
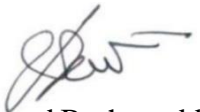





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SEMESTER LESSON PLAN (RPS)

Course	Course Code	Course Consortium	Credits	Semester	Date
Technology-Enhanced Language Learning	BIG40	Department-required Course	2 Credits	4	5 February 2024
Approval	RPS Developer	Consortium Coordinator	Head of Department		
	 Ahmad Burhanuddin, M.A.	 Ahmad Burhanuddin, M.A.	 Ahmad Burhanuddin, M.A.		
Learning Outcomes (LO)	Department Learning Outcomes:				
	STN.9 Students are able to demonstrate responsibilities for work on their areas of expertise independently. STN.12 Students are able to show good adaptation, cooperation, creativity, contribution, and innovation in applying gained knowledge as a member of society and possessing a wide array of insights as a global society. Students are able to master the knowledge and steps in developing critical, logical, creative, innovative and systematic thinking and possessing intellectual curiosity to solve problems at the individual and group levels in the academic and non-academic communities. Students are able to utilize technology integration, pedagogy, language skills, and communication in English language teaching and learning. P.19 Students are able to make an appropriate decision in the context of problem solving related to language skills that is based on information and data analysis. KU.5 Students are able to facilitate the development of their students' potential for language skills to perform their language competences and skills in both madrasas/schools and society.				
	Course Outcomes:				
	1. Students are able to become aware of the social and cultural aspects of TELL 2. Students are able to become familiar with a range of TELL applications 3. Students are able to understand how particular technologies can be used to support learning in different situations 4. Students are able to increase knowledge and confidence in using technology in teaching/learning 5. Students are able to evaluate technologies and implementations				

Course Description	<p>6. Students are able to create language courseware</p> <p>This course TELL (Technology-Enhanced Language Learning) or WELL (Web-Enhanced ...) or MALL (Mobile-Assisted Language Learning) covers the theoretical and practical aspects of using technology to promote language learning. The lack of a single suitable acronym reflects the diffuse nature of the use of technology in language learning. We all live in a digital world and we no longer wheel in a particular piece of software to do a specific task in an otherwise technology-free environment. How many times do you use technology (computers or phones) within one hour? The issue is not whether students are using technology or not, it is how to best use technology. Despite the ubiquity of enabling technology, we still need to investigate the ways in which technology can be used to facilitate interaction, provide tools, or deliver content and feedback.</p> <p>The general aim of the course is to provide the background that will help students make informed decisions about the use of technology over the next decade. As a teacher or administrator, you may want to supplement your classroom teaching with online materials; evaluate courseware; design a combined face-to-face/technology-based course (blended learning); and author materials using systems such as Moodle.</p>
Learning Materials	<ol style="list-style-type: none"> 1. Digital Literacy 2. Language skills and technology 3. Using technology to adapt authentic materials 4. Experience & evaluation of TELL applications 5. Teaching and learning languages with technology 6. Artificial Intelligence (AI) in language teaching and learning 7. Discussion Forum participation 8. Creating Audiovisual materials 9. Project of the application of technology in language learning 10. Research in TELL
Learning Media	Laptop, LCD, Portable Speaker, Whiteboard, Internet Connection

References		Main References					
		Book: Technology-Enhanced Language Learning for Specialized Domains: Practical applications and mobility, Iena Martín-Monje, Izaskun Elorza, Blanca García Riaza, Routledge					
		Additional References					
Assessment		Attendance (10%), Class Participation/Assignments (25%), Mid-term Test (30%), Final Test (35%)					
		Prerequisite Course(s) -					
		Journals: 1. Technology Enhanced Language Learning (TELL) https://www.ijbmi.org/papers/Vol(6)2/version-4/E0602043033.pdf 2. Technology-enhanced Language Learning for Digital Natives, http://www.perjournal.com/archieve/spi_16_4/per_16_spi_4_14.pdf Supporting websites https://sites.google.com/site/journaloftechnologyforelt/home https://interestingengineering.com/how-technology-has-revolutionized-language-learning					
(1) WEEKS/ MEETINGS	(2) EXPECTED OUTCOMES	(3) LEARNING MATERIALS	(4) LEARNING METHODS	(5) LEARNING EXPERIENCES	(6) ASSESSMENT CRITERIA (INDICATORS)	(7) GRADE	(8) TIME
1	Students are able to understand the objectives, scope, and benefits of Technology Enhanced Language Learning course and the vision and mission of department/faculty/institute.	Course orientation and introduction to the syllabus, the vision, and mission of the department/faculty/university	Lecturing, discussion, demonstration	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio		100 minutes
2&3	Students are able to understand the importance of Digital Literacy in language learning context	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio	2	200 minutes

4&5	Students are able to explore the experience & evaluation of a TELL application	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio	2	200 minutes
6&7	Students are able to describe the important websites concerning technology to adapt authentic materials in learning	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material, analysis, creativity, and ability to communicate the material Assessment: Portfolio assessment	3	100 minutes

8	Students do the mid-term test.	Mid-term Test	Project-based Assessment	Students write a mini-research proposal by applying the knowledge gained from the related materials.	Criteria: Accuracy of presenting learning materials related to the course Assessment: A mini-research proposal on the issues of language development	25	1 week
9	Students are able to use Artificial Intelligence in language learning	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio assessment	3	100 minutes
10	Students are able to Participate actively in digital discussion forum	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio assessment	3	100 minutes
11&12	Students are able to create audiovisual materials	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio assessment	3	200 minutes
13&14	Students are able to create language courseware	Articles, videos, powerpoint, application	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio assessment	3	200 minutes

15	Students are able to navigate research concerning TELL.	Articles, videos, powerpoint	Small group discussion, collaborative learning, and contextual instruction	Students observe, listen, discuss, and give feedback on the given learning material.	Criteria: Accuracy of learning material analysis, creativity, and ability to communicate the material Assessment: Portfolio assessment	3	200 minutes
16	Final Examination	Mini Research	Project-based Assessment	Students write a miniresearch report on the issues of TELL	Criteria: Accuracy of presenting learning materials related to the course Assessment: A full paper on the issues of TELL	40	2 weeks