector, printed handouts, dictionaries, and online reading platforms (e.g., Newsela, BBC Learning English, Breaking News English).

#### V. Assessment

Component	Weight (%)
Participation and attendance	10%
Reading exercises / journals	25%
Quizzes / Mini tests	20%
Mid-Practicum Reading Test	20%
Final Reading Test	25%

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## VI. Sample Reading Activities

### 1. Skimming and Scanning Practice (Session 2)

- **Objective:** To identify main ideas and find specific information.
- **Material Example:** Short news article (“Students Adapt to Online Learning”).
- **Activity:**
  1. Skim the article for the general idea (1 minute).
  2. Scan for specific details (names, numbers, dates).
  3. Share answers in pairs.

### 2. Vocabulary in Context (Session 4)

- **Objective:** To infer word meaning from context.
- **Material Example:** Short paragraph with highlighted words.
- **Activity:**
  1. Guess the meaning of the highlighted words.
  2. Discuss possible synonyms and how context helps.
  3. Create new sentences using the words.

### 3. Analyzing Arguments (Session 7)

- **Topic Example:** “Should Mobile Phones Be Allowed in Classrooms?”
- **Activity:**
  1. Read an opinion article.
  2. Identify main claim, supporting reasons, and counterarguments.
  3. Discuss whether you agree or disagree and why.

### 4. Academic Reading and Summary (Session 9)

- **Objective:** To identify main ideas and summarize academic texts.
- **Activity:**
  1. Read a short academic text (e.g., about bilingual education).
  2. Take notes on main points and supporting details.
  3. Write a 5-sentence summary.

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## VII. Reading Evaluation Rubric

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
Comprehension	Fully understands main ideas and details	Understands most ideas	Partial understanding	Poor comprehension
Vocabulary in Context	Accurately infers meaning	Mostly accurate	Limited inference	Incorrect or no inference
Analytical Thinking	Excellent critical response	Some critical analysis	Minimal evaluation	No analysis
Summarizing	Clear, concise, well-organized	Mostly clear summary	Some disorganization	Incomplete or unclear
Participation	Highly engaged in activities	Generally active	Occasionally participates	Passive

# **WRITING**

# WRITING PRACTICUM MODULE

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## I. Introduction

Writing is a productive skill that plays a crucial role in academic and professional communication. It requires not only the ability to produce correct sentences but also the competence to organize ideas coherently, develop arguments logically, and convey meaning effectively.

This **Writing Practicum Module** aims to train students to express ideas clearly in written English by mastering elements of writing such as **organization, content, vocabulary, grammar, and mechanics**. The practicum follows the principles of **Process Writing Approach** and **Genre-Based Learning**, where students are guided through stages of prewriting, drafting, revising, and editing across various text types.

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## II. General Learning Objectives

After completing this practicum, students are expected to be able to:

1. Write clear and coherent sentences and paragraphs in English.
  2. Develop ideas logically according to text types and purposes.
  3. Apply correct grammar, vocabulary, and mechanics in writing.
  4. Use the writing process (planning, drafting, revising, editing) effectively.
  5. Produce academic and creative written works with appropriate structure and style.
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## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to Writing Skills	Understand writing as a process and identify common writing problems.	Discussion on writing habits; diagnostic writing test.
2	Sentence Construction and Paragraph Unity	Write grammatically correct sentences and unified paragraphs.	Practice sentence combining and topic sentence exercises.
3	Descriptive Paragraphs	Write descriptive texts using vivid language and proper organization.	Describe a person, place, or object using sensory details.
4	Narrative Paragraphs	Develop narrative structure with clear sequencing.	Write a short story based on prompts or pictures.
5	Expository Paragraphs	Explain ideas clearly and logically.	Write an explanation or process text.

Session	Topic / Material	Specific Objective	Main Activities
6	Opinion and Argumentative Writing	Express and support opinions logically.	Write an argumentative paragraph on current issues.
7	Cohesion and Coherence	Use transitions and connectors to link ideas effectively.	Revise a paragraph to improve flow and organization.
8	Summarizing and Paraphrasing	Practice academic writing techniques.	Paraphrase short texts and write summaries.
9	Writing Short Essays	Apply paragraph writing skills to essay composition.	Write a 3-paragraph essay (introduction, body, conclusion).
10	Writing Review and Final Test	Evaluate and refine overall writing skills.	Final writing task and peer review discussion.

#### IV. Methods and Media

- **Methods:** Process-based writing, peer review, group editing, task-based writing, feedback sessions.
- **Media:** Handouts, writing prompts, online tools (Google Docs, Grammarly, Hemingway App).
- **Tools:** Laptops/computers, projector, printed worksheets, dictionaries, writing journals.

#### V. Assessment

Component	Weight (%)
Participation and attendance	10%
Writing assignments / journal	25%
Mid-Practicum Writing Test	20%
Final Writing Test / Portfolio	30%
Peer feedback & reflection	15%

#### VI. Sample Writing Activities

##### 1. Sentence and Paragraph Practice (Session 2)

- **Objective:** To write clear sentences and a unified paragraph.
- **Task:** Write a paragraph about “*My Favorite Place*” (5–7 sentences).
- **Focus:** Topic sentence, supporting details, concluding sentence.

## 2. Narrative Writing (Session 4)

- **Prompt:** “An Unexpected Event.”
- **Activity:** Write a short story of 150–200 words using chronological order.
- **Focus:** Use of past tenses, sequencing words (first, then, after that, finally).

## 3. Opinion Writing (Session 6)

- **Topic Example:** “Social Media Brings More Harm Than Good.”
- **Activity:** Write a 200-word opinion paragraph including at least two reasons and one counterargument.
- **Focus:** Argument structure, linking devices, and persuasive tone.

## 4. Summarizing (Session 8)

- **Material:** A short article about “Online Learning.”
- **Activity:**
  1. Read the article carefully.
  2. Identify key ideas.
  3. Write a 5-sentence summary using your own words.
- **Focus:** Paraphrasing, conciseness, and objectivity.

## 5. Essay Writing (Session 9)

- **Topic Example:** “The Importance of Learning English in the Digital Era.”
- **Activity:** Write a short essay (introduction–body–conclusion).
- **Focus:** Thesis statement, paragraph structure, transitions, and concluding ideas.

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## VII. Writing Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content	Clear, relevant, and well-developed ideas	Generally clear	Limited development	Unclear / off-topic
Organization	Logical structure, effective transitions	Mostly logical	Some disorganization	Lacks structure
Grammar	Accurate use of grammar and syntax	Few minor errors	Frequent grammatical errors	Many serious errors
Vocabulary	Wide and appropriate range	Adequate range	Limited vocabulary	Repetitive / inappropriate
Mechanics	Correct spelling and punctuation	Occasional mistakes	Several errors	Many distracting errors

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
Creativity & Style	Engaging and original	Some creativity	Simple style	Flat and mechanical

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### **VIII. Writing Process Steps**

1. **Prewriting:** Brainstorming ideas, outlining, and choosing vocabulary.
2. **Drafting:** Writing first drafts without worrying about errors.
3. **Revising:** Improving organization and content.
4. **Editing:** Correcting grammar, punctuation, and vocabulary.
5. **Publishing:** Sharing final drafts for peer review or assessment.

# LINGUISTICS

# LINGUISTICS PRACTICUM MODULE

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## I. Introduction

Linguistics is the scientific study of language and its structure. For students of English Education, understanding linguistics is fundamental to mastering how language works — from sounds and word formation to meaning and use in context. This practicum module is designed to bridge theory and practice, helping students apply linguistic concepts to real examples of English usage.

Through observation, analysis, and discussion, students will explore various branches of linguistics including phonetics, phonology, morphology, syntax, semantics, and pragmatics. By the end of the practicum, students will be able to analyze language systematically and relate linguistic theory to classroom practice and communication.

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## II. General Learning Objectives

After completing this practicum, students are expected to be able to:

1. Identify and describe the key components and branches of linguistics.
  2. Apply linguistic theories to analyze examples of spoken and written English.
  3. Demonstrate understanding of language structure and its relation to meaning and communication.
  4. Analyze linguistic phenomena using real data (text, conversation, media).
  5. Connect linguistic knowledge to English language teaching and learning.
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## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to Linguistics	Understand the nature, scope, and importance of linguistics.	Discussion on “What is linguistics?” and language vs. communication activities.
2	Phonetics: The Sounds of English	Identify and produce English sounds accurately.	Practice using phonetic symbols and IPA transcription.
3	Phonology: Sound Patterns	Analyze sound systems and phonological rules.	Identify minimal pairs and stress patterns in English.
4	Morphology: Word Formation	Analyze morphemes and word structures.	Practice identifying root words, prefixes, and suffixes.
5	Syntax: Sentence Structure	Understand and analyze grammatical relationships.	Create and diagram sentence structures (tree diagrams).
6	Semantics: Meaning in Language	Analyze types of meaning and sense relations.	Practice analyzing synonyms, antonyms, and ambiguity.

Session	Topic / Material	Specific Objective	Main Activities
7	Pragmatics: Meaning in Context	Examine how context affects meaning.	Role-play and analyze speech acts (requests, commands, etc.).
8	Sociolinguistics	Explore how language varies by region, class, and situation.	Analyze dialects, code-switching, and language attitudes.
9	Discourse Analysis	Understand how language forms coherent texts and conversations.	Analyze conversation transcripts or written texts.
10	Applied Linguistics and Review	Connect linguistic theory to language teaching and learning.	Mini project presentation and final evaluation.

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#### IV. Methods and Media

- **Methods:** Observation, linguistic analysis, problem-solving, group discussion, data analysis.
- **Media:** Text excerpts, audio recordings, conversation transcripts, IPA charts, videos.
- **Tools:** Phonetic charts, dictionaries, speech analysis software (e.g., Praat), online corpora.

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#### V. Assessment

Component	Weight (%)
Class participation and attendance	10%
Linguistic analysis assignments	25%
Mid-Practicum Test	20%
Final Project / Presentation	30%
Reflection Journal	15%

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## VI. Sample Activities

### Session 2: Phonetics Practice

- **Objective:** Students can identify and transcribe English vowel and consonant sounds.
- **Activity:**
  - Listen to English words and transcribe them using IPA.
  - Compare British and American pronunciation patterns.
    - **Example:**
  - Word: *thought* ? /tʰɔ:t/
  - Word: *writer* ? /ˈraɪtər/

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### Session 4: Morphology Analysis

- **Objective:** Analyze words into morphemes.
- **Activity:**
  - Break down the following words into morphemes: *unhappiness*, *reread*, *kindness*, *unstoppable*.
    - **Example:**
  - *unhappiness* ? un- (prefix) + happy (root) + -ness (suffix)

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### Session 5: Syntax Tree Diagram

- **Objective:** Identify sentence constituents and create tree diagrams.
- **Activity:**
  - Analyze the following sentence:  
*The young boy plays football in the park.*
  - Identify NP, VP, and PP structures.

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### Session 7: Pragmatic Role-Play

- **Objective:** Understand how meaning changes with context.
- **Activity:**
  - Practice using indirect speech acts:  
Example: “*Could you open the window?*” ? Request, not question.
  - Discuss politeness strategies in English.

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### Session 9: Discourse Analysis

- **Objective:** Analyze coherence and cohesion in spoken/written discourse.
  - **Activity:**
    - Examine a short conversation or paragraph.
    - Identify cohesive devices (reference, conjunction, ellipsis, substitution).
- 

### VII. Rubric for Evaluation

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Understanding of concepts	Deep and accurate understanding	Generally accurate	Partial understanding	Minimal understanding
Analytical ability	Insightful and systematic analysis	Clear analysis	Some inconsistencies	Weak or incorrect analysis
Application	Strong connection between theory and data	Mostly appropriate	Limited connection	Lacks application
Communication	Clear and academic explanation	Generally clear	Some unclear ideas	Poorly explained
Collaboration	Active and constructive	Cooperative	Somewhat passive	Uncooperative

# LITERATURE

# LITERATURE PRACTICUM MODULE

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## I. Introduction

Literature is an essential component of English studies that enriches students' understanding of language, culture, and human experience. Through literature, learners develop critical thinking, interpretive skills, emotional intelligence, and cultural awareness.

This practicum module is designed to help students analyze and appreciate literary works—poetry, prose, and drama—by exploring their elements, themes, and linguistic features. The practicum encourages students to interpret texts creatively, discuss literary issues, and connect literature to real-world and pedagogical contexts.

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## II. General Learning Objectives

After completing this practicum, students are expected to be able to:

1. Identify and analyze the intrinsic and extrinsic elements of literary works.
  2. Interpret the meaning, themes, and symbols in poetry, prose, and drama.
  3. Apply literary theories in textual analysis.
  4. Express critical responses and appreciation toward literary texts in spoken and written form.
  5. Relate literature to English teaching and cultural understanding.
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## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to Literature	Understand the definition, functions, and genres of literature.	Discussion on "Why Study Literature?" and identifying literary forms.
2	Elements of Fiction	Identify plot, character, setting, conflict, and theme.	Analyze a short story (e.g., "The Gift of the Magi").
3	Character and Point of View	Examine characterization and narrative perspective.	Group discussion: analyze narrator's role and bias.
4	Theme and Symbolism	Interpret themes and symbols in literary works.	Analyze symbols in short fiction or poems.
5	Poetry Analysis: Sound and Sense	Analyze rhythm, rhyme, imagery, and figurative language.	Practice reading and interpreting selected poems.

Session	Topic / Material	Specific Objective	Main Activities
6	Figurative Language and Imagery	Identify metaphor, simile, personification, etc.	Compare figurative expressions in different poems.
7	Drama and Performance	Explore the elements of drama and perform short scenes.	Read and perform selected scenes from <i>Romeo and Juliet</i> or <i>Death of a Salesman</i> .
8	Cultural and Social Aspects in Literature	Examine how literature reflects culture and society.	Discussion on social issues in selected literary texts.
9	Literary Criticism and Interpretation	Apply basic approaches (formalism, feminism, structuralism).	Group analysis using one approach to a chosen text.
10	Literature in Language Teaching	Explore the use of literature in ELT contexts.	Lesson plan design using literary texts; final presentation.

#### IV. Methods and Media

- **Methods:** Literary analysis, close reading, discussion, performance, presentation, and reflection.
- **Media:** Text excerpts (poems, short stories, plays), videos, PowerPoint slides, audio recordings.
- **Tools:** Multimedia projector, printed texts, online archives (Project Gutenberg, Poetry Foundation).

#### V. Assessment

Component	Weight (%)
Attendance and participation	10%
Text analysis tasks	25%
Mid-practicum test	20%
Final project / performance	30%
Reflection journal	15%

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## VI. Sample Activities

### Session 2: Analyzing Elements of Fiction

- **Objective:** Identify and analyze basic narrative elements.
- **Activity:**
  - Read *The Gift of the Magi* (O. Henry).
  - Identify: plot structure, main conflict, characters, and moral message.
- **Discussion Questions:**
  - What motivates the main characters?
  - What irony can be found in the story's ending?

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### Session 5: Poetry Analysis

- **Objective:** Interpret meaning and sound devices in poetry.
- **Text Example:** "The Road Not Taken" by Robert Frost.
- **Activities:**
  - Identify rhyme scheme, rhythm, and imagery.
  - Discuss the poem's theme and personal interpretation.

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### Session 7: Drama Performance

- **Objective:** Understand character dynamics and performative expression.
- **Activity:**
  - Perform a selected dialogue or scene in groups.
  - Focus on pronunciation, emotion, and character portrayal.

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### Session 9: Literary Criticism Application

- **Objective:** Apply a critical approach to analyze a text.
- **Example:** Feminist reading of *The Story of an Hour* by Kate Chopin.
- **Activity:**
  - Identify power dynamics and gender roles.
  - Discuss how language reflects ideology.

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### Session 10: Literature in ELT

- **Objective:** Integrate literature into English teaching.
  - **Activity:**
    - Design a lesson plan using a poem or short story to teach vocabulary, grammar, or culture.
    - Present and discuss its pedagogical rationale.
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### VII. Rubric for Evaluation

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Literary understanding	Deep and insightful analysis	Clear and relevant	Partial understanding	Minimal comprehension
Interpretation	Creative and well-supported	Logical and clear	Somewhat unclear	Unsupported / inaccurate
Critical thinking	Highly analytical and original	Analytical with minor gaps	Limited analysis	Superficial ideas
Communication	Fluent and expressive	Clear but basic	Some difficulty	Unclear / disorganized
Engagement	Highly participative	Active	Limited	Passive

# **TEFL AND MICRO TEACHING**

# TEFL AND MICRO TEACHING PRACTICUM MODULE

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## I. Introduction

The **Teaching English as a Foreign Language (TEFL) and Micro Teaching Practicum** is designed to help pre-service English teachers apply pedagogical theories into classroom practice. It aims to bridge the gap between theory and practice by allowing students to design, implement, and evaluate English lessons in simulated teaching environments.

Through this practicum, students will gain hands-on experience in planning lessons, selecting appropriate teaching methods and materials, managing classroom interaction, and reflecting on their own teaching performance. This module also integrates **micro teaching sessions**, where students practice short teaching segments and receive feedback from peers and lecturers.

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## II. General Learning Objectives

After completing this practicum, students are expected to be able to:

3. Understand and apply major theories and methods in TEFL.
  4. Design lesson plans that integrate linguistic, communicative, and cultural goals.
  5. Demonstrate effective classroom management and interaction skills.
  6. Implement various teaching techniques for different language skills and levels.
  7. Reflect critically on teaching performance to improve pedagogical competence.
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## III. Practicum Plan and Materials (10 Meetings)

Session	Topic / Material	Specific Objective	Main Activities
1	Introduction to TEFL and Micro Teaching	Understand the goals, scope, and procedures of TEFL and micro teaching.	Orientation, discussion on teaching principles, and practicum briefing.
2	Teaching Approaches and Methods	Identify and compare major teaching methods (Grammar Translation, CLT, TBL, etc.).	Group discussion and demonstration of teaching methods.
3	Lesson Planning	Develop lesson plans based on skill, level, and objectives.	Create sample lesson plans (Listening, Speaking, Reading, Writing).

Session	Topic / Material	Specific Objective	Main Activities
4	Teaching Listening and Speaking	Apply appropriate techniques for teaching oral skills.	Mini-teaching and peer feedback on listening/speaking activities.
5	Teaching Reading and Writing	Apply strategies for teaching literacy skills.	Demonstration and task design for reading/writing classes.
6	Teaching Grammar and Vocabulary	Design engaging grammar/vocabulary lessons using communicative methods.	Practice presenting grammar/vocabulary topics.
7	Classroom Management and Interaction	Develop strategies for handling classroom dynamics.	Simulation of classroom scenarios; reflection on teacher talk.
8	Teaching Aids and ICT Integration	Use media and digital tools to enhance learning.	Design interactive materials using PowerPoint, video, or online platforms.
9	Micro Teaching Practice	Conduct short teaching sessions and apply feedback.	Individual micro teaching (10–15 minutes each).
10	Reflection and Final Evaluation	Evaluate teaching performance and learning outcomes.	Self-assessment, peer review, and practicum report submission.

#### IV. Methods and Media

- **Methods:** Demonstration, simulation, discussion, reflection, peer feedback.
- **Media:** Whiteboard, projector, teaching materials (flashcards, slides, videos), digital platforms (Google Classroom, Kahoot, Padlet).
- **Tools:** Lesson plan template, evaluation rubrics, observation sheets.

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## V. Assessment

Component	Weight (%)
Participation and attendance	10%
Teaching demonstration (mini-teaching)	20%
Lesson plan design	20%
Micro teaching performance	30%
Reflection journal and final report	20%

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## VI. Sample Activities

### Session 3: Lesson Planning

- **Objective:** Students can design a lesson plan following the standard format (Objective, Procedure, Materials, Assessment).
- **Activity:**
  - Analyze a sample lesson plan.
  - Design a new lesson plan for a chosen topic.
- **Outcome:** A complete lesson plan ready for micro teaching.

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### Session 4: Teaching Listening and Speaking

- **Objective:** Apply communicative techniques in teaching oral skills.
- **Activity:**
  - Practice “Information Gap” and “Role Play” techniques.
  - Peer observation and feedback.
- **Example:** Students practice teaching a short dialogue on *Ordering Food at a Restaurant*.

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### Session 6: Teaching Grammar and Vocabulary

- **Objective:** Use inductive and deductive methods effectively.
- **Activity:**
  - Design a grammar lesson using discovery learning.
  - Demonstrate vocabulary teaching with realia and visuals.
- **Example:** Teaching *Simple Past Tense* through storytelling.

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### Session 7: Classroom Management Simulation

- **Objective:** Manage student behavior and maintain interaction.
  - **Activity:**
    - Role-play classroom problems (e.g., noisy students, time pressure).
    - Discuss possible solutions and reflection.
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### Session 9: Micro Teaching

- **Objective:** Conduct a real-time teaching simulation.
  - **Procedure:**
    - Each student teaches for 10–15 minutes.
    - Observers fill out peer evaluation forms.
    - Post-teaching reflection and lecturer feedback.
  - **Focus:** Teacher talk, classroom interaction, use of media, and timing.
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### VII. Rubric for Micro Teaching Evaluation

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Lesson Planning	Clear, logical, and well-structured	Mostly organized	Some inconsistency	Unclear
Methodology	Appropriate and varied techniques	Effective but limited	Basic use	Ineffective
Language Use	Fluent and accurate	Minor errors	Noticeable errors	Frequent errors
Classroom Management	Highly effective	Generally effective	Some issues	Poor control
Interaction	Active engagement with students	Some engagement	Limited interaction	Minimal interaction
Media Use	Creative and relevant	Mostly appropriate	Basic use	Absent or irrelevant
Reflection	Deep self-analysis	Clear understanding	Some reflection	Lacks reflection

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### **VIII. Reflection Format Example**

**Name:**

**Topic Taught:**

**Strengths Observed:**

**Areas for Improvement:**

**Action Plan for Future Teaching:**

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