**Curriculum Structure dan Course Description**

**The Master English Education Study Program**

Graduate Program

Universitas Negeri Yogyakarta

(Yogyakarta State University)

2016

**The Curriculum Structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **CODE** | **COURSES** | **SEM & CREDIT** | **Total Credit** |
| **1** | **2** | **3** | **4** |
| **I. FOUNDATIONAL COURSES** |   |   |   |   | 6 |
| 1. | PAS 8201 | Filsafat Ilmu (Philosophy of Science\_ | 2 |   |   |   |
| 2. | PAS 8202 | Metodologi Penelitian Pendidikan (Educationa Research Method) | 2 |   |   |   |
| 3. | PAS 8203 | Statistika (Statistics) | 2 |   |   |   |
| Total Credits of Foundational Courses  | 6 | 0 | 0 | 0 |
|  |   |   |   |   | 32 |
| **II. SUBJECT SPECIFIC COURSES** |
| 1. | ENG8301 | English Language Teaching Methodology  | 3 |  |  |  |
| 2. | ENG8202 | English Language Teaching Media Development  | 3 |  |  |  |
| 3. | ENG8203 | Second Language Acquisition | 2 |  |  |  |
| 4. | ENG8204 | English Curriculum and Material Development |  | 3 |  |  |
| 5. | ENG8305 | English Language Teaching and Learning Evaluation and Assessment |  | 3 |  |  |
| 6. | ENG8206 | English Language Education and Training Management |  | 3 |  |  |
| 7. | ENG8207 | Pedagogical Discourse Analysis |  |  | 2 |  |
| 8. | ENG8308 | English Language Learning and Teaching Development Project |  | 3 |  |  |
| 9. | ENG8110 | Thesis Proposal |  | 1 |  |  |
| 10. | ENG8211 | Seminar on Thesis Proposal |  |  | 2 |  |
|  | ENG8612 | Thesis |  |  |  | 6 |
|  | ENG8113 | Scientific Writing |  |  | 1 |  |
| Total Credits | 8 | 13 | 5 | 6 |
|  |  |  |  |  |  | 2 |
| **III.** |  **ELECTIVE COURSES** |  |  |  |  |
| 1 | ENG8209 | Academic English\*) |   | 2\*) |   |   |
| 2 | ENG8210 | Critical Literacy\*) |   | 2\*) |   |   |
| 3 | ENG8211 | English for Young Learners\*) |   | 2\*) |   |   |
| 5 | ENG8212 | Resource-based Learning Materials Development\*) |   | 2\*) |   |   |
| Total Credits of the Subject Specific Courses | 0 | 2 | 0 | 0 |
|   | **Total Credits of the Overall Program** | 14 | 15 | 5 | 6 | 40 |

\*) Choose one elective course

**COURSE DESCRIPTION**

**I. FOUNDATIONAL COURSES**

**1) PAS 8201: Philosophy of Science**

This course aims to develop students’ competencies to understand and explain philosophical reasoning of scientific studies. The learnin materials cover the following: introduction to philosophy, philosophy of science, foundations of knowledge, ontology, epistemology, axiology, tools of scientific thinking, science and technology, and science and language. The teaching and learning activities include lecturing, discussions, and assignment. The assessment of students’ learning is carried through written tests and assignments.

**2)PAS 8202: Educational Research Methods**

This course equips students with competencies of analyze problems in English language education and solve them through research. The topics cover research approaches and types appropriate for investigating problems in English languague education, characteristics of different research types, and procedures of conducting each type of research. The classroom activities are mostly students’ paper presentations and discussion, and activities outside the calssroom are in the form of individual assignment and a small-scale research project. The assessment of students’ learning is carried out based on students’ class participation, individual tasks, and research project.

**3) PAS 8203: Statistitics**

This course equips students with competencies to analyze quantitative data on research and evaluation of English language education. The topics to be learned cover measurement scales, descriptive statistics, and inferential statistics. The classroom activities invlude lecturing, followed by discussion, and discussion on the use of statistics in education. Outside activities include individual tasks in examining the use of statistics of in journal articles and a small project on analyzing quantitative data. The assessment of students’ learning is based on students’ classroom participation, individual assignments, and a project of quantitative data analysis.

**II. SUBJECT SPECIFIC COURSES**

**1) ENG8301: English Language Teaching Methodology**

This course aims to enhace students’ understanding of approaches to and methods of teaching English so that they can idenfity the conceptual and practical strengths and weaknesses of different approaches and methods in the context of the existing policy of language teachin. In this way they can solve problems of English teaching and learning innovatively in this science and technological era. To help reach this aim students are involved in discussing the following topics: issues and problems of teaching and learning English as a foreign language in general and in Indonesia in particular, especially from the systems approach, changes of teaching and learning approaches and methods, changes of approaches and methods in relation to changes in educational paradigms, learner variables in language learning, language learning as intercultural learning, and the post-method pedagogy. The improvement of students’ understanding is assessed from their ability in solving the real problems of English learning innovatively as reflected in the quality of their papers.

**2)ENG8302: English Language Teaching Media Development**

This course is aimed at equipping students with the ability to think critically about the significance of media in language teaching and learning activities through exploring important issues relate to the development and utilization of teaching learning media, both conventional media and ICT-based media. The teaching and learning is carried through discussion, lecturing, and workshops on English teaching media development. The students’ learning achievement is assessed through paper writing and presentation, project completion, and mid-semester and semester exams.

**3)ENG8303: *Second Language Acquisition***

This course is concerned with the relationship between second language acquisition and language learning. Critical discussions of some aspects in the process of first language acquisition and learning and second language acquisition (SLA) and learning are aimed at developing thinking framework of answering basic questions in SLA research studies and interpretaitons of their findings, especially those related to the relationship between SLA research and teaching methods and materials. The topics to be covered include: definitions of SLA, aims and methods of SLA research, the relationship between SLA theories and language and language learning theories , main interdisciplinary views in SLA and subsequent applications of research findings in selecting materials and methods of second language teaching and lerning. The students’ learning achievement is assessed based on the students’ presentations of topics in terms of depth and breadth of discussion, the quality of their participation and contribution in the discussion and completion of major assignment, which all reflect their ability in solving the existing problems related to SLA.

**4)ENG8304: English Curriculum and Material Development**

This course is in general aimed at developing students’ knowledge and skills and enhancing their critical thinking and creativity in developing the English curriculum and learning materials. To reach this aime, students will (1) be actively involved in discussing critically theories related to curriculum and learning materials development, (2) assigned weekly individual tasks, and (3) have to complete a small group project on developing and/or evaluating curriculum and learning materials. Their achievement of learning outcomes will be assessed based on their calss particiaption, project completion, weekly task accomplishment, mid-term exam and semester exam.

**5) ENG8305: English Language Teaching and Learning Evaluation and Assessmet**

This course is designed to equip students with competencies in assessing adn evaluating English teaching and learning. The topics to be covered include what to assess and evaluate (aspects of teaching and learning) and how to evaluate and assess (approaches, types, techniques, instruments and their development, management, data analysis, data interpretation, and data utilization). Class learning is focused on students’ paper presentation and discussion. Students are also assigned individual tasks and small-scale project. Their learning achievement is assessed based on their class particiaption, task and project completion.

**6) ENG8306: English Language Education and Training Management**

This course aimes to provide students with opportunities to comprehensively apply various knowledges already acquired through different courses in managing English courses in schools and/or English training institutions from the following stages: planning, implementation, and evaluation. To reach this aim, students will have to complete small-group course development project, covering (1) the development of needs assessment instruments,( 2) collecting and analyzing data on learning needs, (3) formulating aims and developing a syllabus, (4) managing syllabus implementation; (5) managing the evaluation of the implementation; and (6) revising the syllabus based on the results of evaluation. The students’ learning achievement is assessed based on class participation, weekly task completion, project completion, and mid- and semester exams.

**7) ENG8397: *Pedagogical Discourse Analysis***

This course is aimed at developing students’ ability to analyze texts in a critical and pedagocially sound manner in order to obtain optimal pedagogical benefits. The strong belief that pedagogical values can be dug out from texts as learning materials, from language behaviours in communicative situations, and from the learning processes has led to the coverage of the following topics: the natuer of pedagogical discourse analysis, principle of pedagogical discourse analysis, analysis of values contained in various texts, analysis of values contained in communicative language behaviours, analysis of values in the teaching and learning processes in terms of students’ communicative competence development, teacher professional development, strategy to integrate values in the instructional design and plan, its implementation and assessment, and the development of the assessement of the value-based language learning. To ensure the achievement of the aim of this course, students are involved in selecting and analyzing critically, pedagogically value-rich texts. The students’ learning achievement is assessed based on their class participation, individual task completion and a semester exam.

**8) ENG8308: English Language Learning and Teaching Development Project**

This course is aimed at developing students’ skills in applying the knowledge they have acquired through different courses to the development of Ennglish learning and teaching. To reach the aim, the course covers the following topics/activities/expereinces: (1) the development of needs analysis instrument,( 2) collecting and analyzing data on learning needs, (3) formulating aims and developing a syllabus, (4) developing lesson plans, (5) developing learning materials, (6) developing instruments for collecting try-out, (7) trying out the developed learning materials and lesson plans by collecting empirical data, and (8) analyzing try-out data and revising learning materials. The students’ learning achievement is assessed based on class participation, weekly task completion, project completion, and mid- and semester exams.

**9) ENG8110: Thesis Proposal**

This course is aimed at developing students’ competency to develop their thesis proposals.

The course covers the following points: identifying and limiting the research problems, developing the research design, applying the criteria of a good research proposal, and developing instruments of research data collection. This course emphasizes the development process leading to the accomplishment of writing a good thesis proposal, on which the assessment of the students’ learning achievement is based.

**10) ENG8211: Seminar on Thesis Proposal**

This course aims to develop students’ competencies in presenting their thesis research proposal in order to obtain feedback from both their supervisors and peers as well as the lecturer in charge of the course for purposes of improving the proposal quality. The expected feedback is to be concerned with the following major points of the proposal: background to the research study, the adequace and recency of references in the literature review, the research design, data collection, and data analysis. Reasoning is emphasized both on defending the proposal and in giving the feedback. The students’ learning achievement is assessed on their class participation and the quality of their thesis proposal.

**11) ENG8612: Thesis**

As the final assignment, a thesis is aimed at developing the students’ competencies to solve the problems of English language teaching and learning through a scientific approach. To reach this aim, the students are required to conduct a study on the latest issue of English language teaching and learning, of which the results are scientifically accountable, valid and reliable, supported by the most recently published literture. For each student, a supervisor with the same field of study as the student’s is assigned to supervise their thesis writing. The thesis assessment is carried out in a defence exam.

**12) ENG8113: Scientific Article Writing**

This course aims to improve students’ understanding and competencies of academic writing theories and their application to writing a scientifc article. The course covers the following areas: scientific discourse community, scientific writing, analisis-argumentasi (heory and praktice), evaluating scientific writing, and research into scientific writing. The course applies the combination of the genre-based and process approaches, students’ learning achievement is assessed through a combination of portofolio and testing (mid-semester and semester tests.)

**III. ELECTIVE COURSES**

**1) ENG8307: *Academic English***

This course aims to develop the students’ competence to produce academic English equal to the level of English proficiency of CBT 213-240, PBT 550-587, IBT 79-95, TOEP 66-75, and IELTS 6. TO reach this aim they are involved in writing an academic paper and in presenting the important points to the class as the audience. They are also involved in the class discussion, peer review and revision, and completing individual tasks. To ensure their performacne quality, they are required to review the given literature. Their learning achievement is assessed based on their class particiaption, individual tasks, and mid-semester and semester tests.

**2) ENG8209: Critical Literacy**

Critical Literacy as a course is aimed at developing the following students’ (1) understanding of the importance of critical thinking in their position as scientists and educators, (2) knowledge of the implicit ideology in texts published in English mass media, (3) ability to exprss the implicit intention of the English texts, and (4) ability to analyze critically both pedagogical and general texts. Through adequate practice of discussing and analyzing English texts, students are required to criticcally answer the unrest of questioning the status quo by considering the political versus personal tensions, the global versus lokal tensions, the public and private tensions, the economical and pedagogical tensions, in the advocacy for equality and justice. The course covers the following topics: the potential of texts in reconstructing thoughts, text strategy in reconstructing ideology, explicit and implicit ideology. Class activities lectures, critical reading, and analysis of various problematic texts. Learning achievement is assessed through written tasks, oral presentations, and semester exam.

**3) ENG8210: *English for Young Learners***

This course ia aimed at developing the students’ knowledge, attitudes, and general and specific skills in teaching English to young learners (EYL). To reach this aim, the course covers the following topics: children second language learning, policies on teaching English in primary schools, EYL resource-based materials development , EYL teaching media, and EYL learning assessment. The cource activities include lectures, discussion, presentations, observation and field assignment. The asseement of the students’ learning achievement is based on class participation, individual assignment and presentation, mid-semester and semester exams.

**4) ENG8212: Resource-based learning materials development**

This course aims to equip students with competencies of developing learning materials by utilizing various types of learning resources ranging from print-out resources to digital/on-line resources or internet. The course covers the following topics: 1) discussion on types of learning resources for English teaching and learning and the development of their related activities, 2) workshops on learning materials development, and 3) a project on the development of a learning kit for formal and non-formal education English courses. The assessment of students’ learning achievement is based on the students’ completion of their tasks and project, and the mid-semester and semester exams.