

## Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program

Document Code

SEMESTER	IG PLAN

Courses			CODE					Cour	se Fa	nily		Cre	edit We	ight		SEM	ESTER	Co Da	mpilat te	ion
Classroom La	anguage		88203020	)28								T=2	2 P=0	ECT	S=3.18		4	Jul	y 17, 2	024
AUTHORIZAT	ION		SP Devel	oper							Cour	se Cl	uster C	oordi	nator	Stud	ly Progr	am Co	oordina	ator
																Dr. ŀ	Him'maw S.Po	van Ad d., M.P		oho,
Learning model	Case Studies		I													L				
Program	PLO study pro	ogram w	hich is ch	arge	d to t	he co	ourse	•												
Learning Outcomes	PLO-5	Demons	strate aware	eness	of the	e value	es, etł	nics, n	orms a	nd res	sponsib	ilities	associa	ated w	ith acad	emic k	behavior			
(PLO)	PLO-14	Creating	products i	related	d to E	nglish	learn	ing.												
	PLO-15	Demons	strate oral a	and wr	ritten o	compe	etency	equiv	alent t	D CEF	R level	B2.								
	Program Obje	ctives (F	°O)																	
	PO - 1		e of specia participati																s, initia	ting
	PO - 2	Apply kn	iowledge of	f a spe	ecial la	angua	ige foi	r runni	ng less	sons a	Ind com	nmunio	cation s	trateg	ies.					
	PO - 3	HAN																		
	PO - 4	Be respo	onsible for t	the us	e of e	xpres	sions	and co	ommur	icatio	n strate	egies.								
	PLO-PO Matri	x																		
			P.0		PLC	)-5		PLC	D-14		PLO-	15								
			PO-1																	
			PO-2																	
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	PO Matrix at t	he end o	f each lea	arning	n star	2) an	uh-Dí	)												
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		PO-1			<u> </u>	<u> </u>														-
		PO-2			┣───	_														-
		PO-3			<u> </u>	<u> </u>														
		PO-4																		
Short	This subject will	explore s	pecial lang	juage	for ru	nning	lesso	ns and	d comn	nunica	ation str	ategie	es and (	develo	p stude	nts' te	acher sł	kills in	using t	nem
Course Description	as teachers in f classroom langu	lage expr	essions in 1	the sc	ientific	c appr	oach	practic	ciassi ce usin	g thes	iangua( se class	ge cia sroom	langua	ge exp	lage ex pression	s in cla	ass simu	ulation	aspect	S OT
References	Main :																			
		Pendidik	., Moate, J an dan Kel d: Macmilla	buday	aan N	Vo 65	Tahu	n 2013	tenta	ng Sta	andar P	roses	Kuriku	lum 20	013 . 3.	Salab	oerri, S.	1995.	Classro	oom
	Supporters:																			
		n D (200	)1) The Li-	o cf i	0005	. T	Corint	o for D		ing T	oobe:		oroan	long		unterma	20.27	40		
	1. 2. Culle 2. 3. Wals														ауе. Зу	siem,	29, 21-4	+3.		

Week-	Final abilities of each learning stage	Evalua	ation	Learr Studen	lp Learning, ning methods, it Assignments, timated time]	Learning materials [ References	Assessmen Weight (%)
	(SuĎ-PO)	Indicator	Criteria & Form	Offline( offline)	Online ( <i>online</i> )	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to explain the notion and concept of Classroom Language (definition, principles, and aspects of Classroom Language)	<ol> <li>Explaining the definition of Classroom Language</li> <li>Explaining the aspects of Classroom Language</li> </ol>	Criteria: Written Form of Assessment : Participatory Activities, Practice/Performance	Lecture, discussion, question- answer 2 X 50		Material: the notion and concept of Classroom Language Bibliography: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. A practical classroom English. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. Classroom Ianguage. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: Oxford University Press Material: definitions, principles, and aspects of Classroom Language References: 2. Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. Systems. 29, 27-43.	5%

2	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ol> <li>Mentioning the basic teaching skills</li> <li>Explaining each basic teaching skill</li> <li>Mentioning the learning activities</li> </ol>	Criteria: Written Form of Assessment : Participatory Activities, Practice/Performance	Lecture, discussion, questions and answers 2 X 50	Material: the basic teaching skills and the learning activities References:	5%
		<ul> <li>(pre-, whilst, and post activities)</li> <li>4.• Explaining each learning activity (pre-, whilst, and post activities)</li> </ul>			1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. A practical classroom English. Oxford: Oxford University Press. 2.	
					Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S.	
					1995. Classroom language. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: Oxford University	
3	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ol> <li>Mentioning the basic teaching skills</li> <li>Explaining each basic teaching skill</li> <li>Mentioning the learning activities (pre-, whilst, and post activities)</li> <li>Explaining each learning activity (pre-, whilst, and post activities)</li> </ol>	Criteria: Written Form of Assessment : Participatory Activities, Practice/Performance	Lecture, discussion, questions and answers 2 X 50	Material: the basic teaching skills and the learning activities <b>References:</b> 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. A practical classroom English. Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. Salaberri, S. Supos. Classroom language. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: University Press	5%

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4	Being able to	1. Identifying the	Criteria:	Lecture,		Material: the	10%
	demonstrate	classroom language	Written	discussion,	f	first basic	
	Opening the	expressions used in	1	problem		teaching skills	
	lesson as the first		Form of Assessment :	based		References:	
	basic teaching	Pre-activities	Participatory Activities,	learning		1. Hughes,	
	skill	(Opening the lesson)	Practice/Performance	activity		GS, Moate, J.,	
		<ol><li>Explaining the</li></ol>	r radioest chomanoe	2 X 50		& Raatikaine,	
		classroom language		2 \ 50			
		expressions used in				T. 2007. A	
		Pre-activities			4	practical	
		(Opening the lesson)				classroom	
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		<ol><li>Applying the</li></ol>				Oxford:	
		classroom language				Oxford	
		expressions used in				University	
		Pre-activities				Press. 2.	
		(Opening the lesson)			1	Minister of	
		4. Demonstrating the				Education and	
		classroom language	1			Culture	
		expressions used in	1			Regulation	
			1			No. 65 of 2013	
		Pre-activities				concerning	
		(Opening the lesson)				2013	
			1			Curriculum	
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						Salaberri, S.	
						1995.	
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			1			activities	
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			1			3. Walsh, S.	
			1			(2006).	
			1			Talking the	
			1			Talk of the	
			1			TESOL	
			1			Classroom.	
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			1			141.	
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5	Being able to	1. Identifying the	Criteria:	Lecture,	M	laterial: the	10%
	demonstrate	classroom language	Written	discussion,		rst basic	-
	Opening the			problem		aching skills	
	lesson as the first	expressions used in	Form of Assessment :	based		eferences:	
	basic teaching	Pre-activities	Participatory Activities,	learning		Hughes,	
	skill	(Opening the lesson)	Practice/Performance				
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		expressions used in				. 2007. A	
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		Pre-activities			cla	lassroom	
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		expressions used in			UI	niversity	
		Pre-activities				ress. 2.	
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		<ol><li>Demonstrating the</li></ol>					
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		expressions used in				egulation	
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for primary teachers. Oxford University Press 							
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organizes and prepares their students for the lesson. <b>References:</b> 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-						a teacher	
prepares their students for the lesson. <b>References:</b> 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-	1						
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3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-	1			1			
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7	Being able To	1. Identifying the	Criteria:	Lecture,	Material:	10%
	demonstrate	classroom language	Written	discussion,	Organizing	
	Organizing the	expressions used in		problem	the class as	
	class as the		Form of Assessment :	based	the second	
	second basic	Pre-activities	Participatory Activities,	learning	basic teaching	
	teaching skill	(Organizing	Practice/Performance	activity	skill	
		<ol><li>Explaining the</li></ol>	r radioen enormande	2 X 50	References:	
		classroom language		2 X 50		
		expressions used in			1. Hughes,	
		Pre-activities			GS, Moate, J.	
					& Raatikaine,	
		(Organizing the			T. 2007. A	
		class)			practical	
		3.• Applying the			English	
		classroom language			classroom.	
		expressions used in			Oxford:	
		Pre-activities			Oxford	
					University	
		(Organizing the				
		class)			Press. 2.	
		<ol><li>Demonstrating the</li></ol>			Minister of	.
		classroom language			Education and	
		expressions used in			Culture	
		Pre-activities			Regulation	
		(Organizing the			No. 65 of 2013	3
					concerning	
		class)			2013	
					Curriculum	
					Process	
					Standards. 3.	
					Salaberri, S.	
					1995.	
					Classroom	
					language.	
					Oxford:	
					Macmillan	
					Heinemann	
					ELT. Slattery,	
					M., & Willis, J.	
					2001. English	
					for primary	
					teachers.	
					Oxford:	
					Oxford	
					University	
					Press	
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					Material: how	
					a teacher	
					organizes and	
					prepares their	
					students for	
					the lesson.	
					References:	
					3. Walsh, S.	
					(2006).	
					Talking the	
					Talk of the	
					TESOL	
					Classroom.	
					ELT Journal,	
					60(2), 133-	
					141.	
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8	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	<ol> <li>Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials)</li> <li>Identifying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Applying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Demonstrating the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Demonstrating the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom class (Explaini</li></ol>	Criteria: Written and spoken Forms of Assessment Participatory Activities, Practice/Performance, Tests	Problem- based Learning – Plus 2 X 50	Material: classroom language expressions used in While activities <b>References:</b> 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. A practical classroom English. Oxford: Oxford: Oxford: Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. Classroom language. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: Oxford University Press	5%
9	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	<ol> <li>Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials)</li> <li>Identifying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Explaining the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Activities (Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Demonstrating the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials)</li> <li>Demonstrating the classroom language expressions used in While activities (Explaining the classroom language expressions used in While activities (Explaining the classroom language)</li> </ol>	Criteria: Written and spoken Form of Assessment : Participatory Activities, Practice/Performance	Problem- based Learning – Plus 2 X 50	Material: classroom language expressions used in While activities <b>References:</b> 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. A practical classroom English. Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. Classroom language. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: Oxford: Oxford: Minister, S. 1995. Classroom language. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: Oxford	5%

10	Daing able to	1		1	Mada at 1	50/
10	Being able to demonstrate	1.• Mentioning the	Form of Assessment :	lecture, discussion,	Material: Asking	5%
	Asking questions	activities in While				
	and Giving	activities (Asking	Participatory Activities	problem	questions and	
	reinforcement as	questions and Giving		based	Giving	
	the fourth basic	reinforcement		learning	reinforcement	
	teaching skill	2.• Identifying the		2 X 50	References:	
		classroom language			1. Hughes,	
		expressions used in			GS, Moate, J.,	
		While activities			& Raatikaine,	
					T. 2007. A	
		(Asking questions			practical	
		and Giving			English	
		reinforcement)			classroom.	
		3.• Explaining the			Oxford:	
		classroom language			Oxford	
		expressions used in			University	
		While activities			Press. 2.	
					Minister of	
		(Asking questions			Education and	
		and Giving			Culture	
		reinforcement)			Regulation	
		<ol><li>Applying the</li></ol>				
		classroom language			No. 65 of 2013	
		expressions used in			concerning	
		While activities			2013	
		(Asking questions			Curriculum	
					Process	
		and Giving			Standards. 3.	
		reinforcement)			Salaberri, S.	
		5.• Demonstrating the			1995.	
		classroom language			Classroom	
		expressions used in			language.	
		While activities			Oxford:	
		(Asking questions			Macmillan	
		and Giving			Heinemann	
					ELT. Slattery,	
		reinforcement)			M., & Willis, J.	
					2001. English	
					for primary	
					teachers.	
					Oxford:	
					Oxford	
					University	
					Press	
					p	
					Material:	
					classroom	
					language	
					expressions	
					used in	
					activities	
					References:	
					3. Walsh, S.	
					(2006).	
					Talking the	
					Talk of the	
					TESOL	
					Classroom.	
					ELT Journal,	
			1	1	60(2), 133-	
					141.	

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11	Being able to	1. Mentioning the	Criteria:	lecture,	Material:	5%
	demonstrate	activities in While	Written	discussion,	Asking	
	Asking questions	activities (Asking		problem	questions and	
	and Giving		Form of Assessment :	based	Giving	
	reinforcement as	questions and Giving	Participatory Activities	learning	reinforcement	
	the fourth basic	reinforcement		2 X 50	References:	
	teaching skill	<ol><li>Identifying the</li></ol>		2 \ 30		
		classroom language			1. Hughes,	
		expressions used in			GS, Moate, J.,	
		While activities			& Raatikaine,	
					T. 2007. A	
		(Asking questions			practical	
		and Giving			English	
		reinforcement)			classroom.	
		<ol><li>Explaining the</li></ol>			Oxford:	
		classroom language			Oxford	
		expressions used in			University	
					Press. 2.	
		While activities				
		(Asking questions			Minister of	
		and Giving			Education and	
		reinforcement)			Culture	
		4. Applying the			Regulation	
					No. 65 of 2013	
		classroom language			concerning	
		expressions used in			2013	
		While activities			Curriculum	
		(Asking questions			Process	
		and Giving			Standards. 3.	
		reinforcement)				
					Salaberri, S.	
		5.• Demonstrating the			1995.	
		classroom language			Classroom	
		expressions used in			language.	
		While activities			Oxford:	
		(Asking questions			Macmillan	
		and Giving			Heinemann	
					ELT. Slattery,	
		reinforcement)			M., & Willis, J.	
					2001. English	
					for primary	
					teachers.	
					Oxford:	
					Oxford	
					University	
					Press	
					pr	
					Material:	
					classroom	
					language	
					expressions	
					used in	
					activities	
					References:	
					3. Walsh, S.	
					(2006).	
					Talking the	
					Talk of the	
					TESOL	
					Classroom.	
					ELT Journal,	
			1	1	60(2), 133-	
					141.	

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12	Being able to	1. Mentioning the	Criteria:	lecture,	Material:	5%
	demonstrate	activities in While and	Written	discussion,	demonstr	
1	Varying Stimuli,			problem	Varying	9
1	Organizing small	Post activities	Form of Assessment :	based	Stimuli,	
	group (class)	(Varying Stimuli,	Participatory Activities			~
	discussion and	Organizing small	r antopatory Activities	learning	Organizin	
	Closing the lesson	group (class)		2 X 50	small grou	dr
	(the 5th, 6th and	discussion and			(class)	
	7th teaching	Closing the lesson)			discussio	-
	skills)	2.• Identifying the			Reference	
					1. Hughes	
		classroom language			GS, Moat	e, J.,
		expressions used in			& Raatika	ine,
		While and Post			Т. 2007. А	4
		activities (Varying			practical	
		Stimuli, Organizing			English	
		small group (class)			classroon	n.
		discussion and			Oxford:	
		Closing the lesson)			Oxford	
			1		University	,
		<ol><li>Explaining the</li></ol>	1		Press. 2.	
		classroom language	1		Minister d	f
		expressions used in	1		Education	
		While and Post	1			ailu
		activities (Varying	1		Culture	
		Stimuli, Organizing			Regulatio	
		small group (class)			No. 65 of	
		discussion and			concernin	g
					2013	
		Closing the lesson)			Curricului	n
		<ol><li>Applying the</li></ol>			Process	
		classroom language			Standards	s. 3.
		expressions used in			Salaberri,	S.
		While and Post			1995.	
		activities and Post			Classroor	n
		activities (Varying			language	
					Oxford:	
		Stimuli, Organizing			Macmillar	,
		small group (class)			Heinemai	
		discussion and			ELT. Slat	
		Closing the lesson)				
		<ol><li>Demonstrating the</li></ol>			M., & Will	
		classroom language			2001. Eng	
		expressions used in			for primar	У
		While and Post	1		teachers.	
			1		Oxford:	
		activities (Varying	1		Oxford	
		Stimuli, Organizing	1		University	,
		small group (class)	1		Press	
		discussion and	1			
		Closing the lesson)	1		Material:	
		- ,	1		classroon	1
					language	
			1		expressio	ns
					used in W	
			1		and Post	THIC .
			1			
			1		activities Reference	
			1			
			1		3. Walsh,	J.
			1		(2006).	
					Talking th	
			1		Talk of the	e
			1		TESOL	
			1		Classroor	n.
			1		ELT Jour	
			1		60(2), 133	
			1		141.	
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13	Being able to	1. Mentioning the	Criteria:	lecture,		Material:	5%
	demonstrate	5	Written	discussion,		demonstrating	0,10
	Varying Stimuli,	activities in While and	Vinteen	problem			
	Organizing small	Post activities	Form of Assessment :			Varying	
	group (class)	(Varying Stimuli,		based		Stimuli,	
	discussion and	Organizing small	Participatory Activities	learning		Organizing	
	Closing the lesson	group (class)		2 X 50		small group	
	(the 5th, 6th and	<b>U</b>				(class)	
	7th teaching	discussion and				discussions	
	skills)	Closing the lesson)				References:	
	,	2. Identifying the					
		classroom language				1. Hughes,	
		expressions used in				GS, Moate, J.,	
						& Raatikaine,	
		While and Post				T. 2007. A	
		activities (Varying				practical	
		Stimuli, Organizing				English	
		small group (class)				classroom.	
		discussion and				Oxford:	
						Oxford.	
		Closing the lesson)					
		<ol><li>Explaining the</li></ol>				University	
		classroom language				Press. 2.	
		expressions used in				Minister of	
		•				Education and	
		While and Post				Culture	
		activities (Varying				Regulation	
		Stimuli, Organizing				No. 65 of 2013	
		small group (class)				concerning	
		discussion and					
						2013	
		Closing the lesson)				Curriculum	
		<ol><li>Applying the</li></ol>				Process	
		classroom language				Standards. 3.	
		expressions used in				Salaberri, S.	
		While and Post				1995.	
		activities and Post				Classroom	
		activities (Varying				language.	
		Stimuli, Organizing				Oxford:	
		small group (class)				Macmillan	
		discussion and				Heinemann	
						ELT. Slattery,	
		Closing the lesson)				M., & Willis, J.	
		<ol><li>Demonstrating the</li></ol>				2001. English	
		classroom language				for primary	
		expressions used in					
		While and Post				teachers.	
		activities (Varying				Oxford:	
						Oxford	
		Stimuli, Organizing				University	
		small group (class)				Press	
		discussion and					
		Closing the lesson)				Material:	
						classroom	
						language	
						expressions	
						used in While	
						and Post	
						activities	
						References:	
						3. Walsh, S.	
						(2006).	
						Talking the	
						Talk of the	
						TESOL	
						Classroom.	
						ELT Journal,	
						60(2), 133-	
						141.	
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14	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	<ol> <li>Mentioning the activities in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Identifying the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Explaining the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Explaining the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Applying the classroom language expressions used in While and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Demonstrating the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Demonstrating the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> <li>Demonstrating the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</li> </ol>	Criteria: Written Form of Assessment : Participatory Activities	lecture, discussion, problem based learning 2 X 50	Material: demonstrating Varying Stimuli, Organizing small group (class) discussions <b>References:</b> 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. A practical English classroom. Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. Classroom language. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: University Press Material: classroom language expressions used in While and Post activities <b>References:</b> 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133- 141.	5%
15	Being able to demonstrate the use of the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Forms of Assessment : Participatory Activities, Practice/Performance, Tests	lecture, discussion and Performance (Teaching Simulation) 2 X 50	Material: Practicing the classroom language <b>References:</b> 3. Walsh, S. (2006). Talking the Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133- 141.	4%
16	Being able to demonstrate the use of the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Forms of Assessment : Participatory Activities, Practice/Performance, Tests	lecture, discussion and Performance (Teaching Simulation) 2 X 50		5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	59.67%
2.	Practice / Performance	34.67%
3.	Test	4.67%
		99.01%

## Notes

- Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program
  graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program
  obtained through the learning process.
- 2. The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO) are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO) is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and subtopics.
- 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.