



Seminar Organising Guidance

A class seminar at Applied Linguistics Study Programme is a forum in which two or three papers are presented a student to the class concerned. The seminar has the function of promoting a solution to a problem the student presenter proposes in the paper. Four roles are found in this seminar: the student presenter, the moderator, the participants, and the supervising faculty member.

Crucial points about the seminar are described below.

1. Time Arrangement

It lasts for 150 minutes each meeting in which three papers are to be presented.

The following is the time arrangement:

- 20 minutes for student presenter 1
- 20 minutes for the Q-A-C (questions-answers-comments) session
- 10 minutes for the supervising faculty member's critical comment
- 20 minutes for student presenter 2
- 20 minutes for the Q-A-C (questions-answers-comments) session
- 10 minutes for the supervising faculty member's critical comment
- 20 minutes for student presenter 3
- 20 minutes for the Q-A-C (questions-answers-comments) session
- 10 minutes for the supervising faculty member's critical comment

2. The requirements of a student presenter

The student presenter is to do the following:

- a. do everything in English, both written and oral.
- b. pay attention to the quality of their oral English. Some exceptions in pronunciation should be learned before entering the class. Those who feel that their English needs improving can self-train themselves by using *Learning English Pronunciation Systematically: A resource Book for Student Teachers and Teachers of English + recordings of Native Speakers* (available at the UNY Bookstore on 08)
- c. prepare a power-point presentation, featured by crucial points and flow diagrams.
- d. describe and explain the points clearly and succinctly.
- e. stick to the time allotted for the presentation (no longer than 20 minutes), and the Q-A-C session.
- f. respond to the questions and comments academically and appreciatively.
- g. revise the paper by considering the feedback both from the fellow students and faculty member.
- h. submit the revised paper ten days after the presentation.

3. The requirements of the Moderator

The student moderator is to do the following:

- a. be prepared



- b. do research through reading to familiarise him/herself with the topic to be presented
- c. get in touch with the student presenter
- d. be a welcoming host
- e. open and close the seminar using appropriate language.
- f. briefly describe the time arrangement.
- g. refrain him/herself from talking too much.
- h. Invite everybody to participate and make sure to distribute evenly the opportunity to participate

4. The Requirements of the Student Participants

The participants are to do the following:

- a. be prepared by reading relevant sources (books and journal articles) before entering the class.
- b. give critical comments in written forms of which part can be given orally during the seminar. See the peer assessment form below.
- c. listen attentively to both the presenter and other students giving comments or questions.
- d. connect own comments or questions to the previous ones made by other students.
- e. refrain themselves from dominating the forum.

The table below presents the details of the assessment components.

No.	Component to be assessed	Weight (%)	Weight details			Final score
			Available/ present	Mastery/involvement		
				Concept/ theory/ context/ details/ active participation	Own experience/ research findings	
1	2	3	4	5	6	7
1.	Participation in attending the class and responding to a class presentation with references in various forms (questions, comments, suggestions)	20	10	3-7	1-3	14-20
2.	The paper (content, language, and mechanics)	30	15	3-9	1-6	19-30
3.	Paper presentation (+ communication strategy and language)	10	5	1-3	1-2	7-10
4.	(a) Review of 2 latest relevant books, and (b) Summaries of 5 (five) inter-national journal articles on AL	20	15	-	-	20



No.	Component to be assessed	Weight (%)	Weight details			Final score
			Available/ present	Mastery/involvement		
				Concept/ theory/ context/ details/ active participation	Own experience/ research findings	
6.	Semester exam	20	12	-	-	20
	Total	100	70	7-19	3-11	100

Note:

1. Column 3 indicates the weight of each component mentioned in Column 2.
2. Column 4 indicates the weight of the availability of the assignment mentioned in Column 2.
3. Column 5 indicates the details of the weight for: (a) the mastery of concepts and theories, including research findings, for components no. 1-3, (b) the ability to cope with situation and audience component no. 4, and (c) the assessed aspects for summarizing the materials for the component no. 5.
4. Column 6 indicates students' personal experience, which involves the doer, location, situation, time, and quantity.
5. For the component no. 5, students are expected to summarize different materials.
6. The weight for component 1 is quite high. A student will be given the point of 5 if s/he is present. Some more points ranging from 5 to 15 will be added if the student actively contributes to the teaching and learning process (the quality of contribution is also counted). In giving contribution, students are required to critically respond to peers' presentation by basing their conceptual perspectives from diverse theoretical and empirical sources. The latter source may derive from students' own professional experience as well as from other colleagues' experience, and research findings. Thus, students' contribution must be grounded on strong conceptual basis instead of merely their common sense. Failing to do so, the point for their contribution will be very insignificant.

Yogyakarta, September 2020