



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Master's Program in Language and Literature Education**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
English As International Language	8811102037		T=2 P=0 ECTS=4.48	3	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. Titik Indarti, 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																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	This course provides students with the knowledge and concept of using English as an international/global language as well as the concept of lingua franca and its application. The scope of this course includes a discussion of English as an international language by utilizing concepts or technical aspects of identity, resistance and cross-cultural negotiation. Lecture activities include discussions, training, presentations, simulations, or independent study.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Ha, Phan Le. 2008. Teaching English as An International Language . Clevedon: Multilingual Matters. 2. Sercu, Lies dkk. 2005. Foreign Language Teachers and Intercultural Competence: An International Investigation. Clevedon: Multilingual Matters. 3. Crystal, D. 1997. English as a Global Language 2nd Ed. Cambridge: Cambridge University Press. 4. Graddol, D. 2006. English Next. London: British Council. 5. Platt, John, Weber, Heidi, Ho, Mian Lian. 1984. New Englishes and New Nations in The New Englishes. London: Routledge and Kegan Paul. 6. Pennycook, A. 1994. The Cultural Politics of English as an International Language . New York: Longman. 7. Philipson, R. 1992. Linguistic Imperialism . Oxford: oxford University Press. 8. Norrish, John. 1997. english or English? Attitudes: Local Varieties and English Language Teaching, TESL-EJ 3(1 A) 9. Jenkins, Jennifer. 2009. World Englishes . London: Routledge. 10. Marlina, Roby. & Giri, Ram Ashish.(Eds). 2014. The Pedagogy of English as an International Language Perspectives from Scholars, Teachers, and Students . New York: Springer. 11. Sharifian, Farzad (ed). (2009). English as an International Language: Perspectives and Pedagogical Issues . Clevedon: Multilingual Matters. 12. Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (Eds.). 2012. Principles and practices for teaching English as an international language . New York: Routledge. 13. Scollon, R., Scollon, S. W., & Jones, R. H. 2011. Intercultural communication: A discourse approach . New York: John Wiley & Sons. 																																					
	Supporters:																																					
Supporting lecturer	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	Utilizing science and technology as a tool to implement English as an international language. Mastering the technical aspects of identity, resistance, and cross-cultural negotiation that reflect the ability to apply English as an international language.	Explain the origins, social and political functions of the use of EIL		Discussion and lecture 2 X 50			0%
2	idem meet 1	idem meet 1		Discussion and lecture 2 X 50			0%
3	ideal meet 1-2	ideal meet 1-2		idem meet 1-2 2 X 50			0%
4	idem meet 1-3	Demonstrate appreciation for the variety of English in a global context		Discussion and lecture 2 X 50			0%
5	idem meet 4	idem meet 4	Criteria: idem meet 4	idem meet 4 2 X 50			0%
6	Mastering the technical aspects of identity, resistance, and cross-cultural negotiation that reflect the ability to apply English as an international language.	Explaining the identity of resistance and negotiation in cross-cultural communication. Explaining the implications of EIL for the Indonesian language		Discussion and lecture 2 X 50			0%
7	Make strategic decisions in implementing EIL in cross-cultural communication	Applying EIL in cross-cultural communication outside the classroom	Criteria: rubric for essays	Reading Book 13 and discussing intercultural communication in the classroom 2 X 50			0%
8	idem meeting 7	idem meeting 7	Criteria: idem meeting 7	idem meeting 7 2 X 50			0%
9	all of the above	all of the above	Criteria: idem meeting 7	Test 2 X 50			0%
10				2 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				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.