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Curriculum Alignment of Listening Comprehension Courses to Develop EFL Preservice 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



objectives contents process Assessment



PRESENT FPBS Curriculum Alignment: Principles Integration Continuity Sequence Unity

PROGRAM EXPECTED LEARNING OUTCOME (PELO)

Perform effective lesson planning, teaching practice, and evaluation in EFL education context with appropriate technology and resources. 2

Integrate theoretical and practical knowledge and skills in English as a Foreign Language education with the reference to level C1 with another supportive knowledge. Make use of the knowledge of the 21th century skills, especially critical thinking, communication, collaboration, creativity in multidisciplinary perspectives.

Apply moral, ethics, and university core values to uphold and maintain academic and social relations for continuous self-development.

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Perform research to contribute to the development and enhance of EFL education. Demonstrate skills in listening for making inferences, predictions, negative information, praise and criticism, agreement and disagreement, making suggestions, comparisons, reasons, attitude, etc

Demonstrate main skills in listening, such as listening for gist or main idea, topics, and details LISTENING FOR GENERAL COMMUNICATION



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

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

COURSE EXPECTED LEARNING OUTCOME (ELO)

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

ind out relevant strategies to deal with various listening exercises and tests in standardized tests LISTENING IN PROFESSIONAL CONTEXTS

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







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