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APPENDIX 1

NEED ANALYSIS QUESTIONNAIRE

I am Ummu Rofikah, a student of the English Language Studies master's program, Hasanuddin University, currently conducting thesis research in the field of CALL materials development, especially for Literature-based English PIBA materials. Since you are studying in this program, I am very intrigued by your personal opinions and expectations of it. Please, be honest and careful, since this information will be used as a reference for developing the right CALL materials for your English PIBA course. Your answer will not affect your score. Thank you very much.

A. Personal Information

First of all, please provide some details of yourself.

1. Reg. Number :
2. Class :
3. Sex/ Age :
4. Phone Number :

B. The outline of the current state about the participants' language needs in the course. (please tick (√) the appropriate box or blank).

1. How important do you think to learn these English skills?

| Skills | 1 | 2 | 3 | 4 |
|-----------|---------------|----------------|-----------|----------------|
| | Not Important | Less Important | Important | Very Important |
| Speaking | | | | |
| Listening | | | | |
| Reading | | | | |
| Writing | | | | |

2. Below are some purposes of leaning English skills in your perspective, how important are they for you?

| Learning Speaking Purpose | Not Important | Less Important | Important | Very Important |
|---------------------------|---------------|----------------|-----------|----------------|
| | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| a. For future career | | | | |
| b. To visit other countries | | | | |
| c. To pursue advanced study | | | | |
| d. To learn English references | | | | |
| e. To communicate | | | | |
| f. To write research reports | | | | |

Adapted from Yassi and Kaharuddin (2018)

THE PARTICIPANTS' SUBJECTIVE NEEDS

A. The outline of participants learning ability

3. Reflecting to your current knowledge and skills in English, please assess your abilities in the following areas:

| English Skills | 1 | 2 | 3 | 4 |
|----------------|------|------|------|-----------|
| | Poor | Fair | Good | Excellent |
| 1. Speaking | | | | |
| 2. Listening | | | | |
| 3. Reading | | | | |
| 4. Writing | | | | |
| 5. Vocabulary | | | | |
| 6. Grammar | | | | |

Adopted from Yassi and Kaharuddin (2018)

B. The Outline of Participants' Learning Priority

4. Your perspective towards the importance of the following topics is priceless to take into account for developing your English skills in the course.

| Preferred Topics | Not Important | Less Important | Important | Very Important |
|---------------------------|---------------|----------------|-----------|----------------|
| a. Love | | | | |
| b. Death | | | | |
| c. Good vs. Evil | | | | |
| d. Coming of age | | | | |
| e. Power and Corruption | | | | |
| f. Survival | | | | |
| g. Courage and Heroism | | | | |
| h. Individual vs. Society | | | | |
| i. Peace and War | | | | |
| j. Suffering | | | | |
| k. Deception | | | | |
| Others (Please specify) | | | | |
| l. | | | | |
| m. | | | | |

Adapted from Bradshaw, Claire. (2020) Ten Most Popular Literary Examples. <https://writersedit.com/fiction-writing/10-most-popular-literary-theme-examples/>

5. Preferred literary genres

| Literary Genre | Not Important | Less Important | Important | Very Important |
|----------------|---------------|----------------|-----------|----------------|
| | | | | |

| | | | | |
|----------------|--|--|--|--|
| a. Drama | | | | |
| b. Poetry | | | | |
| c. Prose | | | | |
| d. Non-fiction | | | | |
| Media | | | | |

Adapted from Drucker. H. (n.d.)

6. Your perspective towards the importance of the following topics in basic grammar items is valuable in the course

| Preferred Content of Grammar | Not Important | Less Important | Important | Very Important |
|--|---------------|----------------|-----------|----------------|
| a. Singular and Plural Nouns | | | | |
| b. Countable Nouns and Uncountable Nouns | | | | |
| c. Possessive Nouns | | | | |
| d. Pronouns | | | | |
| e. 'Be' Verbs (simple present 1) | | | | |
| f. Action Verbs (simple present 2) | | | | |
| g. Adjectives | | | | |
| h. Comparative and Superlative | | | | |
| i. Adverbs | | | | |
| j. Prepositions | | | | |
| k. Articles – Indefinite and Definite | | | | |
| l. Interjections | | | | |

| | | | | |
|--------------------------------------|--|--|--|--|
| Other suggested topics (if you have) | | | | |
| m. | | | | |
| n. | | | | |

Adopted from Yassi and Kaharuddin (2018)

THE PARTICIPANTS' OBJECTIVE NEEDS

A. The outline of participants' learning problems

7. Based on your experience, what kind of challenges do you have while dealing with English online learning?

| Challenges in Online Learning | Hardly Ever | Seldom | Often | Always |
|-------------------------------|-------------|--------|-------|--------|
| a. Poor signal | | | | |
| b. Limited quota (data) | | | | |
| c. Lack of interactivity | | | | |
| d. Lack of discipline | | | | |
| e. Boredom | | | | |
| f. Feeling alienated | | | | |

Partially adapted from Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID-19 pandemic. *Social Sciences & Humanities Open*, 3(1), 100101.

B. The outline of participants' learning attitudes

Learning Preferences

8. With regards to learning the English grammar, how important do you think the following ways applied in the course?

| Grammar Learning Preferences | Not Important | Less Important | Important | Very Important |
|--|---------------|----------------|-----------|----------------|
| a. Deductive approach (Lecturer offers an explicit | | | | |

| | | | | |
|---|--|--|--|--|
| presentation of the grammatical rule) | | | | |
| b. Inductive approach (Lecturer assists learners in realizing their unconscious awareness about the English grammatical structures and makes them conscious about it) | | | | |
| Others (Please specify) | | | | |
| c. | | | | |
| d. | | | | |

Adopted from Tellia Bouaicha. Teaching Grammar: The Deductive Approach versus the Inductive Approach. University of Biskra (2015)

9. With regards to learning Vocabulary, how important do you think the following ways applied in the course?

| Vocabularies Learning Preferences | Not Important | Less Important | Important | Very Important |
|--|---------------|----------------|-----------|----------------|
| a. Using Multimedia (text, audio, video, graphics, animation, and interactivity) | | | | |
| b. Memorizing the vocabulary | | | | |
| c. Communicating the vocabulary | | | | |
| d. Listening and repeating | | | | |
| e. Reading and applying the vocabulary | | | | |
| f. Jotting down the vocabulary | | | | |
| g. From list | | | | |
| Others (please specify) | | | | |
| h. | | | | |
| i. | | | | |

Adapted from Khiyabani et. al. (2014), and Yassi and Kaharuddin (2018)

Learning Styles

10. The following are learning styles used by learners in the course.
Which one is your learning style?

| Learning Styles | Not Important | Less Important | Important | Very Important |
|--|---------------|----------------|-----------|----------------|
| a. Concrete learners (Learning with games, pictures, movies, videos, audio, pair speaking, and practice English outside the classroom.) | | | | |
| b. Analytical learner (Likes studying grammar, English books and articles, self-study, finding their own mistakes, and doing assignments on their own.) | | | | |
| c. Communicative learner (Likes to learn by watching, listening to native speakers, talking to friends in English and watching television/shows in English, using English outside of class such as in public places, social media, etc. Learn new words by listening to them and learn through conversation.) | | | | |
| d. Teacher-oriented learner (Prefers a teacher to | | | | |

| | | | | |
|--|--|--|--|--|
| explain everything, learns grammar, learns by reading, and learns new words by looking at them.) | | | | |
| (please specify) | | | | |
| e. Others..... | | | | |
| f. | | | | |

Adopted from Willing (1998)

Online Learning Preferences

11. Which communication media do you prefer for class information updates?

| Communication Media | Not Important | Less Important | Important | Very Important |
|---------------------|---------------|----------------|-----------|----------------|
| a. WhatsApp | | | | |
| b. Telegram | | | | |
| c. Email | | | | |

12. Which electronic device is more convenient for you to study online?

| Electronic Devices | Not Important | Less Important | Important | Very Important |
|------------------------|---------------|----------------|-----------|----------------|
| a. Smartphone | | | | |
| b. Laptop | | | | |
| c. Tablet | | | | |
| d. Smartphone & Laptop | | | | |

13. What internet network source do you usually use for online classes?

| Internet Network Sources | Not Important | Less Important | Important | Very Important |
|--------------------------|---------------|----------------|-----------|----------------|
| a. LAN | | | | |

| | | | | |
|----------|--|--|--|--|
| b. Data | | | | |
| c. Wi-Fi | | | | |

14. Which of the following online class formats do you prefer?

| Online Class Formats | Not Important | Less Important | Important | Very Important |
|--------------------------|---------------|----------------|-----------|----------------|
| a. Live online classes | | | | |
| b. Recorded live classes | | | | |
| c. Video | | | | |
| d. Reading materials | | | | |

15. What kind of learning videos do you like?

| Nature of video content | Not Important | Less Important | Important | Very Important |
|------------------------------------|---------------|----------------|-----------|----------------|
| a. Teaching video using PowerPoint | | | | |
| b. Teaching video using whiteboard | | | | |
| c. Video of lecturing | | | | |
| d. Animation video | | | | |

APPENDIX 2

INTERVIEW GUIDELINES

1. In your opinion, what is the main purpose of students learning English?
2. In your opinion, how important are the skills below (not important/less important/ important/ very important) to be taught in the PIBA program?
 - a. Speaking
What's your reason? (preferably give reasons based on contextual conditions in PIBA)
 - b. Listening
What's your reason? (preferably give reasons based on contextual conditions in PIBA)
 - c. Reading
What's your reason? (preferably give reasons based on contextual conditions in PIBA)
 - d. Writing
What's your reason? (preferably give reasons based on contextual conditions in PIBA)
 - e. Vocabulary
What's your reason? (preferably give reasons based on contextual conditions in PIBA)
 - f. Grammar
What's your reason? (preferably give reasons based on contextual conditions in PIBA)
3. According to your observations, what are the students' problems in learning the skills below?
 - a. Problems in Speaking
 - b. Problems in Listening
 - c. Problems in Reading
 - d. Problems in Writing
 - e. Problems in Vocabulary
 - f. Problems in Grammar

APPENDIX 3

EVALUATION CHECKLIST OF EXPERT 1

MATERIAL EVALUATION CHECKLIST OF THE LITERATURE-INTEGRATED ELT
DIGITAL MATERIALS

(Adapted from Mukundan, 2011)

| General attributes: | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| A. Suitability to learners | | | | ✓ | |
| 1. It is compatible to the needs of the learners. | | | | ✓ | |
| 2. It is compatible to the interests of the learners. | | | | ✓ | |
| B. Methodology | | | | ✓ | |
| 3. The activities can be exploited fully and can embrace the various methodologies in ELT. | | | | ✓ | |
| 4. Activities can work well with methodologies in ELT. | | | ✓ | | |
| C. Physical and utilitarian attributes | | | | ✓ | |
| 5. The display of web-based material looks attractive and interesting. | | | | ✓ | |
| 6. The web layout demonstrates the effective use of text and visuals. | | | | ✓ | |
| 7. Tools and navigation menus are easy to understand. | | ✓ | | | |
| 8. The web is easy to access and secure. | | | | ✓ | |
| D. Efficient outlay of supplementary materials | | | | ✓ | |
| 9. The literature-integrated ELT digital materials are equipped with learning videos and audio that support and meet the student' needs. | | | ✓ | | |
| Learning-Teaching content: | | | | | |
| A. General | | | | ✓ | |
| 10. Most of the tasks in the web-based materials are interesting. | | | | ✓ | |
| 11. Tasks are ordered from simple to complex | | | | ✓ | |
| 12. Task goals can be achieved. | | | | ✓ | |
| 13. Cultural sensitivities have been taken into account. | | | ✓ | | |
| 14. The language in the materials is natural and real. | | | | ✓ | |
| B. Speaking | | | | ✓ | |
| 15. Activities are developed to initiate meaningful communication. | | | | ✓ | |
| 16. Activities are balanced between individual response, pair work and group work. | | | ✓ | | |
| C. Reading | | | | | ✓ |
| 17. Texts are graded. | | | | | ✓ |
| 18. Texts are interesting. | | | | ✓ | |
| D. Vocabulary | | | | ✓ | |
| 19. The load (number of new words in each lesson) is appropriate to the level. | | | | ✓ | |
| 20. There is a good distribution (simple to complex) of vocabulary load across units and the whole materials. | | | | ✓ | |
| 21. Words are efficiently repeated and recycled across the materials. | | | ✓ | | |
| E. Grammar | | | | ✓ | |
| 22. The spread of grammar is achievable. | | | | ✓ | |
| 23. The grammar is contextualized. | | | | ✓ | |
| 24. Examples are interesting. | | | | ✓ | |
| 25. Grammar is introduced explicitly and reworked incidentally throughout the materials. | | | | ✓ | |
| F. Pronunciation | | | | ✓ | |
| 26. It is learner-friendly with no complex charts. | | | | ✓ | |
| G. Exercises | | | | | |

| | | | | | | |
|--|--|--|--|---|---|--|
| 27. They are learner friendly. | | | | ✓ | | |
| 28. They are adequate. | | | | | ✓ | |
| 29. They help students who are under/over-achievers. | | | | ✓ | | |

2.58.

4 = Excellent

3 = Good

2 = Adequate

1 = Weak

0 = Totally lacking

Based on my evaluation, this literature-integrated ELT digital materials are:


- Proper to be used without revision
- Proper to be used with revision
- Do not proper to be used

Comment/Suggestion:

- Clear direction is needed in end session, including on the front page.
- To be user-friendly, place button for students to exit / quit when needed.

Makassar, 3 Nov 2021

Expert


Prof. M Asfah Rehmawati

**MATERIAL EVALUATION CHECKLIST OF THE LITERATURE-INTEGRATED ELT
DIGITAL MATERIALS**

(Adapted from Mukundan, 2011)

| General attributes: | 0 | 1 | 2 | 3 | 4 |
|--|----------|----------|----------|----------|----------|
| A. Suitability to learners | | | | | ✓ |
| 1. It is compatible to the needs of the learners. | | | | | ✓ |
| 2. It is compatible to the interests of the learners. | | | | | ✓ |
| B. Methodology | | | | | ✓ |
| 3. The activities can be exploited fully and can embrace the various methodologies in ELT. | | | | | ✓ |
| 4. Activities can work well with methodologies in ELT. | | | | ✓ | |
| C. Physical and utilitarian attributes | | | | | ✓ |
| 5. The display of web-based material looks attractive and interesting. | | | | | ✓ |
| 6. The web layout demonstrates the effective use of text and visuals. | | | | | ✓ |
| 7. Tools and navigation menus are easy to understand. | | | | | ✓ |
| 8. The web is easy to access and secure. | | | | | ✓ |
| D. Efficient outlay of supplementary materials | | | | | ✓ |
| 9. The literature-integrated ELT digital materials are equipped with learning videos and audio that support and meet the student' needs. | | | | | ✓ |
| Learning-Teaching content: | | | | | |
| A. General | | | | | ✓ |
| 10. Most of the tasks in the web-based materials are interesting. | | | | | ✓ |
| 11. Tasks are ordered from simple to complex | | | | | ✓ |
| 12. Task goals can be achieved. | | | | ✓ | |
| 13. Cultural sensitivities have been taken into account. | | | | ✓ | |
| 14. The language in the materials is natural and real. | | | | | ✓ |
| B. Speaking | | | | | ✓ |
| 15. Activities are developed to initiate meaningful communication. | | | | | ✓ |
| 16. Activities are balanced between individual response, pair work and group work. | | | | | ✓ |
| C. Reading | | | | | ✓ |
| 17. Texts are graded. | | | | | ✓ |
| 18. Texts are interesting. | | | | ✓ | |
| D. Vocabulary | | | | | ✓ |
| 19. The load (number of new words in each lesson) is appropriate to the level. | | | | ✓ | |
| 20. There is a good distribution (simple to complex) of vocabulary load across units and the whole materials. | | | | | ✓ |
| 21. Words are efficiently repeated and recycled across the materials. | | | | | ✓ |
| E. Grammar | | | | | ✓ |
| 22. The spread of grammar is achievable. | | | | ✓ | |
| 23. The grammar is contextualized. | | | | ✓ | |
| 24. Examples are interesting. | | | | ✓ | |
| 25. Grammar is introduced explicitly and reworked incidentally throughout the materials. | | | | | ✓ |
| F. Pronunciation | | | | | ✓ |
| 26. It is learner-friendly with no complex charts. | | | | | ✓ |
| G. Exercises | | | | | |

EVALUATION CHECKLIST OF EXPERT 3

MATERIAL EVALUATION CHECKLIST OF THE LITERATURE-INTEGRATED ELT DIGITAL MATERIALS

(Adapted from Mukundan, 2011)

| General attributes: | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| A. Suitability to learners | | | | | ✓ |
| 1. It is compatible to the needs of the learners. | | | | | ✓ |
| 2. It is compatible to the interests of the learners. | | | | | ✓ |
| B. Methodology | | | | | ✓ |
| 3. The activities can be exploited fully and can embrace the various methodologies in ELT. | | | | | ✓ |
| 4. Activities can work well with methodologies in ELT. | | | | ✓ | |
| C. Physical and utilitarian attributes | | | | | ✓ |
| 5. The display of web-based material looks attractive and interesting. | | | | | ✓ |
| 6. The web layout demonstrates the effective use of text and visuals. | | | | | ✓ |
| 7. Tools and navigation menus are easy to understand. | | | | | ✓ |
| 8. The web is easy to access and secure. | | | | | ✓ |
| D. Efficient outlay of supplementary materials | | | | | ✓ |
| 9. The literature-integrated ELT digital materials are equipped with learning videos and audio that support and meet the student' needs. | | | | | ✓ |
| Learning-Teaching content: | | | | | |
| A. General | | | | | ✓ |
| 10. Most of the tasks in the web-based materials are interesting. | | | | ✓ | |
| 11. Tasks are ordered from simple to complex | | | | | ✓ |
| 12. Task goals can be achieved. | | | | ✓ | |
| 13. Cultural sensitivities have been taken into account. | | | | ✓ | |
| 14. The language in the materials is natural and real. | | | | | ✓ |
| B. Speaking | | | | | ✓ |
| 15. Activities are developed to initiate meaningful communication. | | | | | ✓ |
| 16. Activities are balanced between individual response, pair work and group work. | | | | ✓ | |
| C. Reading | | | | | ✓ |
| 17. Texts are graded. | | | | | ✓ |
| 18. Texts are interesting. | | | | | ✓ |
| D. Vocabulary | | | | | ✓ |
| 19. The load (number of new words in each lesson) is appropriate to the level. | | | | ✓ | |
| 20. There is a good distribution (simple to complex) of vocabulary load across units and the whole materials. | | | | | ✓ |
| 21. Words are efficiently repeated and recycled across the materials. | | | | ✓ | |
| E. Grammar | | | | | ✓ |
| 22. The spread of grammar is achievable. | | | | | ✓ |
| 23. The grammar is contextualized. | | | | | ✓ |
| 24. Examples are interesting. | | | | | ✓ |
| 25. Grammar is introduced explicitly and reworked incidentally throughout the materials. | | | | ✓ | |
| F. Pronunciation | | | | | ✓ |
| 26. It is learner-friendly with no complex charts. | | | | ✓ | |
| G. Exercises | | | | | |

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|--|--|--|--|---|---|
| 27. They are learner friendly. | | | | | ✓ |
| 28. They are adequate. | | | | | ✓ |
| 29. They help students who are under/over-achievers. | | | | ✓ | |

3.65

4 = Excellent

3 = Good

2 = Adequate

1 = Weak

0 = Totally lacking

Based on my evaluation, this literature-integrated ELT digital materials are:

- a. Proper to be used without revision
- b. Proper to be used with revision
- c. Do not proper to be used

Comment/Suggestion:

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Makassar, 5/11/ 2021

Expert

Kaharuddin
 DR. KAHARUDDIN, M-Hum

APPENDIX 4

THE SYLLABUS OF THE LITERATURE-INTEGRATED CALL MATERIALS

| WEEK | UNITS | TOPICS | ACTIVITIES | COMPETENCES |
|------|---------------------|---------------------------------|--|--|
| 1 | - | Syllabus Overview | <ol style="list-style-type: none"> 1. Introduction 2. Explaining the value of literature in ELT and how it will work in the class. 3. Distributing the next meeting's materials and explaining students' roles in the next meeting. 4. Students are given opportunities to ask about and clarify the upcoming learning activities. | |
| 2 | One: Short Story | The Story of Keesh (Part 1 & 2) | <p>Pre-Reading Activities:</p> <ol style="list-style-type: none"> 1. Studying the online materials of vocabulary in context designed based on the word found in the story (individual home activity) 2. Accomplishing the online vocabulary quiz provided on the web (individual home activity) 3. Watching the grammar lesson video | <ol style="list-style-type: none"> 1. Vocabulary competence demonstrated from students' answers in vocabulary quiz, written answers, group oral explanation, and discussions. 2. Grammar understanding about Noun demonstrated through students' answers in grammar quiz and in the class review interaction. 3. Listening skills learned from listening practice using the story audio |

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| | | | <p>provided on the web (individual home activity)</p> <p>4. Accomplishing the online grammar quiz on the web page (individual home activity)</p> <p>While-Reading Activities:</p> <ol style="list-style-type: none"> 1. Listening to the audio of the story served on the web page while reading the story (group activity) 2. Discussing the meaning of the story (group activity) 3. Accomplishing the <i>while-reading</i> group activities provided on the web (group activity) 4. Accomplishing the individual task provided on the web to check individual comprehension (individual activity) <p>Post-Reading Activities:</p> <ol style="list-style-type: none"> 1. Posting the group answers to the comment section of the web page of the story (group activity) 2. Storytelling in front of the class through video conferencing platforms such as Google Meet (group activity) | <ol style="list-style-type: none"> 4. Pronunciation skill learned from listening to the audio and demonstrated in the storytelling 5. Reading skills practiced through group reading activities, individual comprehension tasks, and reading other groups' written responses on the web page. 6. Speaking skills practiced during the presentation and discussion. |
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| | | | <p>3. Explaining the group answers in front of the class through video conferencing platforms such as Google Meet (group activity)</p> <p>4. Discussion: each group is given chances to respond to each other's presentations in the form of questions, comments, suggestions, or challenging answers orally through video conferencing in Google Meets and written on the web page. (The whole class activity)</p> <p>Review:</p> <p>1. The teacher reviews the result of the class discussion and gives additional insight about the literature work.</p> <p>2. The teacher reviews the grammar lesson that has been learned by the students and evaluates students' answers together with the students in the class. (The whole class activity)</p> <p>3. Students are encouraged to play</p> | |
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| | | | <p>their grammar and vocabulary quiz again at the end of the class. (individual activity)</p> <p>4. The teacher informs about the next meeting's materials and closes the meeting.</p> | |
| 3 | Two: Short Story | The Story of Keesh (Part 3 & 4) | <p>Pre-Reading Activities:</p> <ol style="list-style-type: none"> 1. Studying the online materials of vocabulary in context designed based on the word found in the story (individual home activity) 2. Accomplishing the online vocabulary quiz provided on the web (individual home activity) 3. Watching the grammar lesson video provided on the web (individual home activity) 4. Accomplishing the online grammar quiz on the web page (individual home activity) <p>While-Reading Activities:</p> <ol style="list-style-type: none"> 1. Listening to the audio of the story served on the web page while reading the story (group activity) 2. Discussing the meaning of the story (group activity) | <ol style="list-style-type: none"> 1. Vocabulary competence demonstrated from students' answers in vocabulary quiz, written answers, group oral explanation, and discussions. 2. Grammar understanding about Noun demonstrated through students' answers in grammar quiz and in the class review interaction. 3. Listening skills learned from listening practice using the story audio 4. Pronunciation skill learned from listening to the audio and demonstrated in the storytelling 5. Reading skills practiced through group reading activities, individual comprehension tasks, and reading other groups' written responses on the web page. 6. Speaking skills practiced during the presentation and discussion. |

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| | | | <p>3. Accomplishing the <i>while-reading</i> group activities provided on the web (group activity)</p> <p>4. Accomplishing the individual task provided on the web to check individual comprehension (individual activity)</p> <p>Post-Reading Activities:</p> <p>1. Posting the group answers to the comment section of the web page of the story (group activity)</p> <p>2. Storytelling in front of the class through video conferencing platforms such as Google Meet (group activity)</p> <p>3. Explaining the group answers in front of the class through video conferencing platforms such as Google Meet (group activity)</p> <p>4. Discussion: each group is given chances to respond to each other's presentations in the form of questions, comments, suggestions, or challenging answers orally through video conferencing in Google Meets and written on the web page. (The whole class)</p> | |
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| | | | <p>activity)</p> <p>Review:</p> <ol style="list-style-type: none"> 1. The teacher reviews the result of the class discussion and gives additional insight about the literature work. 2. The teacher reviews the grammar lesson that has been learned by the students and evaluates students' answers together with the students in the class. (The whole class activity) 3. Students are encouraged to play their grammar and vocabulary quiz again at the end of the class. (individual activity) 4. The teacher informs about the next meeting's materials and closes the meeting. | |
| 4 | Three: Short Story | To Build A Fire (Part 1 & 2) | <p>Pre-Reading Activities:</p> <ol style="list-style-type: none"> 1. Studying the online materials of vocabulary in context designed based on the word found in the story (individual home activity) 2. Accomplishing the online vocabulary quiz provided on the web | <ol style="list-style-type: none"> 1. Vocabulary competence demonstrated from students' answers in vocabulary quiz, written answers, group oral explanation, and discussions. 2. Grammar understanding about Noun demonstrated through students' answers in grammar quiz and in the class review interaction. |

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| | | | <p>(individual home activity)</p> <p>3. Watching the grammar lesson video provided on the web (individual home activity)</p> <p>4. Accomplishing the online grammar quiz on the web page (individual home activity)</p> <p>While-Reading Activities:</p> <p>1. Listening to the audio of the story served on the web page while reading the story (group activity)</p> <p>2. Discussing the meaning of the story (group activity)</p> <p>3. Accomplishing the <i>while-reading</i> group activities provided on the web (group activity)</p> <p>4. Accomplishing the individual task provided on the web to check individual comprehension (individual activity)</p> <p>Post-Reading Activities:</p> <p>1. Posting the group answers to the comment section of the web page of the story (group activity)</p> <p>2. Storytelling in front of the class through video conferencing</p> | <p>3. Listening skills learned from listening practice using the story audio</p> <p>4. Pronunciation skill learned from listening to the audio and demonstrated in the storytelling</p> <p>5. Reading skills practiced through group reading activities, individual comprehension tasks, and reading other groups' written responses on the web page.</p> <p>6. Speaking skills practiced during the presentation and discussion.</p> |
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| | | | <p>platforms such as Google Meet (group activity)</p> <ol style="list-style-type: none"> 3. Explaining the group answers in front of the class through video conferencing platforms such as Google Meet (group activity) 4. Discussion: each group is given chances to respond to each other's presentations in the form of questions, comments, suggestions, or challenging answers orally through video conferencing in Google Meets and written on the web page. (The whole class activity) <p>Review:</p> <ol style="list-style-type: none"> 1. The teacher reviews the result of the class discussion and gives additional insight about the literature work. 2. The teacher reviews the grammar lesson that has been learned by the students and evaluates students' answers together with the students in the class. (The whole class activity) 3. Students are encouraged to play | |
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| | | | <p>their grammar and vocabulary quiz again at the end of the class. (individual activity)</p> <p>4. The teacher informs about the next meeting's materials and closes the meeting.</p> | |
| 5 | Four: Short Story | The Open Boat | <p>Pre-Reading Activities:</p> <ol style="list-style-type: none"> 1. Studying the online materials of vocabulary in context designed based on the word found in the story (individual home activity) 2. Accomplishing the online vocabulary quiz provided on the web (individual home activity) 3. Watching the grammar lesson video provided on the web (individual home activity) 4. Accomplishing the online grammar quiz on the web page (individual home activity) <p>While-Reading Activities:</p> <ol style="list-style-type: none"> 1. Listening to the audio of the story served on the web page while reading the story (group activity) 2. Discussing the meaning of the story (group activity) | <ol style="list-style-type: none"> 1. Vocabulary competence demonstrated from students' answers in vocabulary quiz, written answers, group oral explanation, and discussions. 2. Grammar understanding about Noun demonstrated through students' answers in grammar quiz and in the class review interaction. 3. Listening skills learned from listening practice using the story audio 4. Pronunciation skill learned from listening to the audio and demonstrated in the storytelling 5. Reading skills practiced through group reading activities, individual comprehension tasks, and reading other groups' written responses on the web page. 6. Speaking skills practiced during the presentation and discussion. |

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| | | | <p>3. Accomplishing the <i>while-reading</i> group activities provided on the web (group activity)</p> <p>4. Accomplishing the individual task provided on the web to check individual comprehension (individual activity)</p> <p>Post-Reading Activities:</p> <p>1. Posting the group answers to the comment section of the web page of the story (group activity)</p> <p>2. Storytelling in front of the class through video conferencing platforms such as Google Meet (group activity)</p> <p>3. Explaining the group answers in front of the class through video conferencing platforms such as Google Meet (group activity)</p> <p>4. Discussion: each group is given chances to respond to each other's presentations in the form of questions, comments, suggestions, or challenging answers orally through video conferencing in Google Meets and written on the web page. (The whole class)</p> | |
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| | | | <p>activity)</p> <p>Review:</p> <ol style="list-style-type: none"> 1. The teacher reviews the result of the class discussion and gives additional insight about the literature work. 2. The teacher reviews the grammar lesson that has been learned by the students and evaluates students' answers together with the students in the class. (The whole class activity) 3. Students are encouraged to play their grammar and vocabulary quiz again at the end of the class. (individual activity) 4. The teacher informs about the next meeting's materials and closes the meeting. | |
| 6 | Five: Short Story | The Gift of the Magi | <p>Pre-Reading Activities:</p> <ol style="list-style-type: none"> 1. Studying the online materials of vocabulary in context designed based on the word found in the story (individual home activity) 2. Accomplishing the online vocabulary quiz provided on the web | <ol style="list-style-type: none"> 1. Vocabulary competence demonstrated from students' answers in vocabulary quiz, written answers, group oral explanation, and discussions. 2. Grammar understanding about Noun demonstrated through students' answers in grammar quiz and in the class review interaction. |

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| | | | <p>(individual home activity)</p> <ol style="list-style-type: none"> 3. Watching the grammar lesson video provided on the web (individual home activity) 4. Accomplishing the online grammar quiz on the web page (individual home activity) <p>While-Reading Activities:</p> <ol style="list-style-type: none"> 1. Listening to the audio of the story served on the web page while reading the story (group activity) 2. Discussing the meaning of the story (group activity) 3. Accomplishing the <i>while-reading</i> group activities provided on the web (group activity) 4. Accomplishing the individual task provided on the web to check individual comprehension (individual activity) <p>Post-Reading Activities:</p> <ol style="list-style-type: none"> 1. Posting the group answers to the comment section of the web page of the story (group activity) 2. Storytelling in front of the class through video conferencing | <ol style="list-style-type: none"> 3. Listening skills learned from listening practice using the story audio 4. Pronunciation skill learned from listening to the audio and demonstrated in the storytelling 5. Reading skills practiced through group reading activities, individual comprehension tasks, and reading other groups' written responses on the web page. 6. Speaking skills practiced during the presentation and discussion. |
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| | | | <p>platforms such as Google Meet (group activity)</p> <ol style="list-style-type: none"> 3. Explaining the group answers in front of the class through video conferencing platforms such as Google Meet (group activity) 4. Discussion: each group is given chances to respond to each other's presentations in the form of questions, comments, suggestions, or challenging answers orally through video conferencing in Google Meets and written on the web page. (The whole class activity) <p>Review:</p> <ol style="list-style-type: none"> 1. The teacher reviews the result of the class discussion and gives additional insight about the literature work. 2. The teacher reviews the grammar lesson that has been learned by the students and evaluates students' answers together with the students in the class. (The whole class activity) 3. Students are encouraged to play | |
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| | | | <p>their grammar and vocabulary quiz again at the end of the class. (individual activity)</p> <p>4. The teacher informs about the next meeting's materials and closes the meeting.</p> | |
| 7 | Six: Short Story | A Pair of Silk Stockings | <p>Pre-Reading Activities:</p> <ol style="list-style-type: none"> 1. Studying the online materials of vocabulary in context designed based on the word found in the story (individual home activity) 2. Accomplishing the online vocabulary quiz provided on the web (individual home activity) 3. Watching the grammar lesson video provided on the web (individual home activity) 4. Accomplishing the online grammar quiz on the web page (individual home activity) <p>While-Reading Activities:</p> <ol style="list-style-type: none"> 1. Listening to the audio of the story served on the web page while reading the story (group activity) | <ol style="list-style-type: none"> 1. Vocabulary competence demonstrated from students' answers in vocabulary quiz, written answers, group oral explanation, and discussions. 2. Grammar understanding about Noun demonstrated through students' answers in grammar quiz and in the class review interaction. 3. Listening skills learned from listening practice using the story audio 4. Pronunciation skill learned from listening to the audio and demonstrated in the storytelling 5. Reading skills practiced through group reading activities, individual comprehension tasks, and reading other groups' written responses on the web page. 6. Speaking skills practiced during the presentation and discussion. |

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| | | | <ol style="list-style-type: none"> 2. Discussing the meaning of the story (group activity) 3. Accomplishing the <i>while-reading</i> group activities provided on the web (group activity) 4. Accomplishing the individual task provided on the web to check individual comprehension (individual activity) <p>Post-Reading Activities:</p> <ol style="list-style-type: none"> 1. Posting the group answers to the comment section of the web page of the story (group activity) 2. Storytelling in front of the class through video conferencing platforms such as Google Meet (group activity) 3. Explaining the group answers in front of the class through video conferencing platforms such as Google Meet (group activity) 4. Discussion: each group is given chances to respond to each other's presentations in the form of questions, comments, suggestions, | |
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| | | | <p>or challenging answers orally through video conferencing in Google Meets and written on the web page. (The whole class activity)</p> <p>Review:</p> <ol style="list-style-type: none"> 1. The teacher reviews the result of the class discussion and gives additional insight about the literature work. 2. The teacher reviews the grammar lesson that has been learned by the students and evaluates students' answers together with the students in the class. (The whole class activity) 3. Students are encouraged to play their grammar and vocabulary quiz again at the end of the class. (individual activity) 4. The teacher informs about the next meeting's materials and closes the meeting. | |
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