



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																		
AUD English Language Development	8620702213	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	May 3, 2023																																																																		
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																			
		Melia Dwi Widayanti, M.Pd	Mallevi Agustin Ningrum, M.Pd.	Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																			
<b>Learning model</b>	<b>Project Based Learning</b>																																																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																						
	<b>PLO-8</b>	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development																																																																					
	<b>Program Objectives (PO)</b>																																																																						
	<b>PO - 1</b>	Able to apply logical, critical, creative, systematic and innovative thinking in the context of the development and implementation of Science and Technology in the scientific field of early childhood education according to the applicable curriculum																																																																					
	<b>PO - 2</b>	Mastering pedagogical skills in early childhood learning																																																																					
	<b>PLO-PO Matrix</b>																																																																						
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px; text-align: center;">✓</td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td style="padding: 5px; text-align: center;">✓</td> </tr> </table>					P.O	PLO-8	PO-1	✓	PO-2	✓																																																												
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																							
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td><td style="padding: 5px; text-align: center;">✓</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓									PO-2									✓	✓	✓	✓	✓	✓	✓	✓
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PO-1	✓	✓	✓	✓	✓	✓	✓	✓																																																															
PO-2									✓	✓	✓	✓	✓	✓	✓	✓																																																							
<b>Short Course Description</b>	This course is a mandatory course that must be taken by undergraduate PG PAUD students. This course provides views and practices regarding English language development for early childhood. The scope of discussion in this course is language and early childhood, the importance of English for early childhood, curriculum development and English class management, English language learning for early childhood, and arranging English language learning activities for early childhood. This course uses learning strategies in the form of lectures, project-based learning, group discussions, and simulations.																																																																						
<b>References</b>	<b>Main :</b>																																																																						
	<ol style="list-style-type: none"> <li>1. Azar, Betty Schramper and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.</li> <li>2. Echols, John. M. dan Hassan Shadily. 2014. Kamus Inggris - Indonesia. Jakarta: Gramedia Pustaka Utama.</li> <li>3. Abduh, Amirullah dan Rosmaladewi. 2016. Teaching English for Beginning Level</li> </ol>																																																																						
	<b>Supporters:</b>																																																																						
<ol style="list-style-type: none"> <li>1. Widayati, S., &amp; Adhe, K. R. (2020). Media Pembelajaran PAUD. Bandung: PT Remaja Rosdakarya.</li> </ol>																																																																							
<b>Supporting lecturer</b>	Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D. Nur Ika Sari Rakhmawati, S.Pd., M.Pd. Melia Dwi Widayanti, M.Pd.																																																																						
<b>Week-</b>	<b>Final abilities of each learning</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>	<b>Learning materials</b>	<b>Assessment Weight (%)</b>																																																																		

	stage (Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	[ References ]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the direction of AUD English language development studies	Understand the scope of studies that will be discussed in the course	<b>Criteria:</b> 1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers based on theory 3.Depth of analysis of answers  <b>Form of Assessment :</b> Practice / Performance	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and simulations. 2 X 50	<b>Material:</b> English Language Studies <b>Bibliography:</b> <i>Azar, Betty Schramper and Stacy Hagen. 2014.Basic English Grammar Fourth Edition.New York: Pearson.</i>	3%
2	Students understand the correlation between language and early childhood	1.Understand language as a tool of human communication 2.Understand various languages 3.Understanding language development in early childhood	<b>Criteria:</b> 1.Depth of analysis of answers, based on data or theory 2.Depth of analysis of answers based on data 3.Depth of analysis of answers  <b>Form of Assessment :</b> Practice / Performance	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<b>Material:</b> Early childhood language development <b>Reference:</b> <i>Cooper, Fiona L. 2007. Fun English for Kids. Feisa Teacher Training College</i>  <b>Material:</b> early childhood language development <b>References:</b> <i>Armer, Tamzen. 2011. Cambridge English for Scientists. UK: Cambridge</i>	3%
3	Students understand the importance of English for AUD	1.Students understand that English is a global language 2.Students identify the importance of English for children	<b>Criteria:</b> 1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers based on theory 3.Depth of analysis of answers  <b>Form of Assessment :</b> Practice / Performance	lectures, project-based learning, group discussions, and simulations. 2 X 50	lectures, project-based learning, group discussions, and simulations. 2 X 50	<b>Material:</b> The importance of English for AUD <b>Reference:</b> <i>Cooper, Fiona L. 2007. Fun English for Kids. Feisa Teacher Training College</i>	3%

4	<p>1.Students are able to understand curriculum principles for AUD English language development</p> <p>2.Students understand classroom management in AUD English learning</p>	<p>1.Understand the types of curriculum development principles in AUD English language development</p> <p>2.Identify the type of curriculum that is appropriate for a particular institution</p> <p>3.Determine appropriate classroom management according to certain conditions</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers, based on data or theory</li> <li>2.Depth of analysis of answers based on theory</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> curriculum for AUD English language development</p> <p><b>Readers:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p> <hr/> <p><b>Material:</b> Classroom management in English learning</p> <p><b>References:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p>	3%
5	Understanding English language learning for AUD	understand how to become an English teacher for AUD	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers based on data or theory</li> <li>2.Depth of analysis of answers based on theory</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> becoming an English teacher for AUD</p> <p><b>Readers:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p>	3%
6	Understanding English language learning for AUD	<p>1.understand speaking learning techniques for early childhood</p> <p>2.identify learning techniques that suit specific conditions</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers based on data or theory</li> <li>2.Depth of analysis of answers based on theory</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> becoming an English teacher for AUD</p> <p><b>Readers:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p>	10%
7	Understanding English language learning for AUD	<p>1.understand listening learning techniques for early childhood</p> <p>2.identify listening learning techniques that suit certain conditions</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers based on data or theory</li> <li>2.Depth of analysis of answers based on theory</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> becoming an English teacher for AUD</p> <p><b>Readers:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p>	10%

8	Midterm Evaluation	Students take midterm exams	<p><b>Criteria:</b> Students are able to do well in the mid-semester exam</p> <p><b>Form of Assessment :</b> Test</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> UTS <b>Reader:</b> Armer, Tamzen. 2011. <i>Cambridge English for Scientists. UK: Cambridge</i></p> <p><b>Material:</b> UTS <b>Reference:</b> Cooper, Fiona L. 2007. <i>Fun English for Kids. Feisa Teacher Training College</i></p>	10%
9	Students understand English learning for AUD	<ol style="list-style-type: none"> <li>1. understand writing learning techniques for early childhood</li> <li>2. identify writing learning techniques that suit certain conditions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2. Depth of analysis of answers, based on data or theory</li> <li>3. Depth of analysis of answers, based on data</li> <li>4. Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Reading lessons for AUD <b>Readers:</b> Abduh, Amirullah and Rosmaladewi. 2016. <i>Teaching English for Beginning Level</i></p>	3%
10	AUD English learning activities	identification of English language learning carried out in PAUD	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2. Depth of analysis of answers based on data</li> <li>3. Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and simulations. 2 X 50	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> AUD English learning activities <b>Reference:</b> Cooper, Fiona L. 2007. <i>Fun English for Kids. Feisa Teacher Training College</i></p>	3%
11	AUD English learning activities	planning English language learning activities for AUD	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2. Depth of analysis of answers based on data</li> <li>3. Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and simulations. 2 X 50	lectures, project-based learning, group discussions, and simulations. 2 X 50	<p><b>Material:</b> English learning for AUD <b>Reference:</b> Cooper, Fiona L. 2007. <i>Fun English for Kids. Feisa Teacher Training College</i></p>	3%

12	AUD English learning activities	planning English language learning activities for AUD	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2.Depth of analysis of answers based on data</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> English language activity planning <b>Reader:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p> <hr/> <p><b>Material:</b> types of English learning activities <b>References:</b> <i>Cooper, Fiona L. 2007. Fun English for Kids. Feisa Teacher Training College</i></p>	6%
13	AUD English learning activities	planning English language learning activities for AUD	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2.Depth of analysis of answers based on data</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> English language activity planning <b>Reader:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p> <hr/> <p><b>Material:</b> types of English learning activities <b>References:</b> <i>Cooper, Fiona L. 2007. Fun English for Kids. Feisa Teacher Training College</i></p>	10%
14	AUD English learning activities	planning English language learning activities for AUD	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2.Depth of analysis of answers based on data</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> English language activity planning <b>Reader:</b> <i>Abduh, Amirullah and Rosmaladewi. 2016. Teaching English for Beginning Level</i></p> <hr/> <p><b>Material:</b> types of English learning activities <b>References:</b> <i>Cooper, Fiona L. 2007. Fun English for Kids. Feisa Teacher Training College</i></p>	10%

15	AUD English learning activities	results of English learning planning activities	<b>Criteria:</b> 1.Learning activities can be applied and proven with implementation videos 2.learning activities can be applied 3.learning activities cannot be applied  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<b>Material:</b> types of English learning activities <b>References:</b> Cooper, Fiona L. 2007. <i>Fun English for Kids</i> . Feisa Teacher Training College	10%
16	End of Semester Evaluation	Students take the final semester exam	<b>Criteria:</b> Students are able to do well in the final semester exams  <b>Form of Assessment :</b> Test	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations		10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
2.	Practice / Performance	30%
3.	Test	20%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.**