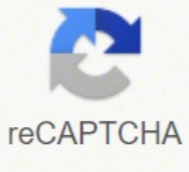




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MENTOR COACHING TO HELP PRE-SERVICE TEACHERS IN DESIGNING AN EFFECTIVE LESSON PLAN

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Abstract: This paper investigates how mentor coaching, which is intended to prepare pre-service teachers of English as a Foreign Language in facing their teaching practices, help them design lesson plans. A lesson plan as Farrell (2002) stated is a collection or a summary of a teacher's thoughts about what will be covered during a lesson. This means that before coming to the teaching process, a teacher should prepare systematic steps to be conducted in a class in order to reach the objective of a lesson. However, most pre-service teachers are confused with the designing process of lesson plan that is how to articulate the government curriculum into operational details. For example, they do not know which activities to include in the lesson plan, and they do not understand how to determine indicators or "learning objectives" (Brewer, 2007) for assessing students' achievement in the lesson. Therefore, mentor coaching is seen as one of alternatives in helping pre-service teachers. Mentor coaching, as Nolan (2007, cited in Zupada, 2012, p. 145) said, is a "structured process whereby an experienced person introduces, models, and supports a less-experienced person (the protégé) in a personal and professional growth process." In the context of this study, the experienced person refers to the teacher-the lecturer in the class and the less-experienced person in this context refers to the pre-service teachers or student teachers. This study used action research as the method. Furthermore, the data were obtained by distributing questionnaire and collecting pre-service teachers' lesson plans as well as conducting an interview. In addition, after having designed a lesson plan with mentor coaching technique, the pre-service teachers were asked to reflect the process in order to gain their perception about the mentor coaching technique. It is expected to find what they think and feel about this mentor coaching process because it is expected that this type of coaching will be useful in helping pre-service teachers to write an effective lesson plan.

Keywords: Mentor coaching, pre-service teachers, lesson plan, action research

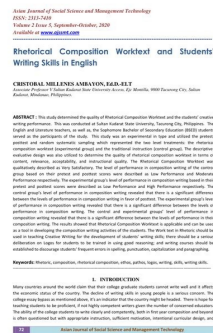
Abstract: Masalah ini menyelidiki bagaimana pembinaan mentor, yang ditujukan untuk mempersiapkan calon guru bahasa Inggris sebagai bahasa asing dalam menghadapi praktik mengajar nantinya, membantu mereka merencanakan proses pelaksanaan pembelajaran, atau RPP. RPP, seperti diungkapkan oleh Farrell (2002), adalah kumpulan atau rangkuman pemikiran guru mengenai cakupan sebuah pembelajaran. Ini berarti bahwa sebelum mengajar, seorang guru harus mempersiapkan langkah-langkah sistematis untuk dilaksanakan di dalam kelas guna bisa meraih tujuan sebuah pembelajaran. Akan tetapi, kebanyakan calon guru bingung dengan proses merencanakan RPP, yaitu bagaimana menjabarkan kurikulum pemerintah ke dalam detail operasional. Misalnya, mereka tidak tahu alternatif mana yang harus dimasukkan ke dalam RPP dan mereka tidak mengerti cara untuk menentukan indikator atau "tujuan yang dapat diukur" (Brewer, 2007) untuk menilai capaian siswa dalam pembelajaran tersebut. Karena itu, pembinaan mentor dipandang sebagai salah satu alternatif dalam merencanakan calon guru. Pembinaan mentor seperti yang diungkapkan oleh Nolan (2007) dalam Zupada (2012, h. 145), adalah "proses terstruktur dimana seseorang yang berpengalaman dalam proses pembelajaran memperkenalkan dan profes." Dalam konteks kajian ini, orang berpengalaman tersebut adalah guru atau dosen di kelas, dan yang kurang berpengalaman tersebut adalah calon guru atau

Syllabus design and rationale

Muyassar, Yiyao, Christina

Syllabus outline

	reading	writing
Week 1	unit 1	
Day 1	Brainstorm: favorite commercials Vocabulary learning. Reading: "Advertising all over the world" <ul style="list-style-type: none"> • TOPIC: Advertising Focus on: finding main ideas and supporting details. HW: pick a book in the class library and start the reading journal	Free writing: watch a TV commercial and free write a paragraph to describe the commercial for 5 minutes. Peer groups: discuss the paragraph with a partner, see whether you catch the main ideas and details in the commercial.
Day 2	Reading: "Changing world markets" Focus on: finding main ideas and details; synthesizing the ideas of reading one and reading two. Grammar: simple present and present progressive	Reflection writing: writing a paragraph about the ideas in reading one and reading two. What's in your mind about commercial world? Make sure you have a topic sentence, supporting details and a concluding sentence.
Week 2	unit 2	
Day 3	Watch a movie clip of <i>Catch Me if You Can</i> , discuss in class about what the story is. Introduce related vocabulary and background. Reading: "Catch me if you can: The Frank Abagnale Story" <ul style="list-style-type: none"> • TOPIC: Fraud Focus on: predict content, identify main ideas, finding details Grammar: simple past and past progressive	Class discussion and writing: discuss the movie and reading with peers and write a paragraph to express your opinions about Abagnale's most dangerous impersonation in your mind.
Day 4	Reading: "The Michelle Brown Story: identify 'Them' and another piece of the book <i>The Art of the Steal</i> by Frank Abagnale Focus on: synthesize information from the readings Class Activity: In peers, playing the part of Michelle/Frank, what would you say in an imagined interview? HW: Write a story for Abagnale's book. Pay attention to the	Group discussion: experience with fraud (yours or others you know) Reflection Writing: Write a paragraph about the experience or the story you heard. Use a topic sentence and correct grammar structures. Review: In peers, revise each other's paragraph, find the topic sentence. Do the grammar check.



Template for Trends Lesson



Gagne's Nine Events of Instruction			
Name: Bonnie Milligan		Course/Term: EDU 520/2010 Summer	
Lesson Objective: Use Pixton in the classroom to engage students			
Learner Level/Characteristics: Educational Technology Master Teachers			
External Instructional Event	Internal Process	Planned Instructional Activities	Learners' Activities
1. Gain attention	Reception Learners pay attention to the upcoming learning event.	Pass out action word bubbles to students. Explain to the students whoever presents their word the best will win a prize.	Go around the room and have the student show and say their word with enthusiasm.
2. Inform learners of objective	Expectancy Learners are able to expect what they are going to learn.	Learn to use Pixton (free Web 2.0 tool) as a resource in the classroom to engage students.	Students will preview the comic strip I created and discuss the differences between traditional bell work vs. comic strip bell work.
3. Stimulate recall of prior knowledge	Retrieval to working memory Learners retrieve their prior knowledge that is related to the new knowledge that they are going to learn.	How many people enjoy reading comics? Who has ever created a comic?	Class discussion about experience with reading or writing comics.
4. Present new content	Selective perception Learners recognize new information highlighted with distinctive features.	Walk through the process of setting up a user account.	Students will set-up their own account.
5. Provide learning	Semantic encoding	Demonstrate the	Students will begin

FUZZY CONTROL SYSTEMS DESIGN and ANALYSIS

A Linear Matrix Inequality Approach

Kazuo Tanaka
Hua O. Wang

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