



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Spoken Integrated English	8820306209		T=6 P=0 ECTS=9.54	1	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 20px;">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: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15px;">1</td><td style="width: 15px;">2</td><td style="width: 15px;">3</td><td style="width: 15px;">4</td><td style="width: 15px;">5</td><td style="width: 15px;">6</td><td style="width: 15px;">7</td><td style="width: 15px;">8</td><td style="width: 15px;">9</td><td style="width: 15px;">10</td><td style="width: 15px;">11</td><td style="width: 15px;">12</td><td style="width: 15px;">13</td><td style="width: 15px;">14</td><td style="width: 15px;">15</td><td style="width: 15px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	The course is designed to help students improve their English listening and speaking skills and achieve academic success. It provides the students with knowledge of Building Vocabulary, Using Vocabulary, Developing Listening Skills, Exploring Spoken English, and Speaking. Students will also learn academic preparation skills including finding the main idea, making inferences, critical thinking, and note taking. The teaching-learning activities are conducted through discussion, demonstration, role play, and presentation.																																					
<b>References</b>	<b>Main :</b>																																					
	1. Bohlke, David and Lockwood, Robyn Brink. 2017. Skillful: Listening and Speaking . Macmillan: 2. www.macmillanskillful.com																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Sumarningsih, S.Pd., M.Pd. Asrori, S.S., M.Pd. Silfia Asningtias, S.Pd., M.TESOL. Lina Purwaning Hartanti, S.Pd., M.EIL. Fithriyah Inda Nur Abida, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	To know vocabulary related to nutrition To know general and specific information about Brain food To understand the use of Simple present tense & present continuous tense in a conversation To apply certain language features and rules in an Interview	<ol style="list-style-type: none"> <li>1.To be able to: use a dictionary to understand new words related to occupation</li> <li>2.use new vocabulary in a conversation</li> <li>3.understand meaning from context</li> <li>4.state the main idea</li> <li>5.recall specific details from an Interview</li> <li>6.make inferences</li> <li>7.identify grammatical pattern of Simple present tense &amp; present continuous tense</li> <li>8.give examples of Simple present tense &amp; present continuous sentences</li> <li>9.use Simple present tense &amp; present continuous tense in a conversation</li> <li>10.express a lack of comprehension</li> <li>11.demonstrate a career-aptitude interview</li> </ol>		Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50			0%
2	To know vocabulary related to occupation To know general and specific information from video viewing To evaluate career options	<ol style="list-style-type: none"> <li>1.to be able to: use a dictionary to understand new words related to occupation</li> <li>2.match the meaning of new words with their definitions</li> <li>3.make inferences of certain information based on the video</li> <li>4.identify Simple Present statement from the video viewing</li> <li>5.appraise the pros &amp; cons of career options</li> <li>6.give reasons of a certain choice</li> </ol>		Discussion Lecturing Question-Answer Assignment 3 X 50			0%

3	<p>To know vocabulary related to occupation To apply different syllable stress in English words To know general and specific information from an Informal Conversation To understand the use of Adverbs of Frequency in a conversation To create a Short Presentation about self</p>	<ol style="list-style-type: none"> <li>1.To be able to: use a dictionary to understand new words related to occupation</li> <li>2.use new vocabulary in a conversation</li> <li>3.understand meaning from context</li> <li>4.differentiate between one, two and three syllables word</li> <li>5.produce the correct pronunciation</li> <li>6.state the main idea</li> <li>7.recall for specific details</li> <li>8.make inferences</li> <li>9.identify grammatical pattern of Adverbs of Frequency</li> <li>10.use Adverbs of Frequency in a conversation</li> <li>11.plan a presentation</li> <li>12.reflect on the content of a talk</li> <li>13.use a chart to organize notes for a presentation</li> <li>14.perform a Short Presentation about self</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50</p>			0%
4	<p>To understand vocabulary related to feelings To understand general and specific information from a Lecture To understand the use of Simple present tense (Yes/no question) in a conversation To apply the correct intonation of Yes/no Question To apply certain language function in discussion</p>	<ol style="list-style-type: none"> <li>1.To be able to: explain meaning from context</li> <li>2.use new vocabulary in a conversation</li> <li>3.make predictions</li> <li>4.indicate the Speaker 19s Purpose</li> <li>5.state the main idea</li> <li>6.recall specific details from a Lecture</li> <li>7.judging the appropriateness of a situation related to the audio recording</li> <li>8.explain grammatical pattern of Simple present tense (Yes/no question)</li> <li>9.give examples of Simple present tense (Yes/no question)</li> <li>10.use Simple present tense (Yes/no question) in a conversation</li> <li>11.produce the correct intonation of Yes/no Question</li> <li>12.ask questions to show interest</li> <li>13.ask follow up questions</li> <li>14.respond questions</li> <li>15.give report</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50</p>			0%

5	To know vocabulary related to wedding celebration To understand general and specific information from reading passage To analyze general and specific information from video viewing	<ol style="list-style-type: none"> <li>1.To be able to: use a dictionary to understand new words related to wedding celebration</li> <li>2.explain specific information from reading passage</li> <li>3.recall specific information from the video</li> <li>4.discuss the video in the context of one 18's own experience</li> </ol>		Discussion Lecturing Question-Answer Assignment 3 X 50			0%
6	To know vocabulary related to free time To understand general and specific information from a Talk with Questions and Answers To apply the correct intonation of wh-questions To know certain language function in	<ol style="list-style-type: none"> <li>1.to be able to: understand meaning from context</li> <li>2.use new vocabulary to complete a text</li> <li>3.state the main idea</li> <li>4.recall for specific details</li> <li>5.classify the importance of benefits</li> <li>6.give opinions</li> <li>7.identify the intonation</li> <li>8.produce the correct intonation of wh- questions</li> <li>9.recognize examples of small talk</li> <li>10.demonstrate the use of small talk</li> </ol>		Discussion Lecturing Question-Answer Assignment, Demonstration 3 X 50			0%

7	<p>To understand vocabulary related to historical objects          To know the correct intonation of Simple past tense          13edword endings          To understand general and specific information from a Talk about an Ancient City          To understand the use of Simple past tense in a conversation          To apply certain language functions in discussion</p>	<ol style="list-style-type: none"> <li>1.To be able to: use a dictionary to understand new words related to historical objects</li> <li>2.explain meaning from context</li> <li>3.use new vocabulary in a conversation</li> <li>4.use new vocabulary to discuss the unit theme</li> <li>5.differentiate intonation of Simple past tense 13edword endings</li> <li>6.identify intonation of Simple past tense 13edword endings</li> <li>7.state the main idea</li> <li>8.recall specific details from a Lecture</li> <li>9.make inferences</li> <li>10.discuss the unit theme</li> <li>11.explain grammatical pattern of :</li> <li>12.Simple past tense</li> <li>13.Yes/No questions in the simple past tense</li> <li>14.Wh questions in the simple past tense</li> <li>15.give examples of Simple past tense sentences</li> <li>16.use Simple past tense in a conversation</li> <li>17.express agreement informally</li> <li>18.ask questions about past events</li> <li>19.respond to questions</li> </ol>		<p>Discussion LecturingQuestion-AnswerAssignmentDemonstration          3 X 50</p>			0%
8	<p>To understand the use of Simple past tense          To analyze general and specific information from video viewing</p>	<ol style="list-style-type: none"> <li>1.to be able to: identify the simple past tense</li> <li>2.use the correct verb</li> <li>3.predict the content</li> <li>4.recall specific information from the video</li> <li>5.identify sound bites from the video</li> <li>6.discuss a Spanish explorer</li> </ol>		<p>Discussion LecturingQuestion-AnswerAssignment          3 X 50</p>			0%

9	To identify vocabulary related to an article To understand general and specific information from a conversation To understand the use of past tense signal words To make a presentation by using notes	<ol style="list-style-type: none"> <li>1. To be able to: Use a dictionary to understand new vocabulary</li> <li>2. Generalize meaning from context</li> <li>3. Use new vocabulary to complete a text</li> <li>4. Use new vocabulary to discuss the unit theme</li> <li>5. listen for main ideas</li> <li>6. listen for details</li> <li>7. make inferences</li> <li>8. make informal suggestions</li> <li>9. identify past tense signal words</li> <li>10. use past tense signal words in sentences</li> <li>11. use past tense signal words in conversation</li> <li>12. ask questions about past events</li> <li>13. recall information about a classmate</li> <li>14. plan a presentation</li> <li>15. organize ideas</li> <li>16. perform a presentation in a small group</li> </ol>		Discussion Lecturing Question-Answer Assignment, Presentation 3 X 50			0%
10	To identify vocabulary related to weather To understand general and specific information from a Radio Show To apply the pronunciation of the reduced of To express likes and dislikes To understand the use of count and non-count nouns	<ol style="list-style-type: none"> <li>1. To be able to: Use a dictionary to understand new vocabulary</li> <li>2. Generalize meaning from context</li> <li>3. Use new vocabulary to complete sentences</li> <li>4. Use new vocabulary to discuss the unit theme</li> <li>5. listen for main ideas</li> <li>6. listen for details</li> <li>7. identify the phrases with the reduced of</li> <li>8. practice saying the reduced of</li> <li>9. identify the expression of likes and dislikes</li> <li>10. use expressions of likes and dislikes in conversation</li> <li>11. identify count and non-count nouns</li> <li>12. use dictionary to identify count and non-count nouns</li> <li>13. practice using count and non-count nouns in conversation</li> </ol>		Discussion Lecturing Question-Answer Assignment 3 X 50			0%

11	To plan an Itinerary To identify vocabulary related to weather and climate To understand general and specific information from a video viewing	<ol style="list-style-type: none"> <li>1. To be able to:</li> <li>2. Discuss possible vacation activities</li> <li>3. choose appropriate activities for different types of weather</li> <li>4. Use a dictionary to understand new vocabulary</li> <li>5. Generalize meaning from context</li> <li>6. Use new vocabulary to complete sentences</li> <li>7. Use new vocabulary to complete a text</li> <li>8. Use new vocabulary to discuss the unit theme</li> <li>9. Answer questions about specific information of the video viewing</li> <li>10. Discuss the video in the context of the unit theme</li> </ol>		Discussion Lecturing Question-Answer Assignment 3 X 50			0%
12	To understand general and specific information from a conversation among friends To show thanks and appreciation To understand the use of a/n, any, and some To discuss ways to reduce greenhouse gases	<ol style="list-style-type: none"> <li>1. To be able to: listen for main ideas</li> <li>2. listen for details</li> <li>3. take note to complete T charts</li> <li>4. use expressions of showing thanks and appreciation</li> <li>5. perform a role play on showing thanks and appreciation</li> <li>6. use a/n, any, and some to talk about count and non-count nouns</li> <li>7. use a/n, any, and some to complete a conversation</li> <li>8. identify count and non-count nouns</li> <li>9. practice using count and non-count nouns in conversation</li> <li>10. compare quantities or amounts</li> <li>11. categorize information about climate from a map</li> <li>12. give ideas and opinions about the weather</li> <li>13. discuss climate change</li> </ol>		Discussion Lecturing Question-Answer Assignment Presentation 3 X 50			0%

13	To identify vocabulary related to food To understand general and specific information from a talk by an Anthropology Professor To understand the use of can and can 18t To understand expression of giving opinions	<ol style="list-style-type: none"> <li>1. To be able to: Generalize meaning from context</li> <li>2. Use new vocabulary to complete a text</li> <li>3. Use new vocabulary to give opinions</li> <li>4. listen for main ideas</li> <li>5. listen for details</li> <li>6. make inferences</li> <li>7. identify the differences between can and can 18t in sentences</li> <li>8. practice saying can and can 18t</li> <li>9. use can and can 18t to complete sentences</li> <li>10. use can and can 18t in conversation</li> <li>11. identify the expression of opinions giving</li> <li>12. use expression of giving opinions in conversation</li> <li>13. give opinions about food</li> <li>14. discuss food related to culture</li> </ol>		Discussion Lecturing Question-Answer Assignment 3 X 50			0%
14	To make a survey To understand general and specific information from a video viewing To identify vocabulary related to food	<ol style="list-style-type: none"> <li>1. To be able to: conduct a survey about eating habits</li> <li>2. take notes to complete the chart</li> <li>3. select interesting information from survey results</li> <li>4. present the results of the survey</li> <li>5. answer questions about specific information based on the video viewing</li> <li>6. give general understanding of the video viewing</li> <li>7. Generalize meaning of certain vocabulary from context</li> <li>8. Express opinions using new vocabulary in discussion</li> <li>9. Use new vocabulary to complete sentences</li> <li>10. Use new vocabulary in asking and answering questions</li> <li>11. Categorize vocabulary words based on their grammatical function</li> </ol>		Discussion Lecturing Question-Answer Assignment Presentation 3 X 50			0%

15	To understand general and specific information from a conversation between students To understand the expression to show agreement To understand the use of descriptive adjectives To create a description with interesting details	1.To be able to: listen for specific information 2.listen for main ideas 3.listen for details 4.rank important aspects of a restaurant or cafeteria 5.practice the expression to show agreement by discussing the rankings 6.identify descriptive adjectives 7.use descriptive adjectives in sentences 8.describe a favorite food by using descriptive adjective 9.distinguish between main ideas and details 10.plan new menu 11.give interesting details about the menu 12.present the menu to the group		Discussion Lecturing Question-Answer Assignment Presentation 3 X 50			0%
16	To give appropriate answers and responses dealing with given problems	To be able to listen to a conversation and answer the questions To be able to listen to a Talk and get the main ideas To be able to answer reading comprehension questions To be able to write a role play	<b>Criteria:</b> 1.Needs significant improvement (1-20 points) 2.Below average (21-40 points) 3.Satisfactory (41-60) 4.Good (61-80) 5.Excellent (81-100 points)	on the spot test 3 X 50			0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

