	Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
English language development for children*		8620604125				T=4	P=0	ECTS=6.36	4	July 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Putri Rachmadyanti, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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 focuses on the basic principles of teaching English to young learners and how to apply them in the teaching and learning process. It also covers the lesson plan and material development in TEYL. All teaching-learning activities are conducted through lecturing, classroom and small group discussions, student presentations and feedback

References	**Main :**	

1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
2. Halliwell, S. 1992. Teaching English in the Primary Classroom . Longman Handbooks for Language Teachers.
3. Scott A. Wendy LH Ytreberg. 1990. Teaching English to Children . New York: Longman Group UK Limited
4. Other related references.

	Supporters:	

Supporting lecturer	Ulhaq Zuhdi, S.Pd., M.Pd. Ricky Setiawan, S.Pd.SD., M.Ed.

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 master the principles and teaching techniques of TEYL	1.identify the characteristics of young learners 2.identify the differences between young learners and adult learners in learning languages 3.explain the implications of the characteristics of young learners in TEYL identify teachers' ability and attitude to create good classroom management and atmosphere		Active Learning 4 X 50			0%
2	To master the principles and teaching techniques of TEYL	1.identify suitable techniques to teach young learners language skills 2.identify suitable techniques to teach young learners language components		Active Learning 2 X 50			0%
3	To master the principles and teaching techniques of TEYL	1.identify suitable techniques to teach young learners language skills 2.identify suitable techniques to teach young learners language components		Active Learning 2 X 50			0%
4	To master the principles and teaching techniques of TEYL	1.identify suitable techniques to teach young learners language skills 2.identify suitable techniques to teach young learners language components		Active Learning 2 X 50			0%

5	To master the principles and teaching techniques of TEYL	1.select games and songs suitable for young learners 2.design games and songs appropriate for young learners		Active Learning 2 X 50			0%
6	To master the principles and teaching techniques of TEYL	1.select games and songs suitable for young learners 2.design games and songs appropriate for young learners		Active Learning 2 X 50			0%
7	To master the principles and teaching techniques of TEYL	1.explain the principles for assessing children's language learning 2.construct assessment suitable for children or young learners		Active learning 2 X 50			0%
8	Mid-term Test		**Criteria:** Maximum score for the correct answers	2 X 50			0%
9	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1.to select suitable teaching materials for young learners 2.to adapt existing materials to language young learners 3.to develop teaching materials suitable for young learners		Active learning 2 X 50			0%
10	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1.to select suitable teaching materials for young learners 2.to adapt existing materials to language young learners 3.to develop teaching materials suitable for young learners		Active learning 2 X 50			0%

No	Learning Outcome	Indicators		Learning Method			Percentage
11	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1. to select suitable teaching materials for young learners 2. to adapt existing materials to language young learners 3. to develop teaching materials suitable for young learners		Active learning 2 X 50			0%
12	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1. to select suitable teaching materials for young learners 2. to adapt existing materials to language young learners 3. to develop teaching materials suitable for young learners		Active learning 2 X 50			0%
13	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1. to explain requirements for good lesson plans 2. to design lesson plans suitable for young learners		Cooperative learning 2 X 50			0%
14	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1. to explain requirements for good lesson plans 2. to design lesson plans suitable for young learners		Cooperative learning 2 X 50			0%
15	To apply the principles and techniques of TEYL in designing the teaching materials and lesson plans	1. to explain requirements for good lesson plans 2. to design lesson plans suitable for young learners		Cooperative learning 2 X 50			0%
16	Final test			2 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.