



**FAKULTAS
SASTRA**

FAKULTAS SASTRA

COURSE HANDBOOK

*Doctoral Program in
English Language Education*

Department of English
Faculty of Letters
Universitas Negeri Malang

2021 Edition

TABLE OF CONTENTS

About this Course Handbook	3
Overview of Ph.D. in ELE.....	3
Accreditation Status.....	3
Scientific Vision.....	4
Missions	4
Objectives.....	4
Graduate Profile.....	4
Intended Learning Outcomes	4
Structure of the Curriculum	5
Course Description	6
1. Scientific Foundational Courses	
UNIVUM9001 Philosophy of Science.....	6
UNIVUM9002 Perspectives in Education.....	7
2. Major Courses	
PINGUM9003 Research Review in English Language Teaching.....	8
PINGUM9004 Advanced Applied Linguistics.....	9
PINGUM9005 Topics in English Language Teaching.....	10
PINGUM9006 Assessment in ELT	11
PINGUM9007 Technology for ELT.....	12
PINGUM9008 Research on Second Language Writing	13
PINGUM9009 Research on Second Language Reading	14
PINGUM9010 Writing for Research Publication	15
3. Research Courses for Dissertation	
PINGUM9011 Exploratory Research in ELT	16
PINGUM9012 Research Methodology in ELT	17
PINGUM9099 Dissertation Proposal Development and Seminar.....	18
PINGUM9100 Doctoral Dissertation.....	19

About this Course Handbook

This course handbook provides information on the curriculum of the Doctoral Program in English Language Education (Ph.D. 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 Ph.D. in ELE

The Doctorate Program in English Language Education (ELE) has been contributing to the development of English Language Education and scholarship in Indonesia for over forty years. In such a way, it has been contributing to the development of ELE globally through both activities such as seminar and other academic and professional fora.

The Department of English was founded in 1954 as the Department of English Language and Literature. Since then, it 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 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.

The Program has been home to reputed tenured faculty members with a wide range of contributions through a number of roles they play at the local, national, and international arenas. Some of the faculty members and graduates have made their contributions through their appointments at the SEAMEO RELC and universities in Japan and Australia. Some others have been external reviewers and examiners for promotion to professorship and examiners of PhD thesis across Australia and Asia.

Taking into account recent trends and policies, the curriculum of Ph.D. 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

Based on the decree of the National Accreditation Agency for Higher Education No.3317/SK/BAN-PT/Ak-PPJ/D/VI/2020, the Doctoral Degree Program in English Language Education has been accredited A (effective until May 31, 2025).

Scientific Vision

The Doctorate (Ph.D.) Program in English Language Education (ELE) provides innovative research-oriented education in view of global developments and future situations in ELE to support excellent stature of Universitas Negeri Malang in 2030.

Missions

The Doctorate Program in ELE is responsible for enhancing, with the spirit of local, national, and international collaborations, the Threefold Missions of Higher Education (*Tri Dharma Perguruan Tinggi*) encompassing education, research, and community services by:

- 1) carrying out effective student-centered doctoral education in the field of ELE,
- 2) promoting research in the field of ELE for the development of knowledge and profession, and
- 3) conducting community services in the field of ELE for the empowerment of the community.

Objectives

The objectives of the Doctorate Program in ELE are formulated on the basis of the missions of the program as follows:

- 1) students' autonomy in developing their knowledge and professional skills related to ELE,
- 2) quality students' dissertation research contributing to the development of ELE theories and professional practices, and
- 3) dissemination of current thoughts and research findings in ELE through academic fora and community services.

Graduate Profile

The graduates of the Doctorate (Ph.D.) Program in ELE are experts creative and innovative to develop theories, concepts, principles, and/or models of ELE at all levels of education—primary, secondary, and tertiary—and in non-formal education institutions through research that contributes to the development of ELE in Indonesia attributable to the development of ELE around the globe.

Intended Learning Outcomes

Pursuant to the Indonesian Qualification Framework (KKNI) and verse 5 of Permendikbud No 3, 2020, three points of Learning Outcomes of the Doctorate (Ph.D.) Program in English Language Teaching are formulated as follows:

1. Mastery of the philosophical bases and theories of ELE
 - a. Critically nurturing ideas and thoughts through research and community services in the realm of ELE,
 - b. Eloquently communicating ideas and thoughts in ELE in spoken and written forms through research, community services, and academic fora, and
 - c. Creatively applying academic and professional knowledge of ELE to solve ELE-related problems
2. Capability to rigorously carry out innovative research in the gamut of ELE in view of international publishability and contributions to the society
 - a. Appropriately selecting research sources relevant to ELE,
 - b. Critically reviewing research sources for innovative research in ELE,
 - c. Applying rigorous research procedures resulting in quality research in ELE, and
 - d. Critically self-evaluating research for significant research results in ELE.

3. Capability to communicate nurtured thoughts and research results to the wider community both through academic fora (oral and written) and community services
 - a. Embracing the principles of scientific and work ethics encompassing independence, discipline, responsibility, self-confidence, and teamwork,
 - b. Demonstrating continuous learning habits to develop knowledge in ELE responsive to global advancements, and
 - c. Enthusiastically disseminating research results in ELE through various fora both oral and written.

Structure of the Curriculum

a. Classification of Courses in the Doctoral Program in ELE

NO	CLASSIFICATIONS	CREDITS	%
I	Scientific Foundational Courses	4	9.5
II	Major Courses		
	A. Required Courses	12	28.6
	B. Elective Courses	2	4.7
III	Research Courses for Dissertation	24	57.2
TOTAL		42	100

b. Distribution of Courses in the Doctoral Program in ELE*

NO	CODE	COURSES	Credits/ hours	SEMESTER									
				1	2	3	4	5	6				
I	Scientific Foundational Courses (4/4)												
1	UNIVUM9001	Philosophy of Science	2/2	X									
2	UNIVUM9002	Perspectives in Education	2/2	X									
II	Major Courses (14/14)												
A	Required Courses (12/12)												
3	PINGUM9003	Research Review in English Language Teaching	3/3	X									
4	PINGUM9004	Advanced Applied Linguistics	3.3		X								
5	PINGUM9005	Topics in English Language Teaching	3/3		X								
6	PINGUM9006	Assessment in ELT	3/3		X								
B	Elective Courses (2/2)												
7	PINGUM9007	Technology for ELT	2/2		(X)								
8	PINGUM9008	Research on Second Language Writing	2/2		(X)								
9	PINGUM9009	Research on Second Language Reading	2/2		(X)								
10	PINGUM9010	Writing for Research Publication	2/2		(X)								
III	Research Courses for Dissertation (24 credits)												
11	PINGUM9011	Exploratory Research in ELT	2/2	X									
12	PINGUM9012	Research Methodology in ELT	2/2	X									
13	PINGUM9099	Dissertation Proposal Development and Seminar	4/4			X							
14	PINGUM9100	Doctoral Dissertation	16				X	X	X				
Total Credits			42	11	11	4	16						

Note: Elective courses (PINGUM9007, PINGUM9008, PINGUM9009, PINGUM9010) are offered on the basis of students' individual needs or preferences. An elective course is offered if it is selected by at least 5 students.

Course Descriptions

1. Scientific Foundational Courses

UNIVUM9001	Philosophy of Science			
Status	Required	Class size	15 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. Siusana Kweldju			
Course Overview	The course aims at providing students with the deep understanding of the four branches of philosophy, the relationship between epistemology and research method, philosophy of social science, and the difference between philosophy of language and linguistics, Frege's contribution to philosophy of language and linguistics, Chomsky's philosophy of linguistics, the relationship between cognitive linguistics and philosophy, Austin's and Searle's philosophy of language, and the implications of philosophy of linguistics on applied linguistics.			
Course Learning Outcomes	<p>Upon completing this course, the students are expected to be able to:</p> <ol style="list-style-type: none"> 1) explain scientific revolution and the foundations of science, technical tools, observation and objectivity 2) judge rationality and pseudo-science 3) explain the difference between philosophy of linguistics and philosophy of language 4) explain philosophy as inspired by language, and language as inspired by philosophy 5) evaluate research on reference, denotation, sense, definition, description, semantic and logic, theory of speech act, semiotics 			
Teaching Methods	Lecture, student presentation and discussion			
Assessment Methods	Classroom participation Student presentation and discussion Written assignment (critical essay)			
Other programs offering this course	-			

UNIVUM9002	Perspectives in Education			
Status	Required	Class size	15 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	<p>This course examines broad issues in what constitutes the components of Education, especially English Language Teaching, and reviews the practices of ELT from various perspectives: empirical, psychological, linguistic, technological, cultural, and professional. The empirical perspective sets out the results of current research and how the results can provide insights into the policy and practice of ELT. The psychological perspective considers the personality factors of the learners which affect the success of language learning. The linguistic perspective looks into the role of English language in providing background of language usage in the teaching and learning of English. The technological perspective promotes the importance of information and communication technology (ICT) and the use of ICT in ELT. The cultural perspective emphasizes the different cultural background (local and target cultures) and issues of cultural identity and interculturality. The professional perspective highlights the role of teachers and their professional development in ELT. This course also raises issues of Education across different contexts: local, national, and international orientation as well as individual and institutional consideration.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Understand and apply the empirical perspective into ELT and research 2) Understand and apply the psychological perspective into ELT and research 3) Understand and apply the linguistic perspective into ELT and research 4) Understand and apply the technological perspective into ELT and research 5) Understand and apply the cultural perspective into ELT and research 6) Understand and apply the professional perspective into ELT and research 			
Teaching Methods	Lecture, Presentation, Class project			
Assessment Methods	<p>Critical review of articles based on each perspective Mid-term Examination Individual research paper project based on a particular perspective Presentation of the research paper</p>			
Other programs offering this course	--			

2. Major Courses

PINGUM9003	Research Review in English Language Teaching			
Status	Required	Class size	15 students	
Semester	I	Duration	16 weeks	
Credit (SKS-ECTS)	3 Credit Semester/ 5.25 ECTS	Student Workload	Contact hours:	150 mins/week
			Structured assignments:	180 mins/week
			Independent study:	180 mins/week
Prerequisite	--			
Course Coordinator	Prof. Utami Widiati			
Course Overview	The course provides the students with a forum which allows them to discuss their critical reading and critical written presentation of the literature related to English Language Teaching focusing on their research (dissertation). By the end of the course, each student will have been able to demonstrate familiarity with the background of his or her research interest, to explain the areas of the research within a clear conceptual framework, and to present the literature review of his or her topic of research interest.			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Formulate key questions for a review. 2) Organize a literature search; identify which literature bases to search. 3) Abstract relevant information from appropriate studies in a systematic manner. 4) Rate the scientific quality of each study and the level of evidence for each question. 5) Create evidence tables and summary tables. 6) Summarize the findings of research studies. 7) Interpret the pattern of evidence in terms of strength and consistency. 8) Produce a quality literature review paper 			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Interactive presentation Participation in discussion Quizzes Midterm and final tests			
Other programs offering this course	--			

PINGUM9004	Advanced Applied Linguistics			
Status	Required	Class size	15 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	3 Credit Semester/ 5.25 ECTS	Student Workload	Contact hours:	150 mins/week
			Structured assignments:	180 mins/week
			Independent study:	180 mins/week
Prerequisite	--			
Course Coordinator	Prof. Siusana Kweldju			
Course Overview	<p>This course is a continuation of Critical Review on Applied Linguistics (designed for the S2 degree program), and hence it begins with how micro- and macro-linguistic theories shape and influence the fields of TEFL and SLA. At the same time, reorientation is directed toward the shifting paradigm of Applied Linguistics itself—from a theory-affiliated discipline to a problem-driven discipline. In the latter sense, Applied Linguistics has become more autonomous while maintaining its primary goal; it serves to bridge the gap between Theoretical Linguistics and the fields of TEFL and SLA. Accordingly, suitable instructional materials will be selected and assignments will be designed to keep the balance between “theoretical orientation” and “problem-solving orientation”.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Use the theories of sociolinguistic, psycholinguistics, neurobiology, multimodality, pragmatics, discourse analysis, plurilingualism and multimodality for ELT 2) Analyse and evaluate the theories of sociolinguistic, psycholinguistics, neurobiology, multimodality, pragmatics, discourse analysis, plurilingualism and multimodality for ELT 3) Evaluate research ethics in applied linguistics 4) Write a research proposal in applied linguistics 5) Write a review paper in applied linguistics 			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Participation in class discussion Assignments Midterm Paper Final Paper			
Other programs offering this course	--			

PINGUM9005	Topics in English Language Teaching			
Status	Required	Class size	15 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	3 Credit Semester/ 5.25 ECTS	Student Workload	Contact hours:	150 mins/week
			Structured assignments:	180 mins/week
			Independent study:	180 mins/week
Prerequisite	--			
Course Coordinator	Prof. Bambang Yudi Cahyono			
Course Overview	The course is aimed at discussing trends and issues in English Language Teaching (ELT) which have emerged in the field of ELT in the last 30 years and familiarizing students with current issues on ELT both global and national in scope. The course emphasizes self-initiatives and self-activities in discussing and exploring issues in ELT which are relevant to students' areas of interest.			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) identify the dynamics of research topics in ELT; 2) select systematically relevant literature on topics in ELT for potential innovative research; 3) carry out Systematic Literature Review (SLR) in ELT for rigorous argumenation of research; 4) evaluate critically results of SLR. 			
Teaching Methods	Lecture, Research and writing project, Seminar, Discussion			
Assessment Methods	Presentation based on reading materials Mid-term examination Writing a meta-analysis paper of a particular topic of interest Presentation of the meta-analysis paper of the topic of interest			
Other programs offering this course	--			

PINGUM9006	Assesment in ELT			
Status	Required	Class size	14 students	
Semester	II	Duration	16 weeks	
Credit (SKS-ECTS)	3 Credit Semester/ 5.25 ECTS	Student Workload	Contact hours:	150 mins/week
			Structured assignments:	180 mins/week
			Independent study:	180 mins/week
Prerequisite	--			
Course Coordinator	Prof. Nur Mukminatien			
Course Overview	The course provides students with knowledge about the principles of assessment and skills to develop educational assessment instruments in English language teaching. It focusses on the advanced developments of assessment instruments to collect data in conducting their research studies for their dissertations, and/or to measure English skills for educational purposes.			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) relate teaching, assessment, and test in Language classes and give examples in a specific classroom teaching and learning of language skills. 2) explain the concepts of assessment of learning (AoL), assessment for learning (AfL) and assessment as learning (AaL), and the relationships of the concepts of test, measurement, evaluation, and assessment in the context of English language learning. 3) critically review assessment instruments from ELT practices/research to relate theories and practices. 4) review and analyze CEFR (Common European Framework of Reference) and critically evaluate its characteristics/features. 5) analyze and criticize the current national examination, AKM (<i>Asesmen Kompetensi Minimal</i>) and relate it with other existing examination. 6) outline the phases for test/assessment instrument development and specify activities in each phase. 7) develop assessment instruments for specific language skills and other I ELT related instruments. 8) provide validity evidence, reliability estimation strategies, and evaluate their strengths and weaknesses 			
Teaching Methods	Discussion, presentation followed by Q&A, workshop			
Assessment Methods	Completion of weekly assignment/presentation Quizzes Paper work Final project			
Other programs offering this course	--			

PINGUM9007	Technology for ELT			
Status	Elective	Class size	15 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. Francisca Maria Ivone			
Course Overview	<p>This course is designed for students to understand how to effectively use technology to facilitate English teaching and learning. In this course, we will investigate use of computer-based technology as a pedagogical tool to improve the English teaching and learning process. Exploring educational software, productivity tools, and web-based information, the students will be able to research and better promote information literacy. As such, the students will be exposed to various theoretical frameworks on how students learn with computer-based technology. In addition, the students will develop a professional electronic portfolio designed to showcase personal technology and educational skills, and also provide a venue for reflection on what makes effective teaching technologically.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Become familiar with a range of technologies for effective English teaching and learning 2) Understand how particular technologies can be used to support English learning in different situations 3) Increase knowledge and confidence in using technology in English teaching and learning 4) Become aware of the cognitive, affective, social, and cultural aspects of technology-enhanced language learning 5) Evaluate technologies and technology implementations in various English teaching and learning contexts 			
Teaching Methods	Lecture, Discussion, Group work, Simulation			
Assessment Methods	Assignments Lesson plan Participation in workshops and discussion			
Other programs offering this course	--			

PINGUM9008	Research on Second Language Writing			
Status	Elective	Class size	15 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	<p>This course aims at providing the students with basic knowledge of the nature of second language writing. It particularly aims at helping the students gain deeper insights on the areas of pedagogy and research on second language writing. At the end of the course, the students are expected to produce a publishable research-based article on the teaching or learning of second language writing (conducted through a series of stages from planning to reporting). The topics discussed in the course include models of writing pedagogies (writing as a process, writing as a product, and writing as a social activity); current research on second language writing (process-based, product-based, and genre-based research studies); the teaching and learning of second language writing; and the use of ICT in second language writing.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Have a general understanding of the concepts of second language writing as opposed to first language writing. 2) Develop understandings of pedagogical approaches to second language writing. 3) Examine how ICT has been integrated in the teaching and learning of second language writing. 4) Analyze the employment of various tools for assessing second language writing. 5) Explore critically various research reports on second language writing. 6) Map research trends in second language writing. 7) Carry out mini research projects on the practice of second language writing. 8) Communicate the results of the mini research projects in a publishable format. 			
Teaching Methods	Lecture, Seminar/presentation, Discussion			
Assessment Methods	Participation in class presentations Participation in class discussions Journal-article reviews A publishable manuscript			
Other programs offering this course	--			

PINGUM9009	Research on Second Language Reading			
Status	Elective	Class size	15 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	<p>This course is intended to provide the students with understanding of the nature of second language reading and the nature of second language reading pedagogy. In particular, the course aims at helping the students to get critical insights on the areas of pedagogy and research in second language reading. At the end of the course, students are expected to produce a systematic literature review article on the teaching and learning of second language reading conducted through series of stages from planning to reporting. Topics to be discussed include ESL reading processes, ESL reading strategies, ESL reading and communication, ESL reading-writing interface, theme-based and genre-based teaching of second language reading, and assessment of second language reading.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Understand the nature of learning the second language reading. 2) Understand the nature of second language reading instruction, 3) Map the research in the area of second language reading using an appropriate computer software. 4) Select a topic and develop a plan to conduct a systematic literature review in second language reading. 5) Select relevant articles and create evidence tables as the basis for writing a systematic literature review on second language reading. 6) Summarize the studies' findings of second language reading literature review. 7) Interpret the pattern of evidence in terms of strength and consistency. 8) Produce a finalized systematic literature review article ready for submission to a peer-reviewed journal. 			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Attendance Research plan Presentation Finalized Systematic Literature Review Article			
Other programs offering this course	--			

PINGUM9010	Writing for Research Publication			
Status	Elective	Class size	15 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	<p>This course is designed to cater for the need to publish research results prior to and subsequent to the completion of a dissertation. It assembles the results of the critical review stipulated as the main product of the course in Research Review in English Language Teaching and empirical data based on preliminary research for dissertation. The materials include, <i>inter alia</i>, (1) claim-making, evidentiality, and rhetorical consideration, (2) angling in data interpretation, (3) selectivity in data presentation, (4) issues around authorial voice, (5) ethical issues, (6) journal publication gate-keeping, and (7) issues around communication with journal editors. Activities in the course take the form of seminars, peer-editing, and writing clinics. The products of the course are working papers that are ready for submission to international journals.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Identify main elements of an article particularly those relevant to ELT 2) Select appropriate references—primary and secondary sources—as the basis for the article writing; 3) Employ appropriate tenses—particularly simple present tense, simple past tense, and present perfect tense—for the verbs used especially in citation to rhetorically build strong arguments and discussion in the articles; 4) Make decision on dictions out of alternative dictions for better expressions in article manuscript writing; 5) Produce quality articles: a) introductory section wherein especially arguments for the need to conduct the proposed research and the research question(s) or objective(s) are worked about, b) method to answer the research question(s) or meet the research objective(s) is clearly presented, findings relevant to the research question(s) or objective(s), and discussion (and conclusion) which adequately interpretively explains the findings and position the findings in the body of knowledge (be it academic or professional); 6) Communicate the articles through classroom-level seminar; and 7) Evaluate the quality of the articles giving constructive comments and feedback in the classroom-level seminar. 			
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			
Other programs offering this course	--			

3. Research Courses for Dissertation

PINGUM9011	Exploratory Research in ELT			
Status	Required	Class size	15 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 cater for the need to carry out research early in view of publication as the requirement for the completion of a doctoral degree. It requires critical review of research in ELT so as to position the students' initial research which might be foundation for their dissertation in the later stage of their doctoral program. It is also anticipated that the students collect and analyze relevant data making it possible to report as an article publishable in a reputable international journal.</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Identify potential research gaps in ELT. 2) Identify relevant and current literature to address the gaps. 3) Critically synthesize the relevant and current literature to demonstrate the urgency to carry out research relevant to the gaps. 4) Methodically collect data relevant to the gaps. 5) Critically analyze the data to fulfill the gaps. 6) Critically interpret the data so as to show the contribution of the research to knowledge and/or profession. 7) Eloquently write the research in the form of scholarly papers/articles publishable in international reputed journals. 			
Teaching Methods	Lecture, Group work, Individual writing activities and presentation, Discussion			
Assessment Methods	<p>Attendance (Participation in class activities & quality ideas—questions, comments, or suggestions)</p> <p>Finalized mini project</p>			
Other programs offering this course	--			

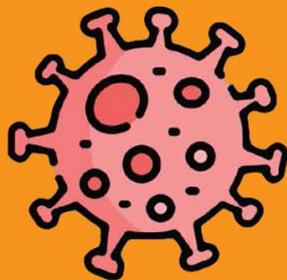
PINGUM9012	Research Methodology in ELT		
Status	Required	Class size	15 students
Semester	I	Duration	16 weeks
Credit (SKS-ECTS)	2 Credit Semester/ 3.5 ECTS	Student Workload	Contact hours: 100 mins/week
			Structured assignments: 120 mins/week
			Independent study: 120 mins/week
Prerequisite	--		
Course Coordinator	Prof. Yazid Basthomi		
Course Overview	This course provides principles of educational research in ELT. It focuses on a variety of possible research methods relevant to ELT. It also discusses data analysis based on various designs of both quantitative and qualitative research studies. It provides students with knowledge and skills to develop proposals for their dissertations.		
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Be competent in research designs for dissertation proposals. 2) Be competent in data analysis procedures in ELT. 3) Be able to work independently in developing a plan for a dissertation proposal. 		
Teaching Methods	Lecture, Seminar, Discussion		
Assessment Methods	Participation in class activities Mid-term quiz Final project		
Other programs offering this course	--		

PINGUM9099	Dissertation Proposal Development and Seminar			
Status	Required	Class size	15 students	
Semester	III	Duration	16 weeks	
Credit (SKS-ECTS)	4 Credit Semester/ 7 ECTS	Student Workload	Contact hours:	200 mins/week
			Structured assignments:	240 mins/week
			Independent study:	240 mins/week
Prerequisite	--			
Course Coordinator	Prof. Yazid Basthomi			
Course Overview	<p>This course is designed to facilitate the students to be well prepared to embark on doctorate dissertation writing. Upon concluding the course, each student is expected to have devised a dissertation proposal showing that he or she is ready to proceed, with an unflagging high degree of independence, with data collection and analysis as well as research project report (dissertation). By the end of this course, students should present the proposal in a seminar as a qualifying exam in which they should be able to: (1) explain the background of the topic of their dissertation research; (2) demonstrate familiarity with theories on the topic of their dissertation research; (3) demonstrate rigorous methodological aspects of the topic of their dissertation research; (4) if deemed necessary, present the result of the pilot study of aspects of the dissertation research; and (5) produce a firm proposal of their dissertation (if deemed necessary, supported by the results of the pilot study).</p>			
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Develop capability of building argumentation for their research topic by critically reviewing relevant body of knowledge. 2) Gain the capability in research designs for doctoral dissertation. 3) Gain capability in defending their research proposal in written and spoken forms. 			
Teaching Methods	Lecture, Seminar, Discussion			
Assessment Methods	Participation in class seminars Participation in Discussion Review of literature (primary sources and theoretical sources) Proposal writing			
Other programs offering this course	--			

PINGUM9100	Doctoral Dissertation		
Status	Required	Class size	---
Semester	IV/V/VI	Duration	64 weeks
Credit (SKS-ECTS)	16 Credit Semester/ 28 ECTS	Student Workload	Contact hours: 50 mins/week
			Structured assignments: 1335 mins/week
			Independent study: 1335 mins/week
Prerequisite	--		
Course Coordinator	Prof. Yazid Basthomi		
Course Overview	<p>Doctorate dissertation writing refers to students' independent research projects 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 doctorate dissertation by a board of examiners, the proposal of which must be presented in a seminar as part of a qualifying examination for doctoral candidacy normally scheduled in the third semester subsequent to the completion of Dissertation Proposal Seminar (MDIS991). The completion of the dissertation should be carried out in view of the publishability of the material. A doctorate dissertation is supposed to be written in not more than 40,000 words or 150 pages (A4, double-spaced, excluding appendices). Publication of at least three well-knitted papers/articles in the area of ELT in reputed media may be deemed as substitute for a full-length dissertation.</p>		
Course Learning Outcomes	<ol style="list-style-type: none"> 1) Gain the capability in research designs for doctoral dissertation. 2) Gain capability in data analysis procedures in ELT. 3) Gain capability in providing intrepreative expalantion of findings in ELT research. 4) Be capable of executing, with very high degree of independency, robust research for a dissertation. 		
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 Quality of Doctoral Defense		
Other programs offering this course	--		



**FACULTY OF
LETTERS**



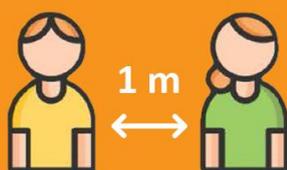
Comply with the
COVID-19 health protocols



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

Faculty of Letters – Universitas Negeri Malang

Jl. Semarang No. 5 Malang, 65145, Building D-16 Level 2

Phone (+62341) 551-312, ext. 239, 235, 246

Phone/Fax. (+62341) 567-475 (direct)

Website: <http://inggris.sastra.um.ac.id>

Email: sastrainggris.fs@um.ac.id