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# COURSE HANDBOOK

*Master's Program in  
English Language Education*

Department of English  
Faculty of Letters  
Universitas Negeri Malang

**2021 Edition**

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## About this Course Handbook

This course handbook provides information on the curriculum of the Master's Program in English Language Education (M.A. in ELE), Department of English, Faculty of Letters, Universitas Negeri Malang (UM). The handbook consists of two parts. The first part presents an overview of the program, the accreditation status, vision, mission and objectives, graduate profile, intended learning outcomes (ILOs), and the curriculum of the program. The second part makes up the main contents of the handbook. It contains the descriptions of each course in the program curriculum, concerning mainly the course overview, the expected learning outcomes, and the teaching and assessment methods.

## Overview of M.A. in ELE

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The Master's Program in English Language Education (ELE) has been contributing to the development of English Language Education and scholarship in Indonesia for some forty years. In this sense, it has been contributing to the development of ELE globally through both activities such as seminar and other academic and professional forums.

Along the dynamics in the Department which was established in 1954, the Master's program has undergone several changes, both in terms of the curriculum and its identity. In 1968, the Institute for Teacher Training and Education, Malang (at present Universitas Negeri Malang) initiated higher education for Doktorandus to obtain a doctoral degree through the Doctoral Program (Strata 3 or Ph.D.). The establishment of a graduate program in the form of the Doctoral Program was based on the regulation of the Minister of Higher Education and Science no. 19, dated July 20, 1962.

In 1980, the graduate program was split into Doctoral Degree (S3 or Ph.D.) Programs and Master's Degree (S2 or M.A.) Programs. Accordingly, Universitas Negeri Malang started to offer Master's Degree Programs in Education (1980), pursuant to the Presidential Decree of the Republic of Indonesia No.60/1982, dated September 7, 1982 and the Doctoral Study Programs were officially converted to the Master's and Doctoral Programs (PDP). One year later, with the Decree of the Ministry of Education and Culture No. 0146/0/1983, dated March 5, 1983, the PDP was changed to the Graduate Faculty. Subsequently, with the Government Regulation NO. 30, 1990, the Graduate Faculty was further restructured from Faculty to Program, with the new name of Graduate Program.

Taking into account recent trends and policies, the curriculum of Master's in ELE is developed in view of the capability of the graduates in the gamut of ELE and the research capability within the discipline and the ensuing ability to disseminate and communicate their capability to the relevant discourse community and community in general.

## Accreditation Status

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Based on the Decree of the National Accreditation Agency for Higher Education (BAN-PT), No.3928/SK/BAN-PT/Akred/M/X/2019, the Master's Degree program in English Language Education has been accredited A (effective until October 16, 2024).

## Scientific Vision

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The Master's Program in English Language Education (ELE) becomes an excellent program providing knowledge-based English Language Education at the Master's level which supports the attainment of high stature of Universitas Negeri Malang in 2030.

## Missions

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The Master's Program in ELE upholds and translates, in view of local, national, and international collaborative works, the Threefold Missions of Higher Education (*Tri Dharma Perguruan Tinggi*) encompassing education, research and community services by:

- 1) Carrying out quality student-centered Master's education in the field of ELE;
- 2) Conducting research to strengthen the knowledge and profession of ELE, and
- 3) Providing services in the field of ELE for the empowerment of the community.

## Objectives

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Formulated on the basis of the missions, the objectives of the Master's program in ELE are as follows:

- 1) Enhancement of students' knowledge and professional skills related to ELE,
- 2) Quality thesis research contributing to the academic and professional development of ELE, and
- 3) Dissemination of ideas and research findings in ELE.

## Graduate Profile

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The graduates of the Master's Program in ELE are as practitioners in English language in (non)formal education at the primary, secondary, or tertiary (undergraduate) level who are capable of doing research and innovatively developing syllabi, materials, and assessments.

## Intended Learning Outcomes

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Pursuant to the Indonesian Qualification Framework (*Kerangka Kurikulum Nasional Indonesia*) and verse 5 of Permendikbud No. 3, 2020, three points of Learning Outcomes of the Master's Program in English Language Education are formulated as follows:

1. Mastery of the theories of ELE
  - a. Cultivating ideas and thoughts in the realm of ELE,
  - b. Seeking for relevant references in the area of ELE,
  - c. Discussing ideas and thoughts in ELE appropriately in spoken and written forms,
  - d. Applying knowledge and skills of ELE to address ELE-related issues.
2. Capability to carry out quality research in the gamut of ELE in the view of national publishability and contributions to the society,
  - a. Finding academic and professional sources for self-development relevant to ELE,
  - b. Critically reviewing academic and professional sources for research and pedagogical activities in ELE,
  - c. Self-evaluating research and pedagogical activities in ELE in reference to scientific ethics for continuous improvements,
3. Capability to communicate thoughts and research results to the wider community both through academic fora (oral and written) and community services.
  - a. Upholding the principles of work ethics encompassing discipline, responsibility, self-confidence, and teamwork,
  - b. Demonstrating continued enthusiasm in developing knowledge in ELE,
  - c. In view of scientific ethics, continually disseminating ideas and thoughts in ELE in various fora both oral and written.

## Structure of the Curriculum

### a. Classification of Courses in the Master's Program in ELE

NO	CLASSIFICATIONS	CREDITS	%
I	General Course	2	5.6
II	Major Courses		
	A. Subject Specialization	8	22.2
	B. Teaching-Learning Strategy Courses	8	22.2
	C. Elective Courses	6	16.7
III	Field Experience Course	2	5.6
IV	Research Courses for Thesis	10	27.7
<b>TOTAL</b>		<b>36</b>	<b>100</b>

### b. Distribution of Courses in Master's Program in ELE \*

NO	CODE	COURSES	Credits /hours	SEMESTER			
				1	2	3	4
<b>I</b>	<b>General Course (2/2)</b>						
1	UNIVUM80001	<i>Etika Keilmuan</i> (Scientific Ethics)	2/2	X			
<b>II</b>	<b>Major Courses</b>						
A	Subject Specialization Courses (8/8)						
2	PINGUM8001	Linguistics in ELT	2/2	X			
3	PINGUM8002	Methodology in ELT Research	2/2	X			
4	PINGUM8003	Writing for Publication in ELT	2/2	X			
5	PINGUM8004	Critical Review on SLA Research	2/2		X		
B	Teaching-Learning Strategy Courses (8/8)						
6	PINGUM8005	Issues in English Language Instruction	2/2	X			
7	PINGUM8006	Teaching English as a Foreign Language	2/2	X			
8	PINGUM8007	English Syllabus and Classroom Instructional Planning	2/2		X		
9	PINGUM8008	Advanced Assessment in ELT	2/2		X		
C	Elective Courses (6/6)						
10	PINGUM8009	Sociolinguistics and Language Teaching	2/2		(X)		
11	PINGUM8010	Psycholinguistics and Language Teaching	2/2		(X)		
12	PINGUM8011	Pragmatics and Language Teaching	2/2		(X)		
13	PINGUM8012	Semantics and Language Teaching	2/2		(X)		
14	PINGUM8013	Literature in ELT	2/2		(X)		
15	PINGUM8014	Discourse Analysis and Language Teaching	2/2		(X)		
16	PINGUM8015	Critical Review on Applied Linguistics	2/2		(X)		
17	PINGUM8016	Advanced Translation	2/2		(X)		
18	PINGUM8017	English for Specific Purposes Course Design	2/2		(X)		
19	PINGUM8018	Advanced English Language Skills	2/2		(X)		
<b>III</b>	<b>Field Experience Course (2/2)</b>						
20	UKPLUM8090	<i>Kajian dan Praktik Lapangan</i> (Teaching Practicum)	2/2		X		
<b>IV</b>	<b>Research Courses for Thesis (10/10)</b>						
21	PINGUM8099	Thesis Proposal Development and Seminar	2/2		X		
22	PINGUM8100	Master's Thesis	8			X	X
<b>Total Credits</b>			<b>36</b>	<b>12</b>	<b>16</b>	<b>8</b>	

\* Thesis Proposal Development and Seminar (PINGUM8099) is normally conducted in classes of 10-12 students; Teaching Practicum (UKPLUM8090) is carried out in the form of peer teaching in a big class; Elective courses are offered on the basis of students' individual needs or preferences stated in the pre-registration forms distributed at the end of the first semester. An elective course is offered if it is taken by at least 8 students.

## Course Descriptions

### 1. Scientific Foundational Course

UNIVUM8001	<i>Etika Keilmuan (Scientific Ethics)</i>			
Status	Required	Class size	20 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 7 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	100 mins/week
			Independent study:	100 mins/week
Prerequisite	–			
Course Coordinator	Dr. M. Misbahul Amri			
Course Overview	This course is designed to facilitate students' mastery of the basic concepts of philosophy in educational science as well as the scientific ethics that form the foundation of the development of science, technology and arts. Students will learn the systematics of ontological, epistemological and axiological philosophies and the skills to think logically, critically, creatively and responsibly.			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Have a general understanding of the basic concepts of philosophy of science of education, its contemporary academic debates, and their applications in research and education.</li> <li>2) Produce sound critical understanding on the philosophical ideas in the schools of philosophy.</li> <li>3) Produce sound analyses on particular issues in education in relation to their philosophical foundation.</li> <li>4) Develop quality discussion and argumentative essays which have clear structure, justifiable significance, and objectives both scientifically and ethically.</li> <li>5) Communicate the discussion essay (group work) and individual essay plan through classroom-level seminar.</li> <li>6) Develop critical-argumentative essay about education based a certain philosophy and its ethical consequences.</li> </ol>			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Participation in class seminars Participation in Discussion Reviewing samples of philosophical and ethical issues. Critical essay on philosophical and ethical issues.			
Other programs offering this course	–			

## 2. Major Courses

### a. Subject Specialization Courses

<b>PINGUM8001</b>	<b>Linguistics in English Language Teaching</b>			
Status	Required	Class size	20 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Johannes A. Prayogo			
Course Overview	<p>This course is designed to provide students with advanced linguistic knowledge, covering a brief overview of current linguistic theories as well as practical knowledge of solving language problems in the well-known subfields of linguistics. The subfields of linguistics include micro-linguistics (i.e. phonology, morphology, syntax, semantics) and macro-linguistics (particularly pragmatics, socio-linguistics, psycholinguistics, neuro-linguistics and applied linguistics). This course also provides students with the ability to contextualize and apply their knowledge of theories and principles of linguistics to English language teaching.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Explain the theories and principles of micro linguistics and their working mechanism.</li> <li>2) Explain the theories and principles of macro linguistics and their working mechanism.</li> <li>3) Analyse language problems found in journals from the perspectives of linguistic theories and principles.</li> <li>4) Contextualize the theories and principles of micro and macro linguistics with current language related issues in language teaching in real world found in journals.</li> <li>5) Apply the advanced knowledge of the theories and principles of micro and macro linguistics to English language teaching.</li> </ol>			
Teaching Methods	Lecture, Student presentation, Discussion, Project			
Assessment Methods	Attendance (participation in class activities and quality ideas—questions, comments, or suggestions) Midterm Exam Class Presentations Final Project			
Other programs offering this course	–			

<b>PINGUM8002</b>		<b>Methodology in ELT Research</b>		
Status	Required	Class size	20 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Yazid Basthomi			
Course Overview	<p>This course is designed to help students further develop the knowledge of research methodology in the area of ELT. As such, the course starts with the assumption that the students have some basic knowledge about research methodology relevant to the area from their undergraduate studies. In the course, the students learn how to plan a research project proposal and more specifically to learn how to conduct a research project for their thesis, and have a positive attitude towards scientific activities. The assignments for students are to read as many references on the assigned topics, to learn more from reading references rather than just from listening to lectures in class, to come to the class prepared with enough knowledge on the topics to be discussed. The contents cover research problems, assumptions and hypotheses, research designs, instrument development for data collection, sampling techniques or types, data collection, validity and reliability, and data analysis.</p>			
Course Learning Outcomes	<p>Upon completing this course, students are able to:</p> <ol style="list-style-type: none"> <li>1) explain theoretical as well as practical significance of research</li> <li>2) see the strengths and the weaknesses of research report or research articles</li> <li>3) explain the rationale for ELT teachers conducting research</li> <li>4) formulate logical research question(s) and/or objective(s) relevant to ELT</li> <li>5) state the assumptions related to the proposed research questions/objectives</li> <li>6) distinguish the construct of research for investigation (theory verification), research for development (Classroom Action Research and Research &amp; Development), and research for exploration (Qualitative research)</li> <li>7) select the appropriate research design to answer the proposed research questions/objectives with valid and reliable data, and</li> <li>8) carry out appropriate data analysis, present findings, and interpret the findings.</li> </ol>			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Participation in class activities Mid-term quiz Final project			
Other programs offering this course	–			

<b>PINGUM8003</b>		<b>Writing for Publication in ELT</b>		
Status	Required	Class size	20 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Bambang Yudi Cahyono			
Course Overview	This course aims to prepare the students to publish articles. The students will be introduced to the various types of research articles from ELT-related or applied linguistics journals in the Scimago List and/or Directory of Online Access Journals (DOAJ). The students are also trained to write articles based on research of their topics of interest or based on their thesis topics. Online visits to some journals may be conducted to know the specific styles of publication and the Guidelines for Authors (GFA). The products of the course are manuscripts that are potential for submission to a journal.			
Course Learning Outcomes	Upon completing this course, students are able to: 1) identify various types of publications, more particularly journals. 2) explain how an article can be sent to a journal 3) write a manuscript of a small-scale research article for a journal 4) format an article according to Guideline for Authors (GFA) of a journal and use a particular referencing system.			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Student Presentations Article Draft Evaluation			
Other programs offering this course	–			

<b>PINGUM8004</b>		<b>Critical Review on SLA Research</b>		
Status	Required	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Utami Widiati			
Course Overview	This course helps the students understand the implication of human biology and psychology to language acquisition; the methods, goals, and approaches for investigating SLA as well as the theories and assumptions; learners' learning and metacognitive strategies; the differences between natural second language acquisition and classroom second language development; the model of classroom language development; and the metalinguistic awareness in second language acquisition. Additionally, the course facilitates the students to be aware of the trends of recent SLA research and their implications on language teaching.			
Course Learning Outcomes	<p>By taking the course, students will possess:</p> <ol style="list-style-type: none"> <li>1) Knowledge about key principles in language acquisition <ol style="list-style-type: none"> <li>a. Understanding the differences between acquisition and learning</li> <li>b. Understanding approaches to explaining SLA</li> <li>c. Identifying various sources of language environment</li> </ol> </li> <li>2) Knowledge about factors influencing SLA <ol style="list-style-type: none"> <li>a. Factors related to learners and learning</li> <li>b. Factors related to teachers and teaching</li> </ol> </li> <li>3) Ability to analyze classroom practices regarding SLA <ol style="list-style-type: none"> <li>a. Observing structure-based classrooms</li> <li>b. Observing communication-based classrooms</li> </ol> </li> <li>4) Ability to adequately utilize ICT in order to select and review research articles related to SLA</li> <li>5) Ability to analyze research articles published in journals in terms of SAL theories, methodology, and application to classroom contexts.</li> </ol>			
Teaching Methods	Short lectures, class/group presentations, and discussion			
Assessment Methods	Presentations Regular attendance and active participation in the discussion Critical review on a journal article Mid-term test Final test			
Other programs offering this course	–			

**b. Teaching – Learning Strategy Courses**

<b>PINGUM8005</b>	<b>Issues in English Language Instruction</b>			
Status	Required	Class size	20 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Nur Mukminatien			
Course Overview	This course provides the students with the knowledge on English Language Instruction with special emphasis on curriculum implementation, teaching-learning process, teaching techniques, and communicative language teaching. It also gears the students to have some skills to identify and critically review various sources of instructional problems and issues and to find out their solution using relevant theories, references, and research findings			
Course Learning Outcomes	<p>By taking the course, you are expected to be able to have the knowledge and skills of</p> <ol style="list-style-type: none"> <li>1) defining different kinds of approaches, methods, and theories of language teaching and learning.</li> <li>2) describing the characteristics of learning processes of the different kinds of approaches/methods/techniques.</li> <li>3) explaining different kinds of English language instructions in non-English Department students (ESP, EAP, EMI, CLIL)</li> <li>4) analyzing critically the compatibility of teaching approaches recommended in the 2013 curriculum.</li> <li>5) giving various examples of language teaching assessment in the process of learning and after the process of learning. (Topic presentation)</li> <li>6) summarizing ELT related articles from reputable international journals and/or accredited national journals (Topic presentation)</li> <li>7) identifying various sources of instructional problems and give alternative solutions (Issues from articles in ELT journals)</li> <li>8) summarizing and making critical comments on articles in English language teaching concerning the issues related to ELT theories</li> <li>9) writing a paper (either conceptual or research paper) for publication</li> </ol>			
Teaching Methods	Students' Presentation (pair and group), Discussion, Paper writing workshop			
Assessment Methods	Classroom Participation Presentation Final Paper Peer assessment Self assessment			
Other programs offering this course	–			

<b>PINGUM8006</b>	<b>Teaching English as a Foreign Language</b>			
Status	Required	Class size	20 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Utari Praba Astuti			
Course Overview	This course aims at providing students with the ability to critically review theories of and issues on methods of Teaching English as a Foreign Language (TEFL) covering the teaching of English skills and components (the teaching of Listening, Speaking, Reading, Writing, Grammar, Vocabulary, and Pronunciation). In addition, it requires students to digest recent developments in ICT-based classroom instructions focusing on the use of multimedia forms in TEFL and to demonstrate their understanding by selecting, finding, and simulating examples of non-ICT as well as ICT-based English teaching and learning materials.			
Course Learning Outcomes	By the end of this course, the students will be able to produce teaching-learning activity plans for certain topics at various levels of education unit (elementary, junior/senior high school, university) showing their understanding in providing suitable instructional materials, teaching procedures, media, and the assessments.			
Teaching Methods	Lecture and Discussion, Individual and Group work, Workshops, Interactive presentations			
Assessment Methods	Attendance and active participation Individual and Pair work presentation/ seminar/ simulation Quizzes Midterm test Final group project			
Other programs offering this course	–			

<b>PINGUM8007</b>		<b>Syllabus Design and Classroom Instructional Planning</b>		
Status	Required	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Sri Rachmajanti			
Course Overview	This course provides the students with some theoretical insights and practical knowledge on syllabus design and classroom instructional planning for tertiary level of education and models of EFL syllabus and classroom instruction planning covering goals, instructional objectives, instructional materials, teaching method, instructional media, and assessment, particularly in the fields of language and literature.			
Course Learning Outcomes	<p>Upon completing the course, students are able to:</p> <ol style="list-style-type: none"> <li>1) apply the theoretical issues related to curriculum design specifically in the fields of language and literature at the tertiary level of education.</li> <li>2) apply the theoretical issues related to syllabus design specifically in the fields of language and literature at the tertiary level of education.</li> <li>3) analyze the quality of syllabi and lesson plans based on the criteria required.</li> <li>4) develop syllabi and lesson plans for language and literature instructions specifically at the tertiary level of education.</li> </ol>			
Teaching Methods	Lecture and group/class discussion, Group projects, Interactive presentations and discussions			
Assessment Methods	<p>Quizzes on general knowledge of syllabus design and instructional planning</p> <p>Interactive presentation on the analysis result of university syllabus or lesson plan</p> <p>Midterm test on theoretical and practical knowledge (Individual, take-home)</p> <p>Final test on designing a lesson plan (Group project paper)</p> <p>Active engagement in class discussion</p>			
Other programs offering this course	–			

<b>PINGUM8008</b>		<b>Advanced Assessment in ELT</b>		
Status	Required	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Sintha Tresnadewi			
Course Overview	The course is designed to enable students to have a more thorough and comprehensive knowledge about the field of educational assessment in general with a special emphasis on language testing, and its recent and advanced developments so that they can make better, more responsible tests and professionally develop language tests, including non-test tools, of their own, administer, analyze and use their results competently.			
Course Learning Outcomes	<p>Upon completing the course, students are able to:</p> <ol style="list-style-type: none"> <li>1) distinguish different paradigms, approaches, and models of language testing and assessment</li> <li>2) explain the qualities of a good test: reliability, validity, and practicality; also, tell how to determine the reliability, validity, and practicality of a test.</li> <li>3) relate the theories of language testing and assessment to real practices in schools and/or universities: formative, diagnostic, and summative assessment</li> <li>4) discuss the strengths and weaknesses of different approaches of language tests: discrete, integrative, communicative, and authentic/performance</li> <li>5) be familiar and critical with the current national examination (<i>AKM/Asesmen Kompetensi Minimal</i>) and its related test (PISA/Programme for International Student Assessment)</li> <li>6) analyse the descriptors of Common European Framework of Reference for Languages (CEFR) and plan CEFR-aligned tests</li> <li>7) design valid, reliable and practical off-line and/or online assessment based on specific learning objectives</li> <li>8) develop specification-related tests: objective or subjective, authentic, or performance tests, including the scoring rubric and score interpretations as well</li> </ol>			
Teaching Methods	Lecture, Group presentations, Discussions			
Assessment Methods	Attendance Participation in class discussion Individual assignment Group presentation Final project Peer assessment Self-assessment			
Other programs offering this course	–			

## c. Elective Courses

PINGUM8009		Sociolinguistics and Language Teaching		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Nurenzia Yannuar			
Course Overview	<p>The course is designed to make students familiar with the relationship between language and native speakers' culture in general, including their habits and paralinguistics that accompany the language and its application in ELT. The discussion includes speech styles, language varieties, registers, dialects, speech acts, discourse routines, verbal skills, men's and women's talk, politeness, etc. In addition, students should also be familiar with the seminal works on Sociolinguistics and its relationship with language teaching.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Have a general understanding of the relationship between language and native speakers' culture.</li> <li>2) Analyze how the habits and paralinguistics that accompany language can be applied to English Language Teaching.</li> <li>3) Critically explore the role of language in social communication.</li> <li>4) Develop quality discussion and argumentative papers which have clear structure, justifiable significance, and objectives.</li> <li>5) Appreciate the design, conduct and reporting of original research.</li> <li>6) Communicate the discussion essay (group work) and essay plan through classroom-level seminar.</li> <li>7) Evaluate the quality of the developed essay plans by giving constructive comments and feedback to fellow students in the classroom-level seminar.</li> </ol>			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Participation in class seminars Participation in discussion Research paper			
Other programs offering this course	–			

<b>PINGUM8010</b>		<b>Psycholinguistics and Language Teaching</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Siusana Kweldju			
Course Overview	This course provides the students with the knowledge of psychological and neurobiological perspectives of language processing and language learning in infancy and in bilingual speakers, declarative and procedural memory, left and right hemisphere language functions, and their implication to second language instruction.			
Course Learning Outcomes	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1) define the study of psycholinguistics based on the most research trend.</li> <li>2) develop a thorough understanding of psycholinguistic theories and methods related to current research in cognitive science and neuroscience.</li> <li>3) describe first language acquisition, second language acquisition, and bilingual acquisition</li> <li>4) critically show the major neurobiological issues in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition</li> <li>5) show how the brain works in terms of the declarative and the procedural memory system.</li> <li>6) explain the neuroeducation of second language learning.</li> </ol>			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Classroom Participation Presentation Midterm test Final paper			
Other programs offering this course	–			

<b>PINGUM8011</b>		<b>Pragmatics and Language Teaching</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Nur Mukminatien			
Course Overview	<p>This course will provide information on issues to do with pragmatics that are dynamically related to and are applicable in real life situations. It deals with (un)intentional manipulation of social norms in real time spoken and written discourse. General topics include development in speech act theory, conversational maxims, relevant implicature, communicative events, and activity types: cognitive theory, scripts, schemata, frames, presupposition and mutual knowledge, the pragmatics of politeness, power, ideology and critical discourse analysis, contrastive pragmatics, and the development of pragmatic competence in normal disordered context. The course allows students to explore the aforementioned topics and work on mini research projects both individually and in groups, employing ICT and all resources available under the supervision of the course instructor.</p>			
Course Learning Outcomes	<p>Upon completing the course, students are able to:</p> <ol style="list-style-type: none"> <li>1) interpret some pragmatic concepts and theories in relation to the scope of pragmatics</li> <li>2) identify the concepts of contexts, implicature and references as part of micropragmatics</li> <li>3) distinguish the concepts of pragmatic principles, speech acts, conversation analysis and politeness strategies</li> <li>4) analyze and relate the concepts of pragmatics with language phenomena in real-life situations</li> <li>5) applying pragmatics concepts in language teaching to develop learners' pragmatic competence.</li> <li>6) critically review the accommodation of pragmatics in ELT instructional materials.</li> <li>7) compose a 1500 word essay report on the students' mini research</li> </ol>			
Teaching Methods	Lecture, Presentation, Discussion			
Assessment Methods	Attendance and classroom participation Students' works Journal Portfolios Midterm test Mini Research Peer assessment Self assessment			
Other programs offering this course	–			

<b>PINGUM8012</b>		<b>Semantics and Language Teaching</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Siusana Kweldju			
Course Overview	This course is designed to provide the students with the basic knowledge of word senses, lexical sense relations, and components of lexical meaning; different approaches to the study of meaning; the study of meaning-making language operations for language learning, thinking, and problem solving; and how semantics is useful for understanding and producing textual materials. Students also have opportunity to appreciate how semantics contributes to the inquiry model of instruction, and review research on semantic acquisition, and the role of semantics in classroom instruction.			
Course Learning Outcomes	<p>Upon completing the course, students are able to:</p> <ol style="list-style-type: none"> <li>1) show the different approaches on semantics.</li> <li>2) critically show how semantics is important for meaning making, critical thinking, and problem solving.</li> <li>3) critically show how semantics is important for meaning-making and inquiry-based instruction.</li> <li>4) apply their semantic knowledge for EFL instruction.</li> <li>5) evaluate how researchers use the principles of semantics for research on second language instruction.</li> </ol>			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Classroom Participation Presentation Midterm test Final paper			
Other programs offering this course	–			

<b>PINGUM8013</b>		<b>Literature in English Language Teaching</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Johannes A. Prayogo			
Course Overview	This course is designed to strengthen and broaden the students' knowledge of the literary genres, enhance their ability to appreciate and enjoy reading literary works such as short stories, novelettes, novels, poems, songs, plays and equip them with the knowledge and ability of the teaching strategies of the genres.			
Course Learning Outcomes	<p>Upon concluding the course, the students are able to:</p> <ol style="list-style-type: none"> <li>1) demonstrate a profound knowledge of the basic concepts of literary genres and their working mechanism.</li> <li>2) analyse the intrinsic and extrinsic values of literary works.</li> <li>3) contextualize the extrinsic values of literary works with current issues in real world.</li> <li>4) apply the knowledge of the basic concepts of literary genres to English Language Teaching (ELT)</li> </ol>			
Teaching Methods	Lectures, Group presentations, Discussion			
Assessment Methods	Presentations Regular attendance and active participation in the discussions Critical review on a journal article Mid-term test Final project			
Other programs offering this course	–			

<b>PINGUM8014</b>		<b>Discourse Analysis and Language Teaching</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS – ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Nurenzia Yannuar			
Course Overview	This course provides the students with the knowledge of analyzing language beyond sentence level to make them aware of the complexity and function of language as a means of communication both written and spoken. It also requires them to find relevant pedagogical implications of the discourse theories for language teaching. The discussion includes the role of context, information structure, cohesion and coherence and how those theories can be useful in developing students' communicative competence.			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Formulate definitions of discourse in relation to language, culture, and society</li> <li>2) Describe the relationship of discourse and context</li> <li>3) Identify how classroom discourse is constructed</li> <li>4) Illustrate the role of context, information structure, cohesion and coherence in discourse</li> <li>5) Compare and contrast discourse models and theories</li> <li>6) Evaluate various discourse analysis projects</li> <li>7) Apply the techniques of critical discourse analysis in research</li> </ol>			
Teaching Methods	Lecture, Presentation, Discussion			
Assessment Methods	Attendance (participation in class activities & quality ideas—questions, comments, or suggestions) Finalized linguistic project			
Other programs offering this course	–			

<b>PINGUM8015</b>		<b>Critical Review on Applied Linguistics</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS – ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Johannes A. Prayogo			
Course Overview	This course is designed as a critical overview of basic principles in both micro- and macro-linguistics and their application to the field of second/foreign language teaching and learning. This course also provides the students with an opportunity to critically review an article related to applied linguistics by doing small-scale or library research.			
Course Learning Outcomes	<p>Upon completing the course, the students have the capability of making a critical review of a research article in the area of interest in applied linguistics with a genuine academic contribution. The outcomes are further specified as follows:</p> <ol style="list-style-type: none"> <li>1) Searching a research article in the area of applied linguistics of interest</li> <li>2) Reviewing the research article in the area of applied linguistics of interest based on related linguistic theories</li> <li>3) Developing a critical review paper by contributing a genuine empirical/library research project</li> <li>4) Presenting or publishing the critical review work</li> </ol>			
Teaching Methods	Lecture, Presentation, Discussion			
Assessment Methods	Presentations Regular attendance and active participation Critical review on journal article Mid-term test Final project			
Other programs offering this course	–			

<b>PINGUM8016</b>		<b>Advanced Translation</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS – ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Mirjam Anugerahwati			
Course Overview	<p>The course is designed to provide students with theoretical knowledge and practical skill of translation. The theory compares between the old and new paradigms of translation, explains methods of translation, describes linguistic aspects of translation, and points out linguistic and cultural adjustments required for good translation. To acquire practical skill in translating, students are given practice exercises in translating, mostly from English into Indonesian and partly from Indonesian into English. The exercises comprise texts of different linguistic levels (phrases, sentences, paragraphs, and short essays) as well as texts of different types of genre (academic prose, colloquial dialogues, and literary prose).</p>			
Course Learning Outcomes	<p>Participating in the course, the students will have:</p> <ol style="list-style-type: none"> <li>1) Capability to apply theoretical and practical knowledge and skills of translating different levels of texts (phrases, sentences, paragraphs, and essays) as well as texts of different genres.</li> <li>2) Capability to translate academic prose, colloquial dialogues, legal language, literary prose, and poetry</li> </ol>			
Teaching Methods	Lectures, Class discussion, Translation exercises			
Assessment Methods	Regular class attendance and active participation Assignments Final Exam			
Other programs offering this course	–			

<b>PINGUM8017</b>		<b>English for Specific Purposes (ESP) Course Design</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS – ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Nunung Suryati			
Course Overview	The course introduces student teachers to English for Specific Purposes (ESP), a learner-centered approach to teaching English as a foreign language. It explores methodologies that cater the needs of learners who need to learn English for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. It also equips student teachers' knowledge and skills in conducting needs analysis of their learners, developing a syllabus and ESP learning materials, the teaching of ESP and evaluating the effectiveness of ESP courses.			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Explain the concept of ESP, relationship of ESP and ELT, characteristics of ESP and 5 principles of ESP.</li> <li>2) State types of ESP, reasons for evolution of ESP, growth of ESP, phases in the development of ESP, and the differences between ESP and General English Programmers and General English Teacher and the ESP Practitioner.</li> <li>3) Evaluate the quality of the ESP materials by giving constructive comments and feedback and communicate it in the classroom-level seminar.</li> <li>4) Develop quality instruments for needs analyses and conduct needs analyses as the basis for their syllabus development and their course material development.</li> <li>5) Write a syllabus and a unit of ESP materials based on the need analysis results.</li> </ol>			
Teaching Methods	Student Presentations, Lecture, Discussion			
Assessment Methods	Attendance (Participation in class activities and quality ideas—questions, comments, or suggestions) Pair Presentation of a selected ESP topic/material Mini research (Individual) Needs analysis instruments (pair work) Development of an ESP Syllabus and a sample of Course Material (pair work)			
Other programs offering this course	–			

<b>PINGUM8018</b>		<b>Advanced English Language Skills</b>		
Status	Elective	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Anik Nunuk Wulyani			
Course Overview	This course aims at enhancing students' receptive and, more importantly, productive skills in using English in academic settings. More specifically, it is aimed at equipping students with various oracy skills covering various speech acts such as expressing opinions, agreeing and disagreeing, and questioning, as well as literacy skills to improve their ability in reading to obtain information such as finding main ideas and to improve their ability in paraphrasing, summarizing, synthesizing, and referencing. The contents may be extended to the teaching of English language skills: listening, speaking, reading, and writing.			
Course Learning Outcomes	By the end of the course, students: 1) have various oracy skills covering various speech acts such as expressing opinions, agreeing and disagreeing, and questioning, 2) have various literacy skills to improve their ability in reading to obtain information such as finding main ideas, 3) improve their ability in paraphrasing, summarizing, synthesizing, and referencing. 4) improve their ability in teaching English language skills: listening, speaking, reading, and writing.			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Participation in class seminars Participation in Discussion Group Project for Midterm Assessment Individual Project for Final Assessment			
Other programs offering this course	–			

### 3. Field Experience Course

UKPLUM8090	Teaching Practicum			
Status	Required	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS – ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Dr. Ekaning Dewanti Laksmi			
Course Overview	<p>This course helps students develop their knowledge of practical teaching strategies including the use of media through demonstration, peer and their skill in conducting teaching and learning interaction of different patterns such as individual/pair/group work, giving drills, questioning, and classroom management. The students, who are teachers of English in Secondary Education, are assigned to practice their teaching through peer teaching. To end the course, the students are assigned to revise their lesson plans as individual end-of-semester works. To respond the demand for flexible online offerings which has continued to increase recently, it is necessary to equip students with relevant ideas and/or concepts of online learning as well as blended learning. For the students to be able to design an effective online learning and teaching plan, it is important that students are aware of strong alignment between the intended learning outcomes and the activities that will help develop their prospective students' competence and skills.</p>			
Course Learning Outcomes	By the end of the course, the students will have been able to demonstrate their ability in planning a lesson for their (online) teaching and implementing the planned instructional activities in peer teaching activities.			
Teaching Methods	Discussion, lesson plan development and revision, teaching practice and post-lesson discussion			
Assessment Methods	Lesson plans Students' teaching practice			
Other programs offering this course	–			

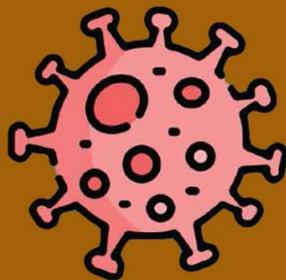
#### 4. Research Courses for Thesis

PINGUM8099	Thesis Proposal Development and Seminar			
Status	Required	Class size	20 students	
Semester	II	Duration	16 weeks	
Credit (SKS – ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours:	100 mins/week
			Structured assignments:	120 mins/week
			Independent study:	120 mins/week
Prerequisite	–			
Course Coordinator	Prof. Yazid Basthomi			
Course Overview	This course helps students develop, critically analyze, and evaluate thesis proposals. The course discusses common problems in developing a proposal into a completed thesis and requires students to present at least one (classroom-level) presentation of thesis proposal. By the end of this course, students should be able to: demonstrate familiarity with theoretical issues (and debates) and practical problems in writing a research proposal for their thesis; produce an overall plan of research in the form of a research proposal, and present the overall research plan in the class presentation forum.			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Identify main elements of research proposals.</li> <li>2) Select appropriate references—primary and secondary sources—as the basis for the thesis proposal development.</li> <li>3) Employ appropriate tenses—particularly simple present tense, simple past tense, and present perfect tense—for the <b>verbs</b> used especially in citation to rhetorically build strong arguments in the thesis proposal development.</li> <li>4) Develop quality thesis proposal comprising two main sections: a) introductory section wherein especially <b>arguments for the need to conduct the proposed research</b> and the research question(s) or objective(s) are worked about, and b) method to answer the research question(s) or meet the research objective(s) is clearly presented</li> <li>5) Communicate the developed thesis proposals through classroom-level seminar</li> <li>6) Evaluate the quality of the developed thesis proposals by giving constructive comments and feedback in the classroom-level seminar</li> </ol>			
Teaching Methods	Lecture and discussion on basic concepts of thesis proposal writing, Thesis proposal writing workshop (Pomodoro), Presentation of the developed proposal in class			
Assessment Methods	Attendance (Participation in class activities & quality ideas—questions, comments, or suggestions) Finalized Mini Project Peer Assessment Self-Assessment			
Other programs offering this course	–			

<b>PINGUM8100</b>	<b>Master's Thesis</b>			
Status	Required	Class size	–	
Semester	III, IV	Duration	32 weeks	
Credit (SKS-ECTS)	6 Credit Semester/ 10.5 ECTS	Student Workload	Contact hours:	50 mins/week
			Structured assignments:	485 mins/week
			Independent study:	485 mins/week
Prerequisite	–			
Course Coordinator	Prof. Yazid Basthomi			
Course Overview	<p>Master's thesis writing requires the students' independent research project focused on a topic relevant to ELT (or as indicated by the variety of, but not necessarily limited to, the offered courses) approved as a thesis by a board of examiners, the proposal of which should be presented in a thesis proposal seminar. In addition, the students are strongly encouraged to publish the research report in scholarly journals. A Master's thesis is supposed to be written in not more than 25,000 words or 100 pages (A4, double-spaced, excluding appendices). Publication of at least two papers/articles in the area of ELT in reputed media may be deemed as substitute for a full length thesis.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> <li>1) Gain the capability in research designs for Master's thesis.</li> <li>2) Gain capability in data analysis procedures in ELT.</li> <li>3) Gain capability in providing intrepreative expalantion of findings in ELT research.</li> <li>4) Be capable of executing, with relatively high degree of independency, robust research for a thesis</li> </ol>			
Teaching Methods	Supervision and Discussion			
Assessment Methods	Consultation process with supervisors Up-to-date-ness of references Significance of the study Contribution to the field Thesis viva (or Written Thesis rating)			
Other programs offering this course	–			



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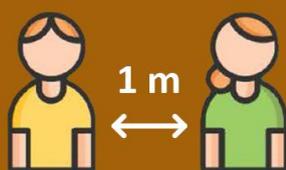
Comply with the  
COVID-19 health protocols



Get your body temperature  
checked regularly  
and always wear masks



Wash your hands thoroughly  
with soap and running water



Maintain a meter distance  
from other people

## **Department of English**

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