

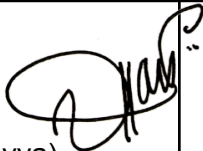
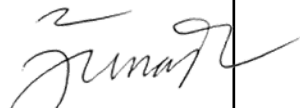


HAMZANWADI UNIVERSITY
FACULTY OF LANGUAGES, ARTS AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

Document Code

PBI-6757

SEMESTER LEARNING PLAN (SLP)

COURSE		Course Code	Course Cluster	Credits		SEMESTER	Date
Micro Teaching		PBI6757	ELT	T=4	P=0	2	25 Febuary 2026
Authorization		Course Syllabus Developer	Course Cluster Coordinator			Coordinator of study program	
		 (ST Ayu Surayya)	 (M. Junaidi Marzuki)			(Muhammad Husnu)	
Program Learning Outcomes (PLOs)	Program Learning Outcomes (PLOs) Mapped to the Course.						
	CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility					
	CPL-2	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.					
	CPL-5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.					
	CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.					
	CPL-9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.					
	Course Learning Outcomes (CLOs)						
CLOs	Students demonstrate religious, ethical, professional, and social responsibility attitudes in microteaching practice while integrating Islamic values contextually.						

	CLOs	Students analyze the concepts, purposes, and significance of microteaching and its relationship to macro teaching systematically and reflectively.
	CLOs	Students design English learning materials based on TPACK that are adaptive, inclusive, and aligned with national quality standards.
	CLOs	Students demonstrate essential teaching skills effectively and measurably in microteaching practice.
	CLOs	Students apply the 5E model, CTL approach, and technology-based instruction creatively in English teaching.
	CLOs	Students evaluate microteaching practices based on pedagogical and assessment principles for continuous improvement.
	CLOs	Students collaborate, communicate effectively, and engage in self-reflection to enhance individual and group performance.
	Sub-Course Learning Outcomes (Sub-CLOs)	
	Sub-CLOs	Students exhibit professional conduct and integrate Islamic values appropriately during microteaching sessions.
	Sub-CLOs	Students explain the role and relevance of microteaching within the broader context of teacher education.
	Sub-CLOs	Students develop a TPACK-based lesson plan that meets inclusive and national quality standards.
	Sub-CLOs	Students perform core teaching skills effectively during microteaching practice.
	Sub-CLOs	Students implement an appropriate instructional model or technology-based strategy in a teaching simulation.
	Sub-CLOs	Students provide constructive feedback and identify areas for improvement based on pedagogical principles.
	Sub-CLOs	Students actively engage in peer collaboration and produce a reflective self-evaluation report.
Course description	This course guides students to understand the objectives and significance of microteaching in competency-based teacher education, the procedures of macro teaching, the relationship between microteaching and teaching practice, and the role of supervisors in microteaching. It also covers stimulus variation, questioning skills, reinforcement, recognizing on-task behavior, modeling and exemplifying, TPACK, public speaking, planned repetition, the implementation of the 5E Model of Instruction, teaching practice using the CTL approach, and computer-based instruction.	
Learning material	The course materials include: understanding the core concepts of microteaching; stimulus and response; reinforcement and questioning techniques; analyzing students' characteristics and needs; teacher competencies (TPACK) and teaching skills; applying instructional principles to various teaching situations (approaches, methods, techniques, and strategies); public speaking; developing teaching scenarios; and practicing teaching in different instructional contexts.	
References	Primary source/core textbook	
	1. Richards, J. C. & Lockhart, Charles. 2007. Reflective Teaching in Second Language Classroom. Cambridge Language Education 2. KR, Reddy. (2019). Teaching how to teach: Microteaching (A way to build up teaching skills). <i>Journal of Gandaki Medical College-Nepal</i> . 12(1). 65-71. 3. Surayya, et. al (2026). Teachers' Beliefs and Uses of Translanguaging in Indonesian EFL Contexts: Evidence from a 5E Model of Instruction. <i>Unpublished</i>	

Additional learning resource							
1. Brookhart, S. M. (2017). How to Give Effective Feedback to Your Students (2nd ed.). Alexandria, VA: ASCD. 2. Bybee, R. W. (2014). The BSCS 5E Instructional Model: Personal Reflections and Contemporary Implications. Colorado Springs, CO: Corwin Press. 3. Johnson, E. B. (2002). <i>Contextual Teaching and Learning: What It Is and Why It's Here to Stay</i> . Thousand Oaks, CA: Corwin Press. 4. Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. <i>Teachers College Record</i> , 108(6), 1017–1054.							
Lecturer		ST Ayu Surayya, M.Pd.					
Prerequisite		-					
Week-	Sub-Course Learning Outcomes (Sub-CLOs)	Scoring		Learning experience (Teaching Methods, Learning Activities Student Tasks and time allocation)		Learning Material [Reference]	Grading Weight (%)
		Indicator	Criteria & Form	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students analyze the characteristics of ideal microteaching practices based on the lecturer's demonstration and identify indicators of basic teaching skills and professional values displayed.	1. Understand the course contract. 2. Accuracy in evaluating the differences and procedures of microteaching and macro teaching.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Analysis of lecturers' offline micro teaching practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of lecturers' online micro teaching practice Time: 100 minutes	KR, Reddy. (2019). Teaching how to teach: Microteaching (A way to build up teaching skills).	5%
2	Students identify various ways of delivering stimulus and	1. Students are able to identify various ways of delivering stimulus.	Criteria: Assessment Guidelines	Learning Model: Discussion & Analysis	Learning Model: Discussion	Brookhart, S. M. (2017). How to Give Effective	4%

	response in peers' microteaching practices.	2. Students are able to identify different ways of responding to students' answers and questions.	(Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Feedback to Your Students (2nd ed.). Alexandria, VA: ASCD.	
3	Students identify different types of reinforcement and questioning techniques in peers' microteaching practices.	1. Students are able to identify different types of reinforcement. 2. Students are able to identify techniques for asking questions.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Brookhart, S. M. (2017). How to Give Effective Feedback to Your Students (2nd ed.). Alexandria, VA: ASCD.	4%
4	Students evaluate students' characteristics and learning needs in peers' microteaching practices.	1. Students are able to identify students' characteristics. 2. Students are able to identify students' learning needs.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What Makes Great Teaching? Review of the Underpinning	4%

			g Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Time: 100 minutes	Time: 100 minutes	Research. Sutton Trust.	
5	Students evaluate the effectiveness of teacher competencies based on peers' microteaching practices.	1. Students are able to identify the functions of teachers' competencies. 2. Students are able to identify Technological Knowledge, Pedagogical Knowledge, and Content Knowledge.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. <i>Teachers College Record, 108(6), 1017–1054.</i>	4%
6	Students are able to simulate effective public speaking skills.	1. Students are able to demonstrate public speaking skills. 2. Students are able to identify teaching skills.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What Makes Great Teaching? Review of the Underpinning Research. Sutton Trust.	4%

			in Q&A / Quiz / Game				
7	Students are able to identify innovative lesson scenarios based on CTL and technology integration according to the characteristics of the subject matter.	1. Students are able to identify teaching approaches based on CTL and technology. 2. Students are able to identify teaching methods based on CTL and technology. 3. Students are able to identify teaching techniques based on CTL and technology. 4. Students are able to identify teaching strategies based on CTL and technology.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Johnson, E. B. (2002). <i>Contextual Teaching and Learning: What It Is and Why It's Here to Stay</i> . Thousand Oaks, CA: Corwin Press.	5%
8	Students identify the instructional steps of the 5E Model of Instruction.	1. Students are able to identify the functions of the instructional steps in the 5E Model of Instruction.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Surayya, et. al (2026). Teachers' Beliefs and Uses of Translanguaging in Indonesian EFL Contexts: Evidence from a 5E Model of Instruction	4%

9	Students are able to develop a microteaching practice scenario based on reflective outcomes.	- Students are able to evaluate lesson scenarios according to the education level. - Students are able to develop lesson scenarios based on reflective outcomes.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 1 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What Makes Great Teaching? Review of the Underpinning Research. Sutton Trust.	5%
10-15	Students are able to perform microteaching practice effectively.	- Students are able to apply evaluation results in Microteaching II practice more effectively and innovatively. - Students are able to demonstrate improved basic teaching skills based on previous observation data.	Criteria: Assessment Guidelines (Marking Scheme) Form: Microteaching Practice 2 / Oral Test / Student Participation in Q&A / Quiz / Game	Learning Model: Discussion & Analysis Assignment: Individual / Pair / Group Teaching Practice Time: 100 minutes	Learning Model: Discussion Assignment: Analysis of students' teaching practice videos Time: 100 minutes	KR, Reddy. (2019). Teaching how to teach: Microteaching (A way to build up teaching skills).	30%
16	Final Test (Teaching Practice 3)						30%
Assessment Weighting							100%

STUDENT ASSIGNMENT PLAN	
Type of Assignment	Project
Time for Completion	1–2 weeks
Assignment Title	Teaching video using CTL strategy and 5E Model of Instruction
Sub-Course Learning Outcome	Sub-CLO 7.1: Students are able to develop a follow-up plan to improve professional performance based on self-reflection and peer evaluation.
Assignment Description	1. Students teach in front of the class while recording a teaching video.2. Edit the video into a 15-minute segment that represents the full learning activities.3. Upload the video to YouTube.4. Share the YouTube link for assessment.
Method of Completion	Individual student assignment to create a teaching video
Output Form and Format	Object: Teaching in front of the class with innovative lesson preparation. Output: Teaching video
Indicators, Criteria, and Weight	1. Appropriateness in using the instructional model2. Ability to explain and clarity of articulation3. Aesthetic value
Implementation Schedule	No
Other Notes	This assignment contributes 30% of the total grade