


## Appendix 1

1. Models of Teaching
2. Bridging Component Models of Teaching and Syllabuses
3. Protocol of Interview and Observation



## Models of Teaching

MOT Components	Expert References					Conclusions
	(Richards & Rodgers, 2002)	(Harmer, 2007)	(Brown, 2004)	Zahorik (1968) (Richards & Renandya, 2002)	Anthony (1968) (Richards & Rodgers, 2002)	
<b>Approach</b>	<p>Approach refer to the theories about nature of language and learning that serve as the source of practices and principles in language teaching. Theory of language have three different theoretical view:1) <b>structural view</b>, that view language as a system of structurally elements for the coding of meaning. 2) <b>functional view</b>, the view of language as vehicle for the expression of functional meaning. this view emphasizes the semantic and communicative dimension rather than element of structure and grammar. 3) <b>interactional view</b>, it is sees language as the vehicle for</p>	<p>Approach comes from theory of language and learning which are become the source of way things done in the classroom and provide reason for doing them. Approach will describe how language is used and <b>it offers a model of language competence</b>. Approach also describes <b>how people acquire their knowledge of language and makes statements about the condition which will promote successful in learning.</b></p>	<p>Approach is theoretically well-informed positions and beliefs about <b>nature of language, nature of language learning, and the applicability of both pedagogical settings.</b></p>	<p>Nature of language is conceptualizing. There are three main categories</p> <ul style="list-style-type: none"> <li>- Science-research conception. Approach involve in developing teaching principles from research memory, transfer, motivation and other important factor in learning.</li> <li>- Theory-philosophy conception. This approach based from what ought to work are essentially theory-based rationalist in approach, those are derived from beliefs about what is viewed</li> </ul>	<p>A set of correlative assumption dealing with nature of language teaching and learning. An approach is axiomatic, it describes the nature of the subject matter to be taught.</p>	<p>So, approach is basis in language teaching. It is come from theory of language and theory of language learning and serves as the sources of practices and principles and learning and teaching activity.</p> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>- <b>Theory of language</b></li> <li>- <b>Theory of language learning</b></li> </ul> <p><b>Approach provides:</b></p> <ul style="list-style-type: none"> <li>- <b>Principles in language learning</b></li> <li>- <b>Aims/Goals based on the competences (Subject specific) (KI=Kompetensi Inti)</b></li> </ul>

	<p>the realization of interpersonal relations and for the performance of social interactional between individual</p>			<p>morally right are value-based approach.</p> <ul style="list-style-type: none"> <li>- Art-Craft Conceptions. View teaching as art-craft and as something which depend on teacher 's individual skill and personality. "good teaching is invention and personalization". Typical approach to teaching seek develop teaching as unique set of personal skills which teacher apply in different ways according to demand of specific situations.</li> </ul>		
<p><b>Method</b></p>	<p>Method is an instructional design to emphasize approach. The design consists; <b>1) objectives</b>, a focus of a method that derived from the approach, it is a specification of learning</p>	<p>Method is practical realization of approach. The originator of method comes from the decision about <b>types of activity, roles of teacher and learner, the kinds of</b></p>	<p>A generalized set of classroom specifications for accomplishing linguistic objectives. <b>Method tends to be concerned primarily</b></p>		<p>Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon,</p>	<p>Method is systematic design based from the approach. It is come as the way in realization of approach.</p> <p><b>Method consists:</b></p>

	<p>objectives. <b>2) content choice and organization</b>, focus on set of materials and organization of materials that will be added. <b>3) types of learning and teaching activities</b>, as a kind of tasks and practice activities. <b>4) learner roles</b>, focus on types of learning for learner, pattern of learner, degree of learner influences the learning of others, and the view of learner. <b>5) teacher roles</b>, focus on types of functions teacher fulfill, degree of teacher influence over learning, degree to which the teacher determines the content of learning, and types of interaction. <b>6) role of instructional materials</b>, focus on primary function, the form of materials, relation of materials.</p>	<p><b>materials, and model of syllabus organization.</b> Method have fixed procedures</p>	<p><b>with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.</b></p>		<p>the selected approach. An approach is axiomatic, a method is procedural</p>	<ul style="list-style-type: none"> <li>- <b>Objectives (sub objectives derived from the approach) (KD= kompetensi dasar)</b></li> <li>- <b>Types of activity</b></li> <li>- <b>Roles of teacher</b></li> <li>- <b>Roles of learner</b></li> <li>- <b>Content/kinds of materials</b></li> </ul>
<p><b>Technique</b></p>	<p>Set of procedure in activities of classroom. <b>It is involved practices, behavior from</b></p>	<p>Set activities in form of procedure in realization of method. <b>the activity</b></p>	<p>Any of a wide variety of <b>exercises, activities, or tasks</b></p>		<p>Technique is implementational- that which actually</p>	<p>Technique is a variety of exercises activities, and tasks in classroom activity,</p>

	<p><b>the method. resources in term of time, space, and equipment. Interactional pattern in lesson. Tactics and strategies used by teacher and learner when the method being used</b></p>	<p><b>about how to do and what to do from the first until the last.</b></p>	<p><b>used in the language classroom for realizing lesson objectives</b></p>		<p>takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplished an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.</p>	<p>this set of activities will form a procedure in realization of method, and technique should have harmony with approach</p>

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## 1. Indicator of Model of Teaching

Components Model of Teaching			Definitions
Approach	A1	Theory of Language	Definition of what is language, belief about language that define what language
	A2	Theory of Learning	Belief about learning, philosophies theory in learning and teaching activity that will serve as the foundation or learning
	A3	Principles of Language Teaching	Set of rules of teaching language which is serve as guide in order to develop learning and teaching environment that will support to achieve specific target
	A4	Goals	Outcomes which is should be achieved, derived from the language belief about what should we learn
Method	M1	Objectives	Specification of learning outcomes that derived from approach
	M2	Content and Materials	Set of materials which are added in order to help in achieving the objectives
	M3	Activities	Kind of task and practice activities which are support the learning and teaching activity
	M4	Role of Teacher	focus on types of learning for learner, pattern of learner, degree of learner influences the learning of others, and the view of learner
	M5	Role of Student	focus on types of functions teacher fulfill, degree of teacher influence over learning, degree to which the teacher determines the content of learning, and types of interaction



Technique	T1	Procedures/Syntax	Set of activity in a pattern of continuation sequence in order to realizing the method. it is describing activity, practices, tactics, time allocation, media used in learning and teaching activity	

### Bridging in founding the data

Components Model of Teaching			Syllabuses	Interview	Observation
Approach	Theory of Language	Found in	Course description		
	Theory of Learning				
	Principles of Language Teaching			Interview	
	Goals	Found in	Course learning Outcomes/goals		
Method	Objectives	Found in	Learning Outcomes		
	Content and Materials	Found in	Materials	Interview	
	Activities	Found in	Method		Classroom activity
	Role of Teacher			Interview	
	Role of Student			Interview	Classroom activity
Technique	Procedures/Syntax	Found in	Teaching and Learning Activities	Interview	Classroom activity

## 2. Syllabuses Components

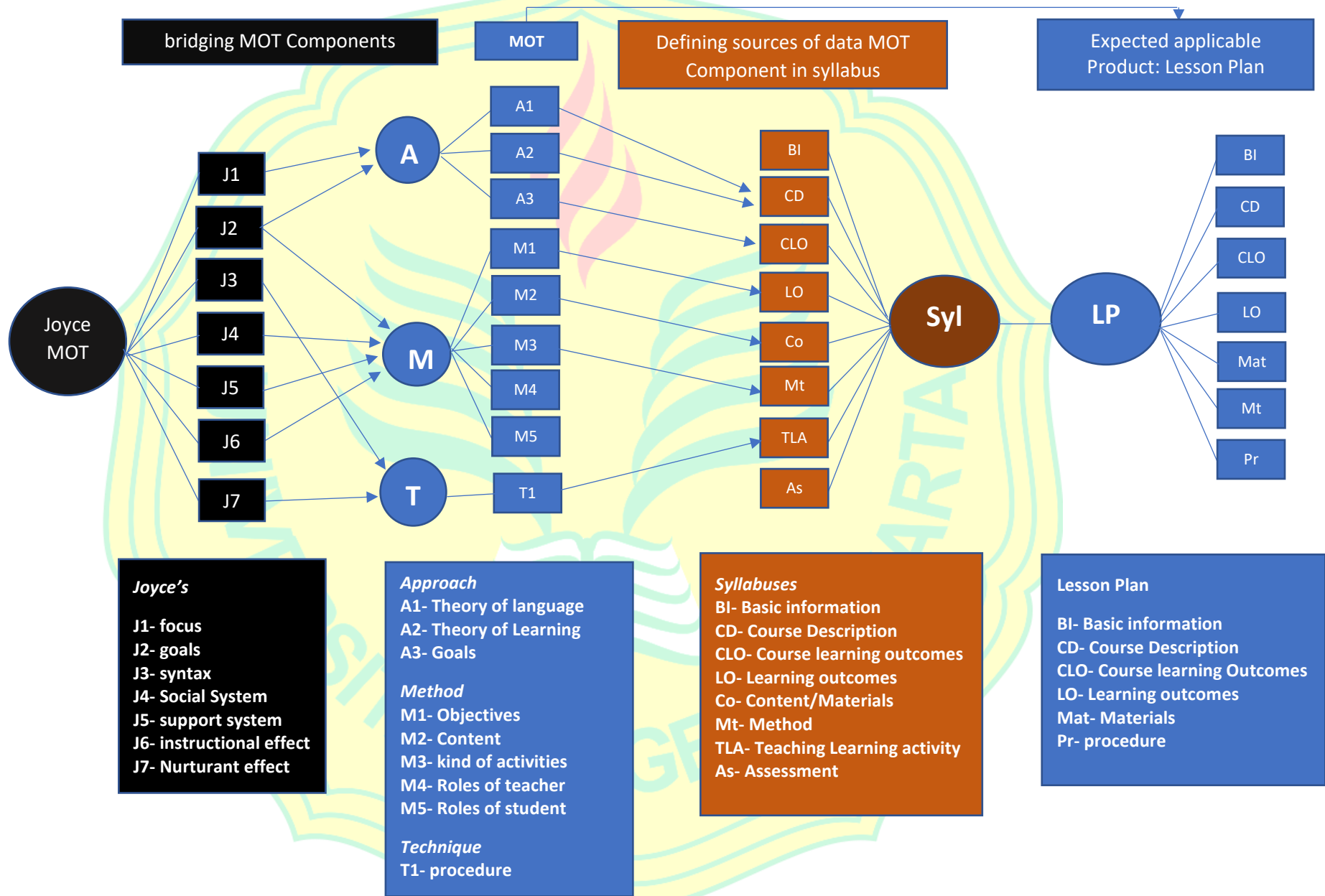
Syllabuses Component	Definitions			
Course Description	Brief description about course. Overview about the course in general topic or focus, the course role, aims, reason, and instruction method			
Goals	Describing goals in specific in which gives outcomes what should be achieved			
Objectives	Breakdown process from the goals in specific which also contributing in achieving goals			
Method	The way that use in teaching and learning activity based on the belief of method that will enhance and support student achievement			
Materials	Certain topic, content or information that will be achieved from the process of learning and teaching activity			
Media	Tools or support items that will help in learning and teaching activitiesj			



Teaching and Learning Activities	Brief explanation in simple about activity in teaching and learning which derived from the method			
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Bridging Process of Model of Teaching Components and how to find it in Syllabus



<b>Model of Teaching Components</b>			
<b>Joyce's</b> (Eggen & Kauchak, 2012; Joyce, Weil, & Calhoun, 2011; Rochintaniawati, 2011)		<b>AMT Theory</b> (Brown, 2004; Harmer, 2007; Richards & Renandya, 2002)	
		<b>Approach</b>	
Model of teaching is built upon several theories about teaching and learning. the foundation in model of teaching is from how the teaching and learning views such as cognitivism, behaviorism, and socialism.		Definition of what is language, belief about language that define what language	<b>Theory of Language</b>
		Belief about learning, philosophies theory in learning and teaching activity that will serve as the foundation or learning	<b>Theory of Learning</b>
<b>Focus</b>	central aspect in model of teaching. Objective of teaching and aspect of environment generally constitute the focus of the model	Outcomes which is should be achieved, derived from the language belief about what should we learn	<b>Goals</b>
		<b>Method</b>	
<b>Instructional effect</b>	Instructional is a direct effect achieved from subject, skills, or activities from what kind of subject to learn.	Specification of learning outcomes that derived from approach	<b>Objectives</b>
<b>Support System</b>	aspect explains about supporting condition or tools that required in case of implementing the model, this refer to facilities, like places, media for learning, materials in form of book/video/visual-art etc.	Set of materials, media, which are added in order to help in achieving the objectives	<b>Content</b>
		Kind of task and practice activities which are support the learning and teaching activity	<b>Kind of activities</b>
<b>Social System</b>	aspect explains about the role of teacher and student, relation between them. Several models have teacher as the	focus on types of functions teacher fulfill, degree of teacher influence over learning, degree to which the teacher determines the content of learning, and types of interaction	<b>Roles of teacher</b>

<b>Social System</b>	central or student as the central. Norm and rule that should be obey by both of them in the activity.	focus on types of learning for learner, pattern of learner, degree of learner influences the learning of others, and the view of learner	<b>Roles of learner</b>
		<b>Technique</b>	
<b>Syntax</b>	aspect describes the phases or steps of action, a systematic sequence of action in model of teaching.	Set of activity in a pattern of continuation sequence in order to realizing the method. it is describing activity, practices, tactics, time allocation, media used in learning and teaching activity	<b>Procedure</b>

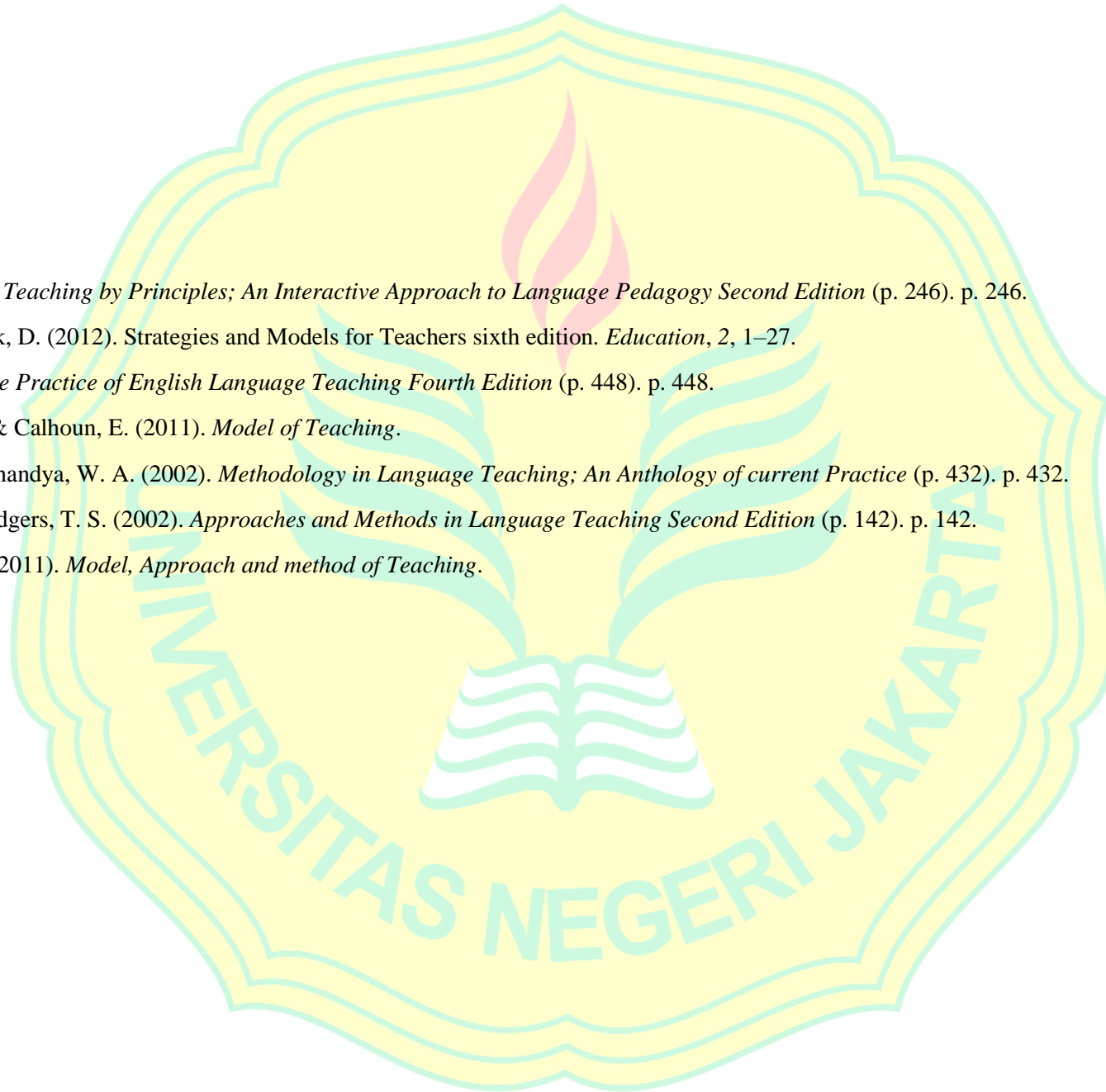
### Model of Teaching in Syllabuses

<b>Model of Teaching in Syllabuses</b>				
	<b>MOT</b> (Brown, 2004; Harmer, 2007; Richards & Renandya, 2002; Richards & Rodgers, 2002)		<b>Syllabus</b>	
	<b>Approach</b>			
	<b>Theory of language</b>	Definition of what is language, belief about language that define what language	Brief description about course. Overview about the course in general topic or focus, the course role, aims, reason, and instruction method	<b>Course Description</b>
	<b>Theory of Learning</b>	Belief about learning, philosophies theory in learning and teaching activity that will serve as the foundation or learning		
		Outcomes which is should be achieved, derived from the language belief about what should we learn	Describing goals in specific in which gives outcomes what should be achieved	<b>Course learning outcomes</b>

	<b>Method</b>				
	<b>Objectives</b>	Specification of learning outcomes that derived from approach	Breakdown process from the goals in specific which also contributing in achieving goals	<b>Learning Outcomes</b>	
	<b>Content</b>	Set of materials, media, which are added in order to help in achieving the objectives	Certain topic, content or information that will be achieved from the process of learning and teaching activity	<b>Material</b>	
			Tools or support items that will help in learning and teaching activity	<b>Media</b>	
	<b>Kind of Activities</b>	Kind of task and practice activities which are support the learning and teaching activity	The way that use in teaching and learning activity based on the belief of method that will enhance and support student achievement	<b>Method</b>	
	<b>Roles of Teacher</b>	focus on types of functions teacher fulfill, degree of teacher influence over learning, degree to which the teacher determines the content of learning, and types of interaction			
	<b>Roles of Student</b>	focus on types of learning for learner, pattern of learner, degree of learner influences the learning of others, and the view of learner			
	<b>Technique</b>				
	<b>Procedure</b>	Set of activity in a pattern of continuation sequence in order to realizing the method. it is describing activity, practices, tactics, time allocation, media used in learning and teaching activity	Brief explanation in simple about activity in teaching and learning which derived from the method	<b>Teaching and Learning Activity</b>	

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## Appendix 2

1. Analysis of Existing Models of Teaching
2. Analysis of ICT competences in existing Models of Teaching
3. Reading Courses
4. Integration of ICT competences into Models of Teaching
5. Procedure of Integration



## Analysis of Existing Model of Teaching

### 1. University A - Syllabuses

Model of teaching Components	Reading Courses			Notes
	Basic Reading	Critical reading	Reading for Academic purposes	
Course Description				No course description available for all reading course
Goals/Aims	After completing this course, students are expected to be able to apply the basic study skills i.e. Reading strategies, outlining, paraphrasing and summary writing.	After completing this course, students are expected to be able to develop the reading process with literal comprehension and critical analysis in various content areas	After completing this course, students are expected to be able to: <ol style="list-style-type: none"> <li>1. Interpret a table or a diagram and present ideas on the topic discussed.</li> <li>2. Represent ideas by inferring and being aware of the sentence structure</li> <li>3. Integrate sources of information to develop a summarizing paragraph.</li> <li>4. Establish a connection between facts to develop a concluding paragraph.</li> </ol>	Basic Reading is similar to Literal reading Critical Reading is similar to Critical reading Reading for Academic purpose is similar to Affective/Syntopical
Learning outcomes	<ul style="list-style-type: none"> <li>- student are expecting to state specific information in text to identify general topic of the text</li> <li>- be able to summarize the basic text organization</li> <li>- be able to present the general idea of the text.</li> </ul>	<ul style="list-style-type: none"> <li>- student are able to compose a writing expressing their responses to fictional/non-fictional text chosen</li> <li>- develop a summary of textbook chapter</li> <li>- improve summary by suggesting new information</li> </ul>	<ul style="list-style-type: none"> <li>- be able to explain diagram/graphic/images, use table or diagram to present ideas.</li> <li>- be able to represent ideas by inferring and being aware of the sentence structure</li> <li>- integrate sources of information to develop a summarizing paragraph</li> <li>- establish a connection between facts to develop a concluding paragraph</li> </ul>	
Materials	1. Bonesteel, Lynn. (2011). <i>Real Reading: Creating an Authentic Reading Experience</i> . NY: Pearson Longman.	1. Mikulecky, Beatrice S., & Linda Jeffries. (2007). <i>Advanced Reading Power: Extensive Reading</i> ,	Van Geyte, Els.(2011). <i>Reading for IELTS: Foundation</i> . London: Harper Collins Publishers.	The flexibility of the student to search they own materials make it as proof student center is applied in these courses.

	<p>2. Students should have authentic materials in relations with the course outline and can have other references.</p> <p>Class, Computer, LCD, and Whiteboard</p>	<p>Vocabulary Building, Comprehension Skills and Reading Faster. NY: Pearson Education.</p> <p>2. Students can have other references and should have authentic materials in relations with the course outline.</p> <p>Class, Computer, LCD, and whiteboard</p>	<p>Students should have authentic materials in relations with the course outline and can have other references.</p> <p>Class, Computer, LCD, and Whiteboard</p>	<p>The use of ICT media in order to find material(implicitly) means they integrated ICT competences in their learning and teaching activity</p>
Method	Lecturing, discussion, and Assignment	assignment, discussion, and lecturing	lecturing, discussion, assignment	
Procedures	<ul style="list-style-type: none"> <li>- Student are given the course outline, text passage</li> <li>- Student identify the main idea, general topic, specific information, structure of the text, analogies, writer purposes.</li> <li>- Student classify and recognize the organize of text, reference, interpret analogies.</li> <li>- Student make summary based on main idea and illustrate writer's purpose. Demonstrating their understanding about text organization, and present general ideas through paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>- Student are given several books/texts and take notes.</li> <li>- Student categorize information from notes they make</li> <li>- Student identify and distinguish primary and secondary sources</li> <li>- Student synthesize a short writing from there and make a summary about what the book and given additional information.</li> </ul>	<ul style="list-style-type: none"> <li>- Student given a text and then exemplify the collocation used and outline the structure of paragraph</li> <li>- Student guessing the meaning of the keywords and infer the purpose of the text also writer's point of view. Identifying synonym and antonym. Interpreting table or diagram. Find the fact and opinion.</li> <li>- Student present their ideas through summarizing, paraphrasing. Classify the point of view and arguments. Developing new ideas from information, viewpoints, and arguments. Integrate sources in a summarizing paragraph</li> </ul>	<p>For the procedure of the activity. it is already use three phase of teaching reading, however it is not specifically mentioned in their documents</p>

- Interview

Q	Mengenai tentang pengajaran reading metode apa saja yang digunakan bapak/ibu dalam mengajar reading?		
A	“saya lebih menerapkan student center activity, untuke lecture itu sendiri hanya saya terapkan di pertemuan pertama dan kedua untuk melakukan courses review tentang reading itu apa dan pengenalan konsep, sisanya mungkin akan lebih banyak discussion dengan aktivitas yang bervariasi setiap minggunya, murni lecturing hanya di awal.”		
Q	Menganai lecturing, seperti apakah aktifitas lecturing yang bapa ibu lakukan? Menggunakan apa?		
A	“Lecturing hanya saya lakukan di pertemuan pertama hanya untuk memberikan mereka penjelasan tentang course review. Alat yang iasa saya pakai bisa projector dan laptop tapi bias juga direct tanpa itu”		
Q	Dalam diskusi kelas, kegiatan apa saja yang mereka lakukan, dan bapa/ibu nertindak sepegai apa?		
A	“Bisa macam-macam diskusi seperti small group, misalnya seperti continue sharing, book review, smapai sejauh mana mereka membaca buku, serta apa alas an mereka memilih buku itu, dalam kelompok2 kecil, saya hanya akan menjadi fasilitator atau observer dri kegiatan mereka disini”		
Q	Mengenai practicing, practice yang seperti apa diberikan oleh bapak/ibu kepada murid dan bagaimana and menyampaikannya?		
	“Tergantung materinya tentang apa, saya biasanya melakukan reading speed terhadap mereka untuk mengetahui sampai dimana kemampuan reading mereka, dan dari situ saya juga bias melihat level buku yang seperti apa yang pas buat mereka.”		
Q	Pattern dalam aktivitas kelas apa yang sering and gunakan? Group work, pair work, or individual? - Group work yg seperti apa yang dilakukan, dan apa yg dilakukan? - Individual yg seperti apa yang dilikakuan, dan apa yang dilakukan? - Pair work yang seperti apa yang dilakukan, dan apa yang dilakukan?		



A	<p>“Awal bias saya mulai dengan macam ya, seperti review, game, setting arrangement, untuk membuka perkuliahan dan setelah itu biasanya langsung ke bacaan masing-masing dan disesuaikan dengan aktivitas hari itu seperti book review-kah, writing kah, predicting of the story, menemukan fakta tergantung dri apa jenis bacaanya, lalu untuk recap bias bermacam-macam, sperti share atau presentasion tentang hasil kerja mereka, atau membuat poster tergantung dari materi apa yang dipelajari.”</p> <p>“Hampir semua saya terapkan tergantung dari situasinya”</p>	
Q	<p>Berbicara mengenai materials, jenis material untuk program ini apa? Disediakan oleh siapa?</p>	
	<p>Materi saya yang menyiapkan buku2 yang mereka mau, jadi mereka memilih buku apa yang mereka mau, tapi sebelum mereka memilih kita melakukan pengecekan dulu terhadap reading speed mereka utnuk mengetahui mereka ada di level mana, dan mereka akan memilih bacaan yang mereka suka,</p>	
Q	<p>dalam aktivitas kelas bapak/ibu bertindak sebagai apa? bagaimana interaksi antara guru dan murid yang berlaku dalam proses belajar mengajar yang bapak/ibu lakukan? Dan sampai dimana control bapak/ibu terhadap content/materials yang akan disajikan? Tactic yang bapa ibu pakai dlam memberikan pengajaran itu seperti apa?</p>	
A	<p>“saya disini hanya akan membuat control, seperti reading log, untuk melakukan comprehension check dan lain-lain. Untuk reading speed saya menentukan teks akan tetapi selebihnya setelah itu mereka yang akan menentukan teks nya.</p> <p>Saya hanya “help them to learn” aja, yaitu memastikan mereka mendapatkan sumber bacaan yang tepat yang mereka suka dan yang sesuai kemampuan mereka, itu dilakukan di awal pada reading speed test itu untuk mengetahui apakahh itu sesuai level mereka, kalua mereka merasa kesulitan saya akan meminta mereka untuk menurunkan levelnya untuk mengambil bacaan yang mereka bias. Saya melakukan itu supaya bias memastikan mereka untuk membaca sumber yang tepat. Jdi sekedar facilitate aja terhadap pengajaran.”</p>	

<p><b>Q</b></p>	<p>ICT yang terlibat dalam proses belajar mengajar ini yang seperti apa? Keterlebitannya dalam konteks apa?</p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Smartphone</li> <li>- Projector</li> <li>- Search engine</li> <li>- Word-processing software</li> </ul> <p>Lain-lain</p>	
<p><b>A</b></p>	<p>“Semua ICT yang disebutkan bias terlibat, karena kan sudah jarang menulis di papan tulis, jadi kita memakai projector. Kita juga memakai googleclassroom untuk melakukan komunikasi, pengumpulan tugas, dan beberapa kegiatan lainnya. Penggunaan ebook untuk materi, tetapi tidak ada keharusan mereka menggunakan digital material kalau mereka merasa kesulitan.”</p>	
<p><b>Q</b></p>		

## 2. University B

## - Syllabus

Model of teaching components	Reading Courses			Notes
	Reading 1	Reading 3	Reading 4	
Course description		Mata kuliah ini menggabungkan kajian teori membaca sebagai dasar pijakan bagi siswa menguasai strategi membaca, dan praktik membaca dan memahami suatu teks. Teori dan praktik membaca meliputi beberapa keterampilan membaca berikut ini: <i>Getting the main ideas, guessing words from context, making connection, drawing conclusion, summarizing, reading for specific information, making prediction, and making inference</i> . Beberapa genre akan diulas juga yang meliputi procedural, narrative, descriptive juga.	This subject is not only a review to some theories that have been learned in previous reading subjects but also an enrichment as it is shown in more detailed theories and the exercises ; and practices will be directed not only to the comprehension but also to critical reading where students are required to respond critically to a number of issues, based on some CT and CL Principles	Reading one doesn't provide any course description
Aims	Siswa mampu memahami dan mempraktekan dasar-dasar reading skill (scanning, skimming, predicting, previewing, outlining, summarizing), bagian-bagian dari sebuah teks, dan contextual reference & meaning dalam memahami teks bahasa Inggris.	Siswa mampu mengungkap makna yang eksplisit dan implisit dalam teks dengan genre yang beragam	This subject aims to provide students with an orientation to theory and practice of reading for comprehending texts adopting principles of Critical Thinking (CT) and Critical Literacy (CL).	Based on the aims of the courses  For reading 1 it has similarity with literal reading  Reading 3 with critical reading  And for reading 4 has similarity with affective reading
Learning outcomes	- Memahami teks dengan teknik scanning	- Siswa mampu mengidentifikasi gagasan utama, informasi rinci, makna kata	- Introduction to the Author's Purpose - Understanding Text	

	<ul style="list-style-type: none"> <li>- Memahami teks dengan teknik <i>Skimming</i></li> <li>- Memahami teks dengan mencari main idea</li> <li>- Memahami teks melalui pendalaman vocabulary dan reference</li> <li>- Memahami pola paragraf <i>listing</i> dalam sebuah teks</li> <li>- Memahami pola paragraf <i>cause &amp; effect</i> dalam sebuah teks</li> <li>- Memahami pola paragraf <i>compare &amp; contrast</i></li> <li>- Memahami pola paragraf proses &amp; <i>time order</i></li> <li>- Mampu membuat outline/kerangka dari sebuah teks</li> <li>- Menulis <i>summary</i> dari inti sebuah teks dengan baik</li> <li>- Mampu meriviu sebuah teks dengan baik</li> </ul>	<p>menurut konteks, referent dari suatu teks baik tersirat maupun tersurat.</p> <ul style="list-style-type: none"> <li>- Siswa mampu menuliskan kesimpulan dari suatu teks</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing the author</li> <li>- Knowing genre</li> <li>- Knowing the author's voice</li> <li>- Understanding ideology in song</li> <li>- Understanding facts and opinions in texts related present situation</li> <li>- Understanding argument, bias in a text about racism</li> <li>- Understanding bias in a song lyrics about racism and discrimination</li> <li>- Understanding bias, fact and opinion in text</li> <li>- Understanding tone and purpose</li> <li>- Understanding basic argument claim and support</li> </ul>	
Materials				No materials presented here
Method	Ceramah, Tanya Jawab, diskusi	Lecturing, Group discussion, question-answer	Lecturing, question and answer, discussion, presentation, practice of reading for comprehension	
Procedures	<ul style="list-style-type: none"> <li>- Dosen membuka perkuliahan dengan menyapa siswa</li> <li>- Dosen memberikan penjelasan tentang materi yang ad di reading 1</li> <li>- Dosen membuka tanya jawab.</li> <li>- Dosen memberikan contoh cara menggunakan skill reading</li> <li>- Mahasiswa berdiskusi tentang materi yang di ajarkan</li> <li>- Dosen memberikan latihan soal reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Dosen membuka perkuliahan dengan menyapa siswa</li> <li>- Dosen memberikan penjelasan tentang materi yang ad di reading 3</li> <li>- Dosen membuka tanya jawab.</li> <li>- Mahasiswa berdiskusi tentang materi yang di ajarkan</li> <li>- Dosen memberikan latihan soal reading comprehension</li> <li>- Dosen memberikan penilaian terhadap pekerjaan mahasiswa.</li> </ul>	<ul style="list-style-type: none"> <li>- Dosen membuka perkuliahan dengan menyapa siswa</li> <li>- Dosen memberikan penjelasan tentang materi yang ad di reading 4</li> <li>- Dosen membuka tanya jawab.</li> <li>- Mahasiswa berdiskusi tentang materi yang di ajarkan</li> <li>- Dosen memberikan latihan soal reading comprehension</li> <li>- Dosen memberikan penilaian terhadap pekerjaan mahasiswa.</li> </ul>	The procedure presented here is appropriate with three phases that reading activity should be

- Dosen memberikan penilaian terhadap pekerjaan mahasiswa.

### 3. University C

- Syllabus

Model of teaching components	Reading courses			Notes
	Reading Comprehension	Reading Standardized text	Extensive Reading	
Course descriptive	Setelah Mahasiswa mengikuti perkuliahan ini diharapkan mereka dapat meningkatkan skill dalam memahami bacaan dengan cepat dan tepat dengan cara menjawab pertanyaan dari suatu bacaan. Mahasiswa dapat menggunakan kamus dengan cara yang tepat dan cepat. Mahasiswa dapat meningkatkan kemampuan memahami makna kosakata dengan berbagai teknik dengan mengurangi kecepatan membaca. Mahasiswa tehnik membaca cepat dan mendapatkan pemahaman bacaan.	This course mainly consists of various materials from three well known international standardized tests. The materials are not limited on the types of the reading passages, the types of the questions that are usually asked in test will also be the main core of attention within this course. The understanding of question types will be supported by the understanding on how to find the answer for those different types of question. The ability to answer those questions is not solely judged by	This course is one of many approaches to language teaching in which require the learners to read to read a lot of materials in English for general, overall meaning. Hopefully, this course will help the students to develop good reading habits, broaden their knowledge and emerge their critical thinking skills, and improve the mastery on vocabulary and grammar, and to encourage the student to add the number of their reading materials in certain amount of time	As the course description is clearly stated about the courses itself.  Reading comprehension is Literal reading  Reading Standardized TEXT were both literal and critical



	Memahami urutan ide dari suatu bacaan. Mahasiswa juga mampu mempraktikkan membaca secara nyaring. Dan mahasiswa mampu memahami alur cerita dalam novel berbahasa Inggris.	the ability to find the answer, but also by the ability to find it in a very specific time provided. The students' successfulness in this course is based on their ability to answer those questions against the time.		Extensive Reading is more like critical/affective reading
Aims	Setelah menyelesaikan seluruh materi perkuliahan diharapkan mahasiswa memiliki kemampuan: 1 Menjelaskan teori-teori dalam membaca. 2 Mendeskripsikan berbagai macam teknik membaca 3. Menemukan persamaan makna suatu kosakata dengan berbagai teknik dengan tidak mengurangi kecepatan membaca 4 Menganalisa hambatan yang dialami ketika membaca Menjelaskan tehnik-tehnik membaca cepat e.g. skimming, scanning, 5 clustering, and etc Menjawab pertanyaan dalam suatu bacaan dengan membaca cepat 6 dan tepat 7. Mempraktikkan Reading Aloud dengan baik 8 Mempresentasikan isi novel berbahasa Inggris yang sudah di baca dengan pemahan yang baik	Menunjukkan sikap kritis, partisipatif dan tanggungjawab dalam menyelesaikan tugas terkait keahlian menjawab soal-soal reading dalam tes Bahasa Inggris berstandar internasional. Memiliki pengetahuan konseptual tentang jenis-jenis tes dan jenis-jenis pertanyaan pada Reading section dalam English international standardized tests, konsep dasar of English international standardized tests, aspek-aspek dalam pengujian keahlian reading penilaian in English international standardized tests: Paper Based TOEFL, IELTS, TOEIC. Memiliki pengetahuan dan menguasai teknik serta strategi dalam menjawab soal-soal di Reading section dalam English international standardized tests.	This course aims are to help the students to be able to read and to comprehend reading materials from articles, novels, and textbooks as well as developing their critical thinking ability	
Learning Outcomes	-	<ul style="list-style-type: none"> <li>- Understand the general understanding of the course</li> <li>- Explaining Types of Reading Section in International Standardized Tests</li> <li>- Answer the questions on Paper Based TOEFL Reading Comprehension</li> <li>- Answer the questions on Paper Based TOEFL Reading Comprehension</li> <li>- Answer the questions on Paper Based TOEFL Reading</li> <li>- Answer the questions on Paper Based TOEFL Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to read 10 appointed English novels</li> <li>- Be able to read 8 appointed English textbooks</li> <li>- Be able to read 10 articles or papers from journals, proceedings, anthology, newspaper or magazines in English</li> <li>- Be able to write a summary</li> </ul>	<p>The outcomes for comprehension reading is similar to literal</p> <p>For standardized reading is more like literal and critical because it tends to focus to find what in the text literally/critically to answer basic question about the text</p>



		<ul style="list-style-type: none"> <li>- Answer the questions on IELTS Reading Comprehension</li> <li>- Answer the questions on IELTS Reading Comprehension</li> <li>- Answer the questions on TOEIC Reading Comprehension</li> <li>- Answer the questions on TOEIC Reading Comprehension</li> </ul>		
Materials	<ul style="list-style-type: none"> <li>- Journal ilmiah</li> <li>- Novel</li> <li>- <a href="https://youtu.be">https://youtu.be</a></li> <li>- reading in second language moving from theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>- Types of Reading Comprehension Section in Several International Standardized Tests (TOEFL PBT and CBT, IELTS, and TOEIC)</li> <li>- Find Definition from Structural clues</li> <li>- Determine Meaning from Word and Context</li> <li>- Types of questions in Reading Test for IELTS</li> <li>- Novel</li> </ul>		<p>Only one course stated explicitly their materials. However for the materials they have flexibility in order to find it whether online or offline</p> <p>As for the courses itself it is appropriate</p>
Method	Inductive Inquiry Ceramah, diskusi, presentation	Ceramah, presentasi, tanya jawab, discussion	Explanation, silent reading, presentation, review & summary, and QA	For the method, overall is appropriate for teaching reading.
Procedures				No procedural activities available in their document

- Interview

Q	Mengenai tentang pengajaran reading metode apa saja yang digunakan bapak/ibu dalam mengajar reading?		
A	“Saya ngga biasa bilang kita memakai satu metode tetapi bervariasi. Student center, dengan pola pengajaran yang saya integrasikan dengan ICT termasuk semua produk google, seperti googleclassroom dan infographic untuk		

	<p>mempresentasikan proses membaca mereka, saya hanya memfokuskan untuk memberikan mereka kenyamanan dulu dalam membaca, dan saya mewajibkan mereka memasukan novel agar menumbuhkan minat membaca mereka. Saya menggunakan googleclasssroom untuk mereka mendaftarkan bacaan mereka.</p> <p>“Saya menerapkan student center, karena saya merasa autonomous learning itu penting, saya merasa di jaman sekarang mereka pun bias belajar tanpa saya sebetulnya. Jadi peran saya disini hanya bagaimana saya bias memfasilitasi mereka cara belajar yang baik, walaupun tetap balik lagi ke mereka. Untuk tugas saya selalu upload sebelum di bahas dikelas, jadi sebelum ketemu saya mereka sudah melakukan apa yang saya suruh dan itu menjadi pure hasil mereka.”</p>		
<b>Q</b>	Menganai lecturing, seperti apakah aktifitas lecturing yang bapa ibu lakukan? Menggunakan apa?		
<b>A</b>	“Ceramah atau lecturer itu ketika saya membahas tentang essence of reading sambil menanyakan ke mereka apa yang mereka ketahui tentang reading, dan peran saya disini saya akan meluruskan pemahaman mereka tadi. Dan memenag tertulis lecturing di document tapi itu hanya terjadi kemungkinan di pertemuan pertama dan kedua karena dsitu saya focus tentang memberikan penjelasan tentang kuliah reading dan pemahaman dasar tentang reading.”		
<b>Q</b>	Dalam diskusi kelas, kegiatan apa saja yang mereka lakukan, dan bapa/ibu nertindak sepegai apa?		
<b>A</b>	“Diskusi hampir setiap peretemuan saya lakukan, baik itu group atau pun pair. Di pair group biasanya saya menyuruh mereka saling membagi satu sama lain pengetahuan mereka dari apa yang sudah mereka baca, dan biasanya setelah itu saya meminta mereka ke group yang lebih besar. Dari saya bias menilai seauh mana pemahaman mereka.”		

<b>Q</b>	Mengenai practicing, practice yang seperti apa diberikan oleh bapak/ibu kepada murid dan bagaimana and menyampaikannya?		
<b>A</b>	Untuk latihan-latihan saya biasanya menyuruh mereka membaca cepat, membaca nyaring, dan membaca cluster biar mudah kan mereka dalam proses membaca sehingga bias mendapatkan informasi yang tepat.		
<b>Q</b>	<p>Pattern dalam aktivitas kelas apa yang sering and gunakan? Group work, pair work, or individual?</p> <ul style="list-style-type: none"> <li>- Group work yg seperti apa yang dilakukan, dan apa yg dilakukan?</li> <li>- Individual yg seperti apa yang dilakukan, dan apa yang dilakukan?</li> <li>- Pair work yang seperti apa yang dilakukan, dan apa yang dilakukan?</li> </ul>		
<b>A</b>	<p>“Untuk kegiatan pun saya bervariasi, untuk beberapa pertemuan awal mungkin akan banyak ceramah krena disitu saya harus memberitahukan apa yang akan dilakukan di mata kuliah ini, untuk selanjutnya mungkin bias dilakukan diskusi tentang materi yang di ajarkan saat itu. jadi bisa saja saya langsung mengawalinya dengan diskusi, lalu diikuti dengan tugas-tugas baik itu kelompok, pair, ataupun individual. Bisa juga saya memulai dengan memberikan pertanyaan ke mereka lalu mereka mendiskusikan jawaban dari pertanyaan itu.”</p> <p>“Biasanya juga Diawal saya akan memberikan pre-test kepada mereka untuk melihat seperti apa kemampuan mereka.”</p>		
<b>Q</b>	Berbicara mengenai materials, jenis material untuk program ini apa? Disediakan oleh siapa?		

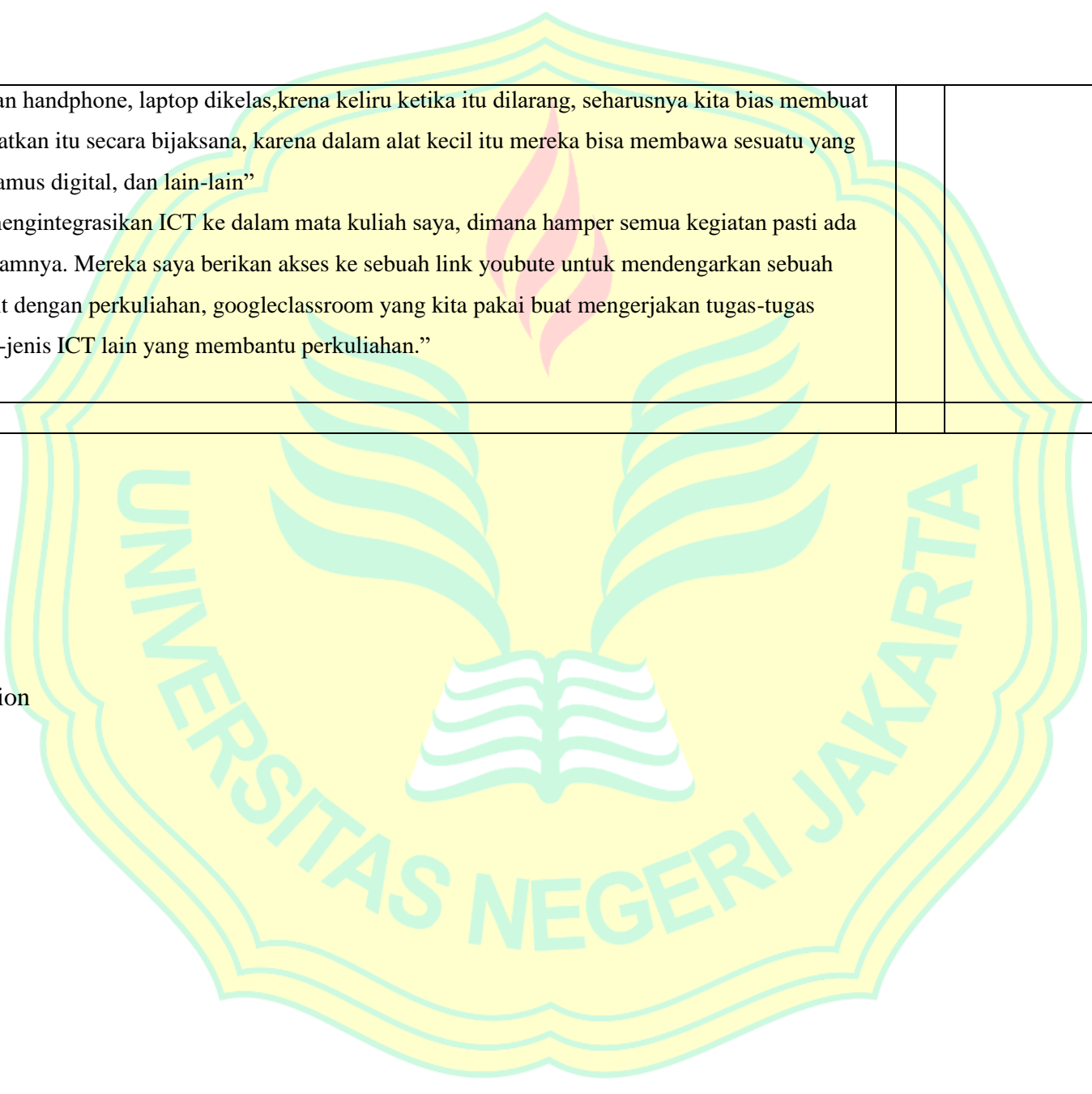
A	<p>“ada banyak material disini bias novel, jurnal, dan buku lain baik digital maupun non-digital”</p> <p>‘Ada beberapa buku-buku wajib yang saya sediakan, serta link-link kanal youtube, yang mereka harus akses, akan tetapi untuk beberapa jenis material mereka sendiri yang akan mencarinya dan tentu harus sesuai dengan kemampuan mereka, makanya saya pasti menanyakan terlebih dahulu kenapa mereka memilih itu”</p>		
Q	<p>dalam aktivitas kelas bapak/ibu bertindak sebagai apa? bagaimana interaksi antara guru dan murid yang berlaku dalam proses belajar mengajar yang bapak/ibu lakukan? Dan sampai dimana control bapak/ibu terhadap content/materials yang akan disajikan? Tactic yang bapa ibu pakai dlam memberikan pengajaran itu seperti apa?</p>		
A	<p>“Control materials ada di saya dan murid, bacaan-bacaan tertentu saya sudah menyiapkan langsung, sedangkan untuk bacaan-bacaan lain seperti novel atau journal mereka sendiri yang akan mencari dan memilih bacaan apa yang mereka mau.”</p> <p>“Saya tidak menuntut mereka untuk memahami secara utuh bacaan-bacaan yang saya berikan, tapi setidaknya mereka tahu apa itu, karena selebihnya pasti saya akan jelaskan kepada mereka. Pada awal kuliah saya akan menekankan kepada mereka bahwa goals dari bacaan ini bukan masalah reviewnya atau sekedar mengerjakan tugas melainkan mengajak mereka sadar betul bahwa mereka tidak akan jadi good reader kalau mereka tidak membaca dengan betul.”</p> <p>“Saya juga meminta mereka reading aloud untuk membuat pembelajaran menarik.</p> <p>Semua tugas-tugas saya usahakan untuk paperless jadi mereka saya suruh mengumpulkan tugasnya baik dalam bentuk words atau pdf ke google-classroom.”</p> <p>“Ada beberapa materia yang mungkin tidak bias saya kasihkan seperti membuat info graphic atau poster, terus gimana saya menyikapinya? Saya biasanya memberikan link youtube yang berisikan video tentang membuat info</p>		

	<p>graphic atau poster dan mereka akan me akses video itu sendiri melalui device mereka. Untuk beberapa materi atau tugas membuat sesuatu saya jarang membahas itu, jadi saya meminta mereka me akses video di youtube tentang itu, misalnya kaya cara summarizing, dan dikelas hanya untuk membahas ulang dan memastikan bahwa mereka paham betul apa itu.”</p> <p>“Saya lebih suka mereka berproses, daripada saya langsung memberitahu mereka apa itu, saya lebih suka mereka yang menemukan dulu, lalu saya menambahkan atau memperbaiki pemahaman mereka, jadi mereka pun akan mengalami proses reading itu,</p> <p>“Saya tetap memastikan mereka harus berjalan sesuai dengan syllabus, akan tetapi mereka pun harus berproses dalam membaca, mengembangkan diri, dan memilikin pemahan yang tepat.</p> <p>“Setiap pertemuan saya akan buat berbeda, bahkan suasana pun saya usahakan berbeda, seperti tempat duduk, agar tidak terjadi jenuh di setiap pembelajaran”</p>	
<p><b>Q</b></p>	<p>ICT yang terlibat dalam proses belajar mengajar ini yang seperti apa? Keterlebitannya dalam konteks apa?</p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Smartphone</li> <li>- Projector</li> <li>- Search engine</li> <li>- Word-processing software</li> </ul> <p>Lain-lain</p>	
<p><b>A</b></p>	<p>“ICT sangat membantu saya dalam pembelajaran, pengumpulan tugas dan lain-lain sehingga saya sangat memanfaatkan ICT dalam mata kuliah saya”</p>	

	<p>“Saya memperbolehkan handphone, laptop dikelas, krena keliru ketika itu dilarang, seharusnya kita bias membuat mereka bias memanfaatkan itu secara bijaksana, karena dalam alat kecil itu mereka bisa membawa sesuatu yang convenience seperti kamus digital, dan lain-lain”</p> <p>“Secera umum saya mengintegrasikan ICT ke dalam mata kuliah saya, dimana hamper semua kegiatan pasti ada keterlibatan ICT didalamnya. Mereka saya berikan akses ke sebuah link youbute untuk mendengarkan sebuah penjelasan yang terkait dengan perkuliahan, googleclassroom yang kita pakai buat mengerjakan tugas-tugas perkuliahan, dan jenis-jenis ICT lain yang membantu perkuliahan.”</p>	
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- Observation

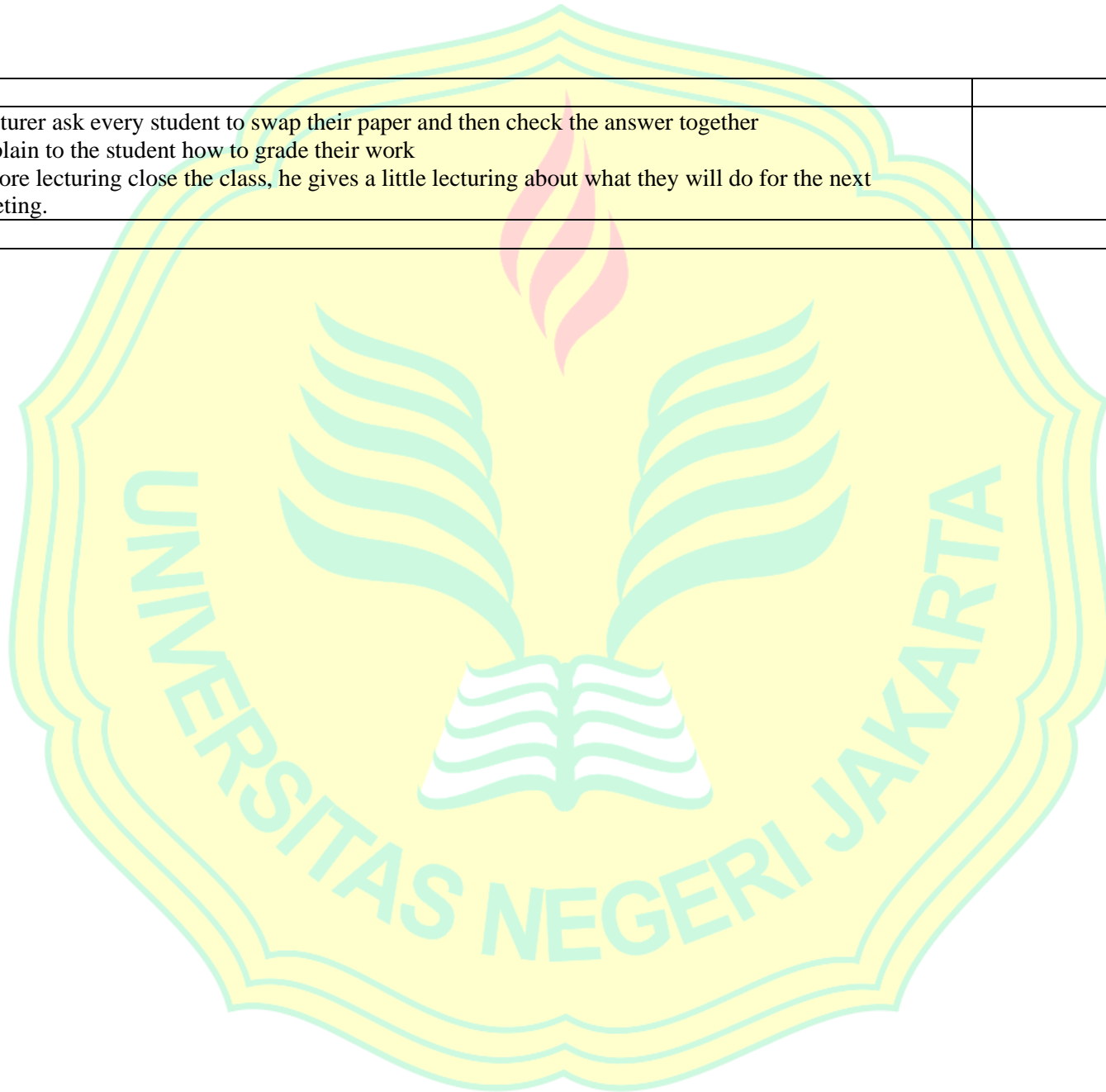
First





<b>A1 Reading Comprehension Class</b>		
<b>Procedures</b>	<b>Activities</b>	<b>notes</b>
Introduction	<ul style="list-style-type: none"> <li>- Started with Salam</li> <li>- Check absences</li> <li>- Teacher reminding long term task about journal and novel summarize for the student</li> <li>- teacher giving some lecturing about the long-term task</li> </ul>	Media/tools: <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Projectors</li> <li>- Smartphone</li> <li>- Paper</li> </ul>
Pre read	<ul style="list-style-type: none"> <li>- lecturer prepare Padlet for student to access and show them with projector</li> <li>- student access Padlet and added question what they want to ask that relate to the subject they learn</li> <li>- lecturer will answer the question, but before that they give a chance to the other student to answer their friends question.</li> <li>- Discussion between student and student regarding to materials to be taught about what is reading, the nature of reading, and purposes.</li> <li>- Lecturing from teacher about speed reading, and motivating student</li> </ul>	Lecturing being dominant in this class activity, and then followed by discussion and practiced  Lecturing here focus on motivating them, answering student question, and explaining the long-term task for this subject
while read	<ul style="list-style-type: none"> <li>- Lecturer providing each student with similar text.</li> <li>- Lecturer give explanation about what they do with the text. He tends to ask student to read that text faster, as long as they can read clearly, they can continue to read, while if they can read clearly, he will stop the student to read and then ask the other student(random) to read again.</li> </ul>	
Post read	<ul style="list-style-type: none"> <li>- Lecturer prepare an individual task for students</li> <li>- He gives each student a text followed by several form of assessment for student</li> <li>- He asks student to record their time in reading the text and then followed by answering question without looking back to the text</li> <li>- Before he asks student to do the task, he does a little ice breaking game with the student to make them more relax, and comfort before doing the task</li> </ul>	These activities also verified by the interview with related lecturer and its match each other, as mostly what he say in the interview happen on the class, and also appropriate with the syllabuses in term of the activity, materials, and task.

Closing	<ul style="list-style-type: none"><li>- Lecturer ask every student to swap their paper and then check the answer together</li><li>- Explain to the student how to grade their work</li><li>- Before lecturing close the class, he gives a little lecturing about what they will do for the next meeting.</li></ul>	



Second



<b>Reading Comprehension Class</b>		
<b>Procedures</b>	<b>Activities</b>	<b>notes</b>
Introduction	<ul style="list-style-type: none"> <li>- Started with salam</li> <li>- With simple gesture or code from the lecturer, student grab trash in the classroom and throw out to trash can</li> <li>- Lecturer reminding the student about long-task with journal and novel summarizing</li> <li>- Lecturer reminding previous meeting</li> </ul>	
Pre read	<ul style="list-style-type: none"> <li>- Lecturer preparing Padlet and show it in front of the class with projectors</li> <li>- He shares the link of the Padlet to each student</li> <li>- Padlet become a medium if student want to ask something related to the subject</li> <li>- Discussion and Q&amp;A happen at this moment</li> <li>- Before he answers the questions from student, lecturer give a chance to other student to answer their friends question.</li> <li>- Lecturing by student related to speed reading, while explaining about materials he also gives the student motivation speech about reading.</li> <li>- Ice break before the practice with brain teaser games</li> </ul>	<p>This meeting kind a similar with the previous observation</p> <p>There are no big differences in lecturer technic in teaching activity, always has lecturing on it in order keep their student knowledge still straight and give them motivation</p>
while read	<ul style="list-style-type: none"> <li>- Lecturer prepare text to each student</li> <li>- He will point one of student and ask them to read it fast</li> <li>- If they have difficulty to read the task, he will stop him/her and then point to the other student</li> <li>- After that he ask all of the student to read text together</li> <li>- Simple lecturing about what they do</li> </ul>	<p>Kind of practice they do also similar</p> <p>But it is also confirming about what in the syllabus and the interview result pictured in this meeting</p>
Post read	<ul style="list-style-type: none"> <li>- Lecturer give a text with a several question to each student</li> <li>- He asks student to record how long they read the text.</li> <li>- After that student will answer the question provided without looking back to the text</li> <li>- Lecturer as about the time they needed to read whole text and then measure it to inform the student about their capability in speed reading</li> <li>- Student exchange their answer sheet with other and then checking the answer together</li> <li>- With the help of lecturer, they grade their work.</li> <li>- A simple lecturing from the lecturer regarding to the task</li> </ul>	

Closing	<ul style="list-style-type: none"><li>- Give lecturing to the student related what they have learn</li><li>- Reminding them about the long-term task and what activity for the next meeting</li><li>- Lecturer close the class</li></ul>	



## 4. University D

## - Syllabus

Model Of teaching Components	Reading Courses		Notes
	Reading Strategy	Critical Reading	
Course description	This course aims at engaging students to the meaningful and authentic ways of comprehending reading texts in familiar topics (personal readings) such as leisure, families, etc as they do in their native language by applying the study skills.	Mata kuliah ini adalah kelas membaca lanjutan di mana mahasiswa dihadapkan pada artikel berita, editorial, serta buku literatur lainnya. Mata kuliah ini berfokus pada mengevaluasi dan mendiskusikan ide-ide, ungkapan-ungkapan (melalui konotasi, diksi, dan tone penulis), dan kejelasan pemikiran yang terlibat.	From the course description  Reading strategy is similar with Literal Reading  Critical reading were similar to Critical/affective reading
Aims		<ul style="list-style-type: none"> <li>- Mampu menelaah prinsip-prinsip dasar kemampuan membaca, membaca kritis, serta literasi.</li> <li>- Mampu menganalisa titik-titik irisan antara kemampuan membaca dan kajian-kajian linguistik.</li> <li>- Mampu mengevaluasi aspek-aspek linguistik dan sosial yang terlibat pada membaca kritis</li> <li>- Mampu membandingkan perbedaan-perbedaan prinsipil akan kemampuan membaca kritis di berbagai tingkat Pendidikan</li> <li>- Mampu menciptakan unsur-unsur solutif terhadap permasalahan rendahnya literasi peserta didik.</li> </ul>	
Learning Outcomes	- Mahasiswa mampu menggunakan dan menganalisa pengetahuan tentang kosakata seperti affixes,	- Mahasiswa mampu menganalisis secara komprehensif akan perbedaan-perbedaan prinsipil	



	<p>synonym, homonym, signal word, and clues dalam komprehensi text</p> <ul style="list-style-type: none"> <li>- Mahasiswa mampu mengkonsepkan dan menggunakan pengetahuan yang dimiliki mahasiswa untuk memahami bacaan</li> <li>- Mahasiswa mampu menerapkan kemampuan pre-reading untuk memprediksi content dalam bacaan text</li> <li>- Mahasiswa mampu menganalisa unsur-unsur dalam bacaan untuk memprediksi isi pada sebuah paragraph maupun text bacaan</li> <li>- Mahasiswa mampu memahami dan mengaplikasikan teknik mental imaging dalam text bacaan untuk memngkomprehensi bacaan</li> <li>- Mahasiswa mampu memahami dan mengaplikasikan teknik self-questioning dalam text bacaan untuk dapat mengkomprehensi text bacaan</li> <li>- Mahasiswa mampu memahami dan mengaplikasikan teknik merangkum dalam text bacaan untuk dapat mengkomprehensi text bacaan</li> <li>- Mahasiswa mampu memahami dan mengaplikasikan teknik semantic mapping dalam text bacaan untuk dapat mengkomprehensi text bacaan</li> </ul>	<p>terhadap membaca pada umumnya dengan membaca kritis</p> <ul style="list-style-type: none"> <li>- Mahasiswa mampu menelaah konsep-konsep yang berkaitan dengan titik temu antara linguistik dan membaca kritis.</li> <li>- Mahasiswa cakap dalam menelaah konsep-konsep umum yang berkaitan dengan aspek-aspek sosial dalam membaca kritis</li> <li>- Mahasiswa cakap dalam menelaah konsep-konsep umum mengenai <i>language, register</i> dan <i>genre</i>.</li> <li>- Mahasiswa cakap dalam membandingkan unsur-unsur prinsipil dalam pengetahuan tentang <i>Hallidayan Framework</i> dalam membaca kritis.</li> <li>- Mahasiswa mampu menganalisa unsur-unsur prinsipil tentang <b>iris</b> antara <i>critical discourse analysis</i> dengan membaca kritis.</li> <li>- Mahasiswa cakap dalam menganalisa konsep-konsep yang berkaitan dengan <i>critical discourse analysis</i>.</li> <li>- Mahasiswa mampu menimbang konsep-konsep yang berkaitan dengan membaca kritis pada tingkat Sekolah Dasar.</li> <li>- Mahasiswa mampu mengaitkan konsep-konsep yang berkaitan dengan membaca kritis pada tingkat Sekolah Menengah.</li> <li>- Mahasiswa mampu membandingkan karakteristik yang berkaitan dengan membaca kritis dan masalah-masalah yang berkaitan dengan membaca kritis.</li> <li>- Mahasiswa mampu memfokuskan diagnosa dan tindak lanjut terhadap permasalahan membaca kritis.</li> <li>- Mahasiswa mampu menganalisis konsep—konsep yang berkenaan dengan ketidakcakapan linguistik dalam proses membaca kritis.</li> </ul>	
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		<ul style="list-style-type: none"> <li>- Mahasiswa mampu mengkaji karakteristik dari masalah kekurangan kemampuan literasi di usia dewasa.</li> <li>- Mahasiswa cakap dalam mengevaluasi konsep-konsep umum mengenai proses membaca kritis.</li> </ul>	
Materials	<p>vocabulary knowledge  activating prior knowledge  pre-reading—previewing and predicting  previewing and predicting text  mental imaging  self-questioning  summarizing  semantic mapping</p>	<ul style="list-style-type: none"> <li>- Reading Comprehension vs. Literacy</li> <li>- Language, Linguistics, and Reading</li> <li>- Social Aspects of Reading</li> <li>- Language, Register, and Genre</li> <li>- The Hallidayan Framework</li> <li>- Critical Discourse Analysis and Critical Reading</li> <li>- Introduction to Critical Discourse Analysis</li> <li>- Reading in the Middle School</li> <li>- Reading in the Secondary School</li> <li>- The Problem of Reading Failure</li> <li>- The diagnosis and Treatment of Reading Problems</li> <li>- The Concept of Linguistic Deprivation</li> <li>- A Brief Note on Adult Literacy</li> <li>- Critical Reading Revisited: Diaries, Reading Protocols and Interviews</li> </ul>	<p>Relation between materials and the outcomes is clear and it is appropriate to what is should be  There is no Digital materials presented here, means the ICT competences here whether implicit or no at all</p>
Method	Presentation, practice, discussion, lecturing	Presentation, Practicing, discussion, lecturing, self-assessment and structural assessment	Kind of activity they used here is quite variative
Procedures			No TLA available in documents

## - Interview

O	<p>“Berbicara tentang Peran reading di profil lulusan lebih di arahkan ke media ajar, reading ilmu pasti ya, strukturnya dari aawal seperti itu, saya itu mengintegrasikan 2 prinsip media pengajaran yang pertama online dan yang kedua offline, yang offline kiita punya 2 buku modul yang kita kerjakan, sedangkan online seperti jurnal, abstract. Lalu tugas terstructure nya juga ada seperti menjawab pertanyaan yang sesuai dengan apa yang mereka baca. Interkoneksi nya ke ICT lbh ke media ajar dan platformnya”</p>		
Q	<p>Mengenai tentang pengajaran reading metode apa saja yang digunakan bapak/ibu dalam mengajar reading?</p>		
A	<p>“Dari awal saya saya memperkenalkan “technologycly enhance classroom” yang dimana ruang kelas yang saya bangun itu seperti 50% di kelas dan 50% online, karena saya percaya pembelajaran itu bersifat continues, dan saya membuat mereka teteap mengerjakan tugas terstructure diluar kelas yang online sehingga mereka terus belajar. Metode yang biasa saya gunkan seperti metode mini research. seperti saya berikan satu topic terus mereka melakukan metode deduksi/induksi dari suatu teks yang tersedia online. Mereka akan meng evaluasi apa yang mereka dapat dari kecocokannya dan koneksi antar teks. Research dikelas dengan menggunakan handphone, tablet, dll. Dan ini student-center, karena sekrang ini paradigma guru sekarang lebih cocok ke facilitator dan guiding. Saya lbh suka menjadi fasilitator mereka dari pada menyuntikan ilmu.”</p>		
Q	<p>Menganai lecturing, seperti apakah actifitas lecturing yang bapa ibu lakukan? Menggunakan apa?</p>		
A	<p>“dalam konteks lecturing langung atau tidak, memberikan penjelasan tentang perkuliahan yang akan diikuti oleh Q&amp;A ataupun meminta respon mereka terhadap apa yang saya jelaskan tadi”</p>		

<b>Q</b>	Dalam diskusi kelas, kegiatan apa saja yang mereka lakukan, dan bapa/ibu nertindak sepegai apa?		
<b>A</b>	“Diskusi ini dengan lecturing akan sangat beririsan karena ketika saya menjelsakan ke merak terus ada pertanyaan ataupunsebuah respon dari mereka maka disitulah diskusi akan terjadi”		
<b>Q</b>	Mengenai practicing, practice yang seperti apa diberikan oleh bapak/ibu kepada murid dan bagaimana and menyampaikannya?		
<b>A</b>	Latihan disini ada 2 ya secara individual ataupun kelompok, mereka akan diberikan tugas untuk membaca teks yang saya berikan atau tidak lalu mereka akan mengerjakan tugas seperti menjaawab pertanyaan yang baik explicit maupun implicit tentang teks tersebut.		
<b>Q</b>	<p>Pattern dalam aktivitas kelas apa yang sering and gunakan? Group work, pair work, or individual?</p> <ul style="list-style-type: none"> <li>- Group work yg seperti apa yang dilakukan, dan apa yg dilakukan?</li> <li>- Individual yg seperti apa yang dilikakuan, dan apa yang dilakukan?</li> <li>- Pair work yang seperti apa yang dilakukan, dan apa yang dilakukan?</li> </ul>		
<b>A</b>	“Pattern: saya big fan group work and pair work, saya percaya bahwa setiap murid itu beda-beda pengalamannya sehingga bias mereka saling bias melengkapi satu sama lain dengan temannya. Saya pakai ketiganya, tpi yang saya favoritkan itu pair work, krena group work itu kadang bias memunculkan alfa(superior) dalam group sehingga ada kemungkinan yang lain akan tertutupi dan itu susah untuk dihindari. Sedangkan klo pair work kita bias melihat langsung, krena mereka berdua harus benar-benar kerjasama dan saling berkontribusi dalam tim itu. Msalah cepat atau lambat, group lnh cepat disbanding pair work. Individual work saya biasanya melakukan pengecekan kemampuan comprehensive seperti ada teks trus jawab pertanyaan. Klo pair saya memberikan instruksi untuk membaca sebuah teks, terus menjawab pertanyaan yang implisit terkait dengan teks.untuk group work saya fokuskan pada mencari solusi, saya biasa memberikan case study, dimana mereka akan		

	<p>mendiskusikan suatu masalah dan meneukan pemecahan masalah tersebut dalam berbagai sudut pandang, tugas-group work akan menghasilkan sesuatu yang lebih besar seperti proposal.”</p> <p>“Technique saya ad tiga phase, warmer content, closure. Dalam warmer saya biasanya memberikan mereka pertanyaan yang sedikit confusing, challenging secara cognitively untuk membangunkan otak mereka, dan biasanya saya melakukan TPR seperti game-game. Untuk content saya ad tiga jenis dri lecturing, group work, dan latihan. Bisanya saya polanya lecturing dulu, terus Q&amp;A, lau diikuti dengan discussion, baru latihan. Dan untuk closure saya biasa memberikan mereka elicit question seperti apa yang mereka sudah pelajari dan apa yang merka dapat dalam perkuliahan ini, serta saya melakukan corrective feedback pada mereka yang dibagi dua jenis hot correction dmana kesalahan ditemukan dan langsung diberikan perbaikan, dan cold correction kesalahan dikumpulkan dulu baru nanti dibetulkan.”</p>		
<b>Q</b>	Berbicara mengenai materials, jenis material untuk program ini apa? Disediakan oleh siapa?		
<b>A</b>	“Material kita ad teksbook atau buku latihan yang disediakan langsung oleh kita yang dibuat Bersama oleh semua anggota jurusan. Untuk sampingan saya sering membekali mereka dengan abstract, artikel, dan teks-teks lain.”		
<b>Q</b>	dalam aktivitas kelas bapak/ibu bertindak sebagai apa? bagaimana interaksi antara guru dan murid yang berlaku dalam proses belajar mengajar yang bapak/ibu lakukan? Dan sampai dimana control bapak/ibu terhadap content/materials yang akan disajikan? Tactic yang bapa ibu pakai dlam memberikan pengajaran itu seperti apa?		
	“idealnya kami mau mereka yang membantu kami alam menemukan atau mempersiapkan materialnya tapi secara realistic nya saya masih menjadi mainsources ny, karena kalua saya yang pilih, saya sudah memiliki control terhadap indicator pencapaian yang seperti apa. Tpi untuk beberapa hal saya menyuruh mereka membaca beberapa jurnal berbahasa inggris untuk membuat summarize, menemukan unknown vocabulary. Untuk jurnal mereka menemukan sendiri.”		

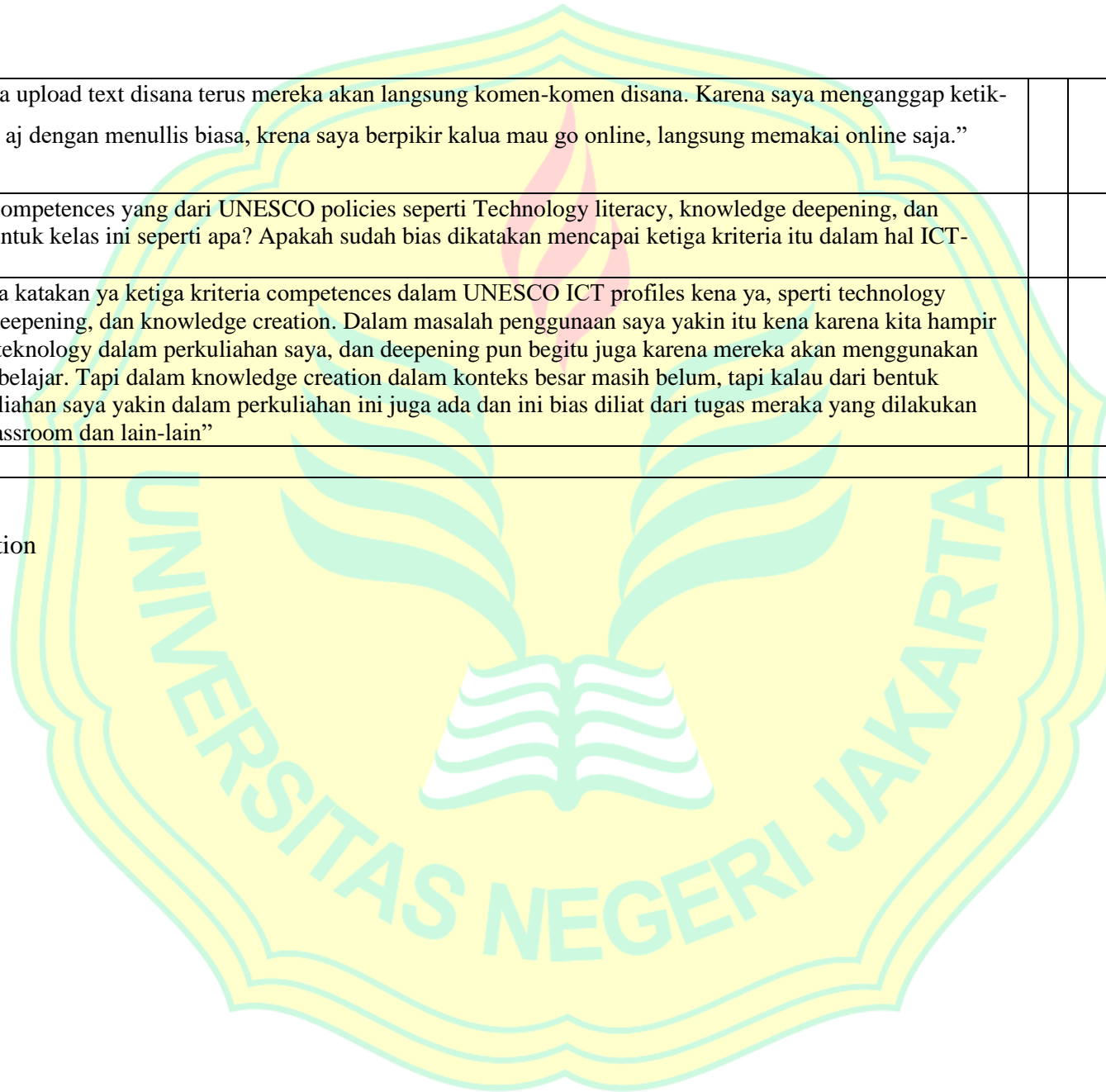


	<p>“Interaksi disini ada 2 teacher-student and student-student. kalau interaksinya seperti apa itu tergantung dari aktivitas, ketika lecturing mereka cukup hanya untuk mendengarkan, kecuali saya meminta Mereka untuk merespon atau bertanya. Dan interaksi itu tergantung dri aktivitas dikelas.”</p> <p>“Technique saya ad tiga phase, warmer content, closure. Dalam warmer saya biasanya memberikan mereka pertanyaan yang sedikit confusing, challenging secara cognitively untuk membangunkan otak mereka, dan biasanya saya melakukan TPR seperti game-game. Untuk content saya ad tiga jenis dri lecturing, group work, dan latihan. Bisanya saya polanya lecturing dulu, terus Q&amp;A, lau diikuti dengan discussion, baru latihan. Dan untuk closure saya biasa memberikan mereka elicit question seperti apa yang mereka sudah pelajari dan apa yang merka dapat dalam perkuliahan ini, serta saya melakukan corrective feedback pada mereka yang dibagi dua jenis hot correction dimana kesalahan ditemukan dan langsung diberikan perbaikan, dan cold correction kesalahan dikumpulkan dulu baru nanti dibetulkan.”</p>	
<b>Q</b>	<p>ICT yang terlibat dalam proses belajar mengajar ini yang seperti apa? Keterlebitannya dalam konteks apa?</p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Smartphone</li> <li>- Projector</li> <li>- Search engine</li> <li>- Word-processing software</li> </ul> <p>Lain-lain</p>	
<b>A</b>	<p>“Klo bicara ICT dari segi jenis hardware kita pasti make laptop atau computer, smartphone hanya dipakai di kedaan tertentu seperti diskusi atau serach materials. Untuk serach engine saya biasa memakai google scholar, Jakarta post, bbc untuk materi. Untuk soft saya sudah mengenalkan kepada mereka yang namanya e-Library atau e-referencing, seperti Mendeley, saya mengenalkan mereka cara menggunakan nya. Dan saya jrang minta mereka ketik-ketik di word, krena saya memakai</p>	



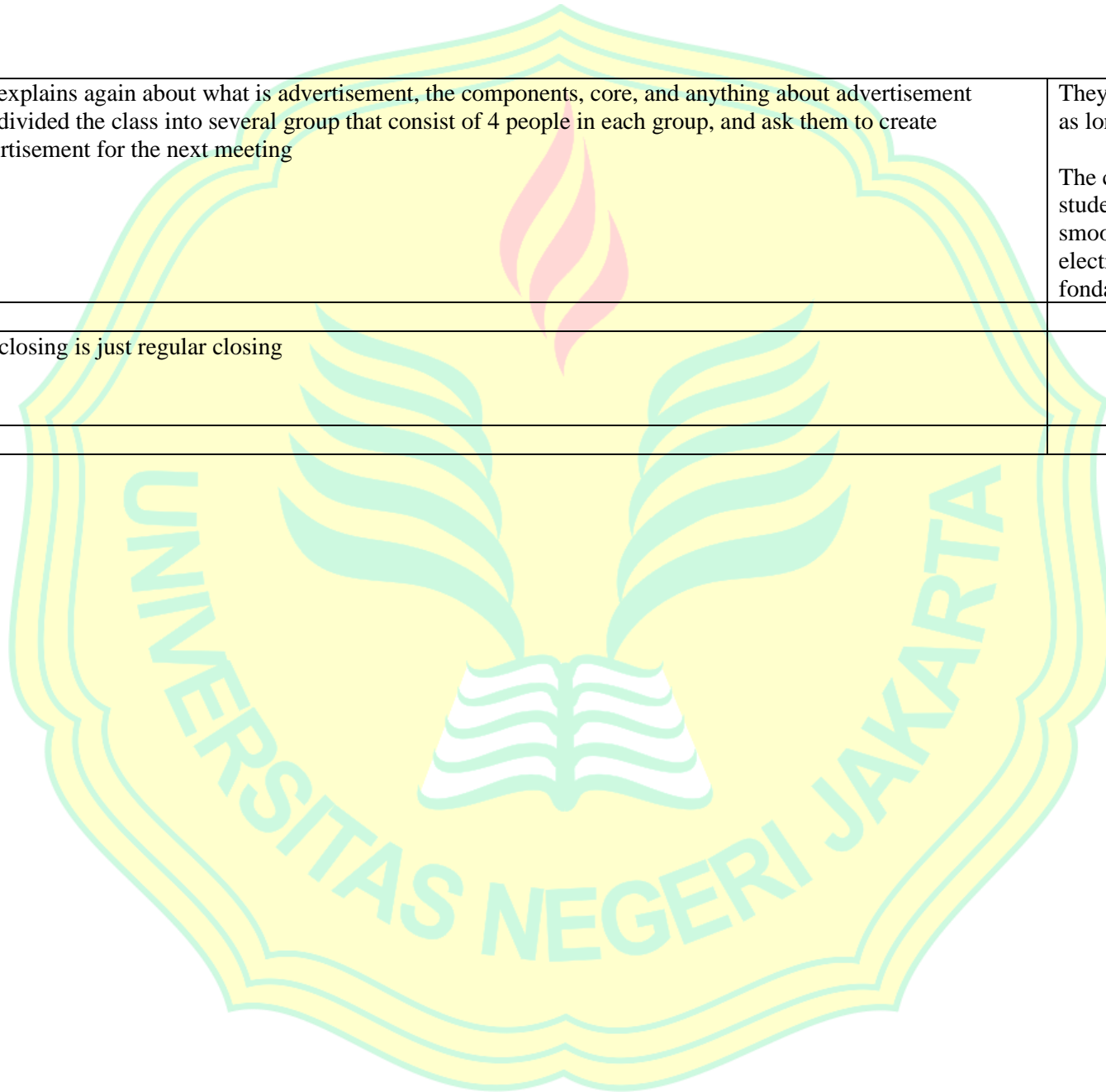
	googleclassroom, saya upload text disana terus mereka akan langsung komen-komen disana. Karena saya menganggap ketik-ketik di word sama aj aj dengan menullis biasa, krena saya berpikir kalua mau go online, langsung memakai online saja.”		
<b>Q</b>	Bicara tentang ICT-Competences yang dari UNESCO policies seperti Technology literacy, knowledge deepening, dan technology creation untuk kelas ini seperti apa? Apakah sudah bias dikatakan mencapai ketiga kriteria itu dalam hal ICT-Competencesnya?		
<b>A</b>	“Umumnya saya biasa katakan ya ketiga kriteria competences dalam UNESCO ICT profiles kena ya, sperti technology literacy, knowledge deepening, dan knowledge creation. Dalam masalah penggunaan saya yakin itu kena karena kita hampir selalu menggunakan teknologi dalam perkuliahan saya, dan deepening pun begitu juga karena mereka akan menggunakan technology itu untuk belajar. Tapi dalam knowledge creation dalam konteks besar masih belum, tapi kalau dari bentuk produk-produk perkuliahan saya yakin dalam perkuliahan ini juga ada dan ini bias diliat dari tugas mereka yang dilakukan langsung di googleclassroom dan lain-lain”		

- Observation



<b>Critical Reading</b>		
<b>Procedures</b>	<b>Activity</b>	<b>notes</b>
Introduction	<ul style="list-style-type: none"> <li>- Attendances checking</li> <li>- Asking students to submit their homework for the previous meeting</li> <li>- Simultaneously checking their work one by one, by calling them directly</li> <li>- Praising the student if they done the task perfectly</li> </ul>	Media/tools: <ul style="list-style-type: none"> <li>- Laptop</li> <li>- LCD</li> </ul>
Pre read	<ul style="list-style-type: none"> <li>- Lecturer introducing new topic to the student</li> <li>- Do a power point presentation about genre analysis of text</li> <li>- Giving student example with procedural text, and explain to the organization of the text</li> <li>- Lecturer start Q and A with student and do a discussion related with the topic, she opens it with question what they understand and found about the text</li> </ul>	At this point of view this meeting is mostly student centered activity because the lecturer just doing a small portion of the class activity such guide and giving them direction what to do in the class, lecturing is not happen lot, however the fact that the content/materials is still provided from the lecturer, and also lecturing that happen in quarter of the learning activity is still make this not fully student-centered activity
while read	<ul style="list-style-type: none"> <li>- Lectured divide the student into two groups, however the work the work that they will do still an individual work</li> <li>- Lecturer give a task to student to write a personal experience recount text</li> <li>- She ask to write just the outline, divided in several components, Actors, places, event, and conclusion</li> <li>- While the student writes their outline, she checking their work and give them a star marks in one of the components of the outline they make. It means the student didn't need to include that in their text. She ask them to keep it by themselves, so, no one knows which component get marked except themselves.</li> <li>- After that she ask student write one or two paragraph.</li> <li>- Student swap their work, and then checking their friends work, give it a comment and analysis the text to find out what is missing in the text.</li> <li>- Lecturer just walk around the while checking their work</li> </ul>	The method she uses is quite effective to teach reading, however reading activity in the class is quiet low, while mostly more than half time is used to write not to read, even the main activity is writing.
Post read	<ul style="list-style-type: none"> <li>- Lecturer give the student a feedback about they work. The feedback is given individually while she walks around the class</li> <li>- She moves again to another slide of her power point and then show them two kinds of advertisement poster</li> <li>- She asks them to analysis the advertisement, and then ask them which one is the more interesting.</li> </ul>	

	<ul style="list-style-type: none"><li>- She explains again about what is advertisement, the components, core, and anything about advertisement</li><li>- She divided the class into several group that consist of 4 people in each group, and ask them to create advertisement for the next meeting</li></ul>	<p>They do a critical reading but not as long as writing</p> <p>The communication between student and lecturer here is going smoothly and they utilize the electronic device available is quite fondable.</p>
Closing	<ul style="list-style-type: none"><li>- The closing is just regular closing</li></ul>	



## Analysis of ICT Competences in Existing Model of Teaching

### 1. University A

No	Indicators	UNESCO			Model of Teaching Analysis							Reading Courses			Notes
		TL	KD	KC	Syllabuses						Interview	R1	R2	R3	
					S1	S2	S3	S4	S5	S6					
1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	√	√	×						v	V	v	v	v	Its implicitly show in their document. But from the interview the lecturer says that they use ICT media
2	Locate off-the-shelf educational software packages and web resources based on the accuracy and allignment with curriculum standards and the needs of specific students.	√	√	×				v			v	v	v	v	
3	Locate a variety of digital resources	√	√	×				v			v	v	v	v	Their materials also come from student, means that they need to find it whether digital or not
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	√	√	×				v			v	v	v	v	
5	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	√	×	×											
6	Use networked record keeping software to take attendance, submit grades, and maintain student records.	√	×	×											Didn't find evidence
7	Use the search engines in computer devices.	√	√	√				v		v	v	v	v	v	
8	Use presentation software and digital resources during classroom activities	√	√	√				v		v	v	v			LCD and computer is stated in their materials

9	Use common communication and collaboration technologies	√	√	√					v	v	v	v	v	
10	Use word-processing software to write a worksheet, following standard conventions.	√	√	√			v		v	v	v	v	v	
11	Use any standard Windows/Mac software, including media players.	√	√	√					v		v	v	v	Not stated clearly but they use on of them(implicitly)
12	Use a data projector for lessons involving the internet, a DVD etc.	√	√	√			v		v	v	v	v	v	
13	Use online technology as available to deliver instructional or support material	√	√	√					v	v	v			Lecturer says at some point they use it
14	Search for potential teaching material on the internet.	√	√	×			v		v		v			Implicitly stated in their document
15	Identify various digital resources that are appropriate to be applied in learning.	×	√	×			v		v		v	v	v	
16	Identify the right technology to support various teaching goals and instructional objective	×	√	×					v		v			
17	Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors	×	√	×										
18	Use a network for supporting student collaboration within and beyond the classroom	√	√	√					v	v	v			
19	Use ICT to access and share resources to support their activities and their own professional learning.	×	√	√			v		v	v	v	v	v	Implicitly stated, but student need to find their own materials in learning and teaching
20	Use ICT to search for appropriate information that can be used to support their own professional learning	√	√	√			v		v	v	v	v	v	
21	Use technology resources that promote appropriate language use.	×	√	√					v		v			
22	Use technology-enhanced assessment results to plan instruction.	√	√	×										Didn't find the evidence

23	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	√	√	√					v	v	V			
24	Implement the ICT tools to support learner centered strategies based on the needs of the students	√	√	√										
25	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	√	√	√			v		v	v	v	v	v	The use of LCD
26	Implement ICT tools to develop students' higher order skills and creativity.	×	√	√					v	v	v			
27	Implement the use of internet offer vast opportunities for reading and writing in authentic environment.	×	√	√			v		v	v	v	v		
28	Demonstrate familiarity with a variety of forms of assessment that employ technology	×	√	×										Didn't find the evidence
29	Demonstrate awareness of multiple sources and perspectives that inform language use.	×	√	√										
30	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	×	√	√										
31	Recommend appropriate online materials to students and colleagues	√	√	√			v		v	v	v			
32	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	√	√	√										
33	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	×	√	√					v					





## 2. University B

No	Indicators	UNESCO			Model of Teaching Analysis Syllabuses						Reading Courses			Notes
		TL	KD	KC	S1	S2	S3	S4	S5	S6	R1	R2	R3	
1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	√	√	×				v			v	v	v	It is implicitly stated in their document, but they use it on their teaching and learning activity
2	Locate off-the-shelf educational software packages and web resources based on the accuracy and alignment with curriculum standards and the needs of specific students.	√	√	×				v			v	v	v	
3	Locate a variety of digital resources	√	√	×				v		v	v	v	v	At some point they are able find their own materials
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	√	√	×				v					v	

5	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	√	×	×											
6	Use networked record keeping software to take attendance, submit grades, and maintain student records.	√	×	×											
7	Use the search engines in computer devices.	√	√	√					v	v	v	v			
8	Use presentation software and digital resources during classroom activities	√	√	√			v		v	v	v	v		Used to present materials from the lecturer	
9	Use common communication and collaboration technologies	√	√	√										No evidence about this	
10	Use word-processing software to write a worksheet, following standard conventions.	√	√	√			v		v	v	v	v		The use to do assignment (implicitly stated)	
11	Use any standard Windows/Mac software, including media players.	√	√	√											
12	Use a data projector for lessons involving the internet, a DVD etc.	√	√	√					v	v	v	v			
13	Use online technology as available to deliver instructional or support material	√	√	√			v					v			
14	Search for potential teaching material on the internet.	√	√	×								v			
15	Identify various digital resources that are appropriate to be applied in learning.	×	√	×								v			
16	Identify the right technology to support various teaching goals and instructional objective	×	√	×			v		v	v	v	v			
17	Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors	×	√	×										Not find evidence about these	
18	Use a network for supporting student collaboration within and beyond the classroom	√	√	√											
19	Use ICT to access and share resources to support their activities and their own professional learning.	×	√	√					v	v	v			Implicitly stated	

20	Use ICT to search for appropriate information that can be used to support their own professional learning	√	√	√									v	
21	Use technology resources that promote appropriate language use.	×	√	√										Not find evidence about these
22	Use technology-enhanced assessment results to plan instruction.	√	√	×										
23	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	√	√	√										
24	Implement the ICT tools to support learner centered strategies based on the needs of the students	√	√	√									v	
25	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	√	√	√					v	v	v	v		The use LCD and Computer to present materials
26	Implement ICT tools to develop students' higher order skills and creativity.	×	√	√						v	v	v		
27	Implement the use of internet offer vast opportunities for reading and writing in authentic environment.	×	√	√										No evidence about these
28	Demonstrate familiarity with a variety of forms of assessment that employ technology	×	√	×										
29	Demonstrate awareness of multiple sources and perspectives that inform language use.	×	√	√										
30	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	×	√	√										
31	Recommend appropriate online materials to students and colleagues	√	√	√			v		v		v	v		

32	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	√	√	√											
33	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	×	√	√											
34	Create a resource that allows students to locate and retrieve materials.	√	√	√											
35	Create lessons with downloaded texts, pictures, graphics, etc.	×	×	√											

**Notes**

<p><b>UNESCO</b></p> <ul style="list-style-type: none"> <li>- TL = Technology Literacy</li> <li>- KD = Knowledge Deepening</li> <li>- KC = Knowledge Creation</li> </ul>	<p><b>Syllabuses</b></p> <ul style="list-style-type: none"> <li>- S1 = Course Descriptor</li> <li>- S2 = Goals</li> <li>- S3 = Learning outcomes</li> <li>- S4 = Content/Materials</li> <li>- S5 = Method</li> <li>- S6 = Teaching and Learning Activity</li> </ul>	<p><b>Reading Courses</b></p> <ul style="list-style-type: none"> <li>- R1 = Reading 1</li> <li>- R2 = Reading 3</li> <li>- R3 = Reading 4</li> </ul>
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3. University C

No	Indicators	UNESCO			Model of Teaching Analysis								Reading Courses			Notes	
		TL	KD	KC	Syllabuses						Interview	Observation		R1	R2		R3
					S1	S2	S3	S4	S5	S6		Vs	nVs				
1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	√	√	×		v		v		v	v	v			V	It is show in their document and also their classroom activity	

2	Locate off-the-shelf educational software packages and web resources based on the accuracy and alignment with curriculum standards and the needs of specific students.	√	√	×				v		v	v		v	v		V		
3	Locate a variety of digital resources	√	√	×				v		v	v		v		v		v	they are need to find digital journal and any other materials in internet
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	√	√	×				v		v	v		v		v		v	
5	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	√	×	×							v		v		v		v	
6	Use networked record keeping software to take attendance, submit grades, and maintain student records.	√	×	×						v	v		v	v	v		v	It showed in the observation that they use digital media to record attendance
7	Use the search engines in computer devices.	√	√	√				v		v	v		v		v		v	
8	Use presentation software and digital resources during classroom activities	√	√	√				v		v	v		v		v		v	
9	Use common communication and collaboration technologies	√	√	√						v	v		v		v		v	
10	Use word-processing software to write a worksheet, following standard conventions.	√	√	√						v	v		v		v		v	Implicitly stated
11	Use any standard Windows/Mac software, including media players.	√	√	√							v		v		v	v	v	
12	Use a data projector for lessons involving the internet, a DVD etc.	√	√	√				V		v	v		v	v	v		v	Lecturer present their materials in projectors
13	Use online technology as available to deliver instructional or support material	√	√	√				v		v	v		v		v		v	



14	Search for potential teaching material on the internet.	√	√	×				v		v	v	v		v		v	
15	Identify various digital resources that are appropriate to be applied in learning.	×	√	×						v	v	v		v		v	
16	Identify the right technology to support various teaching goals and instructional objective	×	√	×				v		v	v	v		v	v	v	
17	Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors	×	√	×													
18	Use a network for supporting student collaboration within and beyond the classroom	√	√	√						v	v	v		v		v	Padlet and google-classroom become their medium in discussion
19	Use ICT to access and share resources to support their activities and their own professional learning.	×	√	√				v		v	v	v		v		v	It is showed in their materials section and their activity
20	Use ICT to search for appropriate information that can be used to support their own professional learning	√	√	√				v		v	v	v		v		v	
21	Use technology resources that promote appropriate language use.	×	√	√						v	v	v		v			Digital dictionary is allowed in this class
22	Use technology-enhanced assessment results to plan instruction.	√	√	×				v		v	v		v	v			
23	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	√	√	√				v		v	v	v		v			
24	Implement the ICT tools to support learner centered strategies based on the needs of the students	√	√	√						v	v	v		v		v	
25	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education	√	√	√				v		v	v	v		v			It is showed in their document, interview and observation



Notes															
<b>UNESCO</b> - TL = Technology Literacy - KD = Knowledge Deepening - KC = Knowledge Creation				<b>Syllabuses</b> - S1 = Course Descriptor - S2 = Goals - S3 = Learning outcomes - S4 = Content/Materials - S5 = Method - S6 = Teaching and Learning Activity				<b>Observation</b> - Vs = Visible - nVs = not Visible				<b>Reading Courses</b> - R1 = Reading Comprehension - R2 = Reading Standardized Text - R3 = Extensive Reading			

4. University D

No	Indicators	Model of Teaching Analysis										Reading Courses		Notes
		UNESCO			Syllabuses						Interview	Observation		
		TL	KD	KC	S1	S2	S3	S4	S5	S6		Vs	nVs	

1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	√	√	×		v			v	v	v		v	v	Its showed in in their syllabuses clearly The interview from related lecturer also give say they use ICT in teaching	
2	Locate off-the-shelf educational software packages and web resources based on the accuracy and allignment with curriculum standards and the needs of specific students.	√	√	×			v		v	v			v	V		
3	Locate a variety of digital resources	√	√	×			v		v	v			v	v	Some of the materials is come from internet and lecturer allow to use google in order to find some related materials	
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	√	√	×					v	v			v	v	v	
5	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	√	×	×					v	v			v	v	v	
6	Use networked record keeping software to take attendance, submit grades, and maintain student records.	√	×	×											not find any evidence about this	
7	Use the search engines in computer devices.	√	√	√			v		v	v			v	v	v	They use in order to access the materials in some website.
8	Use presentation software and digital resources during classroom activities	√	√	√			v		v	v	v		v	v		
9	Use common communication and collaboration technologies	√	√	√					v				v	v	v	Google-classroom become places they use to make discussion
10	Use word-processing software to write a worksheet, following standard conventions.	√	√	√			v		v				v	v	v	

11	Use any standard Windows/Mac software, including media players.	√	√	√						v	v		v	v	
12	Use a data projector for lessons involving the internet, a DVD etc.	√	√	√						v	v	v	v	v	It is showed in their activity lecturer always use projectors
13	Use online technology as available to deliver instructional or support material	√	√	√					v	v		v	v	v	Didn't showed in observation
14	Search for potential teaching material on the internet.	√	√	×					v	v		v	v	v	Lecturer allow student to browse internet in order to find materials
15	Identify various digital resources that are appropriate to be applied in learning.	×	√	×					v	v	v	v	v	v	
16	Identify the right technology to support various teaching goals and instructional objective	×	√	×					v	v	v	v	v	v	
17	Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors	×	√	×											Didn't find any evidence about this
18	Use a network for supporting student collaboration within and beyond the classroom	√	√	√						v	v		v	v	
19	Use ICT to access and share resources to support their activities and their own professional learning.	×	√	√						v			v	v	
20	Use ICT to search for appropriate information that can be used to support their own professional learning	√	√	√					v	v			v	v	
21	Use technology resources that promote appropriate language use.	×	√	√					v	v	v	v	v	v	
22	Use technology-enhanced assessment results to plan instruction.	√	√	×											
23	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	√	√	√						v	v		v	v	Based on the interview they use related apps

24	Implement the ICT tools to support learner centered strategies based on the needs of the students	√	√	√				v			v			v	v	
25	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	√	√	√						v	v		v	v		
26	Implement ICT tools to develop students' higher order skills and creativity.	×	√	√							v			v	v	
27	Implement the use of internet offer vast opportunities for reading and writing in authentic environment.	×	√	√				v		v	v			v	v	They are allowed to find materials in internet
28	Demonstrate familiarity with a variety of forms of assessment that employ technology	×	√	×							v			v	v	The assessment sometimes happen in google-classroom
29	Demonstrate awareness of multiple sources and perspectives that inform language use.	×	√	√							v			v	v	
30	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	×	√	√						v	v		v	v	v	Lecturer use google-classroom to check students work and give them feedback
31	Recommend appropriate online materials to students and colleagues	√	√	√				v		v	v			v	v	
32	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	√	√	√				v		v	v			v	v	
33	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	×	√	√							v			v	v	

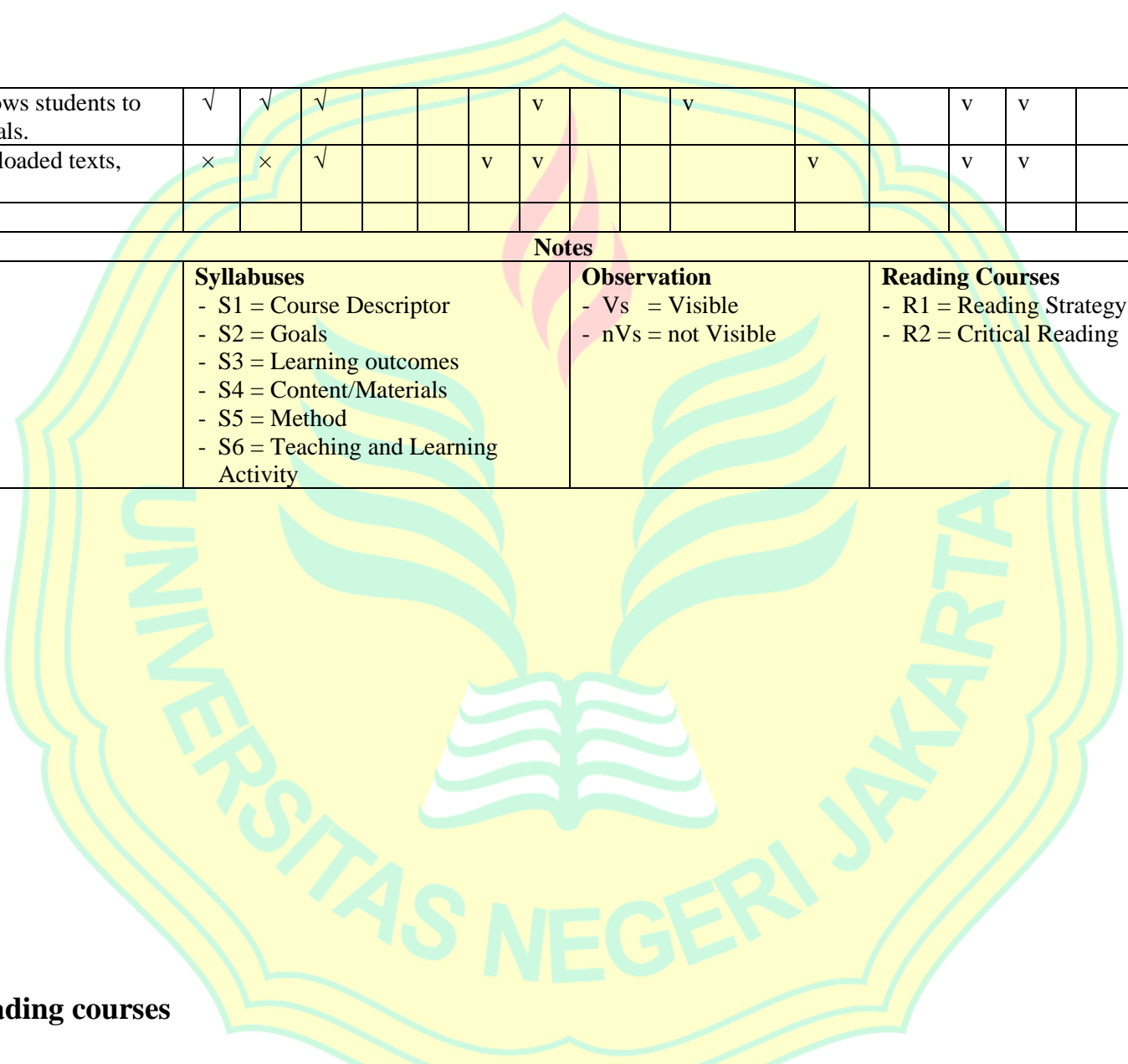


34	Create a resource that allows students to locate and retrieve materials.	√	√	√				v			v			v	v	
35	Create lessons with downloaded texts, pictures, graphics, etc.	×	×	√			v	v				v		v	v	

**Notes**

<p><b>UNESCO</b></p> <ul style="list-style-type: none"> <li>- TL = Technology Literacy</li> <li>- KD = Knowledge Deepening</li> <li>- KC = Knowledge Creation</li> </ul>	<p><b>Syllabuses</b></p> <ul style="list-style-type: none"> <li>- S1 = Course Descriptor</li> <li>- S2 = Goals</li> <li>- S3 = Learning outcomes</li> <li>- S4 = Content/Materials</li> <li>- S5 = Method</li> <li>- S6 = Teaching and Learning Activity</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>- Vs = Visible</li> <li>- nVs = not Visible</li> </ul>	<p><b>Reading Courses</b></p> <ul style="list-style-type: none"> <li>- R1 = Reading Strategy</li> <li>- R2 = Critical Reading</li> </ul>
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**Indicator Reading courses**



Reading for ELESF				
Reading Courses	Scholar's idea			Conclusion
	Adam (2007)	Adler 1987	CEFR 2018	
<b>Literal Reading</b>	Literal reading is the basic level of reading comprehension that entails the ability to recognize words accurately, to identify main ideas and supporting details, to understand sequence of events, to recognize cause-effect relationship, to interpret direction, and to understand organizational pattern in the text.	<ol style="list-style-type: none"> <li>1. Elementary reading is the first level of reading, it is also called a basic reading or literal, this level tends to focus on acquiring basic skill of reading, recognizing words</li> <li>2. Inspectional reading is the second levels, tend to focus on the use of skimming or scanning, at this level the reader tends to examine the surface of the book, what is the structure, what is it</li> </ol>	<p>A</p> <ol style="list-style-type: none"> <li>1. Can understand very short, simple text a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required</li> <li>2. Can understand short, simple text containing the highest frequency vocabulary, including proportion of shared international vocabulary items. Can understand short, simple text on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</li> </ol>	<p>A course for basic level of reading focus on to recognize text structure, vocabulary, main ideas and supporting ideas, and develop skill skimming and scanning on reading.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. To be able use of basic reading skill skimming and scanning</li> <li>2. To be able recognizes vocabulary</li> <li>3. To be able identify main ideas and supporting ideas</li> <li>4. Recognize relation between cause-effect relationship</li> <li>5. Understand organizational pattern in the text</li> <li>6. Recognizing type of text</li> </ol>
<b>Critical reading</b>	Critical reading is the second level of reading comprehension that entails the ability to distinguish fact from opinion, recognize author's intent, attitude and tone, recognize inferences being made by an author and make your own inferences from what you read,	Analytical reading is the third level of reading. It is thorough reading, complete reading, and complete reading, such as finding proposition, arguments, author's intent or message, come to terms with author by interpreting his key words. Prejudice and judgment	<p>B</p> <ol style="list-style-type: none"> <li>1. Can read straightforward factual text on subject related to his/her field and interest with a satisfactory level of comprehension</li> <li>2. Can read a large degree of independence, adapting style</li> </ol>	<p>A course for second level of reading that tend to focus on the use of creativity, critical thinking, and collaborative. Differentiate between fact and opinion, recognize author's intention and attitude, critical judgment upon what they read</p> <p><b>Objectives</b></p>

	<p>make critical judgments and draw conclusion by analyzing the author's diction, style and use of figurative language, write definition of critical comprehension</p>		<p>and speed reading to different text and purposes, and using appropriate reference sources selectively. Has broad active reading vocabulary, but may experience some difficulty with low-frequency idioms</p>	<ol style="list-style-type: none"> <li>1. <b>Be able to distinguish between fact and opinion</b></li> <li>2. <b>Recognizing author's intent, attitude, and tone</b></li> <li>3. <b>Recognizing inferences and the use of figurative language in the text</b></li> <li>4. <b>Finding proposition and arguments</b></li> <li>5. <b>Be able to make prejudice and judgment toward the text.</b></li> </ol>
<p><b>Affective reading</b></p>	<p>Affective reading is the third level of reading comprehension entails to reaction of the reader to what they read at literal and critical understanding. It is entails recognizing how writers use figurative language to stimulate our senses, recognize images in both fictional and nonfictional writings, see how closely tied together literal, critical, and affective levels of comprehension, approach various types of literature with an awareness of what is expected of you as reader in each case</p>	<p>Analytical reading is the third level of reading. It is thorough reading, complete reading, and complete reading, such as finding proposition, arguments, author's intent or message, come to terms with author by interpreting his key words. Prejudice and judgment</p>	<p>C</p> <ol style="list-style-type: none"> <li>1. <b>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tool. Can understand in detail lengthy, complex texts, whether or not they are relate to his/her own area of speciality, provided he/she can reread difficult sections.</b></li> </ol>	<p>A course that recognize as the third level of reading, focus on build affective effect to student while using their literal and critical skill in reading. The be able to find inferences, attitude, intention, emotion, and tone of the author about the text, figurative language and denotation and connotation in text. Give affective reaction to a variety of materials. Dealing with their own emotion as they read the text</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. <b>Recognizing figurative language used by the author</b></li> </ol>

				<ol style="list-style-type: none"> <li>2. Be able to summarize in own word about figurative language from the text</li> <li>3. Recognizing image in fictional and non-fictional text</li> <li>4. Be able to interpret key words from the author</li> <li>5. Can understand the detail from various text</li> <li>6. Build awareness toward text and what expected of you as reader</li> </ol>
<b>Syntopical reading</b>		<p>Syntopical reading is the highest level of reading. It is required reader to read more than one books to do a syntopical reading. The reader reads many book and places them in relation to one and another and to a subject about which they all revolve, syntopical reader is able to construct an analysis of the subject that may be not in any of the books</p>	<p>C</p> <ol style="list-style-type: none"> <li>1. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tool. Can understand in detail lengthy, complex texts, whether or not they are relate to his/her own area of speciality, provided he/she can reread difficult sections.</li> </ol>	<p>A course that regarded as the highest level of reading comprehension skill. It is a level where expected to develop analysis from many resources, syntopical reader is able to construct an analysis of the subject that may be not in any of the books</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Be able to select author's key sentence and proposition</li> <li>2. Be able to review the author's key term</li> <li>3. Be able to interpret and evaluate of selection of text</li> <li>4. Be able to synthesize the author's meaning into own language</li> </ol>

			<p>2. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. Can understand virtually all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings</p>	<p>5. Be able to write the idea of author's using different phrases 6. Be able to synthesize terms and ideas from many sources into one language in build coherent and intelligible statements.</p>
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Principles in Teaching Reading	
Scholar's ideas	
(Grabe & Stoller, 2013)	(Brown, 2004)
<ol style="list-style-type: none"> <li>1. integrate reading skill instruction with extensive practice</li> <li>2. use reading resources that are interesting, varied, attractive, abundant, and accessible</li> <li>3. provide some degree of student choice</li> <li>4. introduce and practice reading skills by first drawing on the passages in course textbook</li> <li>5. connect textbook reading to student's background knowledge.</li> <li>6. structure lesson around pre-reading, during-reading, and post-reading tasks</li> </ol>	<ol style="list-style-type: none"> <li>1. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skill</li> <li>2. Use technique that are intrinsically motivating</li> <li>3. Balance authenticity and readability in choosing texts</li> <li>4. Encourage the development of reading strategies</li> <li>5. Include both bottom-up and top down techniques</li> <li>6. Follow up "SQ3R" sequence (Survey, Question, Read, Recite, Review)</li> </ol>



<p>7. provide opportunities for student to experience comprehension success</p> <p>8. build expectation that reading occurs in class in every lesson</p> <p>9. plan instruction around curricular framework that integrates goals for development of reading abilities</p>	<p>7. Subdivide techniques into pre-reading, during-reading, and after reading phases</p> <p>8. Build in some evaluate aspect to your technique</p>

<b>Roles</b>	
	<b>Scholar's Idea</b>
	(Richards & Rodgers, 2002) (Richards & Renandya, 2002)
<b>Roles of Student</b>	<ul style="list-style-type: none"> <li>- Organizer</li> <li>- Observer</li> <li>- Feedback organizer</li> <li>- prompter</li> </ul>
<b>Roles of teacher</b>	<ul style="list-style-type: none"> <li>- Active interpreter of inputs</li> <li>- Willing to explore alternative learning strategies</li> <li>- Willing to seek multiple interpretation of written text</li> <li>- Sources of content</li> <li>- Joint participant</li> </ul>



Reading planning of activity in learning	Scholar's idea			Conclusion
	(Grabe & Stoller, 2013)	(Scrivener, 2005)	(Brown, 2004)	
<b>Pre-reading</b>	Presenting key vocabulary, identifying main themes in reading prediction information in the text, tapping appropriate background knowledge, making connection between new and known knowledge	<ol style="list-style-type: none"> <li>1) Introduction and lead-in</li> <li>2) Predict from some extracted information</li> <li>3) Read question or make a question</li> </ol>	<ol style="list-style-type: none"> <li>4) Spend some time introducing topic, encouraging skimming, scanning, prediction, and activating schemata</li> <li>5) Student can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage</li> </ol>	<p>Literal</p> <ol style="list-style-type: none"> <li>6) Presenting about literal reading</li> <li>7) Asking student what they know about literal reading</li> <li>8) Giving student explanation about general term and basic skill of reading</li> </ol> <p>Critical</p> <ol style="list-style-type: none"> <li>9) Introduction about critical reading</li> <li>10) Lead student to relate their prior knowledge about literal to critical reading</li> <li>11) Give them task about predict and questioning their own understanding about critical reading</li> </ol> <p>Affective</p> <ol style="list-style-type: none"> <li>12) Introduction about affective reading</li> <li>13) Remind the student about previous courses and lead them to understand the relation to this course</li> <li>14) Make an explicit link between topic and student own lives and experiences</li> </ol> <p>Syntopical</p> <ol style="list-style-type: none"> <li>15) Introduction about syntopical reading</li> <li>16) Make student predict what is syntopical based on their prior knowledge</li> </ol>

				17) Remind and lead student about their previous courses and its relation to this course
<b>While-reading</b>	Examining a difficult paragraph, confirming prediction, clarifying comprehension, guessing new word meanings	<p>18) Task focus on fast reading for gist</p> <p>19) Task focus on fast reading for specific</p> <p>20) Task focus on meaning general point</p> <p>21) Task to focus on meaning finer point, more intensive comprehensive understanding</p> <p>22) Task to focus on individual language items</p>	<p>23) Not all reading is extensive or global reading</p> <p>24) There may be certain facts or rhetorical devices that student should take note of while they read</p> <p>25) Give students a sense of purpose for reading rather than just reading because you ordered it</p>	<p>Literal</p> <p>26) given task to student to read on the text to find out their first prediction</p> <p>27) given task focus on fast reading to find specific details (main idea, supporting idea)</p> <p>28) given task focus on individual language items (vocabulary, or grammar exercise). Use of dictionary, and find meaning of words from context</p> <p>29) applying scanning for find the specific items, and skimming for gist of the text</p> <p>Critical</p> <p>30) task focus on meaning to find out about the fact and opinion</p> <p>31) task focus on meaning to find out about the author intention, attitude, tone</p> <p>32) task focus on drawing inferences from the text</p> <p>Affective</p> <p>33) task focus on meaning to find figurative language in the text</p> <p>34) task focus on meaning to read images from fictional and non-fictional text</p>

				<p>35) task focus on meaning on finer point and comprehensive understanding, discuss issue and compare viewpoint</p> <p>Syntopical</p> <p>36) task to read more than one text</p> <p>37) task focus on finding author ideas and inference about specific subject</p> <p>38) task focus on specific part of the text related to topics</p> <p>39) task to find meaning on finer point, discuss issue, compare text</p>
<b>Post Reading</b>	Summarizing, evaluating, confirming predictions, sorting, building vocabulary knowledge, highlighting key information	<p>40) Follow on the task; role-play, debate, writing task.</p> <p>41) Personalization</p> <p>42) Closing</p>	<p>43) Comprehension questions</p> <p>44) Vocabulary study</p> <p>45) Identifying author's purpose and discussing it</p> <p>46) Examining grammatical structure</p> <p>47) Steering student toward a follow up writing exercise</p>	<p>Literal</p> <p>48) Writing task in summarizing the ideas found in the text</p> <p>49) Writing task in summarizing to define the organization of the text</p> <p>50) Answering literal question based on the text</p> <p>Critical</p> <p>51) Writing task in summarizing about the fact and opinion in the fact</p> <p>52) Create an argument based on text</p> <p>53) Debate/discus in personal judgment about the text</p> <p>54) Writing task in summarizing the tone, intention, and attitude of the author from the text</p> <p>55) Reviewing written text and make critical judgment based on the view point of reader</p> <p>Affective</p>

				<p>56) Writing task in summarizing the figurative language found in the text</p> <p>57) Do a personalization about the text they read and refer it to themselves</p> <p>Syntopical</p> <p>58) Writing task synthesizing ideas based on ideas from the author using their own words</p> <p>59) Writing task linked ideas from many sources of written text with similar topic</p> <p>60) Written task synthesizing own ideas based on many authors ideas for a specific topic</p>
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ICT Competences Indicators





No	Indicators	Sources	UNESCO		
			TL	KD	KC
1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	(Tomei, 2005)	√	√	×
2	Locate off-the-shelf educational software packages and web resources based on the accuracy and alignment with curriculum standards and the needs of specific students.	(UNESCO, 2011)	√	√	×
3	Locate a variety of digital resources	(Healey, 2008)	√	√	×
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	(Healey, 2008)	√	√	×
5	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	(UNESCO, 2011)	√	×	×
6	Use networked record keeping software to take attendance, submit grades, and maintain student records.	(UNESCO, 2011)	√	×	×
7	Use the search engines in computer devices.	(UNESCO, 2011)	√	√	√
8	Use presentation software and digital resources during classroom activities	(UNESCO, 2011)	√	√	√
9	Use presentation software and digital resources during classroom activities	(UNESCO, 2011)	√	√	√
10	Use common communication and collaboration technologies	(UNESCO, 2011)	√	√	√
11	Use word-processing software to write a worksheet, following standard conventions.	(European Union, 2011)	√	√	√
12	Use any standard Windows/Mac software, including media players.	(European Union, 2011)	√	√	√
13	Use a data projector for lessons involving the internet, a DVD etc.	(European Union, 2011)	√	√	√
14	Use online technology as available to deliver instructional or support material	(Healey, 2008)	√	√	√
15	Search for potential teaching material on the internet.	(European Union, 2011)	√	√	×
16	Identify various digital resources that are appropriate to be applied in learning.	(Healey, 2008)	×	√	×
17	Identify the right technology to support various teaching goals and instructional objective	(Healey, 2008)	×	√	×
18	Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors	(UNESCO, 2011)	×	√	×
19	Use a network for supporting student collaboration within and beyond the classroom	(UNESCO, 2011)	√	√	√
20	Use ICT to access and share resources to support their activities and their own professional learning.	(UNESCO, 2011)	×	√	√
21	Use ICT to search for appropriate information that can be used to support their own professional learning	(UNESCO, 2011)	√	√	√

22	Use technology resources that promote appropriate language use.	(Healey, 2008)	×	√	√
23	Use technology-enhanced assessment results to plan instruction.	(Healey, 2008)	√	√	×
24	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, 2014)	√	√	√
25	Implement the ICT tools to support learner centered strategies based on the needs of the students	(Tomei, 2005)	√	√	√
26	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	(Dilek Cakiki, 2006)	√	√	√
27	Implement ICT tools to develop students' higher order skills and creativity.	(Tomei, 2005)	×	√	√
28	Implement the use of internet offer vast opportunities for reading and writing in authentic environment.	(Phil Spancer, 2011)	×	√	√
29	Demonstrate familiarity with a variety of forms of assessment that employ technology	(Healey, 2008)	×	√	×
30	Demonstrate awareness of multiple sources and perspectives that inform language use.	(Healey, 2008)	×	√	√
31	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	(Tomei, 2005)	×	√	√
32	Recommend appropriate online materials to students and colleagues	(European Union, 2011)	√	√	√
33	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	(ISTE, 2008)	√	√	√
34	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, 2011)	×	√	√
36	Create a resource that allows students to locate and retrieve materials.	(Healey, 2008)	√	√	√
37	Create lessons with downloaded texts, pictures, graphics, etc.	(European Union, 2011)	×	×	√
38					
39					
40					

## ICT-Competences Integrated into Model of Teaching

No	Indicators	UNESCO			Components of Model of Teaching									Reading Courses				
		TL	KD	KC	Approach				Method					Technique	R1	R2	R3	R4
					A1	A2	A3	A4	M1	M2	M3	M4	M5	T1				
1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	√	√	×			v			v				v	v	v	v	v
2	Locate off-the-shelf educational software packages and web resources based on the accuracy and alignment with curriculum standards and the needs of specific students.	√	√	×			v			v				v	v	v	v	v
3	Locate a variety of digital resources	√	√	×					v	v				v	v	v	v	v
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	√	√	×					v	v				v	v	v	v	v
5	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	√	×	×										v	v	v	v	v
6	Use networked record keeping software to take attendance, submit grades, and maintain student records.	√	×	×										v	v	v	v	v
7	Use the search engines in computer devices.	√	√	√						v				v	v	v	v	v
8	Use presentation software and digital resources during classroom activities	√	√	√						v				v	v	v	v	v
9	Use common communication and collaboration technologies	√	√	√					v		v			v	v	v	v	v
10	Use word-processing software to write a worksheet, following standard conventions.	√	√	√					v		v			v	v	v	v	v

11	Use any standard Windows/Mac software, including media players.	√	√	√										v	v	v	v	v
12	Use a data projector for lessons involving the internet, a DVD etc.	√	√	√										v	v	v	v	v
13	Use online technology as available to deliver instructional or support material	√	√	√					v					v	v	v	v	v
14	Search for potential teaching material on the internet.	√	√	×					v					v	v	v	v	v
15	Identify various digital resources that are appropriate to be applied in learning.	×	√	×					v					v	v	v	v	v
16	Identify the right technology to support various teaching goals and instructional objective	×	√	×				v						v	v	v	v	v
17	Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors	×	√	×										v	v	v	v	v
18	Use a network for supporting student collaboration within and beyond the classroom	√	√	√					v					v	v	v	v	v
19	Use ICT to access and share resources to support their activities and their own professional learning.	×	√	√					v					v	v	v	v	v
20	Use ICT to search for appropriate information that can be used to support their own professional learning	√	√	√						v				v	v	v	v	v
21	Use technology resources that promote appropriate language use.	×	√	√					v					v	v	v	v	v
22	Use technology-enhanced assessment results to plan instruction.	√	√	×					v					v	v	v	v	v
23	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	√	√	√			v							v	v	v	v	v





## Notes

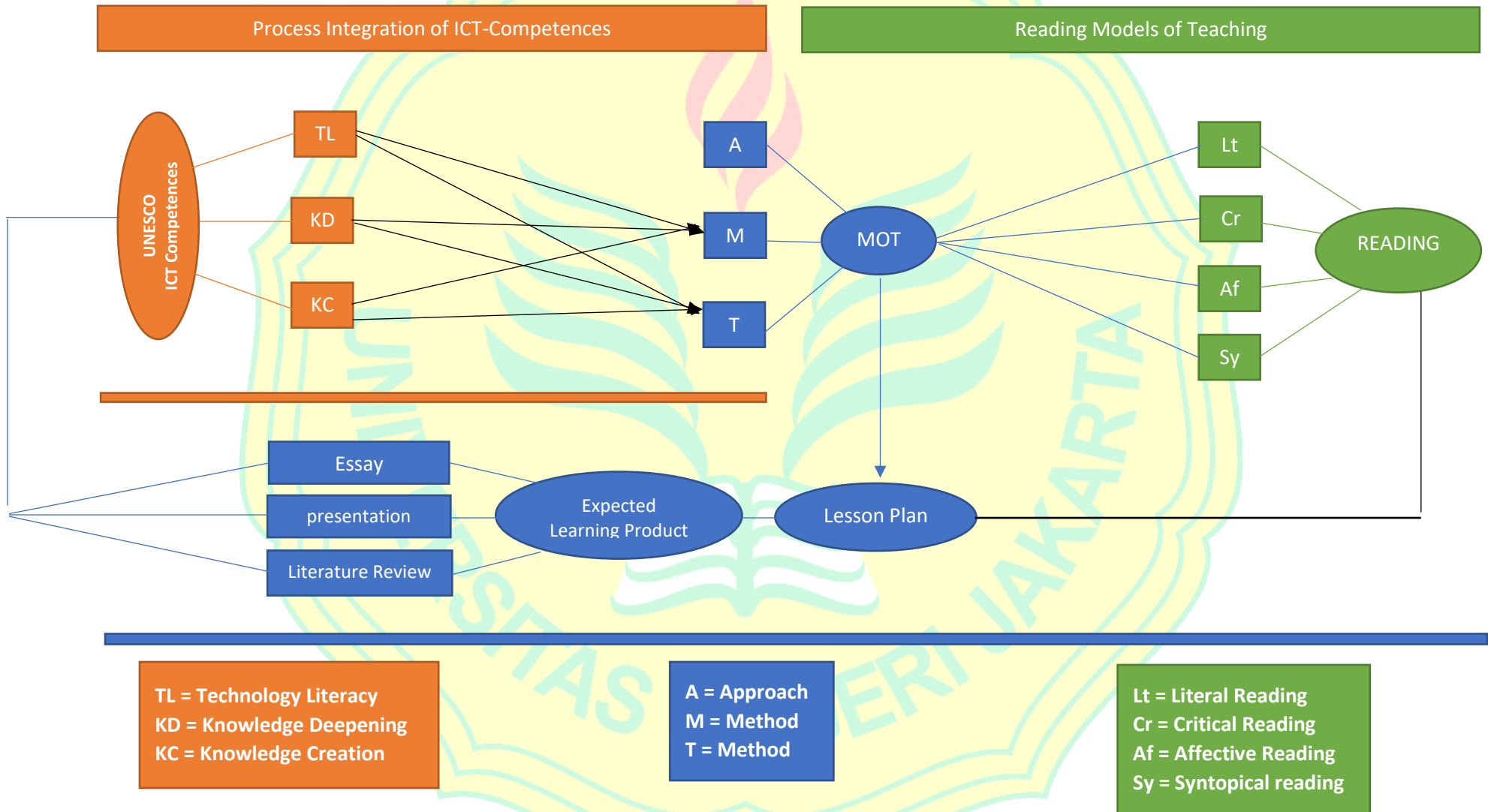
Notes				
<b>UNESCO</b> - TL = Technology Literacy - KD = Knowledge Deepening - KC = Knowledge Creation	<b>Approach</b> - A1 = Theory of Language - A2 = Theory of Learning - A3 = Principles - A4 = Goals	<b>Method</b> - M1 = Objectives - M2 = Content/Materials - M3 = Activities - M4 = Roles of Teacher - M5 = Roles of Student	<b>Technique</b> - T1 = Procedures/Syntax	<b>Reading Courses</b> - R1 - R2 - R3 - R4
- R1 Literal reading - R2 Critical Reading - R3 Affective Reading - R4 Syntactical Reading				



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ICT-Competences Integration process

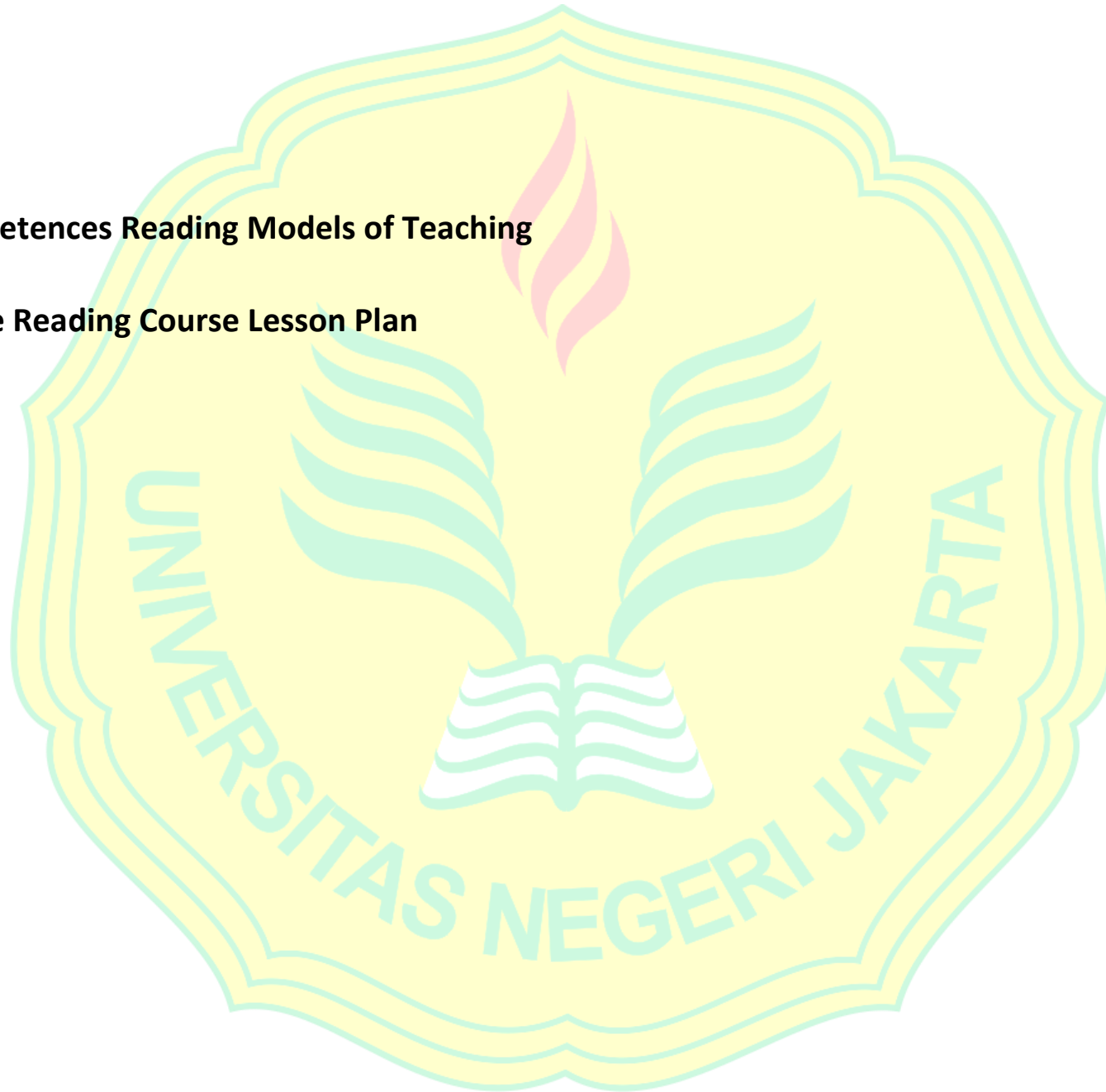


ICT-Competences integrated into Models of Teaching			
Models of Teaching		ICT-Competences levels	Notes
Approach	Theory of language		Approach cannot be integrated with ICT competences because it is a theory/philosophy about related subject knowledge.
	Theory of learning		
	Goals	TL - KC	However, the one comes from approach such as principle, goals, course description, can be integrated with ICT-competences on its description
Method	Objectives	TL	Integration in objectives is implicit, as in description as one of the indicators that need to achieve
	Content/materials	TL-KD	Come as sources of materials, that make use of digital media in order to get materials or activity related to subject
	Activity	KD-KC	Activity will focus on the make use of ICT media, lecturing with PPT or any support display, discussion with an apps that provide a room for discussion, practicing with ICT media.
	Role of Teacher		The means of integration here, is changing the role of teacher to the role that will help student in order to utilize the use of technology in learning (Ex, Manager, guide, coach, facilitator)
	Role of student		Modern era already change how student learn, as they can use ICT in order to find everything they want, student in this era is not only become a passive receiver of knowledge, but they can be also the sources of knowledge
Technique	Procedure	TL-KD-KC	Most of integration is here because this component given explanation about what will happen in the classroom.
			TL-KD-KC will happen here, as the sequence of activity that make them to use ICT media to find materials they need, make use of what they found and then develop something from what they found.

<b>ICT competences Integration with Lesson Plan</b>		
<b>Lesson Plan</b>	<b>ICT-Competences Level</b>	<b>Notes</b>
Course Description	TL	Integration here come in description that the course will use of ICT. it is come as principle to make use of ICT media
Course Learning Outcomes	TL	Describe ICT-competences as target of achievement from the courses
Learning outcomes	TL	Describe ICT-competences as target of achievement from the courses
Materials	TL-KD	Make use of digital sources in order to find and provide materials related to subject
Media	TL-KD-KC	Make use of ICT media or tools in order to find, provide, develop
Method	TL-KD	The use of method that has flexibility in use of ICT media
Procedure	TL-KD-KD	Describe activity or the technique in learning and teaching activity with the use of ICT.

## Appendix 3

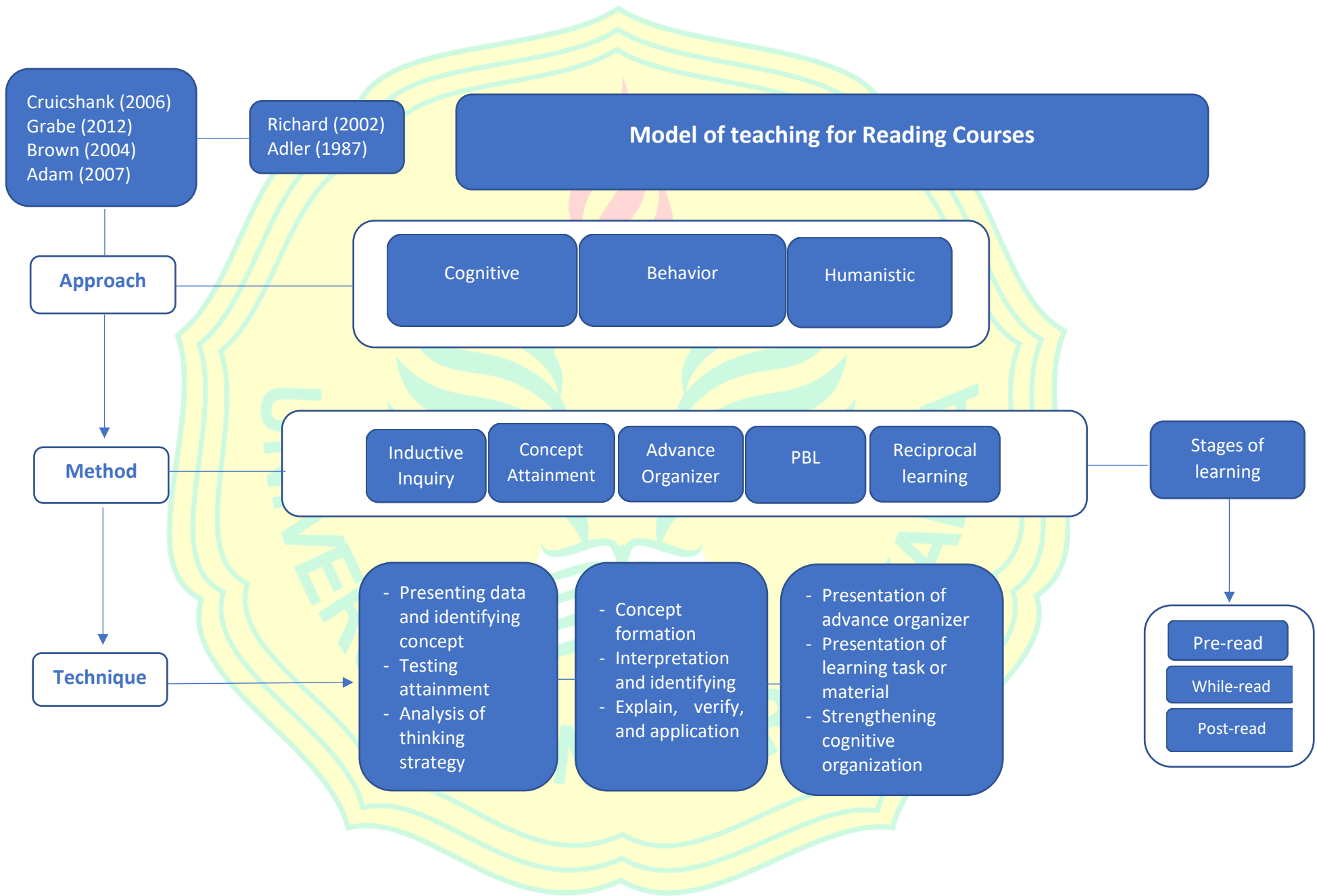
1. ICT-Competences Reading Models of Teaching
2. Content
3. Prototype Reading Course Lesson Plan



## Reading Models of Teaching

- **Concept Reading Models of Teaching**
  1. **Reading Models**
  2. **Inductive Inquiry**
  3. **Concept Attainment**
  4. **Advance Organizer**







The figure above is a reading models of teaching. It was started from the approach as the foundation and then method and technique as a way in realization of approach.

### 1. Approach

- Cognitive (Cruickshank, 2006; Brown, 2004; Grabe & Stoller, 2013; Harmer, 2007; Richards & Renandya, 2002; Scrivener, 2005)  
Cognitive learning is approach that built up in order to develop cognitive ability of the student. Cognitive ability is a key role in interpreting data and also to develop reading skill. the use of cognitive approach in teaching and learning reading will help to improve ability in comprehending materials. Reading as perceptive skill that focus in find and make use of information from written text. With the use of reciprocal teaching as the basis where the teacher will present example related reading comprehension (text, sentences, words), an instructional activity between teacher and student.
- Behavioral (Cruickshank, 2006; Adam, 2007; Brown, 2004; Grabe & Stoller, 2013; Scrivener, 2005)  
Behavioral also part of reading similar to cognitive. In order to learn reading beside improving cognitive ability, behavioral modification also needed. This type of approach related to an influence from external factor to stimuli student attitude.
- Humanistic (Cruickshank, 2006)  
Humanistic approach is model focus on personal and social learning (Cruickshank, 2006). This model is made to fits school system with student which are teaching and learning process should be individualized and personal, system should follow student needs.

### 2. Method

Based on the approaches there several methods were used for reading such as reciprocal teaching, scaffolding.

The name of models which are; Inductive inquiry, Concept attainment, Advance organizer, with additional method Project-based Learning  
There three stages in learning process which are Pre-read, While-read, Post-read. Those stages include activity such as lecturing, discussion, and practices

For the role of teacher, they are become manager, facilitator, guide, feedback organizer, and observer. While student become active interpreter, source of materials.

### 3. Technique

Related to the technique used here is a based on the types of models use;

#### a. Inductive Inquiry (Taba, 1868; Breddermen, 1983; Joyce, Weil, & Calhoun, 2011)

The procedure can be seen as follow:

61) Concept formation	65) Interpretation of data	69) application of principles
62) Enumerating and listing	66) Identifying critical relationship	70) predicting consequences
63) Grouping and labeling	67) exploring relationship	71) explaining unfamiliar phenomena
64) Categorizing	68) making inferences	72) hypothesizing
		73) explain and/supporting the prediction
		74) verifying the prediction

#### b. Concept attainment (Brunner, 1967; Austin, 1967; Davis, 1983; Joyce et al., 2011)

the procedure can be seen as follow:

presentation of data and identifying concept	Testing attainment of the concept	Analysis of thinking strategies
75) present labeled examples	79) identify additional unlabeled examples as yes or no	83) describe thought
76) compare attribute in negative and positive examples	80) confirm hypothesis	84) discuss role of hypothesis and attributes
77) generate and test hypothesis	81) names concept and restates definitions according to essential attributes	85) discuss type and number of hypothesis
78) state a definition according to the essential attributes	82) generate examples	

- c. Advance Organizer (Ausabel, 1969; Lawton, 1977; Joyce et al., 2011)

The procedure can be seen as follow:

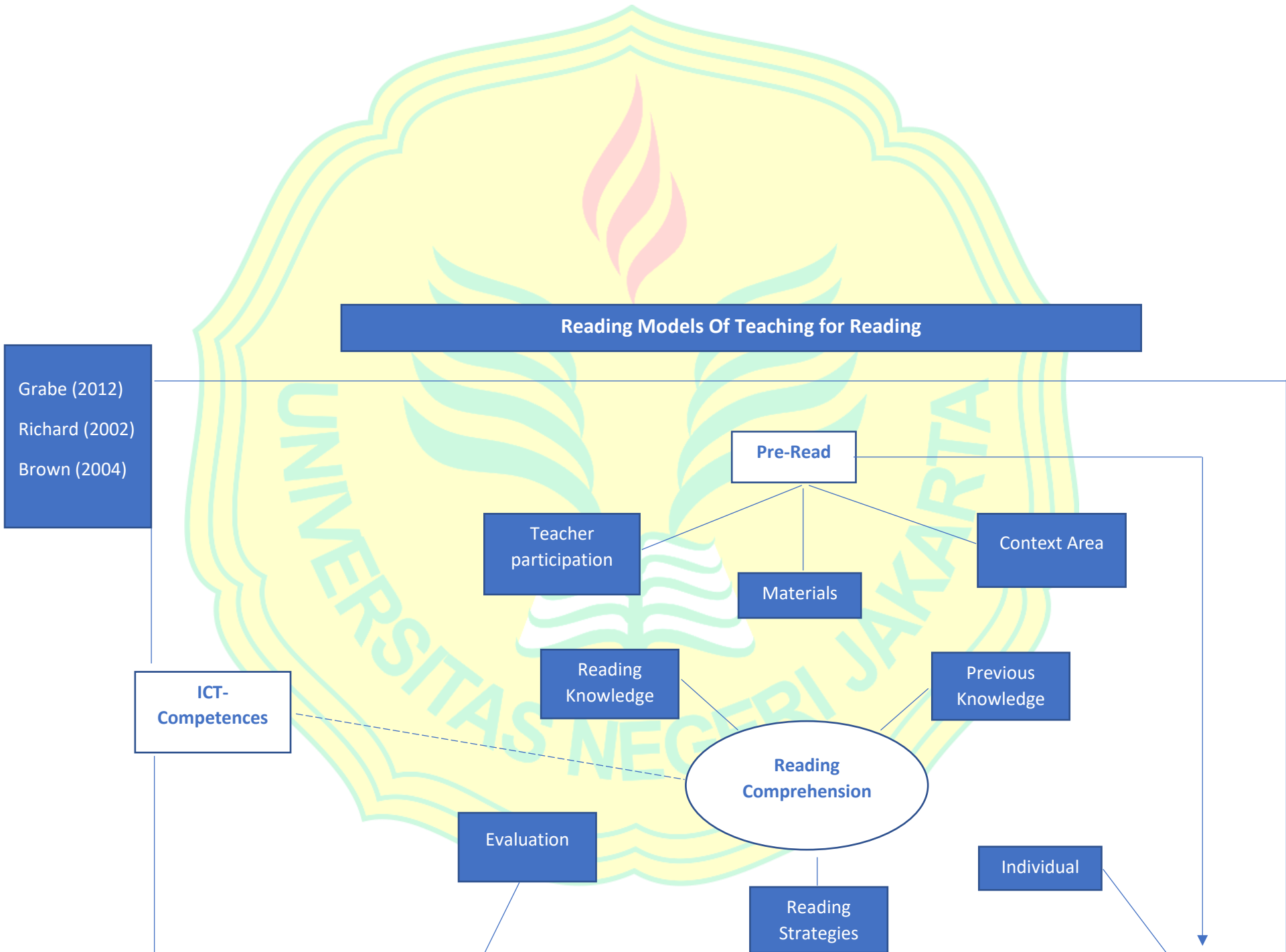
Presentation of advance Organizer 86) clarify aims of the lesson 87) present organizer by identify defining attributes, give examples, provide context, repeat 88) prompt awareness of learner's relevant knowledge and experience	Presentation of learning task or materials 89) present material 90) maintain attention 91) make organization explicit 92) make of logical order learning material explicit	Strengthening cognitive organization 93) use principles of integrative reconciliation 94) promote active reception of learning 95) elicit critical approach to subject matter 96) clarify

- d. additional procedures (Adam, 2007; Brown, 2004; Grabe & Stoller, 2013; Harmer, 2007; J.Adler & Doren, 1987; Richards & Rodgers, 2002)

in reading teaching reading should be divided into three phases pre-read, while-read, post read. Those three phases also applied for the other models with different kind of procedures.

Pre- read	While-read	Post-read
97) Presenting key vocabulary, identifying main themes in reading prediction information in the text, tapping appropriate background knowledge, making connection between new and known knowledge 98) Introduction and lead-in	103) Examining a difficult paragraph, confirming prediction, clarifying comprehension, guessing new word meanings 104) Task focus on fast reading for gist 105) Task focus on fast reading for specific	112) Summarizing, evaluating, confirming predictions, sorting, building vocabulary knowledge, highlighting key information 113) Follow on the task; role-play, debate, writing task. 114) Comprehension questions

<p>99) Predict from some extracted information</p> <p>100) Read question or make a question</p> <p>101) Spend some time introducing topic, encouraging skimming, scanning, prediction, and activating schemata</p> <p>102) Student can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage</p>	<p>106) Task focus on meaning general point</p> <p>107) Task to focus on meaning finer point, more intensive comprehensive understanding</p> <p>108) Task to focus on individual language items</p> <p>109) Not all reading is extensive or global reading</p> <p>110) There may be certain facts or rhetorical devices that student should take note of while they read</p> <p>111) Give students a sense of purpose for reading rather than just reading because you ordered it</p>	<p>115) Vocabulary study</p> <p>116) Identifying author’s purpose and discussing it</p> <p>117) Examining grammatical structure</p> <p>118) Steering student toward a follow up writing exercise</p> <p>119) Personalization</p> <p>Closing</p>



This Models of teaching consist of three layers, the reading comprehension as teaching and learning objectives. Pre-read, while read, and post read were a cycle in buildup environment related to cognitive aspects. For the last ICT-competences is additional tools in order develop modern learning and teaching activity which are supported by ICT.

1. Reading comprehension stand as objectives. It is an achievement obtained after learning and teaching process.
  - Reading knowledge related to word, phrase, sentence, and text
  - Previous knowledge is student knowledge which are related to reading
  - Reading strategies involving strategies in comprehend reading text such as Scanning or skimming
2. Phases or syntax in order build environment of learning and teaching activity.
  - Pre-reading is the first stages in learning process in reading it consists of:

- |  |
|--|
| 120) Presenting key vocabulary, identifying main themes in reading prediction information in the text, tapping appropriate background knowledge, making connection between new and known knowledge<br>121) Introduction and lead-in<br>122) Predict from some extracted information<br>123) Read question or make a question |
|--|



124) Spend some time introducing topic, encouraging skimming, scanning, prediction, and activating schemata	
125) Student can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage	

In this step focus on introducing the context and materials. Teacher in this phase has big role because they are facilitator in order to lead student into the learning and teaching process.

126) While-Read is the second activity in learning process. It consists of:

127) Examining a difficult paragraph, confirming prediction, clarifying comprehension, guessing new word meanings	
128) Task focus on fast reading for gist	
129) Task focus on fast reading for specific	
130) Task focus on meaning general point	
131) Task to focus on meaning finer point, more intensive comprehensive understanding	
132) Task to focus on individual language items	
133) Not all reading is extensive or global reading	
134) There may be certain facts or rhetorical devices that student should take note of while they read	
135) Give students a sense of purpose for reading rather than just reading because you ordered it	

This phase was focus on student they are the main actor as active interpreter. They whether work in individual or group. Teacher focus on observing and guiding them.

Reinforcement is about appreciation of student performance in the class related to learning process

136) Post-read is the last phases in learning process for reading. it consists of;

137) Summarizing, evaluating, confirming predictions, sorting, building vocabulary knowledge, highlighting key information	
--	--

138) Follow on the task; role-play, debate, writing task.	
139) Comprehension questions	
140) Vocabulary study	
141) Identifying author's purpose and discussing it	
142) Examining grammatical structure	
143) Steering student toward a follow up writing exercise	
144) Personalization	
145) Closing	

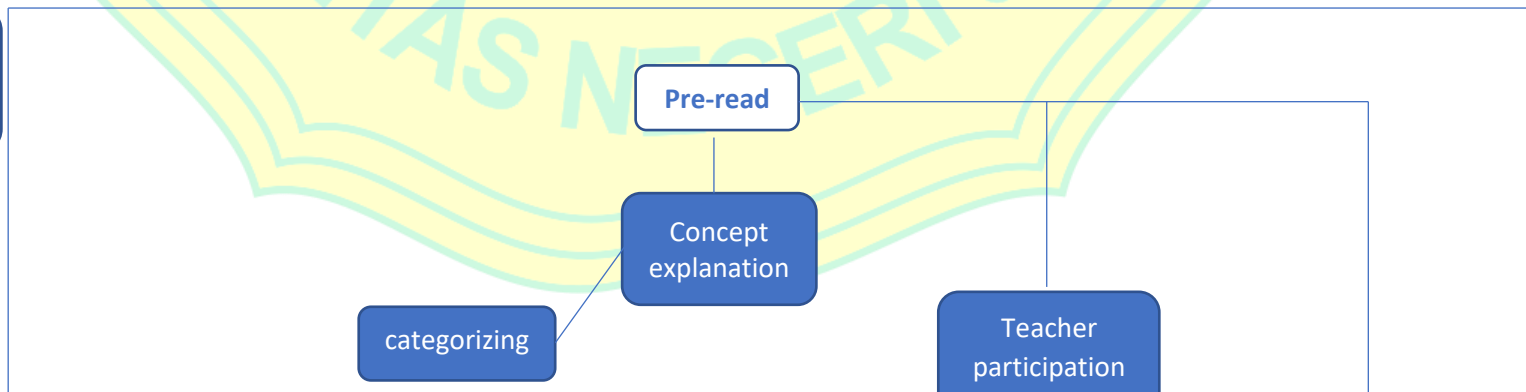
This phase also means to evaluating student work for the end of the learning and teaching process. To check how far they understanding about the context they have learn.

3. ICT-competences as support in order to achieve successful in learning and teaching process. It helps to make activity more variative and easier to do. ICT-Competences also become objectives to achieve by student and teacher. This appliance will help for:

- 146) Present materials
- 147) Finding materials
- 148) Create off/in class discussion
- 149) Doing task or assessment

### Inductive Inquiry Models

- Taba (1968)
- Joyce (1912)
- Bredderman (1983)





This model of teaching consists of three layers. Reading comprehension become the main objectives. Word, sentences, and text as sub objective. Pre, while, and post were explaining about the process of learning and teaching activity. this model is belonging to information types models that basically use of cognitive approach as its foundation.

1. Reading the main objectives for this learning and teaching process.

2. Understanding text types, sentences, and words

3. Learning process are divided into three phases:

150) Pre-read is the first phase, in this phase the activity will be:

151) Explain about concept formation of the text or sentences (main ideas, inferences, structure of the text, type, opinion, fact)	
152) Grouping words into their own category (adjectives, adverb, noun, verb)	
153) Identify the concept	

Teacher participation here as initiator and the controller, as they will lead student into the material give them brief explanation related to the context.

154) While-read is the second phase, after what happen in the first phase, they continued to this phase to make use of what they have found first. In this phase the activity will be;

155) Try to interpreting about the concept of text or sentences (main ideas, inferences, structure of the text, type, opinion, fact)	
156) Identifying the concept (task to read in order to find out main ideas, inferences, and etc.)	
157) Explore the finding related to concept	
158) Making inferences related to the context	

On this point the activity will be individual or group discussion based on how big the task.

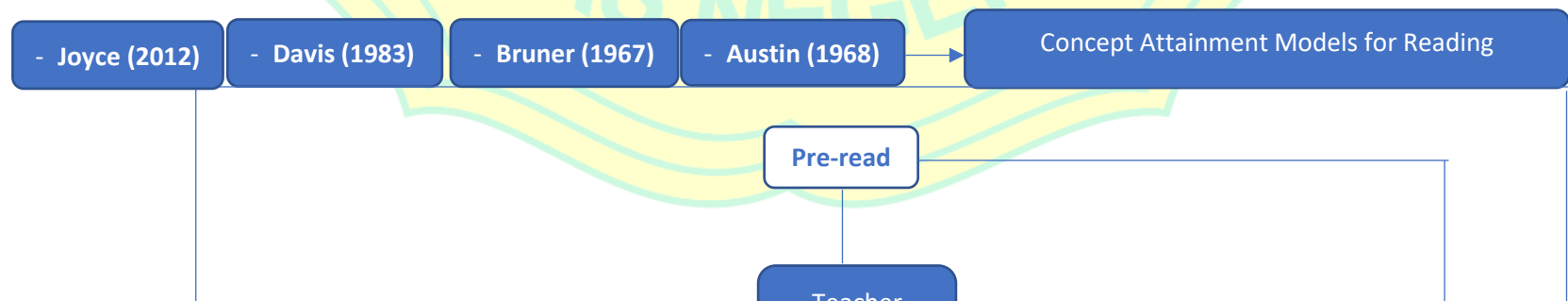
159) Post-read stand as the last phase. This phase also mean evaluation for the learning process.

160) Make summarize related to concept that have been found (main ideas, inferences, text type, and etc.)	
161) Explaining how the concept (text, sentences, words)	
162) Verifying the concept (text, sentences, words)	
163) Evaluating the concept (text, sentences, words)	

4. ICT-competences as support in order to achieve successful in learning and teaching process. It helps to make activity more variative and easier to do. ICT-Competences also become objectives to achieve by student and teacher. This appliance will help for:

164) Present materials

- 165) Finding materials
- 166) Create off/in class discussion
- 167) Doing task or assessment







This type model of teaching focus on understating certain concept. For the case of reading it will help to achieve objectives related to understanding structure of the text, concept of opinion and fact, and etc. this models also consist of three layer which are reading become main objectives related to the construction of text, sentences, and words, second is the phases which are divided into three like previous models.

1. Reading as main objectives that need to be achieved by student through learning process

168) Text, paragraph, and sentences are related to materials that will be taught and also the objectives (text structure, text organization, characteristic of main ideas, opinion, fact, inferences, figurative language)

2. Phases of learning process divided into three which are;

169) Pre-reading, the first phase it is consist of various activity can be seen below:

170) A presentation related to materials such as (main idea, opinion, fact, inferences, figurative language in any written sources)	
171) Explanation related to attributes between (main idea and supporting idea, opinion and fact, text A and text B)	
172) Generate definition related to what have done before through discussion between teacher and student	

This phase teacher participation is essential in order to give student and explanation what they learn and abut the materials. Student try to identify that.

- 173) While-reading, the second phase activity will be:

174) Student will gather written text	
175) Student try to identify (main ideas, opinion, text organization and etc.)	
176) Analyzing the newly founded data with existing provided by lecturer in order to confirm their findings.	
177) Generating examples	

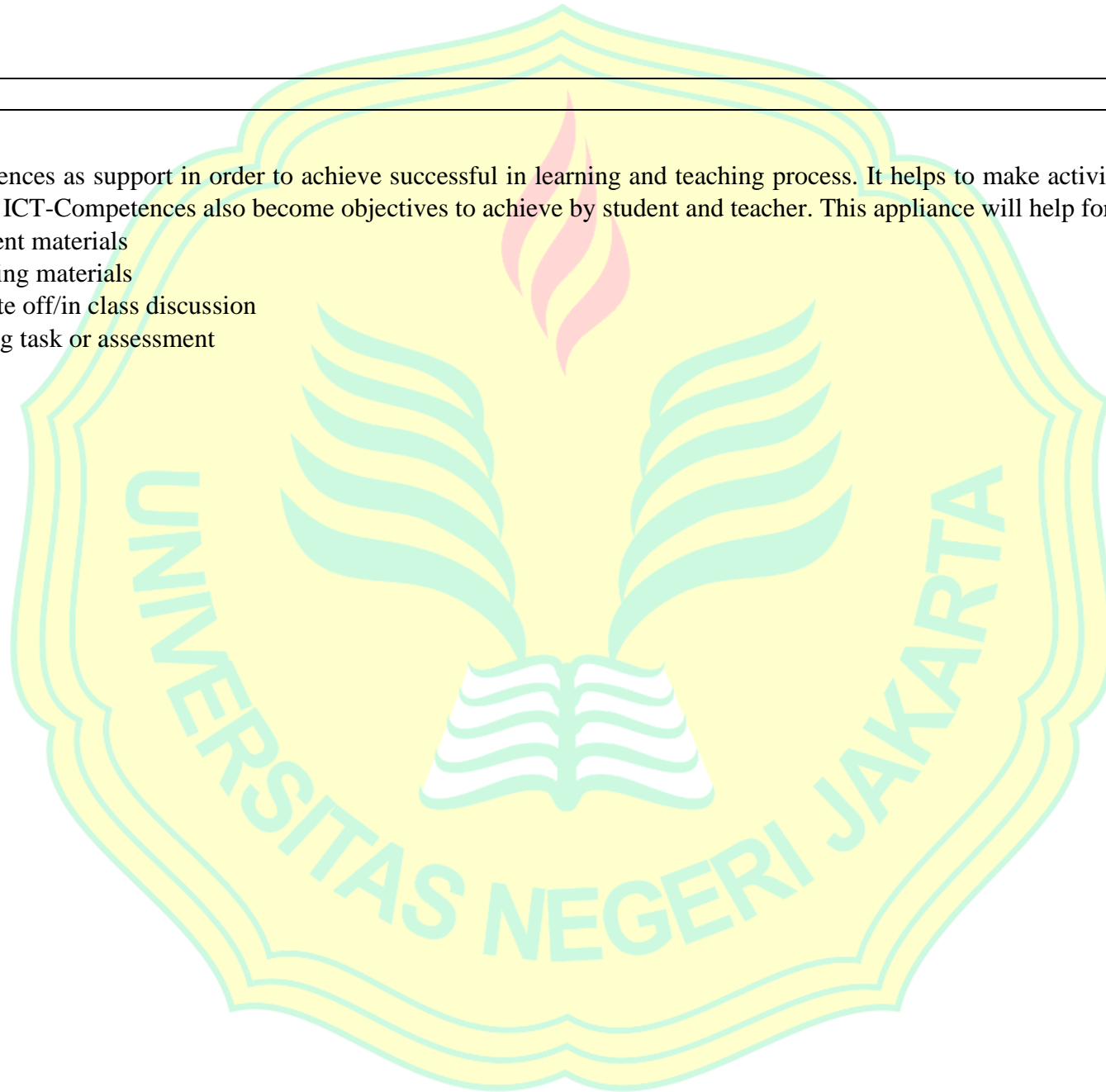
This phase activity can be done in group or individuals, they discuss the attribute related to the topic they learn at the moment

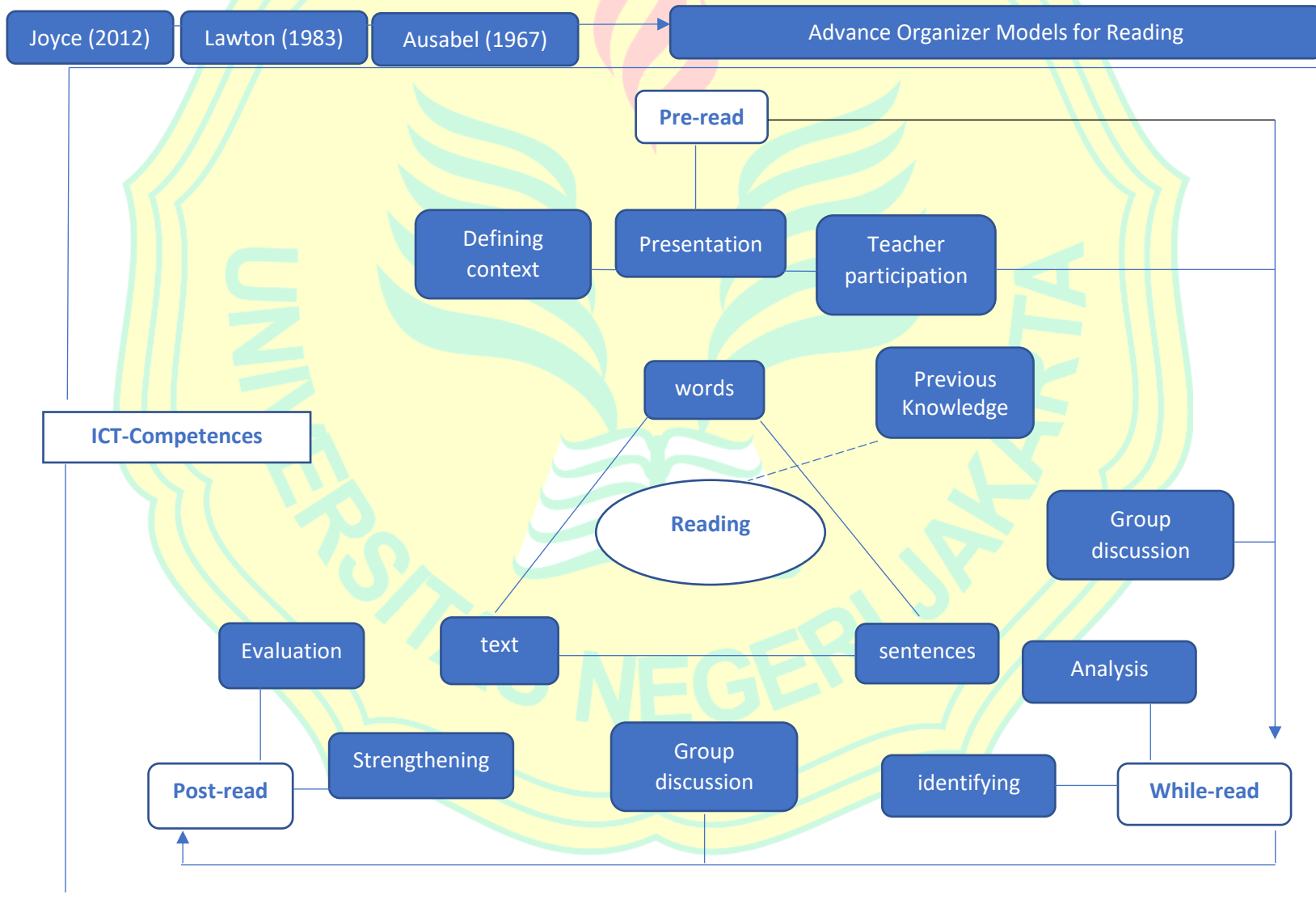
- 178) Post-reading, the third phase activity will be:

179) Focus the task in creating summarize related to the topic	
180) Present in front of the class about their finding and discuss.	
181) Teacher as active observer and feedback organizer.	



3. ICT-competences as support in order to achieve successful in learning and teaching process. It helps to make activity more variative and easier to do. ICT-Competences also become objectives to achieve by student and teacher. This appliance will help for:
- 182) Present materials
  - 183) Finding materials
  - 184) Create off/in class discussion
  - 185) Doing task or assessment





This model has similarity with the other but with different activities. This model has three layers which are reading as main objective to achieve with understanding of Text, sentences and sentences, the second is activity that consist of three steps: first is pre, which are focus on presenting materials, analysis materials to identify the attributes. Second steps while, which are focus on presenting task maintain attention, discussion, for the last steps is post, which are tend to strengthening their cognitive organization.

1. Reading is the main objectives. Student tend to learn reading in this course.

186) Small part of reading objectives which are focus on understanding text, sentences, and words

2. Activities

187) Pre-read

188) Presenting brief explanation about the goals of this meeting related to understanding (main idea, text organization, and etc.)	
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189) Presenting the organizer by defining attributes or characteristic (main idea, text types, opinion, fact and etc.)	
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190) Finding other example, analysis, and then compare.	
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191) Teacher prompt student awareness related to their previous knowledge	
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This activity teacher participation is necessary because they are the facilitator to student learning, provide them with some example related to the context they learn.

192) While-read

193) This activity started by lecturer give them a learning task (in this case is a written materials)	
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194) Lecturer try maintain their attention to the text	
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195) Student analysis the text to find out about (Main idea, opinion, figurative language, inference, fact, structure of text, and etc.) with the help of their previous knowledge	
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This phase still controlled by lecturer to make sure they still on the track

196) Post-read

197) Evaluation through student work by lecturer 198) Clarifying their finding by present it 199) Giving feedback related to student work	
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3. ICT-competences as support in order to achieve successful in learning and teaching process. It helps to make activity more variative and easier to do. ICT-Competences also become objectives to achieve by student and teacher. This appliance will help for:

- 200) Present materials
- 201) Finding materials
- 202) Create off/in class discussion
- 203) Doing task or assessment

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## ICT Competences-Integrated Reading Model of Teaching

### Four Reading Courses of English Language Education Study Program

1. **Literal Reading** = R1
2. **Critical Reading** = R2
3. **Affective Reading** = R3
4. **Syntopical Reading** = R4



## Approach

<b>Approach</b>		
<b>Theory of Reading</b>		Reading is a skill or a process to identify, and interpret written materials. It is comprehending the ability to construct an ideas from information that acquired. Reading is complex process that are identified into two views psychology which are behaviorism and cognitivism. Reading are divided into four level of comprehension which are respectively from literal, critical, affective, and syntopical.
	<b>R1</b>	Literal reading is the basic level of reading subject for English Language Education Program that entails the ability to recognize words accurately, to identify main ideas and supporting details, inference, prefix and suffix, and scanning and skimming.
	<b>R2</b>	Critical reading is the level of reading comprehension that entails the ability to distinguish fact from opinion, recognize author's intent, attitude and tone, recognize inferences being made by an author and make your own inferences from what

		you read, make critical judgments and draw conclusion by analyzing the author's diction, style and use of figurative language.		
	<b>R3</b>	Affective reading is the level of reading comprehension that entails ability of the reader awareness toward text, identify fiction and non-fiction, affective and emotional reaction toward text, recognizing the use of figurative language, belief and thought of author.		
	<b>R4</b>	Syntopical reading, readers will read many books and place them in relation to one another. Knowing that more than one book is relevant to a requirement in syntopical reading.		
<b>Theory of Learning</b>		Project Based Learning is a dynamic approach in language learning that will help student learn specific knowledge while they learn 21 <sup>st</sup> century skill such as life skill, social skill, and ICT. approaches that focus in learning environment that will make student more active and become the main actor in learning and teaching activity.		
		Cognitive learning is approach that built up in order to develop cognitive ability of the student. Cognitive ability is a key role in interpreting data and also to develop reading skill. the use of cognitive approach in teaching and learning reading will help to improve ability in comprehending materials.		
		Behaviorism approach.		
<b>Principles of Teaching Reading</b>		<p>Principle in teaching reading</p> <ol style="list-style-type: none"> <li>1. integrate reading skill instruction with extensive practice</li> <li>2. use reading resources that are interesting, varied, attractive, abundant, and accessible</li> <li>3. provide some degree of student choice</li> <li>4. introduce and practice reading skills by first drawing on the passages in course textbook</li> <li>5. connect textbook reading to student's background knowledge.</li> </ol>		

		6. structure lesson around pre-reading, during-reading, and post-reading tasks 7. provide opportunities for student to experience comprehension success 8. build expectation that reading occurs in class in every lesson 9. plan instruction around curricular framework that integrates goals for development of reading abilities. 10. Make use of ICT tools and media in order to develop supportive and creative learning and teaching activity		
<b>Goals</b>	<b>R1</b>	This course is aiming student to learn basic skill of reading, as the basis in laid for developing their literal comprehension in text.		
	<b>R2</b>	Expected goals for critical reading that student be able to do a critical comprehension in reading, differentiate fact and opinion, be able to recognize author purposes, and develop critical prejudice about what they read.		
	<b>R3</b>	Expected goals for affective reading that student be able to develop their affective reaction toward the text, be able to read and understand various kind of text		
	<b>R4</b>	Expected goals for syntopical reading that student be able to apply the previous skill in reading that they learn in order to the develop their syntopical skill in reading, and they can develop their own ideas based on various text they already read		

### Method

<b>Objectives</b>	<b>R1</b>	<b>1. Recognizing words</b> - Students are able to identify words in digital device and digital reading text.
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	<ul style="list-style-type: none"> <li>- Students are able to recognize contextual words in various text in the internet website, information from multiple sources.</li> <li>- Students are able to classify contextual words in digital device and digital text.</li> <li>- Students are able to highlight, underline, bold, or vary the font (size, style, or color) of unknown words and/or the surrounding context.</li> <li>- Students are able to distinguish words clue in digital text</li> <li>- Students are able to identify words clue in a video, images, and audio.</li> <li>- Students are able to recognize words clue in a reference text, website.</li> <li>- Students are able to identify prefixes and suffixes in the sentences</li> <li>- Students are able to list prefixes and suffixes from digital text, internet reference.</li> <li>- Students are able to explain the part and structure of word.</li> <li>- Students are able to discuss suffixes and prefixes from internet references.</li> </ul> <p><b>2. Main Ideas and Supporting Ideas</b></p> <ul style="list-style-type: none"> <li>- Students are able to distinguish main ideas and details in the digital text, information in the internet, news, commercial text.</li> <li>- Students are able to analysis main ideas of the text in the internet, online advertisement, e-journal, e-book.</li> <li>- Students are able to locate the main ideas and details of the text.</li> </ul> <p><b>3. Scanning and skimming</b></p> <ul style="list-style-type: none"> <li>- Students are able to apply skimming and scanning skills using word processing software</li> <li>- Students are able to skim and scan digital textbook materials, ads, journal, digital online text</li> <li>- Students are able to identify digital reference material by scanning.</li> <li>- Students are able to recognize main point of the text by scanning and skimming.</li> </ul>
<b>R2</b>	<p><b>1. Fact and opinion</b></p> <ul style="list-style-type: none"> <li>- Students are be able to distinguish fact and opinion in the reading text.</li> <li>- Students are able to identify fact-finding in the both critical reading process and higher-level digital reading skills.</li> <li>- Students are able to analyze fact and opinion of reading text that spread of digital devices and digital texts</li> <li>- Students are able to criticize the veracity of opinion texts in the internet website, information from multiple sources.</li> </ul> <p><b>2. author's intent, attitude, and tone</b></p> <ul style="list-style-type: none"> <li>- Students are able to detect the propaganda techniques in the TV commercial, cell phone, political ad.</li> <li>- Students are able to navigate behavior, tone, and intent explains a significant part of the differences in digital reading performances.</li> </ul> <p><b>3. Recognizing inferences and the use of figurative language in the text</b></p>

	<ul style="list-style-type: none"> <li>- Students are able to analyze and evaluate message, purpose, and perspective of figurative language from a variety of literary forms (e.g. Text, Music, Media, Film, Poetry, Cultural idioms) and demonstrate their understanding of the Unit's Figurative Language.</li> <li>- Students are be able to identify a text or author's potential biases in the internet website, digital reading, e-book, political ads, and journal</li> <li>- Students are able to summarize and inference a text or search for information on the internet to be more proficient in reading.</li> <li>- Students are be able to recognize figurative language that author's use in the text</li> </ul>
<b>R3</b>	<ol style="list-style-type: none"> <li><b>1. Affective awareness</b> <ul style="list-style-type: none"> <li>- Students are able to identify affective or emotional involvement in the digital text, ads, political ads, internet references, e-journal, e-book.</li> <li>- Students are able to analysis affective or emotional involvement in the digital text, ads, political ads, internet references, internet website, e-journal, e-book.</li> <li>- Students are able to identify positive and negative affective language in the digital text, ads, political ads, internet references, internet website, e-journal, e-book.</li> <li>- Students are able to make analysis report of affective or emotional from the text, ads, internet references, e-book using word processing software.</li> </ul> </li> <li><b>2. Figurative language, though, and belief</b> <ul style="list-style-type: none"> <li>- Students are able to recognize figurative language use in imaginative literature, digital literature, digital text, e-book.</li> <li>- Students are able to distinguish factual materials and fiction in digital text, e-book, e-journal, website article.</li> <li>- Students are able to analyze material, fiction, and language in internet references, website article.</li> <li>- Students are able to present material, fiction, and language from digital text, e-book, e-journal, website article using presentation software.</li> <li>- Students are able to identify thoughts and belief in digital reading text, news, internet references, article website.</li> <li>- Students are able to compare the thought and belief from different references, news, website article.</li> <li>- Students are able to present their own though and belief toward reading materials using word processing and presentation software.</li> </ul> </li> <li><b>3. Affective response</b> <ul style="list-style-type: none"> <li>- Students are able to recognize affective responding in an ad, a cartoon, an essay in the internet.</li> <li>- Students are able to identify affective responding in news, article, novel, e-book, and poem</li> <li>- Students are able to discuss the feeling in developing affective level of comprehension</li> <li>- Students are able to analyze the change of taste in digital reading, e-book, article website, e-journal.</li> </ul> </li> </ol>



	<p><b>4. Fiction and non-fiction</b></p> <ul style="list-style-type: none"> <li>- Students are able to recognize images in both fictional and nonfictional writings in the internet.</li> <li>- Students are able to explain fictional and nonfictional images in the internet such as ads, poster, marketing poster.</li> <li>- Students are able to recognize affective language of images and analogies in the internet.</li> <li>- Students are able to analysis affective language in fictional and nonfictional images.</li> <li>- Students are able to identify lines in poetry</li> <li>- Students are able to analysis language in poetry and poem</li> <li>- Students are able to analyze images in a poem.</li> <li>- Students are able to explain the meaning of poem and poetry in presentation class.</li> <li>- Students are able to make their own poem and poetry using word processing software.</li> </ul>
R4	<p><b>1. Select author's references</b></p> <ul style="list-style-type: none"> <li>- Students are able to combine suitable references from the internet.</li> <li>- Students are able to analysis references from the internet.</li> <li>- Students are able to compare internet references from different internet source.</li> </ul> <p><b>2. Review the author's references</b></p> <ul style="list-style-type: none"> <li>- compare the ideas, vocabulary, and arguments from the internet</li> <li>- Students are able to analyses ideas, vocabulary, and arguments from the internet.</li> <li>- Students are able to make their own ideas and argument different from the internet.</li> <li>- Students are able to analyze fact from idea and argument in the internet.</li> </ul> <p><b>3. Selection of text references</b></p> <ul style="list-style-type: none"> <li>- Students are able to analyze the subject of the digital reading, e-journal, website article, e-book</li> <li>- Students are able to apply skimming and scanning skills using word processing software</li> <li>- Students are able to skim and scan digital textbook materials, ads, journal, digital online text</li> <li>- Students are able to identify digital reference material by scanning.</li> <li>- Students are able to recognize main point of the text by scanning and skimming</li> <li>- Students are able to distinguish main ideas and details in the digital text, information in the internet, news, commercial text.</li> <li>- Students are able to analysis main ideas of the text in the internet, online advertisement, e-journal, e-book.</li> <li>- Students are able to locate the main ideas and details of the text</li> </ul> <p><b>4. Build up question</b></p>



	<ul style="list-style-type: none"> <li>- Students are able to set up the questions to which the authors provide answers.</li> <li>- Students are able to make their own question using word processing software.</li> <li>- Students are able to discuss the questions and answer using group online discussion, video call, class presentation</li> </ul> <p><b>5. Developing ideas</b></p> <ul style="list-style-type: none"> <li>- Students are able to identify the terms in digital reading text.</li> <li>- Students are able to analysis author’s term in digital reading text.</li> <li>- Students are able to explain the meaning of author’s term in digital text, news, ads, website article.</li> <li>- Students are able to combine multiple perspectives within an issue from the internet references, internet website, internet article</li> <li>- Students are able to compare multiple perspectives within an issue from the internet references, internet website, internet article.</li> <li>- Students are able to discuss reading issues. Students are able to compare the answer between two authors in internet references, internet website, internet article.</li> <li>- students are able to analyze the different conceptions of the question in internet references, internet website, internet article</li> <li>- Students are able to analyze different views of the subject internet references, internet website, internet article</li> </ul>				
<p><b>Content/Materials</b></p>	<table border="1"> <tr> <td data-bbox="358 767 846 1385"> <p>Learning words in context:</p> <ul style="list-style-type: none"> <li>- Definition clues</li> <li>- Contextual clues in paragraph</li> </ul> <p>Learning word parts and structure:</p> <ul style="list-style-type: none"> <li>- Suffixes</li> <li>- Prefixes</li> </ul> <p>Signal words</p> <p>Separating the main ideas from details:</p> <ul style="list-style-type: none"> <li>- main ideas and details</li> <li>- analysis main ideas and details in internet website</li> <li>- locate main ideas and details internet reference</li> </ul> </td> <td data-bbox="846 767 1288 1385"> <p>Fact finding:</p> <ul style="list-style-type: none"> <li>- Fact-finding in the reading text. Text can be accessed in <a href="https://www.ielts-exam.net/ielts_reading/">https://www.ielts-exam.net/ielts_reading/</a></li> <li>- Fact vs. opinion in the news. Reading opinion of others. Through internet email and website. Questions what read and determine the truth.</li> </ul> <p>Detecting Propaganda:</p> <ul style="list-style-type: none"> <li>- Detecting propoganda techniques in the TV commercial, cell phone, political ad.</li> </ul> <p>Recognize intent</p> <ul style="list-style-type: none"> <li>- What did the author hope to accomplish?</li> </ul> </td> <td data-bbox="1288 767 1706 1385"> <ul style="list-style-type: none"> <li>- Introduction to affective comprehension</li> <li>- Introduction to affective comprehension</li> <li>- Figurative language in imaginative literature</li> <li>- Figurative language in imaginative literature</li> <li>- Though and belief in digital text.</li> <li>- How author uses figurative language to represent the news or article</li> </ul> <p>Recognizing affectively</p> <ul style="list-style-type: none"> <li>- Images in fiction</li> </ul> </td> <td data-bbox="1706 767 2154 1385"> <ul style="list-style-type: none"> <li>- Syntopical reading references (book, journal, article).</li> <li>- Ideas, vocabulary, and arguments.</li> <li>- Fact from idea and argument in the internet</li> <li>- Analyses the idea and argument</li> <li>- Main ideas</li> <li>- Finding author’s thesis</li> <li>- main ideas and details</li> <li>- analysis main ideas and details in internet website</li> <li>- locate main ideas and details internet reference</li> </ul> </td> </tr> </table>	<p>Learning words in context:</p> <ul style="list-style-type: none"> <li>- Definition clues</li> <li>- Contextual clues in paragraph</li> </ul> <p>Learning word parts and structure:</p> <ul style="list-style-type: none"> <li>- Suffixes</li> <li>- Prefixes</li> </ul> <p>Signal words</p> <p>Separating the main ideas from details:</p> <ul style="list-style-type: none"> <li>- main ideas and details</li> <li>- analysis main ideas and details in internet website</li> <li>- locate main ideas and details internet reference</li> </ul>	<p>Fact finding:</p> <ul style="list-style-type: none"> <li>- Fact-finding in the reading text. Text can be accessed in <a href="https://www.ielts-exam.net/ielts_reading/">https://www.ielts-exam.net/ielts_reading/</a></li> <li>- Fact vs. opinion in the news. Reading opinion of others. Through internet email and website. Questions what read and determine the truth.</li> </ul> <p>Detecting Propaganda:</p> <ul style="list-style-type: none"> <li>- Detecting propoganda techniques in the TV commercial, cell phone, political ad.</li> </ul> <p>Recognize intent</p> <ul style="list-style-type: none"> <li>- What did the author hope to accomplish?</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to affective comprehension</li> <li>- Introduction to affective comprehension</li> <li>- Figurative language in imaginative literature</li> <li>- Figurative language in imaginative literature</li> <li>- Though and belief in digital text.</li> <li>- How author uses figurative language to represent the news or article</li> </ul> <p>Recognizing affectively</p> <ul style="list-style-type: none"> <li>- Images in fiction</li> </ul>	<ul style="list-style-type: none"> <li>- Syntopical reading references (book, journal, article).</li> <li>- Ideas, vocabulary, and arguments.</li> <li>- Fact from idea and argument in the internet</li> <li>- Analyses the idea and argument</li> <li>- Main ideas</li> <li>- Finding author’s thesis</li> <li>- main ideas and details</li> <li>- analysis main ideas and details in internet website</li> <li>- locate main ideas and details internet reference</li> </ul>
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	<p>Finding an author's thesis: - political ads</p> <p>Developing skimming and scanning: - skimming - scanning - scanning digital text - skimming main idea in the journal - scanning supporting detail in the digital text, internet reference</p> <p>Developing speed of comprehension: - word recognition - phrase reading</p>	<p>- What was the goal to amuse, ridicule, arouse, sympathy or pity? - What evidence did the author provide that supports the intent of the text?</p> <p>Attitude and tone - What are the author's personal feelings about the subject? - How does the author feel about the readers? - Is the author trying to impress the reader with his/her knowledge?</p> <p>Figurative language - Identifying literal and figurative language - Recognizing figurative language Comparing biased of view - Indicators of bias on a web page - What does the author stand to gain? - Who is paying for the website?</p> <p>Recognize inferences: - Drawing inference based on evidence - Drawing inference from the facts - Inference in advertisements - Recognize the nature of parts and the relationship between the parts on the text.</p>	<p>- Reacting to fictional passages - Lines from poetry - Images in a poem</p> <p>Recognizing images and analogies in affective language: • Images in fiction • Reacting to fictional passages</p> <p>Recognizing affectively • Images in fiction • An ad • A cartoon • An essay • Reacting to fictional passages • Lines from poetry • Images in a poem</p> <p>Figurative language in senses</p>	<p>- Questions and answering - Issues in reading text - Term in reading text - Recognize inferences: - Drawing inference based on evidence - Drawing inference from the facts - Inference in advertisements - Recognize the nature of parts and the relationship between the parts on the text. - Comparing two authors - Comparing points of view</p>
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		<p>Drawing conclusions using induction and deduction:</p> <ul style="list-style-type: none"> <li>- Drawing conclusion from the ads</li> <li>- Drawing conclusion from paragraph.</li> </ul>		
	<p>Any related materials available in</p> <ul style="list-style-type: none"> <li>- <a href="http://www.k12reader.com/subject/reading-skills">www.k12reader.com/subject/reading-skills</a>, <a href="http://www.merriam-webster.com">www.merriam-webster.com</a>, <a href="http://www.rewordify.com">www.rewordify.com</a>, <a href="http://www.researchgate.com">www.researchgate.com</a>, <a href="http://www.sciencedirect.com">www.sciencedirect.com</a>, <a href="http://www.englishworksheetsland.com">www.englishworksheetsland.com</a>, <a href="http://www.djakartapost.com">www.djakartapost.com</a>, <a href="http://www.aljazeera.com">www.aljazeera.com</a>, <a href="http://www.kompasiana.com">www.kompasiana.com</a></li> <li>- <a href="https://www.nytimes.com/">https://www.nytimes.com/</a>, <a href="https://www.thejakartapost.com/">https://www.thejakartapost.com/</a>, <a href="https://www.aljazeera.com/">https://www.aljazeera.com/</a>, <a href="https://www.nytimes.com/topic/subject/political-advertising">https://www.nytimes.com/topic/subject/political-advertising</a>, <a href="https://pcl.stanford.edu/">https://pcl.stanford.edu/</a>, <a href="https://www.politico.com/news/political-ads">https://www.politico.com/news/political-ads</a>, <a href="http://www.areyoufakenews.com/">http://www.areyoufakenews.com/</a></li> <li>- <a href="http://www.rewordify.com">www.rewordify.com</a>, <a href="http://www.researchgate.com">www.researchgate.com</a>, <a href="https://www.poetryfoundation.org/collections">https://www.poetryfoundation.org/collections</a>, <a href="https://100.best-poems.net/">https://100.best-poems.net/</a>, <a href="https://www.poetryarchive.org/">https://www.poetryarchive.org/</a>, <a href="https://poems.com/">https://poems.com/</a>, <a href="https://unsplash.com/search/photos/photo">https://unsplash.com/search/photos/photo</a>, <a href="https://www.shutterstock.com/photos">https://www.shutterstock.com/photos</a>, <a href="https://www.theguardian.com/tone/news">https://www.theguardian.com/tone/news</a>, <a href="https://www.nbcnews.com/">https://www.nbcnews.com/</a>, <a href="https://www.journals.elsevier.com/science-bulletin/article-collection">https://www.journals.elsevier.com/science-bulletin/article-collection</a>, <a href="http://create.mheducation.com/annual/index.html#find-content">http://create.mheducation.com/annual/index.html#find-content</a></li> <li>- <a href="http://www.rewordify.com">www.rewordify.com</a>, <a href="http://www.researchgate.com">www.researchgate.com</a>, <a href="http://www.sciencedirect.com/">www.sciencedirect.com/</a>, <a href="http://www.kompasiana.com">www.kompasiana.com</a>, <a href="http://www.bbc.com/news">www.bbc.com/news</a>, <a href="https://news.google.com/?hl=en-ID&amp;gl=ID&amp;ceid=ID:en">https://news.google.com/?hl=en-ID&amp;gl=ID&amp;ceid=ID:en</a>, <a href="http://www.theguardian.com/tone/news">www.theguardian.com/tone/news</a>, <a href="https://abcnews.go.com/">https://abcnews.go.com/</a>, <a href="http://www.nbcnews.com/">www.nbcnews.com/</a>, <a href="http://www.nytimes.com/section/opinion">www.nytimes.com/section/opinion</a>, <a href="https://librarianresources.taylorandfrancis.com/product-info/journals/expert-collection/">https://librarianresources.taylorandfrancis.com/product-info/journals/expert-collection/</a>, <a href="https://www.buzzfeednews.com/collection/opinion">https://www.buzzfeednews.com/collection/opinion</a></li> </ul>			
	<p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>- Smartphone</li> <li>- Laptop</li> <li>- Projectors</li> <li>- Smart Whiteboard</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>- Power Point</li> <li>- Microsoft office</li> </ul>			

	<ul style="list-style-type: none"> <li>- Browser (Chrome, Firefox, etc)</li> <li>- Padlet</li> <li>- Google Classroom</li> </ul>
<b>Kind of Activities</b>	<b>Type of Models</b> <ul style="list-style-type: none"> <li>- <b>Inductive Inquiry</b></li> <li>- <b>Advance Organizer</b></li> <li>- <b>Concept Attainment</b></li> </ul>
	<b>Type of Activities</b> <ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Discussion</li> <li>- Practices</li> </ul>
<b>Roles of Teacher</b>	<ul style="list-style-type: none"> <li>- Manager – modern role of teacher in this digital era, as teacher focus as manager to develop classroom environment that suitable with the need of student</li> <li>- Feedback organizer</li> <li>- Coach – as their guide, teacher doesn't do much in activity that centered on student to find and develop something, they just guide the to get it</li> <li>- Facilitator and observer</li> </ul>
<b>Roles of Student</b>	<ul style="list-style-type: none"> <li>- Active interpreter</li> <li>- Sources of materials</li> <li>- joint participant</li> <li>- willing to seek multiple interpretation of written text</li> <li>- willing to explore alternative learning strategies</li> </ul>

## Technique

Name of Models	Procedures or Syntax			How to integrate
	Pre-read	While-Read	Post-read	
<b>Teaching Reading Sequences</b>	<p>204) Presenting key vocabulary, identifying main themes in reading prediction information in the text, tapping appropriate background knowledge, making connection between new and known knowledge</p> <p>205) Introduction and lead-in</p> <p>206) Predict from some extracted information</p> <p>207) Read question or make a question</p> <p>208) Spend some time introducing topic, encouraging skimming, scanning, prediction, and activating schemata</p> <p>209) Student can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage</p>	<p>210) Examining a difficult paragraph, confirming prediction, clarifying comprehension, guessing new word meanings</p> <p>211) Task focus on fast reading for gist</p> <p>212) Task focus on fast reading for specific</p> <p>213) Task focus on meaning general point</p> <p>214) Task to focus on meaning finer point, more intensive comprehensive understanding</p> <p>215) Task to focus on individual language items</p> <p>216) Not all reading is extensive or global reading</p> <p>217) There may be certain facts or rhetorical devices that student should take note of while they read</p> <p>218) Give students a sense of purpose for reading rather than just reading because you ordered it</p>	<p>219) Summarizing, evaluating, confirming predictions, sorting, building vocabulary knowledge, highlighting key information</p> <p>220) Follow on the task; role-play, debate, writing task.</p> <p>221) Comprehension questions</p> <p>222) Vocabulary study</p> <p>223) Identifying author’s purpose and discussing it</p> <p>224) Examining grammatical structure</p> <p>225) Steering student toward a follow up writing exercise</p> <p>226) Personalization</p> <p>227) Closing</p>	<p>Integrating ICT competences here is not changing the activity into a new one or change the sequences of procedures, but just added ICT tools or media into the activity.</p> <p>The only changes are how the activity occur.</p> <p>For examples</p> <p>228) Presenting with projectors</p> <p>229) Search material with browser</p> <p>230) Doing task using laptop or any ICT media</p> <p>231) Develop discussion in digital media such as google classroom or Padlet</p> <p>232) Feedback using ICT media</p>



<b>Inductive Inquiry</b>	233) Concept formation 234) Enumerating and listing 235) Grouping and labeling 236) Categorizing	237) Interpretation of data 238) Identifying critical relationship 239) exploring relationship 240) making inferences	241) application of principles 242) predicting consequences 243) explaining unfamiliar phenomena 244) hypothesizing 245) explain and/supporting the prediction 246) verifying the prediction	
<b>Concept Attainment</b>	presentation of data and identifying concept 247) present labeled examples 248) compare attribute in negative and positive examples 249) generate and test hypothesis 250) state a definition according to the essential attributes	Testing attainment of the concept 251) identify additional unlabeled examples as yes or no 252) confirm hypothesis 253) names concept and restates definitions according to essential attributes 254) generate examples	Analysis of thinking strategies 255) describe thought 256) discuss role of hypothesis and attributes 257) discuss type and number of hypothesis	
<b>Advance Organizer</b>	Presentation of advance Organizer 258) clarify aims of the lesson 259) present organizer by identify defining attributes,	Presentation of learning task or materials 261) present material 262) maintain attention 263) make organization explicit	Strengthening cognitive organization 265) use principles of integrative reconciliation 266) promote active reception of learning	



	give examples, provide context, repeat 260) prompt awareness of learner's relevant knowledge and experience	264) make of logical order learning material explicit	267) elicit critical approach to subject matter 268) clarify	

### Literal Reading Course Model of Teaching (prototype per-meeting)

(the six meeting)

- Course Title : Literal Reading
- Course Number : 1212817034
- Credit : 3 Credit
- Number of hours : 3x40

#### A. Course Description

Literal reading is the basic level of reading subject for English Language Education Program that entails the ability to study words accurately, to identify main ideas and support ideas, inferences, prefix and suffix, and scanning and skimming. Students taking this course will be trained to learn those ability in order develop their comprehension and awareness of literal reading as the foundation to

develop their critical and affective reading. the use of Internet device and ICT media in order to provide materials, written task, and help to find meaning of words as to improve the learning and teaching activity.

**B. Goal**

This course is aiming student to learn basic skills of reading, as the basis in laid for developing their literal comprehension in text.

**C. Learning Outcomes**

Students are able to distinguish main ideas and details in the digital text, information in the internet.

Indicator:

Courses

- Student are be able to recognize main idea in text
- Student are be able to recognize supporting idea in text
- Student are be able to differentiate between main idea and supporting idea

ICT-Competencies

- Student are be able to use browser and access website in order to find materials
- Student are be able to use Microsoft-words, power-point, related to the course activity

**D. Materials**

Identify main ideas and support details:

- main ideas and details

- analysis main ideas and details in internet website
- locate main ideas and details internet reference

Written text, book, journal, article

**Sources:**

<https://www.thejakartapost.com/>

<https://www.aljazeera.com/>

<https://www.kompasiana.com/>

student own references within related subject

**Tools:** Laptop, smartphone, projector

Word-processing software, search engine

**E. Method**

inductive Inquiry

Presentation, Discussion, Practicing.

**F. Activity**

minutes	Phases	Activity	Communication	Media	Purposes
5-10	Introduction	<ul style="list-style-type: none"> <li>- An introduction from lecturer about the topic</li> <li>- Lecturer gives brief explanation about previous meeting and its relation to this meeting</li> </ul>	T – S	Laptop	Introduction and make the student still remember previous

				(as a device for teacher use to access their file) Projectors (present the materials in big screen for student to see)	meeting and relate to this meeting
10-15	Pre-reading	<ul style="list-style-type: none"> <li>- a lead by lecturer into the course using power point presentation about main idea and supporting idea in text</li> <li>- teacher shows student an example about main ideas and support ideas and how to find it</li> <li>- a Q&amp;A activity by the teacher</li> <li>- student searches the materials from internet and move the text to Microsoft words</li> <li>- student make an assumption about the text they got</li> </ul>	T – S and S – S	<p>Laptop, smartphone (student and teacher tools in order to access a software that they can use to help this activity)</p> <p>Google browser (access website that provided by lecturer or others in order to find materials)</p> <p>Word processor</p>	<p>Given an idea what will be taught for this meeting</p> <p>Develop understanding toward main idea and supporting idea</p> <p>Simple discussion that lead student to ask what is it</p> <p>Student start to search about main idea and supporting idea</p>

				(software to process materials they found to mark the specific content related to the theme of this meeting)	
20-30	While-reading	<ul style="list-style-type: none"> <li>- student read the text they got to find out about the main idea and supporting idea in the text</li> <li>- student will read the text and marking the specific information</li> <li>- student analyzes the information they found in text, they are allowed to use any dictionary</li> <li>- student classify main ideas and supporting ideas</li> <li>- Lecturer observes their work and give them help.</li> <li>- Lecturer checks their work, whether they are marking the correct information</li> <li>- Student revise their analysis</li> </ul>	S – S	<p>Laptop, smartphone</p> <p>Word processor (software to process materials they found to mark the specific content related to the theme of this meeting)</p>	<p>Activity from the student to analysis text they have been found in order to find the idea</p> <p>They discuss the result</p> <p>Lecturer observing their work while also give guidance</p>
10-15	Post reading	<ul style="list-style-type: none"> <li>- Student (individual/group) present their finding about the main ideas and supporting ideas</li> <li>- Lecturer gives student a feedback about their work</li> </ul>	T – S and S – S	<p>Laptop, smartphone</p> <p>Projector</p>	<p>Presenting their found and explain in the front of the class</p>

		- Student do a summarize using word-processed software about what is main ideas and supporting ideas and what is the difference between them		Word processor Power point(if needed)  Google Classroom (online discussion room and also places to submit student work)	so they can discuss about their finding Teacher checking their work whether they already find the correct main ideas Giving them feedback so the student know their mistake and then fix it
5-15	Closing	- Lecturer reviews their activity - Do Q&A before closing the class	T – S		To make sure student still remember what they learn today

### G. Assessment

- Essay
- Summarizing
- Presentations



