



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Advanced Teaching Learning Methodology in ELT	8810302026	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	May 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ali Mustofa, S.S, M.Pd		Ahmad Munir, S.Pd., M.Ed, Ph.D			Ahmad Munir, S.Pd., M.Ed., Ph.D.	

Learning model	Project Based Learning	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-4	Develop yourself continuously and collaborate.
	PLO-5	Internalize academic values, norms and ethics
	PLO-7	Demonstrate a leadership attitude and work together in a team
	PLO-8	In accordance with their field of expertise, prepare scientific conceptions and study results based on scientific rules, procedures and ethics in the form of a thesis or other equivalent form, and upload them on the university website, after the paper has been published in an accredited scientific journal or accepted in an international journal
	PLO-9	Able to compile ideas, thoughts and scientific arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community
	PLO-10	Able to produce innovative and tested learning designs or models based on learning technology for general English or English for specific purposes
	PLO-11	Able to contribute to planning a research road map in the field of learning and studying English as a foreign language and development in the field through an inter- or multidisciplinary approach
	PLO-12	Able to develop, manage and evaluate entrepreneurial ideas in the field of English
	PLO-13	Mastering the theories, concepts and models of learning and learning English as a foreign language for general English learning and English for specific purposes based on learning technology
	PLO-14	Mastering theories, concepts and models for developing learning programs and evaluating educational English learning programs for general English learning and English learning for specific purposes
	PLO-15	Mastering research methodologies relevant to language learning
	Program Objectives (PO)	
	PO - 1	Evaluate current trends and approaches in language teaching methodologies.
PO - 2	Demonstrate an understanding of the theoretical underpinnings of modern language teaching methodologies.	
PO - 3	Analyze the implications of these issues for language teaching and learning.	
PO - 4	Design and conduct research projects that address current issues in language teaching methodologies.	
PO - 5	Evaluate the role of technology in modern language teaching methodologies.	
PO - 6	Adapt and modify teaching methodologies to meet the needs of diverse learners.	
PO - 7	Critically reflect on their own teaching practices in light of current methodological trends and research.	
PO - 8	Share research findings and practical experiences related to language teaching methodologies.	
PO - 9	Produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies.	
PO - 10	Adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world.	
PLO-PO Matrix		

P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11	PLO-12	PLO-13	PLO-14	PLO-15
PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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
PO-1	✓															
PO-2		✓														
PO-3			✓	✓												
PO-4																
PO-5					✓											
PO-6						✓	✓									
PO-7								✓								
PO-8									✓	✓						
PO-9											✓	✓	✓			
PO-10														✓	✓	✓

Short Course Description This course is designed to involve the students to critically review and discuss the contemporary teaching learning methodologies in English education. It covers approaches, models and strategies or techniques in the post-method era as well as the methods for teaching language skills and components and is integrated in both online and offline modes. The discussion will include language teaching methods in the Methods era and post-method era, which can cover Genre-Based Approach, CTL, Scientific Approach, Discovery learning, Project/Problem-Based Learning as well as flipped, blended, and hybrid learning modes. Lecture activities are carried out through group presentations, discussions, and workshops of application of the latest English language teaching methods in students' work place. This course uses Project-Based Learning.

References **Main :**

Supporters:

1. Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

Supporting lecturer Dr. Ali Mustofa, S.S., M.Pd.
Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

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	Students are able to determine some Current Trends and Issues	Active participation in group discussions.	<p>Criteria: Able to discuss in discussion groups about current issues and problems in English language learning</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Issues and Methods in Language Teaching</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
2	Students are able to determine key theories underpinning modern methodologies	Demonstrated understanding of theoretical frameworks through class discussions.	<p>Criteria: Quality of critical analysis in written assignments.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Theoretical Foundations of Language Teaching Methodologies</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
3	Ability to identify principles of CLT and TBLT in case studies.	Students are able to identify principles of CLT and TBLT in case studies.	<p>Criteria: Quality and creativity of task-based lesson plans designed in group work.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT)</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
4	Participation in discussions on current debates and applications of issues for language teaching and learning	Engagement in technology demonstrations.	<p>Criteria: Times of engagement</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Technology-Enhanced Language Learning (TELL)</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%

5	Students are able to demonstrate their active engagement in technology demonstrations.	Students are able to demonstrate their active engagement in technology demonstrations.	<p>Criteria: Participation in the workshop and quality of contributions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Technology-Enhanced Language Learning (TELL)</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
6	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	<p>Criteria: Participation in guest lectures and group discussions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Multilingualism and Multicultural Education</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
7	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Ability to identify challenges and propose solutions for multilingual classrooms.	<p>Criteria: Participation in guest lectures and group discussions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Multilingualism and Multicultural Education</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
8	Students are able to critically reflect on their own teaching practices in the light of current methodological trends and research	Quality of contribution to group discussions on multicultural education.	<p>Criteria: Participation in peer lectures and group discussions.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Offline 2 x 50		<p>Material: Multilingualism and Multicultural Education</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	5%

9	Students are able to share research findings and practical experiences related to language teaching methodologies	Students are able to share research findings and practical experiences related to language teaching methodologies	<p>Criteria: Engagement in discussions on formative and summative evaluations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Assessment and Evaluation in Language Teaching</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
10	Students are able to share research findings and practical experiences related to language teaching methodologies	Ability to analyze different assessment tools.	<p>Criteria: Engagement in discussions on formative and summative evaluations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Assessment and Evaluation in Language Teaching</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
11	Students are able to scholarly produce work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	<p>Criteria: Engagement in discussions on formative and summative evaluations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x50		<p>Material: Assessment and Evaluation in Language Teaching</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
12	Students are able to scholarly produce work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	<p>Criteria: Engagement in discussions on formative and summative evaluations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x50		<p>Material: Assessment and Evaluation in Language Teaching</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%

13	Students are able to scholarly produce work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	<p>Criteria: Engagement in discussions on formative and summative evaluations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x50		<p>Material: Assessment and Evaluation in Language Teaching</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
14	Students are able to adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world	Quality and innovation of group projects on critical language curriculum.	<p>Criteria: Active participation in discussions on social justice issues.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Critical Pedagogy and Social Justice in Language Education</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
15	Students are able to adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world	Quality and innovation of group projects on critical language curriculum.	<p>Criteria: Active participation in discussions on social justice issues.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Critical Pedagogy and Social Justice in Language Education</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	5%
16	Students are able to adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world	<p>1.Quality and innovation of group projects on critical language curriculum.</p> <p>2.Engagement in group discussions on implementation challenges.</p>	<p>Criteria: 1.Active participation in discussions on social justice issues. 2.Quality and creativity of differentiated lesson plans.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2 x 50		<p>Material: Critical Pedagogy and Social Justice in Language Education</p> <p>References: <i>Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	45%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21.65%
2.	Project Results Assessment / Product Assessment	19.15%
3.	Portfolio Assessment	18.4%
4.	Practice / Performance	21.65%
5.	Test	19.15%
		100%

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.