

Module/Course Handbook

Classroom Language					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302028	78,4	3,18 ECTS	Ganjil	28 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 3,6	Independent Study 2 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> 1. Demonstrate speaking and writing competence at the level of B2 CEFR 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. 8. Demonstrate the oral and written skills in communicating knowledge about English instructions. 10. Demonstrate skills in leadership and collaboration. CLO <ol style="list-style-type: none"> 1. Make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding. 2. Apply knowledge of a special language for running lessons and communication strategies. 3. Select the appropriate expressions and communication strategies to communicate with pupils appropriately, effectively, emphatically, and politely. 4. Be responsible for the use of expressions and communication strategies. 				
4	Subject aims/Content This subject will explore a special language for running lessons 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.				
5	Teaching methods				

	Lectures, Discussions, Practices																				
6	<p>Assessment methods</p> <p>A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is computed using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$</p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3,75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3,50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3,00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2,75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2,50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2,00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1,00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0,00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4,00 85 ≤ A < 100	A-	3,75 80 ≤ A- < 85	B+	3,50 75 ≤ B+ < 80	B	3,00 70 ≤ B < 75	B-	2,75 65 ≤ B- < 70	C+	2,50 60 ≤ C+ < 65	C	2,00 55 ≤ C < 60	D	1,00 40 ≤ D < 55	E	0,00 0 ≤ E < 40
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7	<p>This module/course is used in the following study programme/s as well</p> <p>None</p>																				
8	<p>Module Coordinators</p> <p>Esti Kurniasih, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Anis Tri Susana, S.S., M.Pd.</p>																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Hughes, G. S., Moate, J., & Raatikainen, T. (2007). <i>Practical Classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 65 Tahun 2013 tentang <i>Standar Proses Kurikulum 2013</i>. 3. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 22 Tahun 2016 tentang <i>Standar Proses Pendidikan Dasar dan Menengah</i>. 4. Salaberri, S. (1995). <i>Classroom Language</i>. Oxford: Macmillan Heinemann. 5. Sinclair, J. M., & Brazil, D. (1982). <i>Teacher Talk</i>. Oxford: Oxford University Press. 																				

	<ol style="list-style-type: none"><li data-bbox="370 191 1425 310">6. Tim UPTP4. (2009). <i>Buku Pedoman Program Pengalaman Lapangan (PPL) (Handbook of Microteaching and Practicum)</i>. Surabaya: Unesa University Press.<li data-bbox="370 317 1425 401">7. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. <i>ELT Journal</i>, 60(2), 133-141.<li data-bbox="370 407 1425 491">8. Willis, Jane. (1981). <i>Teaching English through English. A Course in Classroom Language and Techniques</i>. Hong Kong: Longman Group Ltd.
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