					Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **English Language Education Undergraduate Study Program**				

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**		**Credit Weight**			**SEMESTER**	**Compilation Date**
Innovative Learning		8820303152			**T=3**	**P=0**	**ECTS=4.77**	5	July 18, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**	
		....			....			Dr. Him'mawan Adi Nugroho, 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 mainly focuses on discussing the innovation in language learning and teaching of English and how it is implemented in the classroom. It explores the popular and innovative teaching methods and techniques implemented in English as a Foreign Language classes. All teaching and learning activities are conducted through lectures, classroom discussions, small group discussions, question-answers, and student presentations.

References	**Main :**
	1. Granger, Colin. 1993. Play Games with English. 2. Hadfield, Jill. 1998 Elementary Vocabulary Games . Essex : Addison Wesley Longman, Ltd 3. Hadfield, Jill. 1990. Intermediate Communication Games. Essex : Addison Wesley Longman, Ltd 4. Watcyn-Jones, Peter. 2001. Vocabulary Games and Activities. Essex : Pearson Education Limited. 5. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston : Heinle & Heinle, Thomson Learning. Inc 6. Harmer, Jeremy. 2007. The Practice of English Language Teaching . Essex : Pearson Education Limited.
	Supporters:

Supporting lecturer	Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Sumarniningsih, S.Pd., M.Pd. Wiwiet Eva Savitri, S.Pd., M.Pd. Silfia Asningtias, S.Pd., M.TESOL.

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 be able to show understanding on the issues of innovative language teaching	1.to be able to: discuss what innovative language teaching is about and provides 2.illustrates teaching techniques that are innovative and creative	**Criteria:** Getting perfect score for adequate explanation.	a. brainstorm ideas b. small group discussion 3 X 50			0%
2	To be able to analyze the popular teaching methodology known to have been implemented in the English Language Classroom	1.to be able to:examine the approaches, methods, procedures and techniques of teaching methodology 2.find samples of learning activities in the classroom and classify them	**Criteria:** perfect score for adequate explanation	a. small group discussions b. two column method 3 X 50			0%

3	To be able to analyze the popular teaching methodology known to have been implemented in the English Language Classroom	1. to be able to:examine the approaches, methods, procedures and techniques of teaching methodology 2. find samples of learning activities in the classroom and classify them	**Criteria:** perfect score for adequate explanation	small group discussion two column method 3 X 50			0%
4	To be able to examine the characteristics of learners, learner differences and the language level in the classroom To be able to compare the learning context based on class size, ability and language instruction	1. to be able to investigate the characteristics of young, adolescents and adult learners 2. to be able to discuss the learner differences and the language level in the classroom 3. to be able to discuss the learning context based on the class size, ability and language instruction 4. to be able to elaborate the teaching techniques used in the classroom	**Criteria:** perfect score for adequate explanation	reciprocal questioning shared brainstorming Focused Listing Ten-Two strategies 3 X 50			0%
5	To be able to examine the characteristics of learners, learner differences and the language level in the classroom To be able to compare the learning context based on class size, ability and language instruction	1. to be able to investigate the characteristics of young, adolescents and adult learners 2. to be able to discuss the learner differences and the language level in the classroom 3. to be able to discuss the learning context based on the class size, ability and language instruction 4. to be able to elaborate the teaching techniques used in the classroom	**Criteria:** perfect score for adequate explanation	reciprocal questioning shared brainstorming Focused Listing Ten-Two strategies 3 X 50			0%
6	To be able to examine the characteristics of learners, learner differences and the language level in the classroom To be able to compare the learning context based on class size, ability and language instruction	1. to be able to investigate the characteristics of young, adolescents and adult learners 2. to be able to discuss the learner differences and the language level in the classroom 3. to be able to discuss the learning context based on the class size, ability and language instruction 4. to be able to elaborate the teaching techniques used in the classroom	**Criteria:** perfect score for adequate explanation	reciprocal questioning shared brainstorming Focused Listing Ten-Two strategies 3 X 50			0%

7	To be able to analyze the innovative language teaching implemented in the teaching and learning	To be able to critically analyze and interpret the research based journal article in innovative language learning and teaching	**Criteria:** 1. Structure 2. OrganizationFlow of thoughtTransitionsFormat sentence structurepunctuation/mechanicsLanguage 3. Vocabulary; use of vocabularyToneContent/ Information 4. Clarity of purpose Critical and original thought Use of examples	questions and answers 3 X 50			0%
8	To be able to examine in-depth on the educational technology and other language resources	1. to be able to: discuss the use of technology and other learning resources to support the teaching and learning activities 2. demonstrating how technology is integrated in the teaching and learning	**Criteria:** perfect score for adequate explanation	small group discussion think-pair and share 3 X 50			0%
9	To be able to examine in detail the teaching of language skills in the classroom	To be able to review the teaching of language skills; speaking, listening, reading and writing in English Language Classroom	**Criteria:** perfect score for adequate explanation	background knowledge probe focused on listing column method 3 X 50			0%
10	To be able to create syllabus and lesson plans that illustrate the innovative teaching and learning	1. to be able to: develop ideas and strategies in the teaching and learning 2. design lesson plans that reflect the innovative teaching and active learning	**Criteria:** perfect score for organized and applicable lesson plan	brainstorming designing lesson plan 3 X 50			0%
11	To be able to implement the innovative teaching strategies in the teaching and learning activities	1. to be able to: review the techniques used in the classroom 2. manipulate vocabulary, grammar, and communicative games in the classroom	**Criteria:** perfect score for clear explanation	discussiondemonstrationthink-pair-share 3 X 50			0%
12	To be able to implement the innovative teaching strategies in the teaching and learning activities	1. to be able to: review the techniques used in the classroom 2. manipulate vocabulary, grammar, and communicative games in the classroom	**Criteria:** perfect score for clear explanation	discussiondemonstrationthink-pair-share 3 X 50			0%
13	To be able to implement the innovative teaching strategies in the teaching and learning activities	1. to be able to: review the techniques used in the classroom 2. manipulate vocabulary, grammar, and communicative games in the classroom	**Criteria:** perfect score for clear explanation	discussiondemonstrationthink-pair-share 3 X 50			0%
14	To be able to implement the innovative teaching techniques in the teaching and learning activities	1. to be able to: review the techniques used in the classroom 2. use graphic organizers in teaching 3. use songs, rhymes, and jazz chants in tefl 4. use various media in tefl	**Criteria:** ContentClarity Posture and Eye ContactPreparedness	discussion student presentation 3 X 50			0%

15	To be able to implement the innovative teaching techniques in the teaching and learning activities	1. to be able to: review the techniques used in the classroom 2. use graphic organizers in teaching 3. use songs, rhymes, and jazz chants in tefl 4. use various media in tefl	**Criteria:** ContentClarity Posture and Eye ContactPreparedness	discussion student presentation 3 X 50			0%
16							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.