



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Masters Study Program**

Document Code

## SEMESTER LEARNING PLAN

| Courses                     | CODE       | Course Family | Credit Weight |     |           | SEMESTER | Compilation Date |
|-----------------------------|------------|---------------|---------------|-----|-----------|----------|------------------|
| Material Development in ELT | 8810303008 |               | T=2           | P=1 | ECTS=6.72 | 2        | July 17, 2024    |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator           |
|---------------|--------------|----------------------------|-------------------------------------|
|               | .....        | .....                      | Ahmad Munir, S.Pd.,<br>M.Ed., Ph.D. |

|                       |                               |
|-----------------------|-------------------------------|
| <b>Learning model</b> | <b>Project Based Learning</b> |
|-----------------------|-------------------------------|

**PLO study program that is charged to the course**

|               |  |
|---------------|--|
| <b>PLO-5</b>  | Internalize academic values, norms and ethics  |
| <b>PLO-8</b>  | In accordance with their field of expertise, prepare scientific conceptions and study results based on scientific rules, procedures and ethics in the form of a thesis or other equivalent form, and upload them on the university website, after the paper has been published in an accredited scientific journal or accepted in an international journal |
| <b>PLO-10</b> | Able to produce innovative and tested learning designs or models based on learning technology for general English or English for specific purposes   |
| <b>PLO-13</b> | Mastering the theories, concepts and models of learning and learning English as a foreign language for general English learning and English for specific purposes based on learning technology   |

**Program Objectives (PO)**

**PLO-PO Matrix**

|     |       |       |        |        |
|-----|-------|-------|--------|--------|
| P.O | PLO-5 | PLO-8 | PLO-10 | PLO-13 |
|-----|-------|-------|--------|--------|

**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 is designed to make the students understand the way to develop teaching learning material and its media. This course covers the theory and aspects of developing teaching learning material and its media in English teaching and learning. The materials developed include hand outs, textbooks, PPT presentations, and also online teaching learning materials. This course also discusses the authenticity or local value loaded materials. Before having the ability to develop the teaching learning materials, the students should critically analyze the existing teaching learning materials. In this course, the students have the opportunity to develop his/her own language learning materials for their language course as a final project of the semester. Lecture activities are carried out through group presentations, discussions, and workshops of developing English language learning materials. This course uses Project-Based Learning.

**References**  
**Main :**

1. Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H.R. (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers.
2. Tomlinson, B. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press.
3. Widodo, H.P., Perfecto, M.R., Van Canh, L. & Buripakdi, A. 2018. Situating Moral and Cultural Values in ELT Materials. London: Springer.
4. Chan, W. M., Chin, K. N., Nagami, M., & Suthiwan, T. (Eds.). 2011. Media in foreign language teaching and learning Vol 5. London: Walter de Gruyter.
5. Smaldino, S., Lothar, D., & Russel, J. 2019. Instructional Technology and Media for Learning 12th Ed. Essex: Pearson Education Limited.
6. Martin, F., & Betrus, A.K. 2019. Digital Media for Learning. Springer: Cham, Switzerland.
7. Mishan, F & Timmis, I. 2015. Materials development for TESOL. Edinburgh: Edinburgh University Press.
8. Norton, J., & Buchanan, H. (Eds.). 2022. The Routledge handbook of materials development for language teaching. London: Routledge.

**Supporters:**

**Supporting lecturer**

Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.  
 Dr. Widyastuti, S.S., M.Pd.  
 Ahmad Munir, S.Pd., M.Ed., Ph.D.

| 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 define materials, materials development and learning media   |                 | 3 X 50  |                   |                                   | 0%                    |
| 2     |   | to differentiate between selecting, adopting, adapting and developing ELT materials   |                 | 3 X 50  |                   |                                   | 0%                    |
| 3     |   | to explain the principles of ELT materials development  |                 | 3 X 50  |                   |                                   | 0%                    |
| 4     |   | to explain frameworks for developing ELT materials and learning media   |                 | 3 X 50  |                   |                                   | 0%                    |
| 5     |   | to explain frameworks for developing ELT materials and learning media   |                 | 3 X 50  |                   |                                   | 0%                    |
| 6     |   | to analyze the suitability of commercial ELT materials with the principles and frameworks for developing ELT materials and learning media |                 | 3 X 50  |                   |                                   | 0%                    |

|           |  |  |  |        |  |  |    |
|-----------|--|--|--|--------|--|--|----|
| <b>7</b>  |  | to apply the principles and frameworks for developing ELT materials and learning media in real terms to use information technology in developing ELT materials and media in real terms |  | 3 X 50 |  |  | 0% |
| <b>8</b>  |  | all above  |  | 3 X 50 |  |  | 0% |
| <b>9</b>  |  | to apply the principles and frameworks for developing ELT materials and learning media in real terms to use information technology in developing ELT materials and media in real terms |  | 3 X 50 |  |  | 0% |
| <b>10</b> |  | to apply the principles and frameworks for developing ELT materials and learning media in real terms to use information technology in developing ELT materials and media in real terms |  | 3 X 50 |  |  | 0% |
| <b>11</b> |  | to apply the principles and frameworks for developing ELT materials and learning media in real terms to use information technology in developing ELT materials and media in real terms |  | 3 X 50 |  |  | 0% |

|    |   |  |  |                   |          |  |    |
|----|---|--|--|-------------------|----------|--|----|
| 12 |   | to apply the principles and frameworks for developing ELT materials and learning media in real terms to use information technology in developing ELT materials and media in real terms |  | 3 X 50            |          |  | 0% |
| 13 |   | to show responsibility when developing ELT materials and their media   |  | 3 X 50            |          |  | 0% |
| 14 |   | to show responsibility when developing ELT materials and their media   |  | 3 X 50            |          |  | 0% |
| 15 | to apply the principles and frameworks of ELT Materials development into a tangible form and media. to utilize information technology for developing ELT materials and their media at any level of education. | to show responsibility when developing ELT materials and their media   |  | Project<br>3 X 50 | Projects |  | 0% |
| 16 |   | All above  |  | 3 X 50            |          |  | 0% |

#### Evaluation Percentage Recap: Project Based Learning

| 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.