<table>
<tr><td rowspan="3">UNESA</td><td align="center">Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and Literature Education</td><td>Document Code</td></tr>
</table>

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Language Acquisition**	8820102096	Study Program Elective Courses	**T=2**	**P=0**	**ECTS=3.18**	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Yunis Effendri	Yunis Effendri	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 Utilizing science and technology as a tool in analyzing, synthesizing and evaluating theories of language acquisition. Mastering the concept of language acquisition so that you can apply it in language research and/or language learning. Make strategic decisions in analyzing/reviewing the implementation of language acquisition based on language learning rules. Responsible for completing assignments, quizzes and tests related to language acquisition
	PLO-PO Matrix

P.O
PO-1

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
PO-1																

Short Course Description	This course contains knowledge about various theories, methods, strategies and language acquisition competencies. Specifically, this course discusses material related to first language acquisition, second language acquisition, and foreign language acquisition. The theory of language acquisition can also be viewed from the aspect of the age of the speakers of a language. Related to this, language acquisition can also be developed into language acquisition in children and language acquisition in adults. In terms of procedures, language acquisition can be divided into two, namely, natural acquisition (acquisition) and planned acquisition, known as learning.

References	**Main :**
	1. (1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching . New Jersy: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition . Ox-ford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition . Oxford: Pergamon Press.
	Supporters:
	1. Modul ajar dan PPT

Supporting lecturer	Dr. Yuniseffendri, 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 | Understanding RPS and lecture contracts. Understanding the nature of language acquisition and learning | Understanding RPS and Tuition ContractsThe Nature of Language Acquisition and Learning | **Criteria:**
1.100: Active in making material summaries, presentations and discussions
2.75: active in making material summaries and presentations, but not active in discussions
3.50: Active in creating material, but not active in presentations and discussions

Form of Assessment:
Participatory Activities | Assignment Presentation discussion 2 X 50 | | **Material:** the nature of language acquisition and learning
References: *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 2% |
| 2 | Mastering the concept of Acquisition | Mastery of language acquisition concepts | **Criteria:**
1.10: Active in making material summaries, presentations and discussions
2.7: active in making material summaries and presentations, but not active in discussions
3.5: Active in creating material, but not active in presentations and discussions

Form of Assessment:
Participatory Activities | Assignment Presentation discussion 2 X 50 | | **Material:** concept of Library Acquisition
: *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 2% |

| 3 | Know the theories of language acquisition (behaviorism, nativism, functionalism) | Know the theories of language acquisition (behaviorism, nativism, functionalism) | **Criteria:**
1.10: Active in making material summaries, presentations and discussions
2.7: active in making material summaries and presentations, but not active in discussions
3.5: Active in creating material, but not active in presentations and discussions

Form of Assessment:
Participatory Activities | Case Study Discussion Presentation Assignment 2 X 50 | | **Material:** Language Acquisition Theory (behaviorism, nativism, functionalism)
References: *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 2% |
| 4 | Know the theories of first, second and foreign language acquisition | Knowledge of Theories of first, second and foreign language acquisition | **Criteria:**
1.10: Active in making material summaries, presentations and discussions
2.7: active in making material summaries and presentations, but not active in discussions
3.5: Active in creating material, but not active in presentations and discussions

Form of Assessment:
Participatory Activities | 2 X 50 case study discussion presentation assignment | | **Material:** Theory of first, second and foreign language acquisition
References: *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 5% |

5	Know the theories of child and adult language acquisition	Knowledge of child and adult language acquisition theories	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment**: Participatory Activities	2 X 50 case study discussion presentation assignment		**Material:** Child and adult language acquisition theory. **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	5%
6	Understanding the nature of language learning	Understanding of the concept of Language Learning	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment**: Participatory Activities	2 X 50 case study discussion presentation assignment		**Material:** the essence of language learning **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	5%

7	Knowing approaches to language learning (communicative, cooperative, constructive, contextual)	Knowledge of approaches to language learning (communicative, cooperative, constructive, contextual)	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment** : Participatory Activities	2 X 50 case study discussion presentation assignment		**Material:** Approaches to language learning (communicative, cooperative, constructive, contextual) **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	5%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Test	UTS 2 X 50		**Material:** UTS **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	15%

| 9 | Knowing language learning theory | Knowledge of Language Learning Theory | **Criteria:**
1.10: Active in making material summaries, presentations and discussions
2.7: active in making material summaries and presentations, but not active in discussions
3.5: Active in creating material, but not active in presentations and discussions

Form of Assessment:
Participatory Activities | Assignment Presentation discussion 2 X 50 | | **Material:** Language Learning Theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 5% |
| 10 | Knowing language learning theory | Knowledge of Language Learning Theory | **Criteria:**
1.10: Active in making material summaries, presentations and discussions
2.7: active in making material summaries and presentations, but not active in discussions
3.5: Active in creating material, but not active in presentations and discussions

Form of Assessment:
Participatory Activities | Assignment Presentation discussion 2 X 50 | | **Material:** Language Learning Theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 5% |

11	Know the theory of first language learning	Knowledge of First language learning theory	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment**: Participatory Activities	Assignment Presentation discussion 2 X 50		**Material:** First language learning theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	5%
12	Know the theory of second language learning	Knowledge of Second language learning Theory	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment**: Participatory Activities	Assignment Presentation discussion 2 X 50		**Material:** Second language learning theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	5%

13	Know the theory of foreign language learning	Knowledge of foreign language learning theory	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment** : Participatory Activities	Assignment Presentation discussion 2 X 50		**Material:** Foreign language learning theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	5%
14	Know the theory of children's language learning	Knowledge of children's language learning theory	**Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment** : Participatory Activities	Assignment Presentation discussion 2 X 50		**Material:** Children's language learning theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.*	4%

| 15 | Know the theory of adult language learning | Knowledge of Adult language learning Theories | **Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment** : Participatory Activities | Assignment Presentation discussion 2 X 50 | | **Material:** adult language learning theory **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 10% |
| 16 | Understanding Language Learning Strategies | Understanding of Language Learning Strategies | **Criteria:** 1.10: Active in making material summaries, presentations and discussions 2.7: active in making material summaries and presentations, but not active in discussions 3.5: Active in creating material, but not active in presentations and discussions **Form of Assessment** : Participatory Activities | Assignment Presentation discussion 2 X 50 | | **Material:** language learning strategies **References:** *(1) Brown, H. Douglas. 1981. Principles and Language Learning and Teaching. New Jersey: Prentice-Hall, Inc. (2) Ellis, Rod. 1986. Understanding Second Language Acquisition. Oxford: Oxford University Press. (3) Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	85%
2.	Test	15%
		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.