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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Second language Acquisition	8820302261		**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

Program Learning Outcomes (PLO)	PLO study program that 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	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories for L2 learning and teaching. Classroom activities will be dominated by classroom discussions, presentations, questions and answers, and case studies.

References	Main :
	1. SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.
	Supporters:

Supporting lecturer	Prof. Dr. Hj. Lies Amin Lestari, M.A., 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	To describe and explain the concepts and theoretical models of L2 acquisition	To describe the concepts of L2 acquisition. To explain the theoretical model of L2 acquisition		Discussion, lecture, question-answer 2 X 50			0%

2	To differentiate errors and mistakes and understand variability in learners' language and developmental patterns	To define errors and mistakes To explain Variability in L2 acquisition To exemplify developmental patterns of L2 acquisition To identify order and sequence of L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
3	To differentiate errors and mistakes and understand variability in learners' language and developmental patterns	To define errors and mistakes To explain Variability in L2 acquisition To exemplify developmental patterns of L2 acquisition To identify order and sequence of L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
4	To explain how an L2 is acquired from the point of view of mentalist and behaviorist	To define the meaning of interlanguage To constrast the different concept of L2 acquisition from the point of view of mentalist ang behaviorist To differentiate input from intake		Discussion, lecture, question-answer 2 X 50			0%
5	To explain how social identity influences L2 acquisition	To identify various styles of interlanguage To analyze interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influences L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
6	To explain how social identity influences L2 acquisition	To identify various styles of interlanguage To analyze interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influences L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%

7		To explain learner transfer rules from L1 to L2, the role of consciousness in L2 learning, and various communication strategies		Discussion, lecture, question-answer, assignment 2 X 50			0%
8		To explain learner transfer rules from L1 to L2, the role of consciousness in L2 learning, and various communication strategies		Discussion, lecture, question-answer, assignment 2 X 50			0%
9				2 X 50			0%
10	To explain how L1 linguistic aspects affect SLA and interlanguage.	To identify the differences and similarities between Indonesian and English grammatical rules To identify the differences and similarities between Indonesian and English pronunciation of some words To explain the concept of Universal Grammar To present the concept of Critical Period hypothesis		Discussion, lecture, question-answer, assignment 2 X 50			0%
11	To explain how L1 linguistic aspects affect SLA and interlanguage.	To identify the differences and similarities between Indonesian and English grammatical rules To identify the differences and similarities between Indonesian and English pronunciation of some words To explain the concept of Universal Grammar To present the concept of Critical Period hypothesis		Discussion, lecture, question-answer, assignment 2 X 50			0%
12	To discuss how individual differences affect SLA and interlanguage	To observe a variety of learners's language and discuss why each of them has different achievement. To explain factors which influence (1) aptitude, (2) motivation, and (3) learning strategy. To justify how such factors affect language acquisition.		Discussion, lecture, question-answer, assignment 2 X 50			0%

13	To discuss the role of instruction in SLA	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers		Discussion, lecture, question-answer, assignment 2 X 50			0%
14	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories for L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers		case study 2 X 50			0%
15	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories for L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers		case study 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.