



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Classroom Language	8820302028		T=2 P=0 ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																				
	PLO-5	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.																																																																																																																			
	PLO-14	Creating products related to English learning.																																																																																																																			
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding.																																																																																																																			
	PO - 2	Apply knowledge of a special language for running lessons and communication strategies.																																																																																																																			
	PO - 3	HAN																																																																																																																			
	PO - 4	Be responsible for the use of expressions and communication strategies.																																																																																																																			
	PLO-PO Matrix																																																																																																																				
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Short Course Description	This subject will explore special language for running lessons and communication strategies and develop students' teacher skills in using them as teachers in front of the classrooms. This covers: aspects of classroom language classroom language expressions for these aspects of classroom language expressions in the scientific approach practice using these classroom language expressions in class simulation.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. A practical classroom English . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberri, S. 1995. Classroom language . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers . Oxford: Oxford University Press <p>Supporters:</p> <ol style="list-style-type: none"> 2. Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. System, 29, 27-43. 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141.
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Supporting lecturer		Drs. Fahri, M.A. Sumarningsih, S.Pd., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(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)	1. Explaining the definition of Classroom Language 2. Explaining the principles of Classroom Language 3. Explaining the aspects of Classroom Language	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. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slatery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press Material: definitions, principles, and aspects of Classroom Language References: 2. Cullen, R. (2001). <i>The Use of Lesson Transcripts for Developing Teachers' Classroom Language Systems</i> , 29, 27-43.	5%

2	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ol style="list-style-type: none"> 1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activity (pre-, whilst, and post activities) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, discussion, questions and answers 2 X 50		<p>Material: the basic teaching skills and the learning activities</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%
3	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ol style="list-style-type: none"> 1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activity (pre-, whilst, and post activities) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, discussion, questions and answers 2 X 50		<p>Material: the basic teaching skills and the learning activities</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%

4	Being able to demonstrate Opening the lesson as the first basic teaching skill	<ol style="list-style-type: none"> 1. Identifying the classroom language expressions used in Pre-activities (Opening the lesson) 2. Explaining the classroom language expressions used in Pre-activities (Opening the lesson) 3. Applying the classroom language expressions used in Pre-activities (Opening the lesson) 4. Demonstrating the classroom language expressions used in Pre-activities (Opening the lesson) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, discussion, problem based learning activity 2 X 50		<p>Material: the first basic teaching skills</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Material: classroom language expressions used in Pre-activities</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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5	Being able to demonstrate Opening the lesson as the first basic teaching skill	<ol style="list-style-type: none"> 1. Identifying the classroom language expressions used in Pre-activities (Opening the lesson) 2. Explaining the classroom language expressions used in Pre-activities (Opening the lesson) 3. Applying the classroom language expressions used in Pre-activities (Opening the lesson) 4. Demonstrating the classroom language expressions used in Pre-activities (Opening the lesson) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, discussion, problem based learning activity 2 X 50		<p>Material: the first basic teaching skills</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Material: classroom language expressions used in Pre-activities</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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6	Being able To demonstrate Organizing the class as the second basic teaching skill	<ol style="list-style-type: none"> 1. Identifying the classroom language expressions used in Pre-activities (Organizing class) 2. Explaining the classroom language expressions used in Pre-activities (Organizing the class) 3. Applying the classroom language expressions used in Pre-activities (Organizing the class) 4. Demonstrating the classroom language expressions used in Pre-activities (Organizing the class) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, discussion, problem based learning activity 2 X 50		<p>Material: Organizing the class as the second basic teaching skill</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom.</i> Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language.</i> Oxford: Macmillan Heinemann</p> <p>ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers.</i> Oxford: Oxford University Press</p> <p>Material: how a teacher organizes and prepares their students for the lesson.</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom.</i> <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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7	Being able To demonstrate Organizing the class as the second basic teaching skill	<ol style="list-style-type: none"> 1. Identifying the classroom language expressions used in Pre-activities (Organizing the class) 2. Explaining the classroom language expressions used in Pre-activities (Organizing the class) 3. Applying the classroom language expressions used in Pre-activities (Organizing the class) 4. Demonstrating the classroom language expressions used in Pre-activities (Organizing the class) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecture, discussion, problem based learning activity 2 X 50		<p>Material: Organizing the class as the second basic teaching skill</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom.</i> Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language.</i> Oxford: Macmillan Heinemann</p> <p>ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers.</i> Oxford: Oxford University Press</p> <p>Material: how a teacher organizes and prepares their students for the lesson.</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom.</i> <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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8	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	<ol style="list-style-type: none"> 1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 4. Applying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 5. Demonstrating the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 	<p>Criteria: Written and spoken</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Problem-based Learning – Plus 2 X 50		<p>Material: classroom language expressions used in While activities</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%
9	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	<ol style="list-style-type: none"> 1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 4. Applying the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 5. Demonstrating the classroom language expressions used in While activities (Explaining the Lesson or Learning Materials) 	<p>Criteria: Written and spoken</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Problem-based Learning – Plus 2 X 50		<p>Material: classroom language expressions used in While activities</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%

10	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	<ol style="list-style-type: none"> 1. Mentioning the activities in While activities (Asking questions and Giving reinforcement) 2. Identifying the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 3. Explaining the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 4. Applying the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 5. Demonstrating the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 	Form of Assessment : Participatory Activities	lecture, discussion, problem based learning 2 X 50	Material: Asking questions and Giving reinforcement References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom</i> . Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning Curriculum Process Standards. 3. Salaberry, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press <hr/> Material: classroom language expressions used in activities References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i> . <i>ELT Journal</i> , 60(2), 133-141.	5%
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11	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	<ol style="list-style-type: none"> 1. Mentioning the activities in While activities (Asking questions and Giving reinforcement) 2. Identifying the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 3. Explaining the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 4. Applying the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 5. Demonstrating the classroom language expressions used in While activities (Asking questions and Giving reinforcement) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion, problem based learning 2 X 50	<p>Material: Asking questions and Giving reinforcement</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Material: classroom language expressions used in activities</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	5%
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12	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	<ol style="list-style-type: none"> 1. • Mentioning the activities in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. • Identifying the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. • Explaining the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. • 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) 5. • Demonstrating the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion, problem based learning 2 X 50		<p>Material: demonstrating Varying Stimuli, Organizing small group (class) discussions</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Material: classroom language expressions used in While and Post activities</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	5%
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13	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	<ol style="list-style-type: none"> 1. • Mentioning the activities in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. • Identifying the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. • Explaining the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. • 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) 5. • Demonstrating the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion, problem based learning 2 X 50		<p>Material: demonstrating Varying Stimuli, Organizing small group (class) discussions</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Material: classroom language expressions used in While and Post activities</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	5%
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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 style="list-style-type: none"> 1. • Mentioning the activities in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. • Identifying the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. • Explaining the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. • 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) 5. • Demonstrating the classroom language expressions used in While and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion, problem based learning 2 X 50		<p>Material: demonstrating Varying Stimuli, Organizing small group (class) discussions</p> <p>References: 1. Hughes, GS, Moate, J., & Raatikaine, T. 2007. <i>A practical English classroom</i>. Oxford: Oxford University Press. 2. Minister of Education and Culture Regulation No. 65 of 2013 concerning 2013 Curriculum Process Standards. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <p>Material: classroom language expressions used in While and Post activities</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	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	<p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	lecture, discussion and Performance (Teaching Simulation) 2 X 50		<p>Material: Practicing the classroom language</p> <p>References: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	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	<p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	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

1. **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.
5. **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.
6. **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.
9. **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 sub-topics.
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.