	Universitas Negeri Surabaya S2 Pendidikan Bahasa Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Advanced Teaching Learning Methodology in ELT	8810302026		**2**		25 Agustus 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
		Ahmad Munir, S.Pd., M.Ed, Ph.D	AHMAD MUNIR, S.PD., M.ED.,PH.D

Deskripsi Singkat MK	This course is designed to involve the students to critically review and discuss the contemporary teaching learning methodologies in English education. It covers approaches, models and strategies or techniques in the post-method era as well as the methods for teaching language skills and components and is integrated in both online and offline modes. The discussion will include language teaching methods in the Methods era and post-method era, which can cover Genre-Based Approach, CTL, Scientific Approach, Discovery learning, Project/Problem-Based Learning as well as flipped, blended, and hybrid learning modes. Lecture activities are carried out through group presentations, discussions, and workshops of application of the latest English language teaching methods in students' workplase. This course uses Project-Based Learning.	
Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK-1	Evaluate current trends and approaches in language teaching methodologies.
	CPMK-2	Demonstrate an understanding of the theoretical underpinnings of modern language teaching methodologies.
	CPMK-3	Analyze the implications of these issues for language teaching and learning.
	CPMK-4	Design and conduct research projects that address current issues in language teaching methodologies.
	CPMK-5	Evaluate the role of technology in modern language teaching methodologies.
	CPMK-6	Adapt and modify teaching methodologies to meet the needs of diverse learners.
	CPMK-7	Critically reflect on their own teaching practices in light of current methodological trends and research.
	CPMK-8	Share research findings and practical experiences related to language teaching methodologies.
	CPMK-9	Produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies.
	Matrik CPL - CPMK	

CPMK	CPL-2
CPMK-1	✔
CPMK-2	✔
CPMK-3	✔
CPMK-4	✔
CPMK-5	✔
CPMK-6	✔
CPMK-7	✔
CPMK-8	✔
CPMK-9	✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔															
CPMK-2		✔														
CPMK-3			✔	✔												
CPMK-4					✔											
CPMK-5																
CPMK-6						✔	✔									
CPMK-7								✔								
CPMK-8									✔	✔						
CPMK-9											✔	✔	✔			

Pustaka

Utama :

Pendukung :

1. Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring* (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to determine some Current Trends and Issues	Active participation in group discussions.	Mampu mendiskusikan dalam kelompok diskusi tentang isu dan masalah mutakhir dalam pembelajaran bahasa Inggris	Offline			3%
2	Students are able to determine key theories underpinning modern methodologies	Demonstrated understanding of theoretical frameworks through class discussions.	Quality of critical analysis in written assignments.	Offline			3%

3	Ability to identify principles of CLT and TBLT in case studies.	Students are able to identify principles of CLT and TBLT in case studies.	Quality and creativity of task-based lesson plans designed in group work.	Offline			4%
4	Participation in discussions on current debates and applications of issues for language teaching and learning	Engagement in technology demonstrations.	Times of engagement	Offline			4%
5	Students are able to demonstrate their active engagement in technology demonstrations.	Students are able to demonstrate their active engagement in technology demonstrations.	Participation in the workshop and quality of contributions.	Offline			4%
6	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Participation in guest lecture and group discussions.	Offline			3%
7	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Ability to identify challenges and propose solutions for multilingual classrooms.	Participation in guest lecture and group discussions.	Offline			3%
8	Students are able to critically reflect on their own teaching practices in light of current methodological trends and research	Quality of contributions to group discussions on multicultural education.	Participation in peer lecture and group discussions.	Offline			5%
9	Students are able to share research findings and practical experiences related to language teaching methodologies	Students are able to share research findings and practical experiences related to language teaching methodologies	Engagement in discussions on formative and summative evaluations.	Offline			3%
10	Students are able to share research findings and practical experiences related to language teaching methodologies	Ability to analyze different assessment tools.	Engagement in discussions on formative and summative evaluations.	Offline			3%
11	Students are able to produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	Engagement in discussions on formative and summative evaluations.	Offline			4%
12	Students are able to produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	Engagement in discussions on formative and summative evaluations.	Offline			4%

13	Students are able to produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	Engagement in discussions on formative and summative evaluations.	Offline			4%
14							
15							
16							

SDGS (Sustainable Development Goals)

Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.