



UNESA
Universitas Negeri Surabaya

COURSE SYLLABUS

Revision Date: March 2018

Faculty : Faculty of Languages and Arts
 Study Program: S-1 English Education
 Subject : Classroom Language
 Code : 8820302028
 Credit Hours : 2
 Semester : 6
 Pre-requisite : -
 Lecturer(s) : Esti Kurniasih , S.Pd., M.Pd.
 Sumarniningsih, S.Pd., M.Pd.
 Nur Chakim, S.Pd., M.Pd.
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 Henny Dwi Iswati, S.S., M.Pd.

Learning Outcomes:	Program Learning Outcomes (PLO)
	<ul style="list-style-type: none"> • PLO-1 : Demonstrate speaking and writing competence at the level of B2 CEFR. • PLO-2 : Demonstrate good understanding about the concepts of English learning in national and global perspectives. • PLO-8 : Demonstrate the oral and written skills in communicating knowledge about English instructions. • PLO-10 : Demonstrate skills in leadership and collaboration.
	Course Learning Outcomes (CLO)
	CLO1: Having a profound understanding of the basic concepts and principles of Classroom Language and recognizing current issues on ELT thoroughly.

	<p>CLO2: Possessing knowledge on communication strategies and Classroom Language for ELT instructions.</p> <p>CLO3: Being able to select the appropriate classroom language expressions and communication strategies to communicate with pupils appropriately, effectively, emphatically, and politely.</p> <p>CLO4: Demonstrating teaching simulation through peer-teaching activities by making use of appropriate classroom language expressions.</p>
Description:	This subject will explore special language for running lesson and communication strategies and develop students teachers skills in using them as teachers in front of the classrooms. This covers (1) aspects of classroom language, (2) classroom language expressions for these aspects, (3) classroom language expressions in the scientific approach, (4) practice using these classroom language expressions in class simulation.
References:	<p>(1) Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. <i>System</i>, 29, 27-43.</p> <p>(2) Hughes, G.S., Moate, J., and Raatikainen, T. (2007). <i>Practical Classroom English</i>. Oxford: Oxford University Press.</p> <p>(3) <i>Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah</i>. (2016).</p> <p>(4) Salaberri, S. (1995). <i>Classroom Language</i>. Oxford: Macmillan Heinemann.</p> <p>(5) Sinclair, J. M., & Brazil, D. (1982). <i>Teacher Talk</i>. Oxford: Oxford University Press.</p> <p>(6) Tim UPTP4. (2009). <i>Buku Pedoman Program Pengalaman Lapangan (PPL) (Handbook of Microteaching and Practicum)</i>. Surabaya: Unesa University Press.</p> <p>(7) Walsh, S. (2006). Talking the Talk of the TESOL Classroom. <i>ELT Journal</i>, 60(2), 133-141.</p> <p>(8) Willis, Jane. (1981). <i>Teaching English through English</i>. Longman Handbooks for Language Teachers. Longman.</p>

A. Teaching and Learning Process

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
1	To explain the notion and concept of Classroom Language (definition, principles, and aspects of Classroom Language)	<ul style="list-style-type: none"> • Explaining the definition of Classroom Language • Explaining the principles of Classroom Language • Explaining the aspects of Classroom Language 	Classroom Language	<ul style="list-style-type: none"> - Lecturing - Discussing - Questioning and answering 	Internet sources, PPT, Laptop, LCD projector Book 2, 4, 5, 7, 8	2 x 50'	<ol style="list-style-type: none"> 1. Discussing the definition of Classroom Language 2. Explaining the the principles of Classroom Language 3. Explaining the aspects of Classroom Language

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
2	To explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ul style="list-style-type: none"> • Mentioning the basic teaching skills • Explaining each basic teaching skill • Mentioning the learning activities (pre-, whilst, and post activities) • Explaining each learning activities (pre-, whilst, and post activities) 	Basic Teaching Skills: <ol style="list-style-type: none"> 1. Opening the lesson 2. Organizing the class 3. Explaining the lesson or learning materials 4. Asking questions and Giving reinforcement 5. Varying Stimuli 6. Organizing small group (class) discussion 7. Closing/Ending the lesson Learning Activities	<ul style="list-style-type: none"> - Lecturing - Discussing - Questioning and answering 	PPT, Laptop, LCD projector Book 2, 3, 6, 8	2 x 50'	<ol style="list-style-type: none"> 1. Mentioning the basic teaching skills 2. Explaining each basic teaching skill 3. Distinguishing each basic teaching skill 4. Mentioning the learning activities (pre-, whilst, and post activities) 5. Explaining each learning activities (pre-, whilst, and post activities) 6. Differentiating each learning activities (pre-, whilst, and post activities)

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
3	To demonstrate Opening the lesson as the first basic teaching skill	<ul style="list-style-type: none"> Mentioning the activities in Pre-activities (Opening the lesson) Identifying the classroom language expressions used in Pre-activities (Opening the lesson) Explaining the classroom language expressions used in Pre-activities (Opening the lesson) Applying the classroom language expressions used in Pre-activities 	<p><i>Pre-Activities</i></p> <p><u>Opening the lesson:</u></p> <p>a. Greeting b. Checking students' attendance c. Stimulating the students' motivation to learn something</p>	<ul style="list-style-type: none"> Lecturing Discussing Questioning and answering Individual Practice (Demonstration) 	<p>PPT, Laptop, LCD projector</p> <p>Book 2, 3, 6, 8</p>	2 x 50'	<ol style="list-style-type: none"> Mentioning the activities in Pre-activities (Opening the lesson) Identifying the classroom language expressions used in Pre-activities (Opening the lesson) Explaining the classroom language expressions used in Pre-activities (Opening the lesson) Distinguishing/differentiating the classroom language expressions used in Pre-activities (Opening the lesson) Applying the classroom language expressions used in Pre-activities (Opening the lesson) Demonstrating the classroom language expressions used in

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		(Opening the lesson) <ul style="list-style-type: none"> Demonstrating the classroom language expressions used in Pre-activities (Opening the lesson) 					Pre-activities (Opening the lesson)

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
4-5	To demonstrate Organizing the class as the second basic teaching skill	<ul style="list-style-type: none"> Mentioning the activities in Pre-activities (Organizing the class) Identifying the classroom language expressions used in Pre-activities (Organizing the class) Explaining the classroom language expressions used in Pre-activities (Organizing the class) Applying the classroom language expressions used in Pre-activities 	<p><i>Pre-Activities</i></p> <p><u>Organizing the class:</u></p> <p>a. Checking the physical conditions in the classroom</p> <p>b. Getting organized: blackboard/w hiteboard, seating arrangements , and books</p> <p>c. Control and Discipline and Dealing with late comers</p>	<ul style="list-style-type: none"> Lecturing Discussing Questioning and answering Individual Practice (Demonstration) 	<p>PPT, Laptop, LCD projector</p> <p>Book 2, 3, 6, 8</p>	2 x 100'	<ol style="list-style-type: none"> Mentioning the activities in Pre-activities (Organizing the class) Identifying the classroom language expressions used in Pre-activities (Organizing the class) Explaining the classroom language expressions used in Pre-activities (Organizing the class) Distinguishing/differ entiating the classroom language expressions used in Pre-activities (Organizing the class) Applying the classroom language expressions used in Pre-activities

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		(Organizing the class) • Demonstrating the classroom language expressions used in Pre-activities (Organizing the class)					(Organizing the class) 6. Demonstrating the classroom language expressions used in Pre-activities (Organizing the class)
6-7	To demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill	• Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) • Identifying the classroom language expressions used in Whilst activities	<i>Whilst Activities</i> <u>Explaining the lesson or learning materials:</u> a. Talking about the lesson b. Using textbook c. Presenting with projected	- Lecturing - Discussing - Questioning and answering - Individual Practice (Demonstration)	PPT, Laptop, LCD projector Book 2, 3, 6, 8	2 x 100'	1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		(Explaining the Lesson or Learning Materials) <ul style="list-style-type: none"> • Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Demonstrating the 	visuals (Using visual/audio aids/learning media)				expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 4. Distinguishing/differentiating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 5. Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 6. Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials)

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials)					
8-9	To demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	<ul style="list-style-type: none"> Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement) Identifying the classroom language expressions used in Whilst activities 	<i>Whilst Activities</i> <u>Asking questions and Giving reinforcement:</u> a. Setting an exercise b. Starting to check an exercise c. Going through the answers	<ul style="list-style-type: none"> Lecturing Discussing Questioning and answering Individual Practice (Demonstration) 	PPT, Laptop, LCD projector Book 2, 3, 6, 8	2 x 100'	<ol style="list-style-type: none"> Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement) Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) Explaining the classroom language expressions used in Whilst activities

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		<p>(Asking questions and Giving reinforcement)</p> <ul style="list-style-type: none"> • Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) • Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 	<p>d. Giving corrective feedback e. Giving appraisal</p>				<p>(Asking questions and Giving reinforcement)</p> <p>4. Distinguishing/differentiating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>5. Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>6. Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		t) • Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)					
10-11	To demonstrate Varying Stimuli as the fifth basic teaching skill	<ul style="list-style-type: none"> Mentioning the activities in Whilst activities (Varying Stimuli) Identifying the classroom language expressions used in Whilst activities 	<i>Whilst Activities</i> <u>Varying Stimuli:</u> a. Language Games b. Role play c. Singing a song	<ul style="list-style-type: none"> Lecturing Discussing Questioning and answering Individual Practice (Demonstration) 	PPT, Laptop, LCD projector Book 2, 3, 6, 8	2 x 100'	<ol style="list-style-type: none"> Mentioning the activities in Whilst activities (Varying Stimuli) Identifying the classroom language expressions used in Whilst activities (Varying Stimuli) Explaining the classroom language expressions used in Whilst activities

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		<p>(Varying Stimuli)</p> <ul style="list-style-type: none"> • Explaining the classroom language expressions used in Whilst activities (Varying Stimuli) • Applying the classroom language expressions used in Whilst activities (Varying Stimuli) • Demonstrating the classroom language expressions used in Whilst activities 					<p>(Varying Stimuli)</p> <ol style="list-style-type: none"> 4. Distinguishing/differentiating the classroom language expressions used in Whilst activities (Varying Stimuli) 5. Applying the classroom language expressions used in Whilst activities (Varying Stimuli) 6. Demonstrating the classroom language expressions used in Whilst activities (Varying Stimuli)

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		(Varying Stimuli)					
12-13	To demonstrate Organizing small group (class) discussion as the sixth basic teaching skill	<ul style="list-style-type: none"> Mentioning the activities in Whilst activities (Organizing small group/class discussion) Identifying the classroom language expressions used in Whilst activities (Organizing small group/class discussion) Explaining the classroom language expressions used in 	<p><i>Whilst Activities</i></p> <p><u>Organizing small group (class) discussion:</u></p> <p>a. Work in pairs b. Work in groups c. Taking turns/taking part</p>	<ul style="list-style-type: none"> Lecturing Discussing Questioning and answering Individual Practice (Demonstration) 	PPT, Laptop, LCD projector Book 2, 3, 6, 8	2 x 100'	<ol style="list-style-type: none"> Mentioning the activities in Whilst activities (Organizing small group/class discussion) Identifying the classroom language expressions used in Whilst activities (Organizing small group/class discussion) Explaining the classroom language expressions used in Whilst activities (Organizing small group/class discussion) Distinguishing/differentiating the classroom language expressions used in

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		<p>Whilst activities (Organizing small group/class discussion)</p> <ul style="list-style-type: none"> • Applying the classroom language expressions used in Whilst activities (Organizing small group/class discussion) • Demonstrating the classroom language expressions used in Whilst activities (Organizing small group/class discussion) 					<p>Whilst activities (Organizing small group/class discussion)</p> <p>5. Applying the classroom language expressions used in Whilst activities (Organizing small group/class discussion)</p> <p>6. Demonstrating the classroom language expressions used in Whilst activities (Organizing small group/class discussion)</p>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		discussion)					
14-15	To demonstrate Closing/Ending the lesson as the last basic teaching skill	<ul style="list-style-type: none"> Mentioning the activities in Post activities (Closing/Ending the lesson) Identifying the classroom language expressions used in Post activities (Closing/Ending the lesson) Explaining the classroom language expressions used in Post activities (Closing/Ending the lesson) 	<i>Post Activities</i> <u>Closing/Ending the lesson:</u> a. Checking the time/Ending a teaching sequence b. Reviewing the lesson (Making conclusion) c. Setting Homework d. Making Announcements e. Clearing up the learning media and Tidying up	<ul style="list-style-type: none"> Lecturing Discussing Questioning and answering Individual Practice (Demonstration) 	PPT, Laptop, LCD projector Book 2, 3, 6, 8	2 x 100'	<ol style="list-style-type: none"> Mentioning the activities in Post activities (Closing/Ending the lesson) Identifying the classroom language expressions used in Post activities (Closing/Ending the lesson) Explaining the classroom language expressions used in Post activities (Closing/Ending the lesson) Distinguishing/differentiating the classroom language expressions used in Post activities (Closing/Ending the lesson) Applying the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Sources/Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> Applying the classroom language expressions used in Post activities (Closing/Ending the lesson) Demonstrating the classroom language expressions used in Post activities (Closing/Ending the lesson) 	f. Saying goodbye				<p>classroom language expressions used in Post activities (Closing/Ending the lesson)</p> <p>6. Demonstrating the classroom language expressions used in Post activities (Closing/Ending the lesson)</p>
16	Final Test: Oral Test	Simulating/demonstrating the basic teaching skills	Basic Teaching Skills	Performance (Teaching Simulation)		2 x 50'	

B. Assessment

Indicators	Assessment				
	Technique	Form	Items / Instrument	Scoring Rubric / Criteria	Weight (%)
Being able to analyze the video of English teaching-learning process in terms of the classroom language expressions used by the teacher (on the video) in Pre-, Whilst, and Post Activities	Written Test	Essay	Analyze the video of English teaching-learning process in terms of the classroom language expressions used by the teacher (on the video) in Pre-, Whilst, and Post Activities.	The highest score is achieved if the analysis is detail.	50
Being able to simulate or demonstrate the classroom language expressions used in Pre-, Whilst, and Post Activities	Oral Test	Individual Performance	Do teaching simulation (demonstration) using the appropriate classroom language expressions. This teaching simulation should include seven basic teaching skills and three learning activities (i.e. Pre-, Whilst, and Post Activities).	The highest score is achieved if the complete stages of teaching simulation are fulfilled and supported by the use of appropriate classroom language expressions.	50

- Note: The highest score is obtained from the students' participation, not only from their attendance, but also from their active responses in learning process including in class/group discussion and task accomplishment (Individual Practice on Teaching Simulation / Demonstration)

A. Grading Rubric

Assessment Rubric for Classroom Participation

No	Frequency of Attendance	Score	Classroom Participation	Score
1	13-16	60	13, 14, 15, 16	40
2	11-12	50	9,10, 11, 12	30
3	9-10	40	5,6,7,8	20
4	7-8	30	3,4	10
5	Less than 6	20	0,1,2	5

Scoring Rubric for Individual Practice on Teaching Simulation / Demonstration

No.	Components	Score
1.	Teaching scenario (Script)	15
2.	The appropriateness of the basic teaching skills with the basic competencies chosen	10
3.	The appropriateness of the basic teaching skills with their stages/steps/activities	20
4.	Ability to create meaningful and joyful learning (the use of learning media/strategies/teaching techniques/methods and students' involvement)	20
5.	Teacher's mime, facial expressions, sounds, and	15

	intonation	
6.	The use of Classroom Language during the teaching-learning process	20
Total Score		100

Surabaya, March 2018
Dosen

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