



**UNIVERSITAS NEGERI SURABAYA  
FACULTY OF LANGUAGES AND ARTS  
ENGLISH EDUCATION STUDY PROGRAM**

**Document Code**

**LESSON PLAN**

Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Developing EFL Materials	8820302285	Knowledge and Skills	T = 1	P = 1	4	4 Dec 2022
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Course Cluster Coordinator</b>		<b>Head of Study Programme</b>	
	Ahmad Munir, Ph.D		Ahmad Munir, Ph.D.		Dr. Himmawan Adi N.	
<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>					
	PLO 2	Demonstrate a good understanding of the concept of learning English from a national and global perspective				
	PLO 4	Plan, implement and evaluate English learning effectively and creatively.				
	PLO 6	Creating products related to learning English .				
	<b>Course Learning Outcomes (CLO)</b>					
	CLO 1	Considering the culture, views, and religion of students in the selection, adaptation and adoption of teaching materials and develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity independently.				
	CLO 2	Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.				
	CLO 3	Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.				
	CLO 4	Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally.				
	<b>Lesson Learning Outcomes (LLO)</b>					
	LLO 1	To explain the relationship between curriculum, syllabus, and teaching material				
	LLO 2	To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials				
	LLO 3	To explain the principles of developing teaching materials				

	LLO 4	To explain the framework for developing language skills materials							
	LLO 5	To explain the framework for developing language components materials							
	LLO 6	To use English language resources and English textbooks from the country of origin in applying the principles and frameworks of developing teaching materials in real terms.							
	LLO 7	To demonstrate sincerity, commitment, and sincerity independently in choosing, adapting and adopting teaching materials according to the culture, views, and learning religion							
	LLO 8	To apply the principles and frameworks of developing teaching materials in real terms.							
		LLO1	LLO2	LLO3	LLO4	LLO5	LLO6	LLO7	LLO8
	CLO1						v	v	v
	CLO2	v	v	v	v	v			
	CLO3								v
	CLO4								v
<b>Brief description of the course</b>	This course introduces the discussion of theories on the development of English teaching materials and the practice of developing English teaching materials in schools. The scope of this course is the relationship of curriculum, syllabus, and teaching materials, principles and frameworks for the development of teaching materials and the real application of the development of materials using English language resources and English textbooks from the country of origin. Lecture activities are carried out through group presentations, discussions, and workshops in the real development of teaching materials (materials development project). <b>This course uses Project-Based Learning.</b>								
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Defining materials and materials development</li> <li>2. Selection, adoption, adaptation and development of materials: Which one to choose</li> <li>3. SOP of materials development</li> <li>4. Principles of materials development</li> <li>5. Frameworks of developing materials (Listening and Speaking)</li> <li>6. Frameworks of developing materials (Reading and Writing)</li> <li>7. Frameworks of developing materials (Vocabulary, grammar, pronunciation)</li> <li>8. ELT commercial textbooks as model for materials development</li> <li>9. Independent curriculum for ES, JHS, SHS</li> <li>10. Materials development: listening</li> <li>11. Materials development: Speaking and pronunciation</li> <li>12. Materials development: Reading and vocabulary</li> <li>13. Materials development: Writing and grammar</li> <li>14. Materials development: Assembling whole sections into one unit/chapter</li> <li>15. Materials development: Proof reading and editing, publication ready</li> </ol>								

<b>References</b>	<b>Main references:</b>
	1. Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers. 2. Tomlinson, Brian. (Ed.). 2011. <i>Materials development in language teaching</i> . Cambridge: Cambridge University Press. 3. Mishan, F & Timmis, I. 2015. <i>Materials development for TESOL</i> . Edinburgh University Press. 4. Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i> . Routledge.
	<b>Supplementary reading:</b>
	5. Commercial English textbooks 6. Independent Curriculum for ES, JHS, SHS
<b>Lecturer (s)</b>	Ahmad Munir, Ph.D.
<b>Course requirements</b>	none

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [ Time Allotment]		Learning materials [ References ]	Assessment weight (%)
		Indicator	Criteria & Form Written/spoken	Offline	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO 1 To explain the relationship between curriculum, syllabus, and teaching material	To explain the relationship between curriculum, syllabus, and teaching material	Spoken, non test	Reading, discussion		Definition of teaching material development Relationship between curriculum, syllabus and teaching material (References 1,2,3,4)	5
2	LLO 2 To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials	To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials	spoken, non test	Reading, discussion		Definition of the selection of teaching materials, adaptation of teaching materials, and adoption of teaching materials (References 1,2,3,4)	5

						Procedures for selecting teaching materials, adapting teaching materials, and adopting teaching materials (References 1,2,3,4)	
3	LLO 3 To explain the principles of developing teaching materials	To explain the principles of developing teaching materials	written, non test	Reading, listing principles, discussion		Principles for developing teaching materials (References 1,2,3,4)	5
4	LLO 4 To explain the framework for developing language skills materials	To explain the framework for developing Listening and speaking materials	written, non test	Reading, listing frameworks, discussion		Frameworks for developing L-S (References 1,2,3,4)	5
5	LLO 4 To explain the framework for developing language skills materials	To explain the framework for developing Reading and Writing materials	written, non test	Reading, listing frameworks, discussion		Frameworks for developing R-W (References 1,2,3,4)	5
6	LLO 5 To explain the framework for developing language components materials	To explain the framework for developing pronunciation, vocabulary and grammar materials	written, non test	Reading, listing frameworks, discussion		Frameworks for developing P-V-G (References 1,2,3,4)	5
7	LLO 6 To use English language resources and English textbooks from the country of origin in applying the principles and frameworks of developing teaching materials in real terms. LLO 7 To demonstrate sincerity, commitment, and sincerity independently in choosing, adapting and adopting teaching materials according to the culture, views, and learning religion	To analyse the contents of commercial ELT textbooks based on the principles and frameworks of materials development	written, non test	-1 Deciding on a DEM project  2 Planning for steps for DEM project completion		ELT commercial textbooks Independent curriculum for ES, JHS, SHS (References 5,6)	0
8	Mid test	Submitting Results of commercial textbooks analyses	written, non test				20

9	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-3 Scheduling for DEM project implementation -4 DEM Project completion with teacher's assistance and supervision		DEM Project Materials development: listening	5
10	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-4 DEM Project completion with teacher's assistance and supervision		DEM Project Materials development: Speaking, pronunciation, and presentation	0
11	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-4 DEM Project completion with teacher's assistance and supervision		DEM Project Reading, viewing, and vocabulary	0
12	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-4 DEM Project completion with teacher's assistance and supervision		DEM Project Writing and grammar	0
13	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-4 DEM Project completion with teacher's assistance and supervision		DEM Project Assembling whole sections into one unit/chapter	0
14	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-4 DEM Project completion with teacher's assistance and supervision		DEM Project Assembling whole sections into one unit/chapter	0
15	LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.	To develop ELT materials for Independent curriculum of ES, JHS, and SHS	written, non test	-5 Writing report and presenting/publication of project outcomes		DEM Project Proof reading and editing, publication ready	5
16	Final test	Submission of final version of DEM project	written, non test	-6 Evaluation process and outcomes of the project		DEM Project submission	30

## MID TEST BLUE PRINT

### Assessed Learning Outcomes:

1. Considering the culture, views, and religion of students in the selection, adaptation and adoption of teaching materials and develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity independently.
2. Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.

### Assessed LLO

LLO 1 To explain the relationship between curriculum, syllabus, and teaching material

LLO 2 To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials

LLO 3 To explain the principles of developing teaching materials

LLO 4 To explain the framework for developing language skills materials

LLO 5 To explain the framework for developing language components materials

LLO 6 To use English language resources and English textbooks from the country of origin in applying the principles and frameworks of developing teaching materials in real terms.

LLO 7 To demonstrate sincerity, commitment, and sincerity independently in choosing, adapting and adopting teaching materials according to the culture, views, and learning religion

## MID TEST TASK

- A. Please download the following school English syllabus developed by an English teacher ([https://drive.google.com/file/d/1JmIbCB\\_V8DhS1cR2OO4dwtffluZZHJ1j/view?usp=sharing](https://drive.google.com/file/d/1JmIbCB_V8DhS1cR2OO4dwtffluZZHJ1j/view?usp=sharing) ).
- B. Read the English syllabus especially its section of learning objectives/indicators AND learning material
- C. Answer the following questions (you can open the references you have):
  1. Did the teacher use adoption, adaptation or development of ELT materials? Or combination of the three of them? Provide evidence from the syllabus please. (maximum score 40)
  2. How much do the materials meet: (answer only which applicable) (maximum score 60)
    - a) The major principles of materials developments?
    - b) The frameworks of developing Listening materials?
    - c) The frameworks of developing Speaking materials?
    - d) The frameworks of developing Reading materials?
    - e) The frameworks of developing Writing materials?
    - f) The frameworks of developing Language components materials?

### ANSWER KEY

MID Test for Developing EFL Materials

Question no 1: Did the teacher use adoption, adaptation or development of ELT materials? Or combination of the three of them? Provide evidence from the syllabus please. (maximum score 40)

ANSWER: The teacher adopted the authentic spoken text from you tube, but the written dialog is adopted from an unidentified source. The table of generic structure and language feature seem to be taken from somewhere unmentioned. There is no attempt to adapt or develop the authentic text (spoken) into good learning materials

Question no 2: How much do the materials meet: (answer only which applicable) (maximum score 60)

Answer:

- a) The major principles of materials developments? Authentic materials (only part)
- b) The frameworks of developing Listening materials? Only authentic spoken language input without exercises to develop students listening comprehension skills. No other frameworks for developing listening materials are met by the materials in the syllabus.
- c) The frameworks of developing Speaking materials? Only authentic (spoken) dialog model but no attempt to develop pragmatic skills, conversational skills. Other frameworks for developing speaking materials aren't met by the materials in the syllabus.
- d) The frameworks of developing Reading materials? No reading materials because they're not stated in the indicators
- e) The frameworks of developing Writing materials? NO writing materials because they're not stated in the indicators
- f) The frameworks of developing Language components materials? There is grammar PATTERN, but there are no meaningful grammar exercises

### **FINAL TEST BLUE PRINT**

#### **Assessed Learning Outcomes:**

CLO 3 Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.

CLO 4 Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally.

#### **Assessed LLO**

LLO 8 To apply the principles and frameworks of developing teaching materials in real terms.

### **FINAL TEST TASK**

In line with the project-based approach for this course: Please submit the FINAL VERSION of your project as of week 16 of this semester in a word/pdf file.

#### **PROJECT**

Please develop learning materials for a grade of Junior or Senior High school for several KDs in the selected grade (group work) based on the emergency curriculum for English subject (2020). The assigned KD for your (individual work) should be developed in to learning materials that

meet the major principles of materials development and frameworks for developing language components and language skills (L,S,R,W). Then the individual unit for the same Grade should be compiled into one Book for That Grade. Then do the following to make it ready for ISBN submission:

1. To do peer review WITHIN group (each Grade) for: Language use (accuracy and naturalness)= cek grammarnya benar, dan bahasanya lazim (jangan seperti bahasa Inggris bernuansa bahasa Indonesia), and for CONSISTENCY with agreed FORMAT of the Grade
2. To finalise THE COVER and BACK COVER of book Grade of the same level (Junior High School or Senior High School)
3. To write AFTER COVER page of book Grade of the same level (Junior High School or Senior High School)
4. To write PREFACE of the book, containing:
  - a. introduce the book title and targeted grade
  - b. state the aim of the book (also as part of DEM project)
  - c. present the outline of the book (how many units, and what the unit mainly covers)
  - d. ask for suggestion

#### Developing EFL Materials Project Assessment rubric

No	Dimensions	Description	Score
1	OBJECTIVE	Teaching materials in accordance with the stated learning objectives / indicators	100
		Teaching materials are in accordance with most of the stated learning goals/indicators set	80
		materials are in accordance with a few of the stated learning objectives/indicators	60
		materials are not in accordance with the stated learning objectives/indicators	40
2	ACTIVITY	Learning activities explore and exploit materials according to RLSW learning levels (imitative, intensive to extensive) and activities for individual work, in pairs or groups	100
		Learning activities explore and exploit material according to some RLSW learning levels (imitative, intensive to extensive) and some of the activities individually, in pairs or groups	75
		Learning activities to explore and exploit materials are not in accordance with the RLSW learning level (imitative, intensive to extensive) and only individually, not pairs or groups work	50
3	AUTHENTICITY OF MATERIALS	Spoken/written text as a model is taken from English-speaking countries, activities are in the form of real communication, and according to the needs and interests of	100



		students	
		Spoken/written text as a model comes from a combination of English and non-English speaking countries. Activities in the form of real and unreal communication, and according to some of the needs and interests of students	75
		Spoken/written text as a model comes from non-English speaking countries, the communication activities are contrived, not according to the needs and interests of students	50
4	APPEARANCE	Accompanied by colorful illustrations that support the achievement of activity objectives in accordance with the stated objective learning or indicators	50
		Accompanied by colorful illustrations but not related to the achievement of the stated objectives or indicators	40
		No illustrations in color or black and white	30
5	COMPLETENESS	Complete with Cover, Map of the materials/book, Foreword and References	50
		Fulfil two from completeness in the form of Cover, Map of the materials/book, Foreword and References	30
		Fulfil One from completeness in the form of Cover, Map of the materials/book, Foreword and References	15

Maximum score 40 0

Final score = score obtained / maximum score X 100

Acknowledged by Head of Study Program

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