	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**

Course		**Course Code**	**Course Cluster**	**Credit (sks)**		**Semester**	**Compilation Date**
Classroom Language				2		1	September 2022
AUTHORIZATION		**Lesson Plan Developer**		**Course Cluster Coordinator**		**Head of Study Programme**	
		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.				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 8	Demonstrate the oral and written skills in communicating knowledge about English as medium of instructions.
	PLO 10	Demonstrate skills in leadership and collaboration.
	Course Learning Outcomes (CLO)	
	CLO 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.
	CLO 2	Apply knowledge of a special language for running lessons and communication strategies.
	CLO 3	Select the appropriate expressions and communication strategies to communicate with pupils appropriately, effectively, emphatically, and politely.
	CLO 4	Be responsible for the use of expressions and communication strategies.
	Lesson Learning Outcomes (LLO)	
	LLO 1.1	Being able to define some key concepts and principles of classroom language.
	LLO 1.2	Being able analyse and evaluate critically how classroom language can be effectively help the students learn the target language.
	LLO 2.1	Being able to practice using the examples of classroom language as part of English as a medium of instructions orally.
	LLO 3.1	Being able to deliver and use the classroom language in the form of classroom management starting from opening the lesson, explaining, and leading discussion to closing the lesson.
	LLO 4.1	Being able to be responsible and independent to implement the knowledge of concepts and principles of learning theories.

Brief description of the course	This course will explore special language for running lessons and communication strategies and develop student teachers' skills in using them as teachers in front of the classrooms. These 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.
Study Materials: Learning Materials	• Concepts of classroom language, basic teaching skills and learning activities, English as medium of instruction
References	**Main reference:** 1. Hughes, G.S., Moate, J., and Raatikainen, T. (2007). Practical Classroom English. Oxford: Oxford University Press **Supplementary reading:** 2. Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. System, 29, 27-43. 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141. 4. Willis, Jane. (1981). Teaching English through English. A Course in Classroom Language and Techniques. Hong Kong: Longman Group Ltd. 5. Tim UPTP4. (2009). Buku Pedoman Program Pengalaman Lapangan (PPL) (Handbook of Microteaching and Practicum). Surabaya: Unesa University Press.
Lecturer (s)	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
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 notion and concept of Classroom Language (definition, principles,	• Explaining the definition of Classroom Language • Explaining the principles of	Written	Discussion, question-answer 2 x 50 minutes		[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)
	and aspects of Classroom Language)	Classroom Language • Explaining the aspects of Classroom Language					
2-3	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	• 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)	Written	Discussion, question-answer 2 x 50 minutes		[1], [2]	3%
4-5	Being able to demonstrate Opening the lesson as the first basic teaching skill	• Identifying the classroom language	Written and spoken	Problem-based Learning – Plus (Individual Practice (Demonstration)		[3], [4], [5]	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)
		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 (Opening the lesson) • Demonstrating the classroom language		2 x 100 minutes **Phase 1** (Students' orientation on the problem) - Students are introduced to a case related to how a teacher begin a lesson. **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. **Phase 3** (Individual or group discussion) - Students conduct investigations			

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)
		expressions used in Pre-activities (Opening the lesson)		(search for data /references /sources) for group discussion materials. **Phase 4** (Analyze and evaluate the problem solving process. - 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. **Phase 5** (Individual demonstration) - Students (individually) practice or demostrate how to use the classroom language expressions used in Pre- activities (Opening the lesson).			

| 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			
6-7	Being able To demonstrate Organizing the class as the second basic teaching skill	• 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	Written and spoken	Problem-based Learning – Plus (Individual Practice (Demonstration) 2 x 100 minutes **Phase 1** (Students' orientation on the problem) - Students are introduced to a case related to how a teacher organize and prepare their students for the lesson. **Phase 2** (organized students and determine the procedure to discuss the problem-individually or in groups)		[3], [4], [5]	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)
		(Organizing the class) • Demonstrating the classroom language expressions used in Pre-activities (Organizing the class)		- Students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded. **Phase 3** (Individual or group discussion) - Students conduct investigations (search for data /references /sources) for group discussion materials. **Phase 4** (Analyze and evaluate the problem solving process. - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according			

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)
				to the input obtained from other groups. **Phase 5** (Individual demonstration) - Students (individually) practice or demostrate how to use the classroom language expressions used in Pre- activities (Orginising the class for the lesson).			
8-9	Being able 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 (Explaining	Written and spoken	Problem-based Learning – Plus 2x100 minutes **Phase 1** (Students' orientation on the problem) - Students are introduced to a problem related to how a teacher should explain the lesson effectively and efficiently.		[1], [2] and other references	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)
		the Lesson or Learning Materials) • 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 classroom language expressions		**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. **Phase 3** (Individual or group discussion) - Students conduct investigations (search for data /references /sources) for group discussion materials. **Phase 4** (Analyze and evaluate the problem solving process. - After each group have made a presentation, the other groups give			

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)
		used in Whilst activities (Explaining the Lesson or Learning Materials)		appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. **Phase 5** (Individual demonstration) - Students (individually) practice or demostrate how to use the classroom language expressions used in Pre- activities (Explaining the Lesson or Learning Materials). Assignment: Writing reflective journal about teaching and learning process			
10-11	Being able to demonstrate Asking questions and Giving reinforcement as the	• Mentioning the activities in Whilst	Written and spoken	Problem-based Learning – Plus 2x100 minutes		[1], [2] and other 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)
	fourth basic teaching skill	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 (Asking questions and Giving reinforcement)		**Phase 1** (Students' orientation on the problem) - Students are given an example of a video showing an EFL teacher deals with Asking questions and Giving reinforcement during the lesson. **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. **Phase 3** (Individual or group discussion) - Students conduct investigations (search			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)
		• Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) • Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)		for data /references /sources) for group discussion materials. **Phase 4** (Analyze and evaluate the problem solving process. - 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. **Phase 5** (Individual demonstration) - Students (individually) practice or demostrate how to use the classroom language expressions used in Pre- activities (Asking questions and Giving reinforcement).			

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			
12, 13 and 14	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	• Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group	Written and spoken	Problem-based Learning – Plus 2x100 minutes **Phase 1** (Students' orientation on the problem) - Students are given an example of a video showing an EFL teacher deals with Varying Stimuli, Organizing small group (class) discussion and Closing the lesson **Phase 2** (organized students and determine the procedure to discuss the problem- individually or in groups) - students should have multiple opportunities		[1], [2]	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)
		(class) discussion and Closing the lesson) • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli,		to brainstorm solutions. All suggestions should be accepted and recorded. **Phase 3** (Individual or group discussion) - Students conduct investigations (search for data /references /sources) for group discussion materials. **Phase 4** (Analyze and evaluate the problem solving process. - 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. **Phase 5** (Individual demonstration)			

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)
		Organizing small group (class) discussion and Closing the lesson) • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)		- Students (individually) practice or demostrate how to use the classroom language expressions used in Pre- activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson). Assignment: Writing reflective journal about teaching and learning process			
15-16	Being able to demonstrate the use the seven basic teaching skills in an English lesson	Simulating/demonstrating the basic teaching skills	Written and spoken	Performance (Teaching Simulation)		[5]	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)
	teaching and learning scenario						

> **Assessment Blue-print**

Teaching Simulation

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Being able to simulate or demonstrate the classroom language expressions used in Pre-, Whilst, and Post Activities	Individual Performance (Teaching simulation)	Demonstrate the teaching simulation 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	30

Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**
			language expressions.	

Note: the weight of the assessment results of 20% is obtained from the level of student participation in terms of attendance in lectures, activeness in attending lectures (asking, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.

➢ **Rubric**

Scoring rubric for teaching demonstration

No	Observed teaching skills	Score				
		1	2	3	4	5
I	**Pre-teaching**					
1	Check the readiness of the classroom, learning tools, and media					
2	Check student readiness for the lesson					
II	**Opening the lesson**					
1	Do apperception activities					
2	Convey the competencies to be achieved and the planned activities					
III	**Core learning activities**					
A	**Mastery of subject matter**					
1	Demonstrate mastery of learning material					
2	Associate material with another relevant knowledge					
3	Delivering material according to the learning hierarchy					
4	Associating material with the reality of life					

B	Approach/learning strategy					
1	Carry out learning in accordance with the competencies to be achieved					
2	Carry out learning according to the level of development and needs of students					
3	Carry out learning in a coherent manner					
4	Carry out coordinated learning					
5	Carry out contextual learning					
C	Utilization of learning media / learning resources					
1	Demonstrate skills in the use of media					
2	Produces an interesting message					
3	Involve students in the use of media					
4	Use media effectively and efficiently					
D	Learning that triggers and maintains student engagement					
1	Grow students' active participation in learning					
2	Respond positively to student participation					
3	Facilitate teacher-student interaction and students					
4	Demonstrate an open attitude to student responses					
5	Growing joy and enthusiasm of students in learning					
E	Assessment of learning processes and outcomes					
1	Do an initial assessment					
2	Monitor learning progress					
3	Give tasks according to competence					
4	Conduct a final assessment according to competence					
F	Language use					
1	Use spoken language clearly and fluently					
2	Use good and correct written language					
3	Convey the message with the appropriate style					
IV	Closing					

A	Reflection and summary of learning					
1	Do learning reflection by involving students					
2	Make summary of the lesson					
B	Follow-up implementation					
1	Provide directions, activities, or assignments as part of the remedy					
2	Provide directions, activities, or assignments as part of enrichment					

➢ Students are assigned to write reflective journal related to the teaching and learning process of the course.

Examples of reflective journal

1.

STUDENT'S REFLECTIVE JOURNAL

Course: Classroom Language

Lecturer: Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained about the use of language in the classroom, the kinds of expression to use in the classroom, guides about how to be a teacher, and also the context of learning and teaching with students.

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'm listening to the explanation and examples, and I've also given myself time to ask some questions. I got confused and curious about the system of language, which is different between what is used daily and what teachers should use in the form of teaching. Sometimes, I just search among the unknown words or for some meaning to be interpreted.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	The lecturer did give an answer and gave the examples needed for an easy understanding. I feel satisfied knowing that the materials given are important for my future self; needless to say, the explanation did raise many questions on this topic. Time will tell, and as the material is explained further, there will be more to be accomplished the following day.
Learning	What did I learn from the experience? Would I do the same thing again or would I change something?	I learned that classroom language is the type of language teachers use during the teaching and learning session. The language is formally active since the class is started and it serves as a guide on how to comply knowledge and understand students to make a good environment in the class.

	What should I do next time I am in a similar experience? Should I change anything about the way I do things? Explain?	

2.

STUDENT'S REFLECTIVE JOURNAL

Course: Classroom Language

Lecturer: Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer gives explanations about how language is employed when we teach and learn ways to become a great teacher for students in the classroom.
Action	What did I do? Why did I choose this action?	I listen and write an explanation about the topic or material that has been delivered by my lecturer and ask several questions about the material when confused and have not understood. We sometimes discuss the material in the class and my

	What else happened (other actions)? What other actions could I have chosen? (Not necessarily giving you the same result)	friends about the same things that I did, and it is beneficial to me because I gained a new understanding that I had not thought of before.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	Yes, of course. I accomplished what I wanted to try to understand about the material and my actions fulfilled the way I expected about this course. I obtained a new understanding from my lecturer and the textbook given. A way to improve my actions may be to practice the material to comprehend and improve my results.
Learning	What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I am in a similar experience? Should I change anything about the way I do things? Explain?	I learn how to conduct the class and know the language used in classroom activities. I learn to cooperate and mutual understanding between my friends in this course and I will try to be better and do the same experience in the future because it is very useful to me to gain the knowledge.

3.

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STUDENT'S REFLECTIVE JOURNAL

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Course: Classroom Language

Lecturer: Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	I think lecturer is fun and lecturer already explain classroom language material well. I easily understand with the explanation.
Action	What did I do? Why did I choose this action?	I just listening my lecturer when he explains the material. But sometimes maybe I confused about something, I will ask to my lecturer. My lecturer patiently answered my question.

	What else happened (other actions)? What other actions could I have chosen? (Not necessarily giving you the same result)	My friends also do the same thing.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	Yes, my lecturer answer my question about the difference between Classroom Language and Microteaching. I was confused because I thought that those courses is same. My lecturer explain why Classroom Language and Microteaching is different. Actually, I satisfied with his answer. Now I understand how those courses works and complete each other. Maybe If I didn't have a courage to ask about it, I still confused about those courses and their differences.
Learning	What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I am in a similar experience? Should I change anything about the way I do things? Explain?	I learned that by taking action in a class, I could have a better understand about the material presented by my lecturer. Sometimes I still maintain this habit and try to improve my skills in asking questions and expressing my opinions more effectively.