



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate
Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
English Education Aud	8620703081		T=3 P=0 ECTS=4.77	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
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Short Course Description	This course provides provisions for students in the form of developing PAUD English. Lecture material includes teaching English in elementary schools, understanding the characteristics of EYL (English for Young Learner) teachers and the characteristics of PAUD English learners, fun activities for teaching English for PAUD children, understanding English teaching related to 4 language skills for PAUD children, Understanding Practical Teaching Techniques in PAUD English Teaching classes, Designing Media and Its Use in PAUD English Learning, Designing Material and Its Use in PAUD English Learning, Collecting TEYL Learning Videos and Building them into TEYL Learning Media, Formulating authentic assessment and its application in language learning UK PAUD
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References	Main : 1. English for Primary Teachers: Slattery, M and Willis, J. 2001. Page 96-101. English for Young Learners. Unpublished handout. Suyanto, Kasiyani K.E. 2004. Teaching English to Children: Scott, W.A and Ytreberg, L.H. 1990. Teaching Children English. Vale, D and Feunteun, A. 1995. Teaching English to Children: Scott, W.A and Ytreberg, L.H. Teaching English in the Primary Classroom. Halliwell, S. 1992. Songs and Games: Astuti, U. 2005.
	Supporters:

Supporting lecturer	Ulhaq Zuhdi, S.Pd., M.Pd. Kartika Rinakit Adhe, S.Pd., M.Pd.
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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	Understanding English teaching in kindergarten	By the end of this session, the students are able to: - make a list of government policies of teaching English of young learners - Identify the characteristics of young language learners - mention the implications of those characteristics for teaching EYL		Approach : Constructivist Model : Method : Expository, Question - Answer, discussion, Assignment 3 X 50			0%
2	Understanding English teaching in kindergarten	By the end of this session, the students are able to:- make a list of government policies of teaching English of young learners- Identify the characteristics of young language learners- mention the implications of those characteristics for teaching EYL		Approach : Constructivist Model : Method : Expository, Question - Answer, discussion, Assignment 3 X 50			0%
3	Understand the characteristics of EYL (English for Young Learner) teachers and the characteristics of PAUD English language learners	- mention the features or the criteria of EYL teachers and their activities in the classroom - identify the activities, skills, and attitudes of EYL teachers - determine the appropriate ways of EYL teachers in managing the class - implement the way EYL teachers in managing the class		Approach : Constructivist Model : Method : Expository, Question - Answer, discussion, Assignment 3 X 50			0%
4	Understanding English teaching related to 4 language skills for PAUD children (4.5)	- identify activities for teaching language integrated skills with the emphasis on listening, speaking, reading, and writing for young language learners. - comprehend one of the language skills with the emphasis on teaching objectives, teaching techniques and teaching learning activities to be demonstrated. - analyze one of the teaching of integrated language skills to be demonstrated into peer teaching activities.		Approach : Constructivist Model : Method : Expository, Question - Answer, discussion, Assignment 6 X 50			0%

5	Understanding English teaching is related to 4 language skills for PAUD children	<ol style="list-style-type: none"> 1. identify activities for teaching integrated language skills with the emphasis on listening, speaking, reading, and writing for young language learners. 2. comprehend one of the language skills with the emphasis on teaching objectives, teaching techniques and teaching learning activities to be demonstrated. 3. analyze one of the teaching of integrated language skills to be demonstrated into peer teaching activities. 		3 X 50			0%
6	Understanding English teaching is related to 4 language skills for PAUD children	<ol style="list-style-type: none"> 1. identify activities for teaching integrated language skills with the emphasis on listening, speaking, reading, and writing for young language learners. 2. comprehend one of the language skills with the emphasis on teaching objectives, teaching techniques and teaching learning activities to be demonstrated. 3. analyze one of the teaching of integrated language skills to be demonstrated into peer teaching activities. 		3 X 50			0%

7	Understanding fun activities for teaching English to PAUD children	<p>a. Explaining the techniques or steps of teaching songs, stories, and games for young learners, and giving examples of those ones. b. Modeling the implementation of teaching songs, stories, and games above. c. Asking the students to choose one appropriate song, story, or game for EYL class and conducting group discussion of the teaching techniques of songs, stories, or games for EYL class. d. Conducting observation for students 19 group discussion. e. Elaborating the results of group discussion f. Asking the students to demonstrate the technique of teaching songs, stories, and games into peer teaching activities. g. Conducting reflection of students 19 performance on peer teaching activities using songs, stories, and games.</p>		3 X 50			0%
8	Understanding fun activities for teaching English to PAUD children	<p>a. Explaining the techniques or steps of teaching songs, stories, and games for young learners, and giving examples of those ones. b. Modeling the implementation of teaching songs, stories, and games above. c. Asking the students to choose one appropriate song, story, or game for EYL class and conducting group discussion of the teaching techniques of songs, stories, or games for EYL class. d. Conducting observation for students 19 group discussion. e. Elaborating the results of group discussion f. Asking the students to demonstrate the technique of teaching songs, stories, and games into peer teaching activities. g. Conducting reflection of students 19 performance on peer teaching activities using songs, stories, and games.</p>		3 X 50			0%

9	Understanding Practical Teaching Techniques in PAUD English Teaching classes	a identify some practical teaching techniques in teaching primary school students. b practice one of the practical teaching into peer teaching activities. c develop or design some practical teaching techniques in teaching primary school students related to the condition and situation of the school.		3 X 50			0%
10	Designing Media and Its Use in Early Childhood Education English Language Learning	an identifiable type of media for EYL class. b identify the advantages and the right choice of media for EYL class. c understand the function of media for EYL class and its implementation to teaching-learning process. d develop media for EYL class. e demonstrate the teaching of media through peer teaching activities.		3 X 50			0%

11	Designing Media and Its Use in Early Childhood Education English Language Learning	an identifiable type of media for EYL class. b identify the advantages and the right choice of media for EYL class. c understand the function of media for EYL class and its implementation to teaching-learning process. d develop media for EYL class. e demonstrate the teaching of media through peer teaching activities.		3 X 50			0%
12	Designing Materials and Their Use in Early Childhood Education English Language Learning	a identify the way to choose and to develop the appropriate materials related to the needs and the situation and the condition of the school. b select the appropriate materials for EYL class c develop the instructional materials for EYL class		3 X 50			0%
13	Designing Materials and Their Use in Early Childhood Education English Language Learning	a identify the way to choose and to develop the appropriate materials related to the needs and the situation and the condition of the school. b select the appropriate materials for EYL class c develop the instructional materials for EYL class		3 X 50			0%
14	Designing Materials and Their Use in Early Childhood Education English Language Learning	a identify the way to choose and to develop the appropriate materials related to the needs and the situation and the condition of the school. b select the appropriate materials for EYL class c develop the instructional materials for EYL class		3 X 50			0%
15	Formulating authentic assessment and its application in PAUD English learning	a. mention the definition of authentic assessment b. identify the type of authentic assessment c. identify three ways of assessing the students. d. implement the authentic assessment to teach EYL class.		3 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.