	Semester Learning Plan
	Research Trends in ELT (REDU 205) **English Education Master's Program**
Revision 5	**Effective from August 2024**

UNIVERSITAS SANATA DHARMA
Faculty   **: Teachers Training and Education**
Study Program : English Education Master's Program

SEMESTER LESSON PLAN

Credit   : 3 credits
                                     : 3 x 50 minutes for class meetings
Time Allocation   3 x 60 minutes for independent work and

                                     3 x 60 minutes for structured tasks
Study Program   : English Education Master's Program
                                     : Ouda Teda Ena, M.Pd., Ed.D. and Barli Bram, Ph.D.
Lecturers

1. Program Learning Outcomes

PLO 2: Graduates are able to demonstrate ethical skills for conducting contemporary research in the field of English education based on metacognitive theory and applied linguistics.

2. Short Description of the Course:

Research Trends in English Language Teaching (ELT) is designed to familiarize students with fundamental concepts and latest trends of ELT research. It elaborates underlying principles that come into play in different types of research. It deals with various issues in education research. The topics addressed are listed in the **Schedule and Materials** below.

3. Course Learning outcomes:

On completing the course, the students are expected to be able to:
Competence:
a. understand the trends and concepts of ELT research,
b. understand various issues in ELT research,
c. publish research papers on ELT in a journal and d. present research papers on ELT in a conference.
Conscience:
a. gain more awareness on the ELT research issues and
b. improve their responsibility and autonomy in writing ELT research papers.
Compassion:
a. develop interests for ELT research,
b. have greater passion for ELT research and
c. work collaboratively to complete the assigned projects.
Commitment:
a. evaluate emerging trends in ELT research and assess the level of commitment needed to contribute meaningfully to those trends

b. develop strategies for evaluating the potential impact on ELT classrooms of pursuing specific trends that demand high levels of commitment from educators

4. Learning Methods:
The learning methods in this course are informed by current learning theories, i.e., constructivism, metacognition and self-regulated learning theories and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**
a. Interactive
Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer-student activities.
b. Holistic
Holistic learning in this course covers three educational domains, namely cognitive, psychomotor and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and faculty/University, namely *conscience* (choosing one's conscience)*, compassion (* feelings of compassion*) and commitment (*holding firm to commitments)*,* into the lecture material.
c. Integrative
Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access.
d. Scientific
This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models which enable students to identify problems, and their causes, formulate problems, find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition.
e. Contextual
Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on the contextual and relevant topics in the literature and in society.
f. Thematic
In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in English education. The themes cover various learning theories in education ranging from metacognition, self-regulated learning, constructivism and affectivism.**g. Effective**
This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre- determined topics that have been set in the lesson planning**.**
h. Collaborative
Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions and develop conflict handling skills.
i. Student-centered
All lectures in this course are student-centered so that they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers , and presenting research results in seminars.

Student Workload

Learning Activities and Tasks	SWL
Classroom meeting	48
Independent work	20
Structured work	20
Midterm test	21
Final test	26

| | Total | | | | 135 | |

Week	Learning goals	Course Materials	Learning Methods	Learning Strategies	Achievement indicators	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to understand the goals, assessments, and learning strategies/materials to be used in the class.	Intro … Course Outline ELT Research Foundations Philosophies of Educational research The philosophies of students' previous research	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	Students actively find research trends Students work collaboratively to discuss research trends and present the findings of the discussions	Students are able to choose several alternatives of their own topics	Nenonene Et Al. (2019) Eric Bredo (2006) in J. L. Green, G. Camilli, and P. B. Elmore (Eds.). 2006.
2	By the end of the class, students are able to identify various journals on educational linguistics	Intro … Course Outline ELT Research Foundations Epistemology and Educational Research The epistemology of students' previous research	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	Students conduct independent learning to search for research journals on educational linguistics Students present their learning in groups to be reported to the class	Students are able to write the introduction of the journal paper based on the reviewed research articles.	Han & Ellis (2021); Gregory J. Kelly (2006) in J. L. Green, G. Camilli, and P. B. Elmore (Eds.). 2006. Kroeger, P. R. (2023)
3	By the end of the class, students are able to write the introduction part	Intro … Course Outline ELT Research Foundations	● Constructivism ● Problem-based learning ● Inquiry learning	Students are able to formulate research problems Students write the	Students are able to write the introduction of the journal paper based on the reviewed	Kenneth A. Strike (2006) in J. L. Green, G. Camilli, and P. B. Elmore (Eds.). 2006.

		The Ethics of Educational research Types of educational research	● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	drafts of their introduction part (introduction- research problems, objectives, significance	research articles.	Stefanowitsch (2020)
4	By the end of the class, students are able to write the introduction section	Types of educational Research Historical research Descriptive research Correlational research	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	Students write their Introduction parts Students present the Introduction part to receive feedback from their peers and lecturer	Students are able to write the introduction of the journal paper based on the reviewed research articles.	Yang, Chen, Ogata (2021); Gary Anderson. 2005. Walsh & Mann (Eds.). (2019)
5	By the end of the class, students are able to write the lit/method review section (part 1)	Qualitative research Evaluation research Case study	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	Students write their lit/method review sections (DRAFT) Students present their lit/method review sections (DRAFT) to receive feedback from their peers and lecturer		Yang, Chen, Ogata (2021); Gary Anderson. 2005. Bartlett & O'Grady(Eds.). (2017)
6	Progress Test 1					

7	Students are able to write the introduction and literary parts of their research, and the method review section (draft)	No class meeting Mid Semester Exam Period No regular, weekly class			Students are able to write the Introduction part Students are able to write the literature review of the journal paper based on the grand theories and other research journals. Students are able to write the draft of their method section to determine the type of research planned	Ena, O. T. (2013). Rauf (2020) Larroque (2023) Troudi (2020)
8	No class meeting Project 1 submission (a publishable and camera- ready full paper): Progress Test (Mid Semester Exam) . --					
9	By the end of the class, students are able to write the method section	Review: What is research? General views Common views of what research in language teaching does Basic and applied research …	- Construc tivism - Problem-based learning - Inquiry learning - Discover y Learning - Critical thinking - Metacog nitive	Students discuss basic and applied research in language teaching and related language field	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.	Markus Gabriel Et Al. (2022); McDonough & mcDonough, 2006: 37-55, Chapter 3 Bartlett & O'Grady (Eds.). (2017)

			learning strategy			
10	By the end of the class, students are able to write the method section	Principles and problems; what makes good research? Features of good research Aspects of design of research …	• Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy	Students write their method sections	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.	Markus Gabriel Et Al. (2022); McDonough & mcDonough, 2006: 57-73, Chapter 4 Samodra & Bram (2022)
11	By the end of the class, students are able to write the result section	The Saussurean dichotomies Chomsky's influence The data of linguistics Journals (for latest updates) Langue versus parole Synchrony versus diachrony Paradigmatic versus syntagmatic The centrality of syntax (Non-)Literary texts Dictionaries and word-lists	• Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy	Students finalize their method sections	Students are able to complete the method section and continue to write the result section	Bauer, 2007: 41-46, Chapter 7 Bauer, 2007: 47-56, Chapter 8 Bauer, 2007: 81-92, Chap 15 Bauer, 2007: 142-146, Chapter 24 Choemue & Bram (2021).
12	By the end of the class, students are able to write the result section	Introduction: Starting on the right foot Areas of study and project ideas	• Constructivism • Problem-based learning • Inquiry learning	Students write the result section (DRAFT)	Students are able to write the result section elaborately	Wray & Bloomer, 2006: 1-14, Chapter 1 and , 17-138, Chapters 2-10

		Choosing an area Getting organized Using resources Being a researcher Theory-only projects Setting up data-based research Being streetwise: keeping on the right side of your assessor Various branches of linguistics	● Discovery Learning ● Critical thinking ● Metacognitive learning strategy			Andriani & Bram (2023).
13	By the end of the class, students are able to write the discussion section	Techniques for collecting data Audio- and video-recorded data Experiments Questionnaires, interviews and focus groups Observation and case studies	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	Students write the discussion part concerning their research results	Students are able to write the discussion part concerning the research results obtained	Wray & Bloomer, 2006: 139-172, Chapters 11-14 Larroque (2023) Xiang, Jia, & Bu (2024)
14	By the end of the class, students are able to write the conclusion section	Tool for data collection/analysis: Using computers to study texts (Corpus linguistics) What is a corpus? Why is a corpus useful?	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning	Students write the conclusion parts of their research	Students are able to write the conclusion part	Wray & Bloomer, 2006: 196-204, Chapter 18 Fromkin, Rodman, Hyams, Amberber, Cox, & Thornton (2022)

		How do corpus searches operate? How do you find a corpus? What are the main text analysis tools? Making sense of corpus annotation Using corpora effectively in your work Compiling your own corpus: potential problems Limitations of corpora Further reading	• Critical thinking • Metacognitive learning strategy			Xiang, Jia, & Bu (2024)
15	By the end of the class, students are able write the whole paper including the appendixes Students are able to employ turnitin check to result in the accepted turnitin index	Statistics and your project Plagiarism and how to avoid it Do you need graphs and calculations in your project? Descriptive statistics and basic calculations	• Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy	Students review the whole reports of their research / papers before finalizing them	Students are ready with the introduction, literary review, method, results, discussion, conclusion sections of their papers/ research reports	Wray & Bloomer, 2006: 205-236 and 237-251, Chapters 19 and 21 Fromkin, Rodman, Hyams, Amberber, Cox, & Thornton (2022)
16	Students are able to employ turnitin check to result in the accepted turnitin index Having employed the turnitin index check, students	Finalizing papers; Feedback on Progress Test Two Using statistical analyses Textbooks	• Constructivism • Problem-based learning • Inquiry learning	Student revise their papers based on the feed-back received	Students are able to write the revised version of their papers and ready to present them in seminars	Kabinga Jack Shabanza (2017); Wray & Bloomer, 2006: 205-236 and 237-251, Chapters 19 and 21

| | are able to produce the final version of their complete papers | Help for the mathematically insecure Key to the most common algebraic symbols used in basic statistics

What is plagiarism? Will you get found out? How to avoid accidental plagiarism: some strategies | Discovery Learning Critical thinking Metacognitive learning strategy | | | |
|---|---|---|---|---|---|---|
| 17 | **Project 2 submission**
(Final Exam) | | | | | |

)* subject to change

Grading Policy

Assessment Aspects	Percentage
Project 1 (publishable; camera-ready paper)	35%
Tasks of Project 1	15%
Project 2 (publishable; camera-ready paper)	35%
Tasks of Project 2	15%
	100%

1. Teaching-learning Strategies
Lectures, discussions, projects and presentations

2. References
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The methods of the humanities and social sciences in Towards a New Enlightenment - The Case for Future-Oriented Humanities (pp. 19-42).

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Han, F., & Ellis, R.A. (2021). Predicting Students' Academic Performance by Their Online Learning Patterns in a Blended Course: To What Extent Is a Theory-driven Approach and a Data-driven Approach Consistent? *Educational Technology & Society, 24*(1), 191-204.

McDonough, J., & McDonough, S. (2006 [1997]). *Research methods for English language teachers.* London: Arnold.

Nenonene, R. L., Gallagher, C. E., Kelly, M. K., & Collopy, R. M. B. (2019). Challenges and opportunities of infusing social, emotional, and cultural competencies into teacher preparation: One program's story. *Teacher Education Quarterly, 46*(4), 92–115.

Nenonene, R.L., Gallagher, C.E., Kelly, M.K., & Collopy, R.M.B. (2019). Challenges and Opportunities of Infusing Social, Emotional, and Cultural Competencies into Teacher Preparation: One Program's Story. *Teacher Education Quarterly, 46*(4), 92-115.

Samodra, M. C., & Bram, B. (2022). Modal Verb "Shall" in Contemporary American English: A Corpus-Based Study. *Respectus Philologicus, 41*(46), 67-82.

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UNIVERSITAS SANATA DHARMA

Faculty   : Teachers Training and Education
Program   : EEMP

<table>
<tr><td>COURSE LEARNING ASSESSMENT PLAN</td></tr>
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Course Identity

1. Course Code/Course Name   : REDU 205/Research Trends in ELT
2. Credits/Contact Hour   : 2/2 CHs
3. Prerequisite   : -
4. Semester/Academic Year   : 3/2023-2024
5. Lecturer   : Ouda Teda Ena, Ed.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to report their progress on their individual research paper (research proposal).
Elaboration of Assignments	Students need to report how far they have progressed in their paper writing. Weekly, they are required to make a short report of what they have done throughout the week in relation to the course. In addition, they are to reflect their progress in order to do better the following week.
Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work.
Methods and how to accomplish the assignment	The report and reflection are submitted online in the LMS. It is done weekly. Timely submission is deemed to have played a significant role to form a habit formation.
Description of the assignment outcomes	The students will improve their self-regulation in doing their research proposal. They are also encouraged to always progress each week and be responsible for their own learning.

UNIVERSITAS SANATA DHARMA

Faculty   : Teachers Training and Education
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ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name   : REDU 205/Research Trends in ELT
2. Credits/Contact Hour   : 2/2 CHs
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Assessment plan 2 and 3: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by writing a research proposal related to English Learning Theories
Elaboration of Assignments	*First*, the students are to write *a journal paper*. It serves as a synthesis of what they have studied. It will synthesize one topic, chosen by the students by themselves. *Second*, the synthesis will be expanded with a number of *peer-reviewed journal articles* relevant to the topic selected. *Third*, the proposal as a synthesis will cover five components, namely: (a) Abstract, (b) Background, (c) Research questions, (d) Literature review, (e) Research methods, (f) Research instruments (g) data analysis and discussion, and (h) conclusion and implication. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly. Note: -　　In assessment 3 (mid-term), the submitted assignment is the draft of the introduction up to the data analysis and discussion section. -　　In assessment 4 (final assignment), the submitted assignment is the finalized version of the complete journal paper (from abstract up to conclusion and implication).
Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate their own work.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Feedback will be provided throughout the writing process (in the form of consultations) and soon

	after the assignment is submitted.
Description of the assignment outcomes	The students will produce a research proposal about English Learning Theories.

Assessment Rubric for Research Based Articles

Research Trends in ELT

MPBI USD

Adapted from: www.lib.jmu.edu/instruction/documents/RubricforArticleCritiqueHandout.doc

A.   Title   1-5 point
Title of the article, journal information
B. Abstract   1-10 points
        Write an abstract summarizing the article
C. Sections
        1. The Problem (2-3 paragraphs)   1-10points
                Is the problem clearly stated?
                Is the problem practically important?
                What is the purpose of the study?
                What is the hypothesis if any?
                Are the key terms defined?
        2. Review of Literature (1-2 paragraphs)   1-20 points
                Are the cited sources pertinent to the study?
                Is the review too broad or too narrow?
                Are the references recent?
                Is there any evidence of bias?
        3. Design and procedures (3 – 4 paragraphs)   1-20 points
                What research methodology was used?
                Was it a replica study or an original study?
                What measurement tools were used?
                How were the procedures structured?
                Was a pilot study conducted?
                What are the variables?
                How was sampling performed?
        4. Data Analysis and presentation (1-2 paragraphs)   1-20 points
                How was data analyzed?
                Was data qualitative or quantitative?
                Did findings support the hypothesis and purpose?
                Were weaknesses and problems discussed?
        5. Conclusions and Implications (2-3 paragraphs)   1-10 points
                Are the conclusions of the study related to the
                        original purpose?
                Were the implications discussed?
                Whom the results and conclusions will effect?
What recommendations were make at the conclusion?
D. References: Up-to-date and well-written according to APA style   1-5 Points

                                          Total   100 points