



**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 |
|--|--|---|-----------------------------------|----------|--------------------------------|
| Games, Songs, and Storytelling | | | 3 | | |
| AUTHORIZATION | Lesson Plan Developer | | Course Cluster Coordinator | | Head of Study Programme |
| | Sumarniningsih | | | | Him'mawan Adi Nugroho |
| Learning Outcomes (CP) | Programme Learning Outcomes (PLO)-Study Programme imposed on courses | | | | |
| | 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 6 | Create products related to English learning | | | |
| | PLO 12 | Show the characters of religious, smart, independent, honest, caring and strong. | | | |
| | Course Learning Outcomes (CLO) | | | | |
| | CLO 1 | Analysing suitable teaching method and techniques in teaching English as a foreign language that suit the students' characteristics | | | |
| | CLO 2 | Planning and applying appropriate teaching techniques through games, songs, and storytelling | | | |
| | CLO 3 | Developing a practical handbook of teaching English through games, songs, and storytelling | | | |
| | CLO 4 | Being able to accomplish the final project of this course | | | |
| | Lesson Learning Outcomes (LLO) | | | | |
| | LLO 1 | Being able to explain the course learning outcomes of "Games, Songs, and storytelling" | | | |
| | LLO 2 | Being able to analyse appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling | | | |
| | LLO 3 | Being able to select suitable games, songs, and story for certain level of students | | | |
| | LLO 4 | Being able to demonstrate appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling | | | |
| LLO 5 | Being able to plan and evaluate English instruction effectively | | | | |
| LLO 6 | Being able to develop a practical handbook of English instructions through games, songs, and storytelling | | | | |
| Brief description of the course | This course focuses on how to utilize games, song, and stories to teach English as a foreign language and how to implement them in the classroom. It also trains students how to select and create suitable games and songs that suit the students' characteristics. The final project of this course is a practical | | | | |

| | |
|--|---|
| | handbook of English instructions through games, songs, and storytelling. Project based learning model with various method is implemented in this course. |
| Study Materials: Learning Materials | <ol style="list-style-type: none"> 1. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston : Heinle & Heinle, Thomson Learning. Inc 2. Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex : Pearson Education Limited. 3. Maxom, Michelle. 2014. Teaching English as a Foreign Language for Dummies. Sussex: John Wiley and Sons Limited. 4. Purland, Matt. 2014. You Are The Course Book. PurlandTraining.com 5. Wright, Andrew. 2006. Games for Language Learning. Cambridge: Cambridge University Press. 6. Watcyn-Jones, Peter. 2001. Vocabulary Games and Activities. Essex : Pearson Education Limited. |
| References | Main reference: |
| | <ol style="list-style-type: none"> 1. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston : Heinle & Heinle, Thomson Learning. Inc 2. Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex : Pearson Education Limited. 3. Watcyn-Jones, Peter. 2001. Vocabulary Games and Activities. Essex : Pearson Education Limited. |
| | Supplementary reading: |
| | https://www.onestopenglish.com www.teachingenglish.org.uk |
| Lecturer (s) | Sumarniningsih Arik Susanti Ririn Pusparini |
| 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 | Being able to explain the course learning outcomes of “Games, Songs, and storytelling” | <ul style="list-style-type: none"> - Identify the course learning outcomes - Explain the course learning outcomes - Explain the project that has to be carried out - Determine the timeline of the project completion | Q and A (Spoken) | Classroom Discussion Small group discussion 3 x 50' | - | (1), (2), (3) | |
| 2-3 | Being able to analyse appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling | <ul style="list-style-type: none"> - Identify appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling - Determine the differences of teaching techniques and procedures using games, | Summary (student presentation – groupwork) | Student presentation Feedback and Discussion 6 x 50' | | (1), (2), (3) | |

| 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"> songs, and storytelling - Give examples of using games, songs, and storytelling in various level of students | | | | | |
| 4 | Being able to select suitable games, songs, and story for certain level of students | <ul style="list-style-type: none"> - Identify traditional and contemporary games that can be adapted for EFL classes - Find the differences between traditional and contemporary games - Find the differences of songs, rhymes, and chants - Select appropriate games, songs, and story for various level of students | | <p>Student presentation Feedback and Discussion</p> <p>3 x 50'</p> | | (1), (2), (3), (5), (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) |
| 5-6 | Being able to demonstrate appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling | <ul style="list-style-type: none"> - Demonstrate a teaching technique using games in EFL classes - Demonstrate a teaching technique using songs in EFL classes - Demonstrate a teaching technique using story in EFL classes | Spoken (student demonstration) – recorded | Student demonstration Feedback and discussion 6 x 50' | | (1), (2), (3), (5), (6) | |
| 7-8 | Being able to plan and evaluate English instruction effectively | <ul style="list-style-type: none"> - Plan an English instruction using games, song, and storytelling suitable for certain level of students - Construct evaluation of an English instruction | written | Discussion Small group discussion 6 x 50' | | (1), (2), (3), (4), (5), (6) | |
| 9-15 | Being able to develop a practical handbook of English instructions | <ul style="list-style-type: none"> - Determine the sections or elements that | Project completion | Group discussion groupwork | | (1), (2), (3), (4), (5), (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) |
| | through games, songs, and storytelling | <p>have to be included in the practical handbook for teachers</p> <ul style="list-style-type: none"> - Write one section of the first chapter of the handbook (Games in ELT) using the template provided - Write one section of the first chapter of the handbook (Songs in ELT) using the template provided - Write one section of the first chapter of the handbook (Storytelling in ELT) using the template provided | (a practical handbook for teachers) | 21 x 50' | | | |

| 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) |
| 16 | Reflection on learning | <ul style="list-style-type: none"> - Tell about things that students get from the course - Tell about things that students have to learn more | Answering questions of learning reflection (written) | Discussion 3 x 50' | | (1), (2), (3), (4), (5), (6) | |

➤ **Assessment Blue-print**

Rubric of the Project (a practical handbook for teachers)

| Aspect | Score | | | | Total Score |
|-----------------------------------|---|---|--|---|-------------|
| | 1 | 2 | 3 | 4 | |
| Originality | Copied greatly (suspicious plagiarism) | Moderate copying | Copied part | Not copied | |
| Learning objectives | Not clearly stated | Clearly stated but not measurable | Clearly stated, specific, measurable, relevant, but not timely | Clearly stated, specific, measurable, relevant, and timely | |
| Choice of games, songs, and story | Games, songs, and story chosen are not suitable for the level of students | Games chosen are suitable for the level of students | Games and songs chosen are suitable for the level of students | Games, songs, and story chosen are suitable for the level of students | |

| Aspect | Score | | | | Total Score |
|------------------------|------------------------|---|---|-----------------------------|-------------|
| | 1 | 2 | 3 | 4 | |
| Activities/interaction | Activity is monotonous | There are two different activities in the classroom. The activities are not fun | Fun activities, but there are only two different activities | Fun and various activities, | |

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.

