



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																	
Essential Speaking Skills	7920202245	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 15, 2023																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																		
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Learning model	Project Based Learning																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																							
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																						
	PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																						
	Program Objectives (PO)																																																							
	PO - 1	Being able to produce adequate daily spoken English from various topics provided.																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-5	PLO-8					PO-1																																									
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PO-1																																																								
PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																								
Short Course Description	This subject is specifically designed to give students the opportunity to develop and strengthen skills in expressing simple ideas in the form of simple dialogue and monologue and describing the images based on instructions given by using the functions of language that emphasize the importance of accuracy (pronunciation, stress, and intonation). The emphasis placed on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based methods of learning.																																																							
References	Main :																																																							
	<ol style="list-style-type: none"> 1. Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd 2. Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd 3. Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press 4. Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL 																																																							
	Supporters:																																																							
	<ol style="list-style-type: none"> 1. Essays 2. Books 3. Journal articles 																																																							
Supporting lecturer	Diana Budi Darma, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A.																																																							

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 apply appropriate vocabulary and grammar to produce fluent and coherent spoken English on a range of everyday topics	to define the class' contract to explain rules to explain material in general	Criteria: Orally Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers 2 X 50		Material: Guide for presenting personal information properly. References: <i>Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd</i>	3%
2	Being able to use appropriate language functions in everyday conversation.	Making suggestions, expressing opinions, and asking for clarification in everyday conversation	Criteria: Orally Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers 2 X 50		Material: Interactive activities by giving the certain situation that should be faced. References: <i>Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd</i>	2%
3	1. Being able to employ effective communication strategies. 2. Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency.	1. Express likes and dislikes properly. 2. Detailed reflection on self-awareness of strengths and weaknesses in speaking English.	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers 2 X 50		Material: Interactive activities by giving the certain situation that should be faced. References: <i>Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd</i>	2%

4	To be able to conduct an invitation Addressing	to define invitation	Criteria: Orally Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers. 2 X 50		Material: Guide to responding appropriately to questions and comments from other speakers. References: Harmer, Jeremy. 2007. <i>Just Listening and Speaking Pre-Intermediate.</i> London: Marshall Cavendish Ltd Material: Guide to responding appropriately to questions and comments from other speakers. References: Harmer, Jeremy. 2007. <i>Just Listening and Speaking Pre-Intermediate.</i> London: Marshall Cavendish Ltd	2%
5	To be able to practice thanking people and replying expressions	Critically respond to some videos about the cultural phenomenon and give an opinion about that.	Criteria: Orally Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers 2 X 50		Material: Guide to developing cultural competence. References: Harmer, Jeremy. 2004. <i>Just Listening and Speaking Intermediate.</i> London: Marshall Cavendish Ltd	2%
6	Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources.	Actively participate in group discussions on various topics provided.	Criteria: Orally Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers 2 X 50		Material: Prompts or questions to guide the discussion. References: Harmer, Jeremy. 2004. <i>Just Listening and Speaking Intermediate.</i> London: Marshall Cavendish Ltd	2%

7	<p>1. Become able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence.</p> <p>2. Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency.</p>	<p>1. Presenting the idea in a mini-debate on a controversial topic.</p> <p>2. Detailed reflection notes on identifying areas for improvement</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing, group discussion, questions and answers 2 X 50</p>		<p>Material: Guide for presenting proper mini-debate.</p> <p>References: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i></p>	2%
8	<p>1. Being able to employ effective communication strategies.</p> <p>2. Being able to use digital technology to record and review their own spoken performances for self-evaluation and improvement.</p>	<p>Produce a job application video at 4 minutes duration maximum.</p>	<p>Criteria: Orally</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	<p>Lecturing, group discussion, questions and answers 2 X 50</p>		<p>Material: Key strategies to get the best practice of job application video.</p> <p>References: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i></p> <p>Material: Key strategies to get the best practice of job application video.</p> <p>Bibliography: Essays</p>	20%
9	<p>Become able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence.</p>	<p>Deliver short presentations on a topic of their choice.</p>	<p>Criteria: Students understanding based on the indicators</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing, group discussion, questions and answers</p>		<p>Material: Guidelines for structuring the presentation</p> <p>Reference: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i></p>	2%
10	<p>Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources.</p>	<p>Producing video presentations about current events.</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lecturing, group discussion, questions and answers</p>		<p>Material: Providing current topics and giving strategies to respond to them.</p> <p>Reference: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i></p>	3%

11	Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency.	Detailed reflection on the effectiveness of different language learning strategies.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers		Material: Effectiveness of different language learning strategies. Reference: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i> <hr/> Material: Effectiveness of different language learning strategies. Bibliography: <i>Journal articles</i>	3%
12	Being able to develop cultural competence by engaging in discussions and debates on topics related to diverse cultures and societies.	Critically analyze a variety of topics, and practice presenting information in a clear and engaging manner.	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers		Material: Guidelines to practice presenting information in a clear and engaging manner. Reference: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i> <hr/> Material: Guidelines to practice presenting information in a clear and engaging manner. Bibliography: <i>Essays</i>	2%
13	students are able to Perform role-play different scenarios, and then switch roles to practice different language functions	Perform role-play different scenarios, and then switch roles to practice different language functions.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers		Material: Providing different scenarios. References: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	2%

14	Being able to employ effective communication strategies.	Perform fishbowl discussions on controversial topics.	Criteria: Oral and written Form of Assessment : Portfolio Assessment	Lecturing, group discussion, questions and answers. 2x50		Material: Providing current topics and giving strategies to respond to them. References: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	3%
15	Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources.	Conduct roundtable discussions in groups.	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, group discussion, questions and answers 2x50		Material: Providing current topics and giving strategies to respond to them. References: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i> Material: Providing current topics and giving strategies to respond to them. Library: <i>Books</i>	3%
16	1. Being able to respond appropriately to questions and comments from other speakers. 2. Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency.	1. Respond to impromptu speeches. 2. Detailed reflection on personal language learning goals.	Criteria: Orally Form of Assessment : Project Results Assessment / Product Assessment	Lecturing, group discussion, questions and answers 2x50		Material: Providing random topics. References: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i> Material: Providing random topics. Bibliography: <i>Journal articles</i>	47%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	27%

2.	Project Results Assessment / Product Assessment	60%
3.	Portfolio Assessment	3%
4.	Test	10%
		100%

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.