			Kode Dokumen
	Universitas Negeri Surabaya **Fakultas Bahasa dan Seni** **Program Studi S2 Pendidikan Bahasa Inggris**		

RENCANA PEMBELAJARAN SEMESTER						

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
APPLIED LINGUISTICS IN ELT	8810303033		**T=3**	**P=0**	**ECTS=6.72**	1	4 Juli 2024

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	....	....	Ahmad Munir, S.Pd., M.Ed., Ph.D.

Model Pembelajaran	**Project Based Learning**

Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-5	Menginternalisasi nilai, norma, dan etika akademik
	CPL-8	Sesuai dengan bidang keahliannya, menyusun konsepsi ilmiah dan hasil kajian berdasarkan kaidah, tata cara, dan etika ilmiah dalam bentuk tesis atau bentuk lain yang setara, dan diunggah dalam laman perguruan tinggi, setelah makalah yang telah diterbitkan di jurnal ilmiah terakreditasi atau diterima di jurnal internasional
	CPL-10	Mampu menghasilkan desain atau model pembelajaran yang inovatif dan teruji berbasis teknologi pembelajaran untuk bahasa Inggris umum atau bahasa Inggris untuk tujuan tertentu
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	The contents of the course include reorientation and redefinition of applied linguistics, the relationship between linguistics and current issues in language teaching and learning, language and usage, linguistic problem in translation, and attempts to bridge the gap between linguistics and literature. This course also provides the students with an opportunity to review critically articles related to applied linguistics, relating to theory of descriptive linguistics and systemic functional linguistics.
	CPMK - 2	Able to analyze and critically review articles on language and usage
	CPMK - 3	The contents of the course include reorientation and redefinition of applied linguistics, the relationship between linguistics and current issues in language teaching and learning, language and usage, linguistic problem in translation, and attempts to bridge the gap between linguistics and literature. This course also provides the students with an opportunity to review critically articles related to applied linguistics, relating to theory of descriptive linguistics and systemic functional linguistics.
	CPMK - 4	The contents of the course include reorientation and redefinition of applied linguistics, the relationship between linguistics and current issues in language teaching and learning, language and usage, linguistic problem in translation, and attempts to bridge the gap between linguistics and literature. This course also provides the students with an opportunity to review critically articles related to applied linguistics, relating to theory of descriptive linguistics and systemic functional linguistics.
	CPMK - 5	The contents of the course include reorientation and redefinition of applied linguistics, the relationship between linguistics and current issues in language teaching and learning, language and usage, linguistic problem in translation, and attempts to bridge the gap between linguistics and literature. This course also provides the students with an opportunity to review critically articles related to applied linguistics, relating to theory of descriptive linguistics and systemic functional linguistics.
	Matrik CPL - CPMK	

CPMK	CPL-5	CPL-8	CPL-10
CPMK-1			
CPMK-2			
CPMK-3			
CPMK-4			
CPMK-5			

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																

Deskripsi Singkat MK	This course is designed as a critical overview of basic principles in both micro- and macro- linguistics and their application in the field of language teaching and learning. The contents of the course include reorientation and redefinition of applied linguistics, the relationship between linguistics and current issues in language teaching and learning, language and usage, linguistic problem in translation, and attempts to bridge the gap between linguistics and literature. This course also provides the students with an opportunity to review critically articles related to applied linguistics, relating to theory of descriptive linguistics and systemic functional linguistics. Lecture activities are carried out through group presentations, discussions, and workshops of application of linguistics in English language teaching. This course uses Project-Based Learning.

Pustaka

Utama :

1. 1. Davies, Alan and Elder, Catherine (Eds). 2004. The Handbook of Applied Linguistics. Carlton, Victoria: Blackwell Publishing
2. 2. Davies, Alan. 2007. An Introduction to Applied Linguistics: From Practice to Theory. Second Edition. Edinburgh: Edinburgh University Press.
3. 3. Sealy, Alison and Carter, Bob. 2004. Applied Linguistics as Social Science. London: Continuum.
4. 4. Evans, Vyvyan and Green, Melanie. 2006. Cognitive Linguistics. Edinburgh: Edinburgh University Press.
5. 5. Troike, M.S. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press.
6. Jack' C. Richards and Theodore S. Rodgers. 2001. Approaches and Method to Language Te Language Teaching. New York: Cambridge University Press.

Pendukung :

1. 2. Celce-Murcia, Marianne. 2007. Rethinking the Role of Communicative Competence in Language Teaching. In E. Alcón Soler and M.P. Safont Jordà (eds.), Intercultural Language Use and Language Learning. Pp. 41– 57. Berlin: Springer.
2. 3. Celce-Murcia M, Dörnyei Z, Thurrell S (1995) A pedagogical framework for communicative competence: A Pedagogically motivated model with content specifications. Issues in Applied Linguistics 6 (2). Pp. 5–35
3. 4. Gardner, Dee. 2008. Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. Reading in a Foreign Language 20 (1). Pp. 92-112
4. 5. Brown, Abbie H. and Green, Tim. 2009. Time Students Spend Reading Threaded Discussions in Online Graduate Courses Requiring Asynchronous Participation. International Review of Research in Open and Distance Learning 10 (6). Pp. 51-64.
5. 6. Lu Liu. 2011. An International Graduate Student's ESL Learning Experience Beyond the Classroom. TESL Canada journal/revue TESL du Canada 29 (1). Pp. 77-92
6. 7. Robson, Graham G. 2015. The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies. 8 (12). Pp. 56-69.
7. 1. Lestari, Lies a. Mustofa, 2013. Ali. Cerpen sebagai Materi Ajar Bahasa Inggris di Sekolah Menengah Atas. Mojokerto: Giri Prapanca Loka.

Dosen Pengampu	Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

| 1 | 1. able to analyze the influence social condition of a country to FL teaching method (GTM) 2. able to analyze the influence social condition of a country to FL teaching method (DM) | 1. able to analyze the influence social condition of a country to FL teaching method (GTM) 2. able to explain the drawbacks and benefits of GTM 3. to analyze the influence social condition of a country to FL teaching method (DM) 4. able to analyze the drawbacks and benefits of DM | **Kriteria:** logical explanation of benefits and drawbacks of each method

Bentuk Penilaian : Aktifitas Partisipasif | Discussing the influence of social condition of a country to FL teaching (GTM and DM) 150 menit | | **Materi:** Major trends in the twentieth century language teaching **Pustaka:** *Jack' C. Richards and Theodore S. Rodgers. 2001. Approaches and Method to Language Te Language Teaching. New York: Cambridge University Press.*

Materi: Researching language learning: Theories, evidence, and claims **Pustaka:** *3. Sealy, Alison and Carter, Bob. 2004. Applied Linguistics as Social Science. London: Continuum.* | 5% |
| 2 | able to analyze the influence social condition of a country to FL teaching method (ALM and CA) | 1. able to analyze the influence social condition of a country to FL teaching method (ALM) 2. able to explain the drawbacks and benefits of ALM 3. to analyze the influence social condition of a country to FL teaching method (CA) 4. able to explain the drawbacks and benefits of CA | **Kriteria:** logical explanation with evidence

Bentuk Penilaian : Aktifitas Partisipasif | Discussing the influence of social condition of a country to FL teaching (ALM and CLT) 150 menit | | **Materi:** Major trends in the twentieth century language teaching **Pustaka:** *Jack' C. Richards and Theodore S. Rodgers. 2001. Approaches and Method to Language Te Language Teaching. New York: Cambridge University Press.*

Materi: Language, thought, and Culture **Pustaka:** *4. Evans, Vyvyan and Green, Melanie. 2006. Cognitive Linguistics. Edinburgh: Edinburgh University Press.* | 5% |

| 3 | | 1. able to analyze the influence social condition of a country to FL teaching method (GTM) 2. able to explain the drawbacks and benefits of GTM 3. to analyze the influence social condition of a country to FL teaching method (DM) | **Bentuk Penilaian** : Aktifitas Partisipasif | Discussing the influence of social condition of a country to FL teaching (ALM and CLT) 150 menit | | **Materi:** Major trends in the twentieth century language teaching **Pustaka:** *Jack' C. Richards and Theodore S. Rodgers. 2001. Approaches and Method to Language Te Language Teaching. New York: Cambridge University Press.*

 Materi: Language, thought, and Culture **Pustaka:** *4. Evans, Vyvyan and Green, Melanie. 2006. Cognitive Linguistics. Edinburgh: Edinburgh University Press.* | 5% |
| 4 | | 1. able to analyze the influence social condition of a country to FL teaching method (GTM) 2. able to explain the drawbacks and benefits of GTM 3. to analyze the influence social condition of a country to FL teaching method (DM) | **Bentuk Penilaian** : Aktifitas Partisipasif | Discussing the components of communicative competence and the contribution to learners' communication skills. 150 menit | | **Materi:** Major trends in the twentieth century language teaching **Pustaka:** *Jack' C. Richards and Theodore S. Rodgers. 2001. Approaches and Method to Language Te Language Teaching. New York: Cambridge University Press.* | 5% |

No		Sub-CPMK	Penilaian	Bentuk Pembelajaran		Materi Pembelajaran	Bobot
5		1. able to analyze the influence social condition of a country to FL teaching method (GTM) 2. able to explain the drawbacks and benefits of GTM 3. to analyze the influence social condition of a country to FL teaching method (DM)	**Bentuk Penilaian** : Aktifitas Partisipasif	Discussing the components of communicative competence and the contribution to learners' communication skills. 150 menit		**Materi:** Major trends in the twentieth century language teaching **Pustaka:** *Jack' C. Richards and Theodore S. Rodgers. 2001. Approaches and Method to Language Te Language Teaching. New York: Cambridge University Press.*	5%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	25%
		25%

Catatan
1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.

5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.