	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**
Elt Method	8820304057		**T=4**	**P=0**	**ECTS=6.36**		2	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**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	The course is designed to examine the nature of each of the four language skills from a discourse perspective (review of traditional methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning); to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; and to develop a reflective approach to teaching through classroom observations.

References	**Main :**	
	1. Larsen-Freeman, Diane. 2000. Techniques and Principles in Language Teaching (2nd ed). Oxford: Oxford University Press. 2. Richards, Jack C. 2015. Key Issues in Language Teaching. Cambridge: Cambridge University Press. 3. Richards, Jack C and Theodore S. Rogers. 1986. Approaches and Methods in Language Teaching : A Description and Analysis. Cambridge: Cambridge University Press.	
	Supporters:	

Supporting lecturer	Kusumarasdyati, Ph.D. Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd.

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	To understand the concept of approach, method and techniques in ELT	To explain the concept of approach, methods and techniques	**Criteria:** Content, Organization, Vocabulary, language Use, and Mechanics	Group presentation ollowed by a session of questions and answers Individual Task 2 X 50			0%

2	To understand the characteristics of Grammar Translation Method	To explain the concept of Grammar Translation Method	**Criteria:** Content, Organization, Vocabulary, Language Use, and Mechanics	Group presentation followed by a session of questions and answers 2 X 50			0%
3	To understand the characteristics of The Direct Method	To explain the characteristics of The Direct Method	**Criteria:** Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of questions and answers 2 X 50			0%
4	To understand the characteristics of The Audio Lingual Method	To explain the characteristics of the Audio Lingual Method	**Criteria:** Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of questions and answers 2 X 50			0%
5	To understand the characteristics of The Silent way	To explain the characteristics of the Silent Way	**Criteria:** Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of questions and answers 2 X 50			0%
6	To understand the characteristics of Desuggestopidia	To explain the characteristics of Desuggestopedia	**Criteria:** Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of questions and answers 2 X 50			0%
7	To understand the characteristics of Community Language Learning	To explain the characteristics of Community Language Learning	**Criteria:** Content Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of questions and answers 2 X 50			0%
8	To understand the characteristics of Total Physical Response	To explain the characteristics of Total Physical Response	**Criteria:** 1.Presentation Rubric: PPT, clarity, comprehension, and fluency 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of questions and answers 2 X 50			0%
9	To understand the characteristics of Communicative Language Teaching	To explain the characteristics of Communicative Language Teaching	**Criteria:** 1.Presentation Rubric: PPT, clarity, comprehension, and fluency 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
10	To understand the characteristics of Content-based, Task-Based and Participatory Approaches	To explain the characteristics of Content-based, Task-Based and Participatory Approaches	**Criteria:** 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%

11	To understand the characteristics of Learning Strategy Training	To explain the characteristics of Learning Strategy Training	**Criteria:** 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
12	To understand the characteristics of Cooperative Learning	To explain the characteristics of Cooperative Learning	**Criteria:** 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
13	To understand the characteristics of Multiple Intelligence	To explain the characteristics of Multiple Intelligence	**Criteria:** 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
14	To design and develop multimedia in ELT	- to formulate learning objectives in certain English classes - to design a mini lesson plan of the class - to design multimedia used in the class		- Student presentation- Discussion 2 X 50			0%
15	To design and develop appropriate teaching aids that suit the lesson plan designed by the students in their 'Innovative Learning course	- to select type of media that suits the lesson plan designed in the students' Innovative Learning course to design and develop the media in certain English class		discussions 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.