A. **Lesson Plan and Course Assessment**

	Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program					Document Code
	Lesson Plan					
COURSE	**Code**	**Cluster**	**Credits**		**Semester**	**Compilation Date**
ELT Methods	8820304057	Language	**T=4**	**P=4**	3	2022
AUTHORIZATION	**Lesson Plan Developer**		**Coordinator**		**Head of Study Program**	
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Program Learning Outcome (PLO)	PLO		
	PLO1	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 4	Plan, carry out and evaluate English instructions effectively and creatively.	
	PLO 7	Apply critical thinking and analytic skills in solving problems in English instructions.	
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about English instructions.	
	PLO 9	Participate in life-long education, professional development and update of technology development.	
	PLO 11	Demonstrate awareness of academic values, ethics and norms.	
	PLO 12	Show the characters of religious, smart, independent, honest, caring and strong.	
	Course Learning Outcome (CLO)		
	CLO 1	Make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.	
	CLO 2	Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.	
	CLO 3	Determine which method should be appropriately referred to for teaching a certain language skill or component.	
	CLO 4	Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.	

Course Description	The course is designed to examine the nature of each of the four language skills from a discourse perspective (review of traditional methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based language teaching, project based learning, and problem based learning);to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.	
Learning Materials/ Topics	1. Teaching methods in English Language Teaching: Grammar Translation Method, Direct Method, Audio-lingual Method, Total Physical Response, Communicative Language Teaching, and Language Learning Strategy Instruction. 2. Other teaching methods: Genre-based Approach, Problem-based Learning, and Project-based Learning. 3. Teaching language skills: listening, reading, speaking, and writing. 4. Teaching language components: pronunciation, vocabulary, and grammar.	
References	Primary	1. Larsen-Freeman, Diane. (2013). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. 2. Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press. 3. Harmer, Jeremy. (2007). *The Practice of Language Teaching*. England: Pearson Education Ltd.
	Supplementary	4. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York: Routledge. 5. Oxford, R.L. (2016). *Teaching and Researching Language Learning Strategies*. New York: Routledge. 6. Brown, D. (2014). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition.* New York: Pearson Education. 7. Johnson, A.P. (2017). *Teaching Strategies for All Teachers Enhancing the Most Significant Variable.* Lanham: Rowman & Littlefield. 8. Walker, A., Leary, H., Hmelo-Silver, C.E. and Ertmer, P.A. (2015). *Essential readings in problem-based learning*. West Lafayette: Purdue University Press. 9. Larmer, J., Mergendoller, J. and Boss, S. (2015). *Setting the standard for project-based learning*. Alexandria: ASCD. 10. Troyan, F.J. (2020). *Genre in World Language Education: Contextualized Assessment and Learning*.

			London: Taylor & Francis.
Lecturer(s)	Kusumarasdyati, Esti Kurniasih, Arik Susanti		
Prerequisite	--		

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
1	Students are able to explainthe basic concepts of ELT Methods	• Able to distinguish the terms *techniques, methods and approach* • Able to identify the factors to consider when choosing a particular method.	Holistic rubric: teacher assessment Quiz	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
2	Students are able to explain the learner-centered language instructions and reflect on their past learning experience.	• Able to distinguish teacher-centered and learner-centered language instructions. • Able to explain how to make language instructions more learner-centered. • Able to examine whether they learned in learner- or teacher-centered classes in the past and evaluate them	Reflective journal: reflect on learner- and teacher centred instruction	-	Google Classroom (group discussion) Google Form (Reflective Journal) **[2 x 50 minutes]**	2, 4	Subjective
3	Students are able to explain Grammar Translation Method (GTM).	• Able to explain the principles of GTM. • Able to explain the roles of the teacher and the students in GTM. • Able to explain the characteristics of the teaching-learning process in GTM.	Holistic rubric: teacher assessment Quiz	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
4	Students are able to demonstrate the teaching of English by using Grammar Translation Method (GTM).	• Able to teach relevant language skills by using GTM • Able to teach relevant language components by using GTM	Discrete rubric: Self- and peer assessment Reflective journal: reflect on their performance individually and in groups		Zoom (Teaching practice) Google Form (Reflective journal)	1, 2	Subjective
5	Students are able to explain Direct Method (DM).	• Able to explain the principles of DM. • Able to explain the roles of the teacher and the students in DM. • Able to explain the characteristics of the teaching-learning process in DM.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
6	Students are able to demonstrate the teaching of English by using Direct Method (DM).	• Able to teach relevant language skills by using DM • Able to teach relevant language components by using DM	Reflective journal: reflect on their performance individually and in groups		Zoom (Teaching practice) Google Form (Reflective journal)	1, 2	Subjective
7	Students are able to explain Audio-lingual Method (ALM).	• Able to explain the principles of ALM. • Able to explain the roles of the teacher and the students in ALM. • Able to explain the characteristics of the teaching-learning process in ALM.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
8	Students are able to	• Able to teach relevant language	Reflective		Zoom	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
	demonstrate the teaching of English by using Audio-lingual Method (ALM).	skills by using ALM • Able to teach relevant language components by using ALM	journal: reflect on their performance individually and in groups		(Teaching practice) Google Form (Reflective journal)		
9	Students are able to explain Total Physical Response (TPR).	• Able to explain the principles of TPR. • Able to explain the roles of the teacher and the students in TPR. • Able to explain the characteristics of the teaching-learning process in TPR.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
10	Students are able to demonstrate the teaching of English by using Total Physical Response (TPR).	• Able to teach relevant language skills by using TPR. • Able to teach relevant language components by using TPR.	Reflective journal: reflect on their performance individually and in groups		Zoom (Teaching practice) Google Form (Reflective journal)	1, 2	Subjective
11	Students are able to explain Communicative Language Teaching (CLT).	• Able to explain the principles of CLT. • Able to explain the roles of the teacher and the students in CLT. • Able to explain the characteristics of the teaching-learning process in CLT.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
12	Students are able to demonstrate the teaching of English by using Communicative	• Able to teach relevant language skills by using CLT. • Able to teach relevant language components by using CLT.	Reflective journal: reflect on their performance individually		Zoom (Teaching practice) Google Form (Reflective journal)	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
	Language Teaching (CLT).		and in groups				
13	Students are able to explain Language Learning Strategies Instruction.	• Able to explain the definition of Language Learning Strategies. • Able to explain the types of Language Learning Strategies. • Able to explain how to teach Language Learning Strategies.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	5	Subjective
14	Students are able to demonstrate the use of Language Learning Strategies.	• Able to identify their own learning problems. • Able to select and use the appropriate Language Learning Strategies to overcome the problems. • Able to teach others to use the Language Learning Strategies.	Reflective journal: reflect on their performance individually and in groups		Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	5	Subjective
15	Mid-term Project						
16	Students are able to practice teaching Pronunciation.	• Able to explain the components of pronunciation. • Able to explain the principles of teaching pronunciation. • Able to demonstrate how to teach pronunciation.	Discrete rubric (Self- and peer assessment) Reflective journal: reflect on their performance individually and in groups	-	Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
17	Students are able to practice teaching Grammar.	• Able to explain the components of grammar. • Able to explain the principles of	Discrete rubric (Self- and peer assessment)	-	Zoom (Teaching practice)	3, 4, 6, 7	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
		teaching grammar. • Able to demonstrate how to teach grammar.	Reflective journal: reflect on their performance individually and in groups		Google Form (Reflective journal) **[2 x 50 minutes]**		
18	Students are able to practice teaching Vocabulary.	• Able to explain the components of vocabulary. • Able to explain the principles of teaching vocabulary. • Able to demonstrate how to teach vocabulary.	Discrete rubric (Self- and peer assessment) Reflective journal: reflect on their performance individually and in groups	-	Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
19	Students are able to practice teaching Listening Comprehension.	• Able to explain the components of listening comprehension. • Able to explain the principles of teaching listening comprehension. • Able to demonstrate how to teach listening comprehension.	Discrete rubric (Self- and peer assessment) Reflective journal: reflect on their performance individually and in groups	-	Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
20	Students are able to practice teaching Reading Comprehension.	• Able to explain the components of reading comprehension. • Able to explain the principles of teaching reading comprehension. • Able to demonstrate how to teach reading comprehension.	Discrete rubric (Self- and peer assessment) Reflective journal: reflect on their	-	Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	3, 4, 6, 7	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
			performance individually and in groups				
21	Students are able to practice teaching Speaking.	• Able to explain the components of speaking. • Able to explain the principles of teaching speaking. • Able to demonstrate how to teach speaking.	Discrete rubric (Self- and peer assessment) Reflective journal: reflect on their performance individually and in groups	-	Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
22	Students are able to practice teaching Writing.	• Able to explain the components of writing. • Able to explain the principles of teaching writing. • Able to demonstrate how to teach writing.	Discrete rubric (Self- and peer assessment) Reflective journal: reflect on their performance individually and in groups	-	Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
23	Students are able to explain Genre-based Approach (GBA).	• Able to explain the principles of Genre-based Approach. • Able to explain the roles of the teacher and the students in Genre-based Approach. • Able to explain the characteristics of the teaching-learning process in Genre-based Approach.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	8, 12	Subjective
24	Students are able to	• Able to teach relevant language	Reflective		Zoom	8, 12	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
	demonstrate the teaching of English by using Genre-based Approach (GBA).	skills by using GBA. • Able to teach relevant language components by using GBA.	journal: reflect on their performance individually and in groups		(Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**		
25	Students are able to explain Problem-based Approach.	• Able to explain the principles of Problem-based Approach. • Able to explain the roles of the teacher and the students in Problem-based Approach. • Able to explain the characteristics of the teaching-learning process in Problem-based Approach.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	8, 10	Subjective
26	Students are able to demonstrate the teaching of English by using Problem-based Approach.	• Able to teach relevant language skills by using Problem-based Approach. • Able to teach relevant language components by using Problem-based Approach.	Reflective journal: reflect on their performance individually and in groups		Zoom (Teaching practice) Google Form (Reflective journal) **[2 x 50 minutes]**		
27	Students are able to explain Project-based Approach.	• Able to explain the principles of Project-based Approach. • Able to explain the roles of the teacher and the students in Project-based Approach. • Able to explain the characteristics of the teaching-learning process in Project-based Approach.	Holistic rubric: teacher assessment Quiz: essay items	-	Google Classroom (group discussion) Google Form (Quiz) **[2 x 50 minutes]**	8, 11	Subjective
28	Students are able to demonstrate the teaching of English	• Able to teach relevant language skills by using Project-based Approach.	Reflective journal: reflect on their		Zoom (Teaching practice)		

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/ Type	Offline	Online		
	by using Project-based Approach.	• Able to teach relevant language components by using Project-based Approach.	performance individually and in groups		Google Form (Reflective journal) **[2 x 50 minutes]**		
29	Review						
30	End-of term project						