

Curriculum Alignment of Listening Comprehension Courses to Develop EFL Pre-service Teachers' Professional Competence: A Case at a Teaching University

No. Abstract: ABS-ICOLLITE-23146

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INTRODUCTION



This study aims to investigate how the curriculum of the Listening Courses series in particular, is **aligned** in terms of **learning objectives, content, learning process, and assessment** to develop the professional competence development of prospective English teachers.



Curriculum Alignment

objectives
contents
process
Assessment





Curriculum Alignment: Principles

Integration

Sequence



Continuity

Unity



PROGRAM EXPECTED LEARNING OUTCOME (PELO)



Demonstrate skills in listening for making inferences, predictions, negative information, praise and criticism, agreement and disagreement, making suggestions, comparisons, reasons, attitude, etc

2

Demonstrate main skills in listening, such as listening for gist or main idea, topics, and details

1

LISTENING FOR GENERAL COMMUNICATION



3

Posses moral ethics, integrity, discipline, assertiveness and other university core values to uphold and maintain academic and social relations

Demonstrate collaboration ability (online and offline) with peers and classmates to enhance learning and settle problems related to the course

4

COURSE EXPECTED LEARNING OUTCOME (ELO)

show higher understanding on various listening tests and achieve maximum scores of the listening tests

LISTENING IN PROFESSIONAL CONTEXTS



obtain comprehensive understanding on features of listening materials for any of the international standardized tests

find out relevant strategies to deal with various listening exercises and tests in standardized tests

have a strong understanding on the listening materials in academic settings

COURSE EXPECTED LEARNING OUTCOME (ELO)

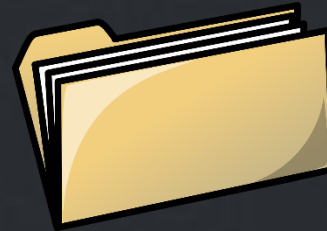
METHOD



Questionnaire



Instruments



Documents: RPS, BAP, Test, etc.

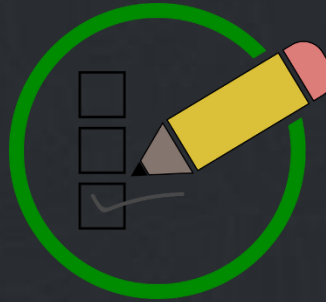


interviews

Analysis



documents

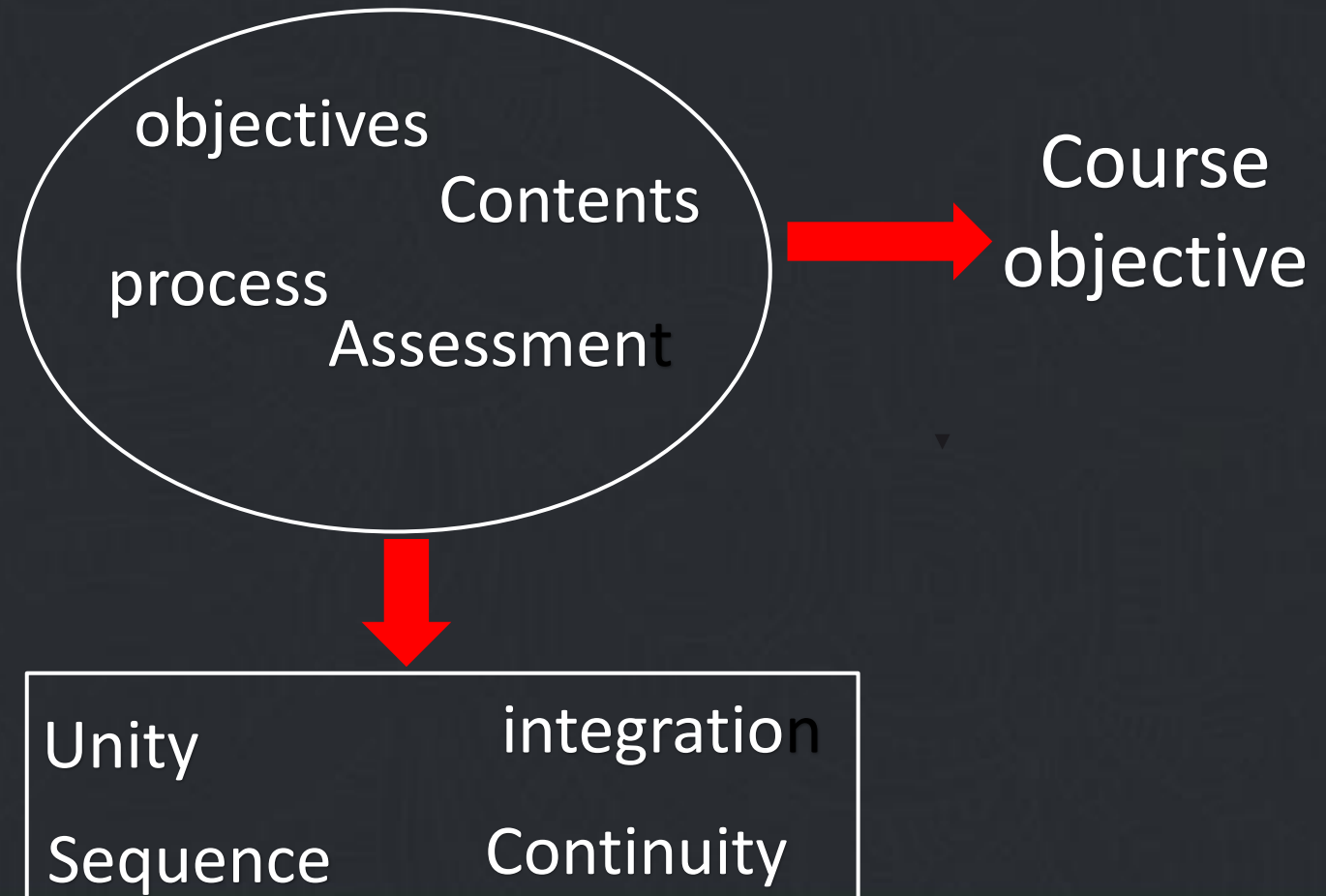
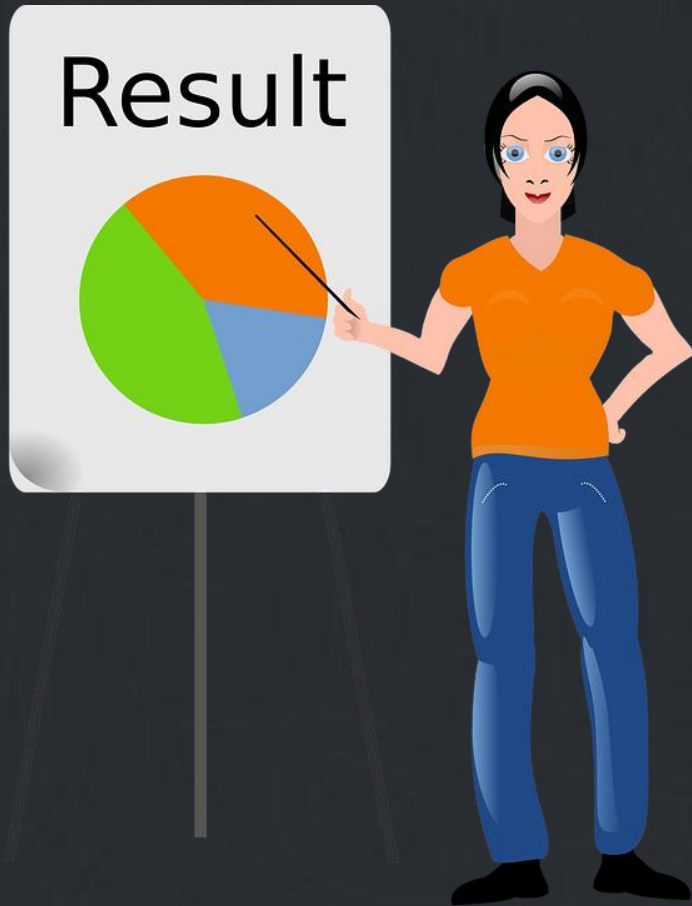


survey



Interviews:
Content analysis

Listening Courses → Skills needed



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THANK YOU!

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