	Semester Learning Plan
	Advanced English Education Curriculum (ECIS 217) **English Education Master's Program**
Revision 2	**Effective from August 2023**

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

SEMESTER LESSON PLAN

Credit	2 credits
Time Allocation	2 x 50' class meeting 2 x 60' independent works and 2 x 60' structured tasks
Study Program	English Education Master's Program
Lecturer	Ouda Teda Ena, M.Pd., Ed.D.

1. **Program Learning Outcomes**

PLO 1: Graduates are able to demonstrate skills to design, implement, and evaluate English learning based on metacognitive theory and applied linguistics.

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:**

Advanced English Education Curriculum (ECIS 217) is designed to deepen students' fundamental concepts and latest research of English Education Curriculum. It elaborates the underlying principles that come into play in different types of curriculum in Indonesia and the world. It deals with various issues in advanced education research in the ELT curriculum in Indonesia as well as in other countries.

3. **Course Learning outcomes:**
Competence:
Understanding various theories of educational psychology
2. Understanding how to write the introduction section of an academic paper
3. Understanding how to write an academic paper based on the literature review
4. Understanding how to write a research report based on the method and data gathered from the questionnaire and /or interview

Conscience:
1. Develop a sense of responsibility in understanding various theories of educational psychology
2. Foster carefulness, honesty and accountability in writing an academic paper based on various theories of psychology of education

Compassion:
1. Enhance positive thinking towards others' understanding
2. Develop open-mindedness in receiving feedback and criticism from others
3. Appreciate others' opinions about their work
4. Work collaboratively to improve each other's understanding and writing

Commitment:
1. Students are able to develop honesty in writing a literary analysis.
2. Students are able to develop a commitment in working individually and in groups.

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.

5. Student Workload

Learning Activities and Tasks	Student Workload
Class scheduled meeting	32
Presentation	16
Mid Term Paper	20

Final Paper	22
Total	90

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
1	By the end of the class, students are able to understand the issues in English language education. By the end of the class, students are able to write the draft of a research project in SLA.	Issues in English Language Education: Research into Early Second Language Acquisition	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Huang, Zou, Cheng, Xie (2023); Marianne Nikolov (2002)
2	By the end of the class, students are able to understand the issues in the English language education field.	Issues in English Language Education: The Critical Period Hypothesis Reconsidered: Successful Adult Learners	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Marino, Gervain (2019); Marianne Nikolov (2002)
3	By the end of the class, students are able to comprehend the identity of the young English learners, especially in the field of SLA.	Identity and the Young English Language Learner: Mainstream SLA	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Zuniga, Lachance, Aquino-Sterling, Guerrero (2019), Elaine Mellen Day. (2002).
4	By the end of the class, students are able to comprehend the identity of the young English learners, especially in the view of language as dialogic and learning as social.	Identity and the Young English Language Learner: Language as Dialogic & Learning as Social	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Zuniga, Lachance, Aquino-Sterling, Guerrero (2019), Elaine Mellen Day. (2002).
5	By the end of the class, students are able to comprehend the identity of the young English learners, especially in the field of contemporary	Identity and the Young English Language Learner: Contemporary Sociocultural Perspectives & Identity	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Elaine Mellen Day. (2002).

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
	sociocultural perspectives.			
6	By the end of the class, students are able to comprehend the identity of the young English learners, especially in the field of recent ethnographic studies.	Identity and the Young English Language Learner: Recent Ethnographic Studies	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Zuniga, Lachance, Aquino-Sterling, Guerrero (2019), Elaine Mellen Day. (2002).
7/8		**Mid Term weeks**	**Research proposal/draft**	
9	By the end of the class, students are able to conduct research on the reflection on multicultural environments.	Conducting Multicultural Education Research: Reflections on the Researcher in a Multicultural Environment	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Meei-Ling Liaw (2019); Lois Weis in Carl Grant (2005)
10	By the end of the class, students are able to understand the concept of research on conducting a quantitative study on multicultural education.	Conducting Multicultural Education Research: Using Quantitative Methods to Explore Multicultural Education	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Merlin-Knoblich, Moss, Cholewa, Springer (2020); Gary Glen Price (2005)
11	By the end of the class, students are able to conduct research on multicultural education.	Conducting Multicultural Education Research: Culturally Relevant Teaching: The Key to Making Multicultural Education Work	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Gloria Ladson-Billings (2005)
12	By the end of the class, students are able to conduct research on multicultural education.	Conducting Multicultural Education Research: The Language Minority Student and Multicultural Education	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Megan Biondi (2019); Hilda Hernández (2005)

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
13	By the end of the class, students are able to conduct research on multicultural education, especially in bilingualism area.	Conducting Multicultural Education Research: Teaching and learning in two languages: Bilingualism & Schooling	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Megan Biondi (2019); Eugene e. García (2005).
14/15/ 16	**Final Project weeks:** **Writing for Publication**			

)* *subject to change*

Grading Policy

Assessment Aspects	Percentage
Participation	10%
Quizzes	25%
Research proposal	30%
Publishable paper	35%
	100%

6. Teaching-learning Strategies
Lectures, discussions, projects

7. References
   a. Required

Biondi, M. (2019). The Transfer of Primary and Secondary School Bilingual Teaching Practices to the Multilingual College Classroom. *Hispania, 102*(4), 455-460.

Day, E.M. (2002). Identity and the Young English Language Learner

García, E.E. (2005). *Teaching and learning in two languages: Bilingualism & Schooling in the United States.*

Huang, X., Zou, D., Cheng, G., Chen, X., & Xie, H. (2023) Trends, Research Issues and Applications of Artificial Intelligence in Language Education. *Educational Technology & Society,* 26(1).

Liaw, M. (2019). EFL Learners' Intercultural Communication in an Open Social Virtual Environment. *Educational Technology & Society, 22*(2), 38-55.

Marino, C., & Gervain, J. (2019) The impact of generative linguistics on psychology: Language acquisition, a paradigm example. *Acta Linguistica Academica, 66*(3), 371-396.

Merlin-Knoblich, C., Moss, L., Cholewa, B., & Sarah, I. (2020). A Consensual Qualitative Research Exploration of School Counselor Multicultural Education Behaviors. *Professional School Counseling, 23*(1), 1-12.

Nikolov, M. (2002). Issues in English Language Education.

   b. Complementary

Adam Edmett, Neenaz Ichaporia, Helen Crompton, Ross Crichton. (2023). Artificial intelligence and English language teaching, Preparing for the future. British Council.

Gonzalez, J.M. (2008). Encyclopedia of Bilingual Education.

Maria-del-Mar Suárez, Walaa M. El-Henawy. (2023). Optimizing Online English Language Learning and Teaching-Springer.

Sun, W. (2019). From the Editorial Board: Multilingualism for all or tools for gentrification? Call for the examination of dual language programs in secondary education. The High School Journal, 102(4), 263-266.

UNIVERSITAS SANATA DHARMA

Faculty   : Teachers Training and Education
Program   : EEMP

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ASSESSMENT RUBRIC

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Course Identity
1.   Course Code/Course Name   : ECIS 217/ Advanced English Education Curriculum Acquisition
2.   Credits/Contact Hour   : 2/2 CHs
3.   Prerequisite   : -
4.   Semester/Academic Year   : 3/2021-2022
5.   Lecturer   : Ouda Teda Ena, Ed.D.

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 introduction up to data analysis and discussion section. - In assessment 4 (final assignment), the submitted assignment is the finalized version of the complete journal paper (from abtract 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 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 submitted.
Description of the assignment outcomes	The students will produce a research proposal about English Learning Theories.

Assessment Rubric for Research Based Articles

ECIS 217/ Advanced English Education Curriculum

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**