



**UNIVERSITAS NEGERI SURABAYA  
FACULTY OF LANGUAGES AND ART  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**Document Code**

**LESSON PLAN**

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
ACADEMIC SPEAKING			2	Odd	
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Course Cluster Coordinator</b>		<b>Head of Study Programme</b>
	Lisetyo Ariyanti, S.S., M.Pd.				Ahmad Munir, Ph.D
<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>				
	PLO 1	Demonstrating oral and written competencies equivalent to B2 CEFR level (PLO 1)			
	PLO 7	Applying critical thinking and analytical skills to solve English learning problems (PLO 7)			
	PLO 8	Demonstrating written, visual, and oral presentation skills to communicate knowledge related to English (PLO 8)			
	<b>Course Learning Outcomes (CLO)</b>				
	CLO 1	Being able to produce an academic presentation with a structure that consists of an Introduction, Main Body, and Conclusion.			
	CLO 2	Being able to organize an academic presentation regarding the material of issue in ELT including how to teach reading, writing, listening, and speaking.			
	CLO 3	Being able to design an academic presentation based on an article on ELT with good visualization, grammar, and pronunciation.			
	<b>Lesson Learning Outcomes (LLO)</b>				
	LLO 1	Being able to differentiate a presentation of academic speaking and non-academic speaking			
	LLO 2	Being able to identify the structure of language focus on academic presentation			
	LLO 3	Being able to construct an academic presentation of a scientific paper on ELT in a group			
	LLO 4	Being able to demonstrate an academic presentation of a scientific paper on ELT in a group			
LLO 5	Being able to construct an academic presentation of a scientific paper on ELT individual				
LLO 6	Being able to demonstrate an academic presentation of a scientific paper on ELT individual				
<b>Brief description of the course</b>	This subject is specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentations, etc. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous, and competent speakers of English. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.				

<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Presentation part: Introduction, Main Body, Conclusion. <ol style="list-style-type: none"> <li>a. Introduction part: Welcoming the audience, Introducing the subject, Outlining the structure, and Giving instructions about questions.</li> <li>b. Main Body: Ordering points, Linking the section of the presentation, Referring to a previous point, Referring to visuals, Giving examples, Giving reasons, Quoting an expert.</li> <li>c. Conclusion: Summing up, Giving recommendations, Signaling the end.</li> <li>d. Closing: Concluding, Closing</li> </ol> </li> <li>2. Article on Teaching Reading</li> <li>3. Article on Teaching Writing</li> <li>4. Article on Teaching Listening</li> <li>5. Article on Teaching Speaking</li> <li>6. Article on Teaching Grammar</li> </ol>
<b>References</b>	
	<p>[1] Richards, J. 2015. <i>Key issues in language teaching</i>. Cambridge, UK: Cambridge University Press.</p> <p>[2] Grussendorf, M. _____. <i>English for presentations</i>. Oxford: Oxford University Press.</p>
	<p><b>Supplementary reading:</b></p> <p>[1] Journals</p> <p>[2] Academic magazines</p> <p>[3] Osborn, R.P. &amp; Osborn, S. (1994). <i>Public Speaking</i>. Boston: Houghton Mifflin</p>
<b>Lecturer (s)</b>	Lisetyo Ariyanti, Nur Chakim, Asrori,
<b>Course requirements</b>	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to differentiate a presentation of	7 out of 10 given key concepts in	Oral	√		Academic video presentation	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	academic speaking and non-academic speaking	academic speaking					
2	Being able to create reflective notes on a presentation of academic speaking and non-academic speaking	Answer all 5 questions on reflection	Oral and written	√		Academic video presentation	
3	Being able to identify the structure of language focus on academic presentation	Make a list of language focus used by the presenter in an academic video presentation	Written	√		Academic video presentation	
4	Being able to construct the language focus for academic presentation	Make a sentence by using language focus for academic presentation	Oral and written	√		Academic video presentation	
5	Being able to construct an academic presentation of a scientific paper on ELT in a group	Make a PowerPoint presentation for an academic presentation	Written	√		PowerPoint presentation & academic article	
6	Being able to demonstrate an academic presentation of a scientific paper on	Perform an academic presentation	Oral	√		PowerPoint presentation & academic article	
7							
9							
10							

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	ELT in a group						
8	Being able to design a PowerPoint presentation from an impromptu article	Produce a PowerPoint presentation from an impromptu article	Written		√	PowerPoint presentation & academic article	
11	Being able to construct an academic presentation of a scientific paper on ELT individual	Make a PowerPoint presentation for an academic presentation	Written	√		PowerPoint presentation & academic article	
12	Being able to demonstrate an academic presentation of a scientific paper on ELT individual	Perform an academic presentation	Oral	√		PowerPoint presentation & academic article	
13							
14							
15							
16	Being able to make a video presentation from the previous midterm task (Make a PowerPoint presentation from an impromptu article)	Produce a video of an academic presentation based on the PowerPoint presentation from an impromptu article. Send the video to the Flipgrid application.	Oral		√	PowerPoint presentation & academic article	

➤ **Assessment Blue-print**

**Mid-Term**

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Produce a PowerPoint presentation from an impromptu article	Written	PowerPoint presentation & academic article		

**Final-Term**

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Produce a video of an academic presentation based on the PowerPoint presentation from an impromptu article. Send the video to the Flipgrid application.	Oral	A video of an academic presentation & academic article		

➤ **Rubric**

Rubric 1: Midterm examination

No	Structure	Score
1	Introduction	20
2	Main body	60
3	Conclusion	20
Total score		100

## Rubric 2: Final examination

No	Structure	Score
1	Presentation structure: Introduction	10
	Presentation structure: Main body	30
	Presentation structure: Conclusion	10
2	Body language	10
3	Grammar	20
4	Pronunciation	10
5	Fluency	10
Total score		100

### Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.