



**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
Introduction to Second Language Acquisition (SLA)			2		
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Prof. Lies Amin Lestari, Ahmad Munir, Ph.D				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	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 3	Implement the concepts of applied linguistics in English learning.			
	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.			
	Course Learning Outcomes (CLO)				
	CLO 1	To utilize any available resources to broaden the students' knowledge of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyse and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.			
	CLO 2	To communicate the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyse and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.			
	CLO 3	To make necessary decision related the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.			
CLO 4	To be responsible for the implementation of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching when the conducting practice teaching.				

Lesson Learning Outcomes (LLO)	
LLO 1	describe and explain the concepts and theoretical models of L2 acquisition
LLO 2	differentiate error and mistakes and comprehend variability in learners' language and developmental pattern
LLO 3	explain how social identity influences L2 acquisition
LLO 4	explain the role of input and output in second language acquisition and how communication affects L2 acquisition
LLO 5	explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies
LLO 6	explain how L1 linguistic aspects affect SLA and interlanguage.
LLO 7	discuss how individual differences affects SLA and interlanguage.
LLO 8	discuss the role of instruction in SLA
LLO 9	analyse and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.
Brief description of the course	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.
Study Materials: Learning Materials	<ul style="list-style-type: none"> •
References	Main reference:
	Ellis Rod.1997. Second Language Acquisition. Oxford: Oxford University Press.
	Gass, S.M. and Selinker, L.2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum.
	Troike, M.S. 2006. Introducing Second Language Acquisition. New York. Cambridge University Press.
	Supplementary reading:
Lecturer (s)	Lies Amin Lestari
Course requirements	

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	To describe and explain the concepts and theoretical models of L2 acquisition	To describe the concepts of L2 acquisition To explain the theoretical model of L2 acquisition	Written	Discussion, lecture, question-answer 2x50 minutes		[1], [2], [3]	3%
2-3	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern	To define error and mistake To explain Variability in L2 acquisition To exemplify developmental pattern of L2 acquisition To identify order and sequence of L2 acquisition	Written	Discussion, lecture, question-answer 2 x (2x50 minutes)		[1], [2], [3]	6%

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)
4	To explain how social identity influences L2 acquisition	<p>To define the meaning of interlanguage</p> <p>To contrast the different concept of L2 acquisition from the point of view of mentalist and behaviourist</p> <p>To differentiate input from intake</p>	Written	<p>Discussion, lecture, question-answer</p> <p>2x50 minutes</p>		[1], [2]	3%
5-6	To explain the role of input and output in second language acquisition and how communication affects L2 acquisition	<p>To identify various style of interlanguage</p> <p>To analyse interlanguage students, produce to identify the influence of</p>	Written and spoken	<p>Problem-based Learning</p> <p>2 x (2x50) minutes</p> <p>Phase 1 (Students' orientation on the problem)</p> <p>- Students are introduced to a problem related to the role of input and</p>		[1], [2], [3]	16%

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)
		<p>social factors on L2 acquisition</p> <p>To explain the role of input and interaction in L2 acquisition</p> <p>To describe how output influence L2 acquisition</p>		<p>output in second language acquisition</p> <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups)</p> <ul style="list-style-type: none"> - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded. <p>Phase 3 (Individual or group discussion)</p> <ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. <p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to 			

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		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>produce problem-solving solutions and the results are presented in the form of works.</p> <p>Phase 5 (Analyze and evaluate the problem solving process.</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. <p>Assignment:</p> <p>Writing reflective journal about teaching and learning process</p>			
7-8	To explain learner transfer rules of L1 to L2, the role of conciousness in L2 learning, and various	To define what transfer is in L2 acquisition To compare 'acquired' and	Written and spoken	Problem-based Learning 2 x (2x50) minutes		[1], [2], [3]	16%

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)
	communication strategies	<p>‘learned L2 knowldge</p> <p>To explain different processing operation in L2 learning</p> <p>To describe how learners use L2 knowledge in communication</p>		<p>Phase 1 (Students’ orientation on the problem)</p> <ul style="list-style-type: none"> - Students are introduced to a problem related to the role of L2 learning and communication strategies used by language learners <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups)</p> <ul style="list-style-type: none"> - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded. <p>Phase 3 (Individual or group discussion)</p> <ul style="list-style-type: none"> - Students conduct investigations (search for data /references 			

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)
				<p>/sources) for group discussion materials.</p> <p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process.</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. 			
9	Mid-term test						

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)
10-11	To explain how L1 linguistic aspects affect SLA and interlanguage.	<p>To identify the differences and similarities between Indonesian and English grammatical rules</p> <p>To identify the differences and similarities between Indonesian and English pronunciation of some words</p> <p>To explaining the concept of Universal Grammar</p> <p>To present the concept of Critical Period hypothesis</p>	Written and spoken	<p>Problem-based Learning 2 x (2x50) minutes</p> <p>Phase 1 (Students' orientation on the problem) - Students are instructed to watch a video about how L1 linguistic aspects affect SLA and interlanguage.</p> <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups) - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded.</p> <p>Phase 3 (Individual or group discussion)</p>		[1], [2], [3]	16%

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)
				<ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. <p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process.</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. 			

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)
12-13	To discuss how individual differences affects SLA and interlanguage.	To observe a variety of learners's language and discuss why each of them has different achievement To explain factors which influence (1) aptitude , (2) motivation, and (3) learning strategy To justify how such factors affect language acquisition.	Written and spoken	<p>Problem-based Learning 2 x (2x50) minutes</p> <p>Phase 1 (Students' orientation on the problem) - Students are instructed to watch a video about how individual differences affects SLA and interlanguage.</p> <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups) - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded.</p> <p>Phase 3 (Individual or group discussion)</p>		[1], [2], [3]	16%

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)
				<ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. <p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process.</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. 			

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)
				Assignment: Writing reflective journal about teaching and learning process			
14	To discuss the role of instruction in SLA	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers	Written and spoken	Discussion, lecture, question-answer 2x50 minutes		[1], [2], [3]	3%
15-16	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in	Written and spoken	Problem-based Learning 2 x (2x50) minutes Phase 1 (Students' orientation on the problem)		[1], [2], [3]	16%

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)
		<p>order that learners can acquire L2 efficiently</p> <p>To present the proposed treatment to their peers</p>		<p>- Students are given the topic on how L2 teaching and learning related to the process of learners effort in acquiring second language</p> <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups)</p> <p>- students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded.</p> <p>Phase 3 (Individual or group discussion)</p> <p>- Students conduct investigations (search for data /references /sources) for group discussion materials.</p>			

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
1. To describe briefly the concepts in SLA and theoretical models of SLA 2. To explain the concepts of interlanguage and how various aspects (social, L1, and input) influence interlanguage	Written test/essay	1. Using your own words, describe your understanding on the following terms: a. Constructivism: b. Learning and acquisition : c. Critical period hypothesis: d. Zone of Proximal Development: e. Style and strategy in L2 learning: f. Nature and nurture in L2 learning g. Language attrition: h. Compensatory strategy: 2. Do you think that learning an L2 is similar to that of L1? Justify your answer.	Maximum score will be obtained when all questions are perfectly answered and completed with appropriate example or justification.	20
3. To explain how L2 input is processed, factors affecting SLA and interlanguage.	Written test/essay	Answer all questions 1. What explanations can you offer for the failure of adults to achieve native-like competence in an L2? 2. How does intelligence (IQ, Social Intelligence, and Emotional Intelligence) influence one's success in learning an L2? Do you think that instructions on certain grammatical points durable?.	Maximum score will be obtained when all questions are perfectly answered and completed with appropriate example or justification.	30

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
4. To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	Assignment/Report	<p>Text A and B (see attached sheet) are written by a student of the English Department in Unesa. Text A was written in a pre-test and text B was in a post-test after the student finish the Intensive Course at the Department. Please have a close look on the texts and answer the following questions.</p> <ol style="list-style-type: none"> 1. What are the differences between Text A and Text B in terms of <ol style="list-style-type: none"> (a) language style (b) grammatical aspects (c) choice of words? 2. Is there any significant improvement on the student's composition after joining the IC? If so, how does it improve? 3. Explain some possible explanation that makes the student improves his composition. Your analysis must be made using SLA theories. 	Maximum score will be obtained when students show in-depth analysis on the texts by following the guided questions provided.	30

➤ **Rubric**

Assessment Rubric for Presentation

Score	Rubric
4	Presentations are carried out in a coherent manner with appropriate intonation and emphasis, demonstrating a good understanding of concepts, assisted by PPT media according to media criteria, answers to questioners are correct, able to formulate suggestions for improvement.
3	Presentations are carried out in a coherent manner with appropriate intonation and emphasis, but lacking in some understanding of concepts, assisted by PPT media according to media criteria, answers from questioners are generally correct, able to formulate suggestions for improvement.
2	Presentations were not coherent and/or showed a lack of understanding of several concepts, was assisted by PPT media but did not meet the media criteria, the answers from the questioner were generally incorrect, were able to formulate suggestions for improvement
1	Presentations were not coherent and/or show a lack of understanding of many concepts, are not assisted by PPT media, answers from questioners are incorrect, unable to formulate suggestions for improvement

Examples of student reflective journal

1.

STUDENT'S REFLECTIVE JOURNAL

Course: Introduction to Second Language Acquisition

Lecturer: Prof. Lies Amin Lestari

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	In class my lecturer explains about the types of the concepts and the notions of second language acquisition. My lecturer often ask questions to find out our prior knowledge and experiences that can be connected with the topic of the course.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (Not necessarily giving you the same result)	I listened to explanations about second language acquisition course while taking notes in my book. I will also try to answer questions asked by my lecturer. I also tried to find learning theory material sourced from the internet.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I	I try to understand learning theory material from the material provided by the lecturer, then I also look for material from other sources such as the internet. I think that has had positive results for me.

	<p>expected? What are the implications of my actions on myself/others/similar situations in the future?</p> <p>Could different actions have given me the same result? Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience? Would I do the same thing again or would I change something?</p> <p>What should I do next time I'm in a similar experience? Should I change anything about the way I do things? Explain?</p>	<p>I had experienced confusion with some learning theory material, so what I did was ask my lecturer when class started, that way I got what I wanted. Then I also do the assignments given, it makes me understand the material better.</p>

2.

2. STUDENT'S REFLECTIVE JOURNAL

Course: Introduction to Second Language Acquisition

Lecturer: Prof. Lies Amin Lestari

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained the material on how we use the proper language when we conduct teaching-learning activities.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (Not necessarily giving you the same result)	I listened to the explanation given by my lecturer, and I discussed a certain topic with a small group in our class. We also answer some questions in the textbook to deepen our understanding about the material. My friends also ask some questions, and I found it very helpful for me who had no idea about those terms.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected?	I have got the knowledge of how L1 affect language learners' strategy and how they will also contribute to the communication strategy used by the learners. However, all the

	<p>What are the implications of my actions on myself/others/similar situations in the future?</p> <p>Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	<p>activities that have been carried out so far have been very useful for increasing understanding in this course.</p>
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something?</p> <p>What should I do next time I am in a similar experience?</p> <p>Should I change anything about the way I do things? Explain?</p>	<p>I learned that as future teacher of English, I need to know about SLA. Not only that, I also learned to collaborate with my classmates to discuss some topics in this course.</p> <p>I would do the same thing in the future, but I should improve more in the future to expand my learning experience.</p>