



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
ESSENTIAL READING SKILLS			2	1 st	
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Retno Wulan Dari				Ahmad Munir, Ph. D
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 1	Demonstrating oral and written competencies equivalent to B2 CEFR level (PLO 1)			
	PLO 8	Demonstrating written, visual and oral presentation skills to communicate knowledge related to English (PLO 8);			
	Course Learning Outcomes (CLO)				
	CLO 1	Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at pre-intermediate level			
	CLO 2	Apply logical, critical, systematic, and innovative thinking to respond current pre-intermediate level reading passages			
	CLO 3	Locate information, use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed, follow specific directions, follow a sequence, identify stated conclusion, and identify explicitly stated relationships and organizational patterns			
	CLO 4	Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a guided summary of 8-10 sentences that paraphrases the passages' main ideas and major details			
	Lesson Learning Outcomes (LLO)				
	LLO 1	To know the importance of reading skill and strategies			
	LLO 2	To apply previewing and predicting as pre-reading strategy			
	LLO 3	To find the main idea of reading			
	LLO 4	To apply scanning as pre-reading strategy			
	LLO 5	To analyze the graph and chart in reading passage			
LLO 6	To summarize information from the reading				
LLO 7	To make inferences from the reading				
LLO 8	To analyze the sequence of information in reading				

Brief description of the course	This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, doing project, writing and question-answer.
Study Materials: Learning Materials	<ul style="list-style-type: none"> • The importance of reading skill and strategies • Previewing and predicting as pre-reading strategy • The main idea of reading • Scanning as pre-reading strategy • Analyze the graph and chart in reading passage • Summarize information from the reading • Make inferences from the reading • Analyze the sequence of information in reading
References	<p>Main reference:</p> <ol style="list-style-type: none"> 1. Beatrice, S. M. & Linda, J. 1996. More Reading Power. London: Longman. 2. Zwier, L. J. (2009). Inside Reading 2: The Academic Word List In Context. Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/lals/resources/academicwordlist. Accessed on January 2019. <p>Supplementary reading:</p> <ol style="list-style-type: none"> 1. Pelatihan pengembangan lingkungan kaya teks di SMA 2. Extensive Reading dan Kemandirian Belajar: Studi Kasus Pemanfaatan Platform Xreading di Perguruan Tinggi di Indonesia
Lecturer (s)	
Course requirements	Passed the (course/s) of Theories in Learning, School Curriculum and Policy, Approaches and Methods in ELT, Syllabus Design, Testing and Assessment in ELT, Educational Technology in ELT, Innovative Teaching, Developing EFL Materials.

A. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
1.	To know the importance of reading skill and strategies	To be able to: <ul style="list-style-type: none"> • Describe the importance of reading skill • Recall examples 	<ul style="list-style-type: none"> • Basic Course Outline • The importance of reading skill and strategies 	Discussion, Lecturing, Question-Answer	[1], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Defining the importance of reading skill from book 1 • Describing the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		of reading strategies	<ul style="list-style-type: none"> Extensive reading 				<p>importance of reading skill from book 1</p> <ul style="list-style-type: none"> Recognizing examples of reading strategies from video clip
2.	To apply previewing and predicting as pre-reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> Understand the target academic words related to Engineering Make use the target academic words related to Engineering Apply previewing and predicting as pre-reading strategy Identify specific information in reading passage 	<ul style="list-style-type: none"> Academic words related to Engineering Cooper Pedy: Really Down Under 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> Discussing the previous lesson Discussing the target academic words related to Engineering from book 2 Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 Discussing and applying the target reading strategy; previewing and predicting from book 2 Checking the students' understanding of the reading from book 2 Recycling target vocabularies through various exercises from book

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							2 <ul style="list-style-type: none"> • Discussing the next lesson
3.	To apply previewing and predicting as pre-reading strategy	To be able to: <ul style="list-style-type: none"> • Apply previewing and predicting as pre-reading strategy • Identify specific information in reading passage • Make use the target academic words related to Engineering • Make use of information from reading passage to discuss topic related Underground issues 	<ul style="list-style-type: none"> • Academic words related to Engineering • Understanding Philly's Basement 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and applying the target reading strategy; previewing and predicting from book 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing topic related to Underground issues • Discussing the next lesson
4.	To find the main idea of reading	To be able to: <ul style="list-style-type: none"> • Understand the target academic 	<ul style="list-style-type: none"> • Academic words related to Engineering 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<p>words related to Business</p> <ul style="list-style-type: none"> • Find the main idea of reading • Identify specific information in reading passage • Make use the target academic words related to Business 	<ul style="list-style-type: none"> • The Power of Branding 				<p>target academic words related to Business from book 2</p> <ul style="list-style-type: none"> • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Checking the students' understanding of the reading from book 2 • Discussing and applying the target reading strategy; Finding the main idea from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
5.	To find the main idea of reading	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the target academic words related to Business • Find the main idea of reading • Identify specific 	<ul style="list-style-type: none"> • Academic words related to Engineering • My Brand Is Me 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the target academic words related to Business from book 2 • Discussing

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<p>information in reading passage</p> <ul style="list-style-type: none"> • Make use the target academic words related to Business 					<p>questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</p> <ul style="list-style-type: none"> • Checking the students' understanding of the reading from book 2 • Discussing and applying the target reading strategy; Finding the main idea from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing topic related to The Business of Branding issues • Discussing the next lesson
6.	To apply scanning as pre-reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the target academic words related to Technology • Make use the target academic words related to Technology 	<ul style="list-style-type: none"> • Academic words related to Technology • Looking for Bad Guys at the Big Game 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the target academic words related to Technology from book 2 • Discussing questions to activate

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> • Apply scanning pre-reading strategy • Identify specific information in reading passage 					<p>students' knowledge of the specific topic dealt with in the reading from book 2</p> <ul style="list-style-type: none"> • Discussing and applying the target reading strategy; scanning from book 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
7.	To apply outlining as whilst-reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the target academic words related to Literature • Make use the target academic words related to Literature • Apply outlining as whilst-reading strategy • Identify specific information in reading passage 	<ul style="list-style-type: none"> • Academic words related to Literature • Could Shakespeare Have Written Shakespeare's Plays? 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the target academic words related to Literature from book 2 • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							<p>applying the target reading strategy; outlining from book 2</p> <ul style="list-style-type: none"> • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
8.	To analyze the graph and chart in reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the target academic words related to Meteorology • Make use the target academic words related to Literature • Analyze the graph and chart in reading passage • Identify specific information in reading passage 	<ul style="list-style-type: none"> • Academic words related to Meteorology • The Weather Goes to Court: Forensic Meteorology 	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the target academic words related to Meteorology from book 2 • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and applying the target reading strategy; Analyze the graph and chart from book 2

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
9.	Review meeting 1-8	<ul style="list-style-type: none"> • Review meeting 1-8 • Extensive Reading 	Academic words from meeting 1-8	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lessons • Discussing the target academic words from meeting 1-8 • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and applying the target reading strategy 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							2 • Discussing the next lesson
10.	USS	USS					USS
11.	To summarize information from the reading	To be able to: <ul style="list-style-type: none"> • Understand the target academic words related to Nutrition • Make use the target academic words related to Engineering • Summarize information from the reading • Identify specific information in reading passage 	<ul style="list-style-type: none"> • Academic words related to Nutrition • Fat for Brains 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the target academic words related to Nutrition from book 2 • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and applying the target reading strategy; summarizing from book 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
12.	To summarize	To be able to:	<ul style="list-style-type: none"> • Academic words 	Discussion,	[2], ppt	100'	<ul style="list-style-type: none"> • Discussing the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
	information from the reading	<ul style="list-style-type: none"> • Understand the target academic words related to Nutrition • Make use the target academic words related to Nutrition • Summarize information from the reading • Identify specific information in reading passage 	<p>related to Nutrition</p> <ul style="list-style-type: none"> • The Minnesota Starvation Experiment 	Lecturing, Question-Answer			<p>previous lesson</p> <ul style="list-style-type: none"> • Discussing the target academic words related to Nutrition from book 2 • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and applying the target reading strategy; summarizing from book 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing topic related to Brain Food issues • Discussing the next lesson
13.	To make inferences from the reading	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the target academic 	<ul style="list-style-type: none"> • Academic words related to Geology 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		<p>words related to Geology</p> <ul style="list-style-type: none"> • Make use the target academic words related to Geology • Make inferences from the reading • Identify specific information in reading passage 	<ul style="list-style-type: none"> • Pieces of a Puzzle: The Evidence for Pangaea 				<p>target academic words related to Geology from book 2</p> <ul style="list-style-type: none"> • Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 • Discussing and applying the target reading strategy; Make inferences from book 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
14.	<ul style="list-style-type: none"> • To analyze the sequence of information in reading 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the target academic words related to Journalism • Make use the target academic words related to 	<ul style="list-style-type: none"> • Academic words related to Journalism • A Game of Checkers Pangaea 	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> • Discussing the previous lesson • Discussing the target academic words related to Journalism from book 2 • Discussing

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		Journalism <ul style="list-style-type: none"> Analyze the sequence of information in reading Identify specific information in reading passage 					questions to activate students' knowledge of the specific topic dealt with in the reading from book 2 <ul style="list-style-type: none"> Discussing and applying the target reading strategy; Analyze the sequences from book 2 Checking the students' understanding of the reading from book 2 Recycling target vocabularies through various exercises from book 2 Discussing the next lesson
15.	To record processes with flow charts	To be able to: <ul style="list-style-type: none"> Understand the target academic words related to Medicine Make use the target academic words related to Medicine Record processes with flow charts Identify specific information in 	<ul style="list-style-type: none"> Academic words related to Medicine Attack of the Fire Ants 	Discussion, Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> Discussing the previous lesson Discussing the target academic words related to Medicine from book 2 Discussing questions to activate students' knowledge of the specific topic dealt with in the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		reading passage					reading from book 2 <ul style="list-style-type: none"> • Discussing and applying the target reading strategy; record processes with flow charts from book 2 • Checking the students' understanding of the reading from book 2 • Recycling target vocabularies through various exercises from book 2 • Discussing the next lesson
16.	UAS	UAS					UAS

B. Assessment Blue-Print

Mid-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Identify specific information in reading passage	Multiple Choice	<ul style="list-style-type: none"> • Read this passage carefully and answer the questions that follow. 	@2 points	

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
		<ul style="list-style-type: none"> Mark each statement as <i>T</i> (true) or <i>F</i> (false) according to the information in the reading passage. 		
Make use the target academic words	Multiple Choice	<ul style="list-style-type: none"> Choose the option that best completes each sentence. 	@3 points	
Make inferences from the reading	Multiple Choice	<ul style="list-style-type: none"> Read paragraph indicated again. Then select the one statement that can be most strongly inferred from each paragraph. 	@3 points	
Apply outlining as whilst-reading strategy	Essay	<ul style="list-style-type: none"> Complete this outline based on the text above. 	@4 points	
Analyze the graph and chart in reading passage	Essay	<ul style="list-style-type: none"> Use information from the chart to answer the following questions 	@3 points	

Final-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Identify specific information in reading passage	Multiple Choice	<ul style="list-style-type: none"> Read this passage carefully and answer the questions that follow. Mark each statement as <i>T</i> (true) or <i>F</i> (false) according to the information in the reading passage. 	@2 points	
Make use the target academic words	Multiple Choice	<ul style="list-style-type: none"> Choose the option that best completes each sentence. 	@3 points	
Make inferences from the reading	Multiple Choice	<ul style="list-style-type: none"> Read paragraph indicated again. Then select the one statement that can be most strongly inferred from each paragraph. 	@3 points	
Apply outlining as whilst-reading strategy	Essay	<ul style="list-style-type: none"> Complete this outline based on the text above. 	@4 points	
Analyze the graph and chart in reading passage	Essay	<ul style="list-style-type: none"> Use information from the chart to answer the following questions. 	@3 points	
Analyze the sequence of information in reading	Essay	<ul style="list-style-type: none"> Use the sequence signals to complete these sequences in the proper time order 	@3 points	

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Record processes with flow charts	Essay	<ul style="list-style-type: none"> Complete the chart below 	@3 points	
Summarize information from the reading	Essay	<ul style="list-style-type: none"> Essay. Write a short paragraph dealing with the question. Not more than 150 words. 	25 points	

C. Grading Rubric

1. Summary Writing Rubric

Points	Summary Rubric Description
Excellent Summary 76-100	<input type="checkbox"/> The main idea is clearly stated in the first sentence. <input type="checkbox"/> All key details are included. <input type="checkbox"/> Uses own wording - avoids copying phrases and sentences from the text. <input type="checkbox"/> Has detailed sentences that link to main idea in logical order. <input type="checkbox"/> No spelling or grammar errors. <input type="checkbox"/> Correctly written works cited section.
Satisfactory Summary 51-75	<input type="checkbox"/> The main idea is stated in the first sentence. <input type="checkbox"/> Most important details are included. <input type="checkbox"/> Uses mostly original language. Avoids copying phrases and sentences. <input type="checkbox"/> Detail sentences are logically linked. <input type="checkbox"/> Few mechanical errors. <input type="checkbox"/> Correctly written works cited section.
Below Average Summary 26-50	<input type="checkbox"/> The main idea is vague and hard to locate. <input type="checkbox"/> Some important details may be missing. <input type="checkbox"/> Copies some phrases and sentences. <input type="checkbox"/> Detail sentences lack logical organization. <input type="checkbox"/> Has mechanical errors. <input type="checkbox"/> Incorrectly written works cited section.

Points	Summary Rubric Description
Ineffective Summary 0-25	<input type="checkbox"/> The main idea is unclear. <input type="checkbox"/> Details are sketchy. <input type="checkbox"/> Disorganized details, randomly presented. <input type="checkbox"/> Many copied phrases and sentences. <input type="checkbox"/> Many mechanical errors. <input type="checkbox"/> Incorrect, incomplete or absent works cited section.

2. Reading Group Discussion Rubric

Reading Group Discussion Rubric				
Criteria	Does Not Meet 0-25 pts	Progressing 26-50 pts	Meets 51-75 pts	Exceeds 78-100 pts
Prepared for Discussion	Not prepared for discussion; forgets materials; does not pay attention to reading	Prepared for discussion with appropriate basic materials, but may be missing some of the required materials or knowledge to have a successful discussion	Prepared for discussion with all appropriate materials including understanding of passages that have been read or assigned. Ready to have a successful discussion	Prepared for discussion with all appropriate materials including clearly marked passages and thoughtful journal entries ready to have a successful discussion
Contribution to Discussion	Rarely contributes to discussion or contribution to discussion is off topic or does not make sense.	Contributes to discussions occasionally or when prompted; contributions are related to the novel, but not fully developed. Does not refer to examples from the text.	Contributes to discussions often; contributions refer to examples and scenes from the novel, shows understanding of character development, plot, predictions, and connections.	Contributes to discussions often and effectively; contributions show deep understanding of character development, plot, predictions, and connections.
Staying on Task	Rarely listens or responds to group members	Sometimes listens and responds appropriately, occasionally asks questions or shares ideas	Listens and responds adequately (volunteers in discussion, discusses unknown words, asks questions, builds on other's comments, makes connections, discusses literary elements)	Listens and responds thoughtfully (often reads journal entries or marked passages, discusses unknown words, asks questions, builds on other's comments, makes connections, discusses literary elements)
Language/Vocab in context	Rarely uses vocabulary related to the story and standards.	Sometimes uses vocabulary related to the story and standards.	Adequately uses vocabulary related to the story and standards.	Thoroughly uses vocabulary from the book and standards.

3. Participation/Attendance Rubric

Attendance		Participation	
Criteria	Skor	Criteria	Score
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

Surabaya, _____

Mengetahui,
Ketua Program Studi Pendidikan Bahasa Inggris Unesa

Dosen,

Ahmad Munir, Ph. D
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STUDENT'S REFLECTIVE JOURNAL

Course: Essential Reading

Lecturer: Yuri Lolita

Student 1

In this reflective practice, you will reflect on your learning of Essential Reading.

This reflective practice is an opportunity for you to reflect on your learning of essential English grammar concepts and how they have impacted your communication skills. Take the time to think deeply about each concept and consider how you might apply them in your future endeavors.

Stage	Probing questions	Student's Reflective Note
Context	What reading strategies have you found to be most effective in helping you understand the non-fiction texts covered in this course?	I have found several strategies to be helpful in improving my understanding of the material. First, previewing the text by looking at headings, subheadings, and any visual aids like pictures or diagrams can give me a general idea of the content and structure of the text. This helps me mentally prepare for what I'm about to read and better understand how the information is organized.
Action	What challenges have you faced in reading and understanding non-fiction texts at a pre-intermediate level, and how have you addressed those challenges?	One common challenge is unfamiliar vocabulary. It sometimes often contain technical or academic vocabulary that is not familiar. I can look up unfamiliar words in a dictionary, using context clues to infer meaning, and creating flashcards or vocabulary lists to study.
Results	How has the use of lecturing, discussion, and project work, writing, and question-answer sessions contributed to your learning experience in this course?	Firstly, lecturing has been helpful in providing me with a clear understanding of the main concepts and ideas in the non-fiction texts we've covered. It has helped me to get a broad overview of the topic and to identify the most important information. Secondly, discussions have been a great way for me to engage with my classmates and learn from their perspectives and experiences. Through discussions, I have gained a deeper understanding of the texts we've covered and learned to see things from different points of view.
Learning	Have you noticed any improvements in your language proficiency and ability to decode and process vocabulary since starting this course? If so, what specific strategies or activities do you think	Reading a large quantity of material at a comfortable level, without necessarily focusing on understanding every word. This can help to build vocabulary and improve overall reading comprehension.

	have helped you make progress in these areas?	

STUDENT'S REFLECTIVE JOURNAL

Course: Essential Reading

Lecturer: Yuri Lolita

Student 2

In this reflective practice, you will reflect on your learning of Essential Reading.

This reflective practice is an opportunity for you to reflect on your learning of essential Reading concepts and how they have impacted your communication skills. Take the time to think deeply about each concept and consider how you might apply them in your future endeavors.

Stage	Probing questions	Student's Reflective Note
Context	What reading strategies have you found to be most effective in helping you understand the non-fiction texts covered in this course?	I use context clues to clarify meaning has been a helpful strategy. If there are unfamiliar words or concepts in the text, I try to look for surrounding words or phrases that might provide clues to their meaning.
Action	What challenges have you faced in reading and understanding non-fiction texts at a pre-intermediate level, and how have you addressed those challenges?	Understanding the structure of the text. Non-fiction texts often have a specific structure, such as an introduction, body paragraphs, and conclusion. I try to struggle to identify these structural elements and understand how they relate to the main idea. To address this challenge, I can use strategies like previewing the text to identify headings and subheadings, looking for signal words or phrases that indicate the structure of the text, and creating outlines or summaries of the main ideas.
Results	How has the use of lecturing, discussion, and project work, writing, and question-answer sessions contributed to your learning experience in this course?	Project work has allowed me to apply the knowledge and skills I have gained in a practical and hands-on way. Working on projects has helped me to consolidate my learning and to think critically about the topics we've covered.
Learning	Have you noticed any improvements in your language proficiency and ability to decode and process vocabulary since starting this course? If so, what	Regular practice: Regularly practicing reading and vocabulary exercises I can help improve language proficiency and vocabulary decoding and processing skills.

	specific strategies or activities do you think have helped you make progress in these areas?	

STUDENT'S REFLECTIVE JOURNAL

Course: Essential Reading

Lecturer: Yuri Lolita

Student 3

In this reflective practice, you will reflect on your learning of Essential Reading.

This reflective practice is an opportunity for you to reflect on your learning of essential Reading concepts and how they have impacted your communication skills. Take the time to think deeply about each concept and consider how you might apply them in your future endeavors.

Stage	Probing questions	Student's Reflective Note
Context	What reading strategies have you found to be most effective in helping you understand the non-fiction texts covered in this course?	I use summarizing what I've read after finishing a section or chapter can be a helpful way to solidify. I try to condense the main points and ideas into a few sentences or bullet points, which helps me remember the most important information and prepare for any further reading or discussion on the topic.
Action	What challenges have you faced in reading and understanding non-fiction texts at a pre-intermediate level, and how have you addressed those challenges?	I think is maintaining focus and concentration while reading. Non-fiction texts can be dense and require sustained attention. To address this challenge, I usually use strategies like breaking the text into smaller sections and taking frequent breaks, using a highlighter or underlining key information, and reading in a quiet, distraction-free environment.
Results	How has the use of lecturing, discussion, and project work, writing, and question-answer sessions contributed to your learning experience in this course?	I think question-answer sessions have been useful in addressing any areas of confusion or uncertainty that I might have had. These sessions have allowed me to ask questions and to receive feedback from my instructor and classmates, which has helped me to clarify my understanding of the topics we've covered
Learning	Have you noticed any improvements in your language proficiency and ability to decode	I can do Summarizing and paraphrasing: Summarizing or paraphrasing a text can help me identify the main ideas and key vocabulary and put them into my own words, which can help reinforce my understanding of the material.

	and process vocabulary since starting this course? If so, what specific strategies or activities do you think have helped you make progress in these areas?	