**Appendix 1: ELT-UM Program Specification**



**PROGRAMME SPECIFICATION**

B. A. IN ENGLISH LANGUAGE TEACHING

DEPARTMENT OF ENGLISH

FACULTY OF LETTERS, *UNIVERSITAS NEGERI MALANG*

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| 1. | Awarding Institution | UM (*Universitas Negeri Malang)* |
| 2. | Program Title | B.A. in English Language Teaching (ELT) |
| 3. | Final Award | *Sarjana Pendidikan (S.Pd.)*  |
| 4. | Professional or Statutory Body of Accreditation | Indonesian National Accreditation Agency for Higher Education(*Badan Akreditasi Nasional Perguruan Tinggi –BAN PT*) *🡪* A (No. 139/BAN-PT/Akred/S/IV/2015) |
| 5. | Languages of Instruction | English(86%, 126 credits out of 146 credits)Indonesian (13.67%, 20 credits out of 146 credits) |
| 6. | Mode of Study | Blended Learning, Cooperative Learning, Student Active Learning |
| 7. | Study Duration  | Minimum: 3.5 yearsMaximum: 7 years |
| 8. | Entry Requirements | Graduating from senior high schoolsGraduating from vocational high schoolsGraduating from three-year non-degree English programsPassing the national university entrance examination |
| 9. | Program Vision | To become a center of excellence providing outstanding ICT-based higher education that is responsive to global advancements in the fields of education and ELT |
| 10. | Program Mission | 1. To provide effective student-centered and ICT-based higher education in the field of ELT;
2. To promote research in the field of ELT for the development of knowledge and the welfare of the community;
3. To conduct community services in the field of ELT for the empowerment of the community;
4. To establish reputable management, accountability, and image nationally and internationally
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| 11. | Program Objectives | 1. To produce intelligent, virtuous, and independent professionals in the field of ELT;
2. To produce outstanding scientific and creative works in the field of ELT;
3. Facilitate community services in the field of ELT to promote an independent, productive and prosperous community;
4. Ensure the effective, efficient, and accountable implementation of education, research and community services.
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| 12. | Program Learning Outcomes |
|  | Expected Learning Outcomes | Teaching and Learning Methods | Assessment |
| PLO 1 | Professional Knowledge and Skills |
| 1a | Analyze and evaluate ideas in various types of spoken English texts | Lectures, group work, classroom discussion, tutorial. | Quizzes, midtest, group assignment, individual work, final test |
| 1b | Communicate ideas effectively and appropriately in spoken forms both in formal and informal situations | Lectures, classroom discussion, presentation, role play, group work | Presentation, group assignment, individual work, mid test, final test |
| 1c | Analyze and evaluate ideas in various types of written English texts | Lectures, classroom discussion, cooperative learning, directed reading | Examination, projects, mid test, final test |
| 1d | Communicate ideas effectively and appropriately in written forms both in academic and non-academic contexts | Classroom discussion, lectures | Examination, projects, journal writing |
| 1e | Apply the knowledge of the basic concepts of linguistics in the teaching of English  | Classroom discussion, lectures, group discussion, presentation, independent research | Examination, quizzes, mini-research paper, mid test, final test |
| 1f | Apply the knowledge of the basic concepts of literature in the teaching of English  | Classroom discussion, lectures, presentation, group discussion, independent research | Examination, quizzes, final paper, worksheet, presentation |
| PLO 2 | Pedagogical Knowledge and Skills |
| 2a | Design and implement lesson plans in the classroom settings that reflect sound pedagogical principles on autonomous and lifelong learning, effective and joyful learning, and SLA | Group projects, directed reading, lectures, classroom discussion, practice teaching | Examination, quizzes, final paper, group project, practice teaching report |
| 2b | Select and adapt instructional materials appropriate and relevant to the learners’ characteristics (physical, psychological, moral, spiritual, and socio-cultural background) in various teaching contexts | Classroom discussion, classroom observation, lectures, practice teaching | Observation report, examination, final paper, practice teaching report |
| 2c | Apply the principled learning strategies and classroom management by considering learner factors | Peer teaching, microteaching, classroom observation, classroom discussion | Observation report, final project |
| 2d | Develop and apply principled assessment procedures | Directed reading, classroom discussion, lectures | Examination, mid test, final test |
| 2e | Use Information and Communication Technology effectively and creatively in designing and implementing lesson plans | Classroom discussion, lectures | Examination, final project |
| 2f | Identify problems in ELT and provide solutions through reflective practice and research | Directed reading, classroom observation, presentation | Undergraduate research proposal, quizzes, mid test |
| PLO 3 | Intrapersonal and Interpersonal Knowledge and Skills |
| 3a | Demonstrate attitudes reflecting inclusivism, objectivity, and non-discriminating practices | Classroom discussion | Observation reports |
| 3b | Demonstrate good morality and behavior | Group assignment, classroom discussion | Reports and Survey |
| 3c | Realize the principles of work ethics covering discipline, responsibility, self-esteem and self-confidence, and teamwork | Classroom discussion, group discussion,  | Reports |
| 3d | Show effective communicative competence in social interpersonal as well as academic contexts | Classroom discussion, group discussion, project, presentation | Discussion report, presentation |
| 3e | Demonstrate creative thinking and innovation in social and academic lives | Group discussion, individual project, presentation, tutorial | Students’ proposal, reports |
| 3f | Demonstrate independent and continuous learning habits to develop knowledge and skills in ELT responsive to global advancement | Classroom discussion, group discussion, project, tutorial | Observation reports |

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| 13. | Classification of Courses |
| Classification | Credit Hours | Percentage |
| 1. University-level Courses
 | 18 | 12,3% |
| 1. Faculty-level Courses
 | 2 | 1,37% |
| 1. Program Core Courses
* English Language Skills
* English Language and Literature
* English Language Teaching
* Research Courses
* Internship in ELT
 | 641814144 | 43,8%39,1%9,5%9,5%2,7% |
| 1. Program Elective Courses
 | 12 | 8,2% |
| Total | 146 | 100 |
| 14. | Programme Structure |

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| **YEAR 1** |
| Semester 1 | Semester 2 |
| Code | Courses | Credit Hours | Code | Courses | Credit Hours |
| GIGB601 | Intensive Course | 12 | GIGB602 | Basic Listening  | 2 |
| UMPK601UMPK602UMPK603UMPK604UMPK605 | Islam EducationProtestant EducationCatholic EducationHindu EducationBuddhist Education | 2 | GIGB605 | Speaking for Informal Interactions | 2 |
| UMPK606 | *Pancasila* Education | 2 | GIGB608 | Basic Reading  | 4 |
| UMKK601 | Introduction to Education | 3 | GIGB611 | Paragraph Writing | 4 |
| UMKK602 | Learner Development | 3 | GIGB614 | Basic English Grammar | 4 |
|  |  |  | UMKK603 | Learning and Teaching | 4 |
|  |  |  | UMPK607 | Civics Education | 2 |
| TOTAL CREDIT HOURS | 22 | TOTAL CREDIT HOURS | 22 |

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| **YEAR 2** |
| Semester 3 | Semester 4 |
| Code | Courses | Credit Hours | Code | Courses | Credit Hours |
| GIGB603 | Intermediate Listening  | 2 | GIGB604 | Advanced Listening  | 2 |
| GIGB606 | Speaking for Formal Interactions | 2 | GIGB607 | Speaking for Academic Purposes | 2 |
| GIGB609 | Intermediate Reading  | 4 | GIGB610 | Advanced Reading  | 4 |
| GIGB612 | Essay Writing | 4 | GIGB613 | Argumentative Writing | 4 |
| GIGB615 | Intermediate English Grammar  | 4 | GIGB616 | Advanced English Grammar | 4 |
| GIGB617 | Extensive Reading: Folk and Fairy Tales | 2 | PIGK601 | Extensive Reading: Short Stories and Abridged Novels | 2 |
| GIGB618 | Introduction to Linguistics | 2 | PIGK603 | English Curriculum | 4 |
| GIGB622 | Introduction to Literature | 2 | GIGB627 | Introduction to Research Methods | 2 |
| TOTAL CREDIT HOURS | 22 | TOTAL CREDIT HOURS | 22 |

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| **YEAR 3** |
| Semester 5 | Semester 6 |
| Code | Courses | Credit Hours | Code | Courses | Credit Hours |
| PIGK602 | Extensive Reading: Novels and Periodicals | 2 | GIGB621 | English Syntax | 2 |
| GIGB619 | English Phonology | 2 | GIGB624 | Basic Analysis of Prose | 2 |
| GIGB620 | English Morphology | 2 | GIGB625 | Basic Analysis of Drama | 2 |
| GIGB623 | Basic Analysis of Poetry | 2 | GIGB626 | Cross Cultural Understanding | 2 |
| PIGK604 | Teaching English as a Foreign Language (TEFL) | 4 | PIGK610 | Thesis Proposal Seminar in ELT | 2 |
| PIGK605 | Language Learning Assessment | 2 | PIGK606 | Language Assessment Development | 2 |
| PIGK608 | Research Statistics | 2 | PIGK607 | Coursebook Evaluation | 2 |
| PIGK609 | Research Methods in ELT | 2 | FSAS601 | Introduction to Philosophy of Science  | 2 |
| UMPK608 | Indonesian for Scientific Purposes | 2 |  | Elective Courses | 6 |
|  | Elective Courses | (2)2 |  |  |  |
| TOTAL CREDIT HOURS | 22 | TOTAL CREDIT HOURS | 22 |

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| **YEAR 4** |
| Semester 7 | Semester 8 |
| Code | Courses | Credit Hours | Code | Courses | Credit Hours |
| UKPL601 | Internship in ELT (*PPL Keguruan*) | 4 | PIGK690 | Sarjana Thesis | 6 |
| PIGK690 | Sarjana Thesis in ELT | 6 |  | Elective Courses | 4 |
|  | Elective Courses | (4) |  |  |  |
| TOTAL CREDIT HOURS | 14 | TOTAL CREDIT HOURS | 10 |

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| 15. | A Matrix of Programme Learning Outcomes to Courses  |

1. Required Courses

| **Code** | **Courses** | **PLO 1** | **PLO 2** | **PLO 3** |
| --- | --- | --- | --- | --- |
| 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | 3a | 3b | 3c | 3d | 3e | 3f |
| Semester 1 |
| GIGB601 | Intensive Course | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMPK601UMPK602UMPK603UMPK604UMPK605 | Islam EducationProtestant EducationCatholic EducationHindu EducationBuddhist Education |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMPK606 | *Pancasila* Education |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMKK601 | Introduction to Education |  |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMKK602 | Learner Development |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Semester 2 |
| GIGB602 | Basic Listening (Literal Listening, 2012) | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB605 | Speaking for Informal Interactions |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB608 | Basic Reading (Literal Reading, 2012) |  |  | ✓ |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB611 | Paragraph Writing |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB614 | Basic English Grammar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMKK603 | Learning and Teaching |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMPK607 | Civics Education |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Semester 3 |
| GIGB603 | Intermediate Listening (Interpretive Listening, 2012) | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB606 | Speaking for Formal Interactions |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB609 | Intermediate Reading (Interpretive and Affective Reading, 2012) |  |  | ✓ |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB612 | Essay Writing |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB615 | Intermediate English Grammar (Complex English Grammar, 2012) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB617 | Extensive Reading: Folk and Fairy Tales |  |  | ✓ |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB618 | Introduction to Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB622 | Introduction to Literature | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
| Semester 4 |
| GIGB604 | Advanced Listening (Critical Listening, 2012) | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB607 | Speaking for Academic Purposes |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB610 | Advanced Reading (Critical Reading, 2012) |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB613 | Argumentative Writing |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB616 | Advanced English Grammar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK601 | Extensive Reading: Short Stories and Abridged Novels |  |  | ✓ |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK603 | English Curriculum |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB627 | Introduction to Research Methods |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Semester 5 |
| PIGK602 | Extensive Reading: Novels and Periodicals |  |  | ✓ |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB619 | English Phonology | ✓ |  |  |  | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB620 | English Morphology |  |  |  |  | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB623 | Basic Analysis of Poetry |  |  |  |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK604 | Teaching English as a Foreign Language (TEFL) |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK605 | Language Learning Assessment |  |  |  |  |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK608 | Research Statistics |  |  |  |  |  |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK609 | Research Methods in ELT |  |  | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UMPK608 | Indonesian for Scientific Purposes |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Elective Courses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Semester 6 |
| GIGB621 | English Syntax |  |  | ✓ | ✓ | ✓ |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB624 | Basic Analysis of Prose |  |  | ✓ |  |  | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB625 | Basic Analysis of Drama | ✓ |  | ✓ |  |  | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB626 | Cross Cultural Understanding |  |  |  |  |  |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK610 | Thesis Proposal Seminar in ELT |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK606 | Language Assessment Development |  |  |  |  |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK607 | Coursebook Evaluation |  |  | ✓ |  |  |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| FSAS601 | Introduction to Philosophy of Science (Philosophy of Science, 2012) |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Elective Courses |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Semester 7 |
| UKPL601 | Internship in ELT (*PPL Keguruan*) |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PIGK690 | Sarjana Thesis in ELT |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Elective Courses |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Semester 8 |
| PIGK690 | Sarjana Thesis |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | Elective Courses |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

1. Elective Courses

| **Code** | **Courses** | **PLO 1** | **PLO 2** | **PLO 3** |
| --- | --- | --- | --- | --- |
| 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c | 2d | 2e | 2f | 3a | 3b | 3c | 3d | 3e | 3f |
| NIGN601 | Introduction to Philosophy of Language |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| NIGN602 | Pragmatics |  |  |  |  | ✓ |  |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| NIGN603 | Semantics |  |  |  |  | ✓ | ✓ |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| NIGN604 | Sociolionguistics |  |  |  |  | ✓ |  |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| NIGN605 | Trends and Issues in Linguistics |  |  |  |  | ✓ |  |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| NIGN608 | Translation I |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| NIGN609 | Translation II |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB628 | English for Specific Purposes (ESP)  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB629 | English for Young Learners (EYL) |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB630 | Instructional Media and Activities in Language Teaching (IMALT) |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB631 | Introduction to Computer Assisted Language Learning (ICALL) (new, since 2013) |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB632 | Instructional Materials Development |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB633 | Classroom Management |  |  |  |  |  |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB634 | Gender and ELT |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB635 | Discourse Analysis |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB636 | Applied Linguistics |  |  |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB637 | Stylistics |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB638 | Semiotics |  |  |  |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB639 | Ethnolinguistics |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB640 | Psycholinguistics |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB642 | History of English Language |  |  | ✓ |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB641 | Topics in Linguistics | ✓ |  | ✓ |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GIGB643 | Gender and Language | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB644 | Advanced Analysis of Poetry | ✓ |  | ✓ |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB645 | Advanced Analysis of Prose |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB646 | Advanced Analysis of Drama | ✓ | ✓ | ✓ |  |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB647 | British/American/Australian Studies | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB648 | Asian Studies | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB649 | Comparative Literary Study |  | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB650 | Post-colonial Studies | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB651 | Film Studies | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB652 | Greek Mythologies |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB653 | Deconstruction |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB654 | Gender and Literature | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB655 | Introduction to Business English | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB656 | Journalism | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB657 | Editing |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB658 | Blog Writing |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB659 | Translation & Interpretation |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB660 | Literary Translation |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GIGB661 | Creative Writing |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

 **Key:**

**Program Learning Outcomes (PLO)**

The revised ELO of the B. A. in ELT study program of UM is as follows.

**1. Professional Knowledge and Skills**

* 1. Analyze and evaluate ideas in various types of spoken English texts;
	2. Communicate ideas effectively and appropriately in spoken forms both in formal and informal situations
	3. Analyze and evaluate ideas in various types of written English texts
	4. Communicate ideas effectively and appropriately in written forms both in academic and non-academic contexts
	5. Apply the knowledge of the basic concepts of linguistics for the teaching of English
	6. Apply the knowledge of the basic concepts of literature for the teaching of English

**2. Pedagogical Knowledge and Skills**

1. Design and implement lesson plans in the classroom settings that reflect sound pedagogical principles on autonomous and lifelong learning, effective and joyful learning, and SLA
2. Select and adapt instructional materials appropriate and relevant to the learners’ characteristics (physical, psychological, moral, spiritual, and socio-cultural background) in various teaching contexts
3. Apply the principled learning strategies and classroom management by considering learner factors
4. Develop and apply principled assessment procedures
5. Use Information and Communication Technology effectively and creatively in designing and implementing lesson plans
6. Identify problems in ELT and provide solutions through reflective practice and research

**3. Intrapersonal and Interpersonal Knowledge and Skills**

* 1. Demonstrate attitudes reflecting inclusivism, objectivity, and non discriminating practices
	2. Demonstrate good morality and behavior
	3. Realize the principles of work ethics covering discipline, responsibility, self-esteem and self-confidence, and teamwork
	4. Show effective communicative competence in social interpersonal as well as academic contexts
	5. Demonstrate creative thinking and innovation in social and academic lives
	6. Demonstrate independent and continuous learning habits to develop knowledge and skills in ELT

**Colored Highlights**

* Blue highlights represent ELO of the first category that have been addressed in certain courses.
* Red highlights represent ELO of the second category that have been addressed in certain courses.
* Yellow highlights represent ELO that have not been addressed in the course description of certain courses but are actually relevant to the courses. The parts that are highlighted yellow are expected to be one of the bases for the review and revision of course outlines in the program.

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| 16. | Internship Program |

The internship program in ELT aims to develop students’ competence in teaching and other professional tasks by providing them with practical experience in the field through an internship program in schools. The course consists of two main parts. Firstly, before going to the field, the students are required to attend a two-week KPL I (*Kajian and Praktik* Lapangan) that is held at campus. In the KPL I, the students conduct peer teaching and follow some sessions with lecturers and/or cooperating teachers from schools, where they discuss materials such as school administration and management, teacher tasks, curriculum content, basic skills of teaching, lesson study, students’ guidance, and evaluation of students’ learning. The internship at school (KPL II) which is carried out afterwards, lasts 12 weeks and includes the following activities: school and classroom observations, lesson planning, practice teaching, and report writing, The reports concern three subjects, i.e. school management, students guidance and counseling service, and lesson study implementation.

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| 17. | Career Prospects |

Graduates of the programme are qualified to work as English teachers in formal and non-formal educational institutions at primary and secondary levels. Potential graduates can also continue their study to master’s and doctorate levels to further advance their career and professional development.

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| 18 | Regulation of Assessment and Academic Standards |

1. Course assessments: quizzes, assignments, mid test and final test and projects.
2. Students’ grades are determined on the basis of teachers’ assessment, peer assessment, and self-assessment.
3. Students should achieve at least 80% attendance to sit for final examination.
4. Summary of grades and marks for B.A. in ELT Degree

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| A = 85 – 100A- = 80 – 84B+ = 75 – 79 | B = 70 – 74B- = 60 – 64C+ = 60 – 64 | C = 55 – 59D = 40 – 54 |

1. The department may grant outstanding graduates in the form of certificates stating “Bachelor of Education with Honors” co-signed by the Head of The Department of English and the Dean of Faculty of Letters. The types of the award are classified based on achievement, and are specified as follows.

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|  Type of B.A. (Hons.) | GPA |
| B.A. (Hons.) – First Class | 3.91 – 4.00 |
| B.A. (Hons.) – Second Class A | 3.81 – 3.90 |
| B.A. (Hons.) – Second Class B | 3.71 – 3.80 |
| B.A. (Hons.) | 3.50 – 3.70 |

1. Requirements for the Award of B.ED (Hons.) from the Department of English are as follows:
2. The student can complete his/her thesis in one or two semesters, commencing in the seventh semester.
3. The student can finish the draft of a research article based on the thesis in one or two semesters, commencing in the seventh semester.
4. The article draft referred to in point (b) above should be deemed “publishable” in a national/international refereed journal by the advisors and an interim reviewer appointed by the Department Head.
5. The given thesis is rated A by the Board of Examiners.
6. The student’s GPA is at minimum 3.50 at the time of *Judicium*.

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| 19 | Methods for Evaluation and Improving the Quality and Standards of Teaching and Learning  |

1. Review of the curriculum and outcome standard by the Curriculum Development Taskforce of the Department of English
2. Questionnaires and feedback on the teaching and learning process of a course completed by students after each semester
3. Assignment of academic advisors to groups of students to provide advice and guidance, and monitor the students’ academic development
4. Staff appraisal system and institutional staff development courses

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| 20 | Facilities Available  |

The Department of English is supported with the following facilities:

**Library**

The Departmental Library is home to: reference books, course books, textbooks on language teaching theories and methodology, linguistics and literature, and multimedia (CDs, DVDs, and e-books). For the enrichment and fulfillment of the (co)curricular needs of the Department, the library collection also includes international and national journals and periodicals, popular references, and other popular science materials. The Departmental Library is also supported with and connected to the Faculty Library and the University Library which provide various primary references such as Undergraduate Theses, Master’s Theses, Doctoral Dissertations, international and national journals and periodicals, and textbooks, as well as secondary references (scientific and recreational).

**Language Laboratory**

For teaching and learning activities, the Department has access to three language laboratories under the management of the Faculty of Letters. These laboratories are equipped with facilities such as computers, LCD projectors, TV monitors, etc. The language laboratories are located in the building complexes D (D7.104), E (E6.107) and building G.

**English Self Access Center (ESAC)**

 The facilities for ESAC were developed through the scheme of SEMI-QUE grants which the Department won in 2003-2004 for the purposes of instilling reflective independent learning habits in students without being dependent on the presence of course facilitators and classroom routine activities. ESAC is equipped with an audio-computer room, reading room, TV/Media room, Speaking Corner, and toilets. To maximize learning, ESAC is artistically designed, providing comfort with a carpeted floor and air-conditioned rooms.

ESAC provides learning resources and facilities, both electronic and non-electronic, such as textbooks, modules on language skills training, literary works of various genres, learning CDs/VCDs/DVDs, e-books, foreign movies of various genres, international TV channels, internet, computers, VCD/DVD players, and a photocopy machine. These resources and facilities are aimed at providing various, continuous, and appropriate learning exposure to cater for the students’ individual needs.

ESAC has also started to provide programs on increased quality services for the purposes of independent learning for students of the University. Among the services are (1) the development of electronic and non-electronic learning materials for Reading, Writing, Speaking and Listening, tests, Grammar, Vocabulary, and EAP (English for Academic Purposes) for students of the English Department and other departments, and (2) competitions for English competences such as debating, news reporting, speech, script writing, creative writing, and subtitling for students.

The English Department (through the English Language Teaching Program) won a three year *PHK-I* grant for the years 2008 to 2010. One of the sub-activities of *PHK-I* was the development and expansion of ESAC with three main foci: (1) upgrade of facilities in the form of building a gallery, conference room, recording/film studio, Multimedia Production Unit (MPU), and Teacher Resource Unit (TRU); (2) developing a database of services and an independent learning system; and (3) the development of independent learning materials. The development of these units is aimed at increasing the quality and varieties of services that ESAC offers to the community, both internal and external to the University.

***Conference Room***

 This facility was developed with the support of the *PHK-I* grant (2009), and is aimed at improving the quality of teaching-learning processes, with a particular focus on speaking skills, especially those within the setting of formal/work situations. This room is equipped with a language laboratory and computer facilities to record/replay the teaching-learning situations as data for further analysis, and/or feedback for the improvement of the teaching-learning processes. This facility is accessible to ESAC users for independent learning.

***Cultural Gallery***

 The gallery is a new facility developed by the Department with the *PHK-I* grant (2009). This facility was designed with multiple functions: as an exhibition room for English background products/cultural icons; as a room for discussion or independent learning (individual and group learning); as an ESAC competition venue; as an information source for academic/job vacancies; and as a reference expo conducted by ESAC and/or in conjunction with other parties (such as other institutions’ SACs, publishers, or book stores).

***Media Production Unit* (MPU)**

 The MPU is also an outcome of the *PHK-I* grant. It was completed in 2008 and since then it has been used for the practice of producing various kinds of media: audio, visual, and audio visual. This facility was designed to fulfill two main functions: as a support facility of the Department for the production of ICT-based instructional media, and as a public service unit, especially for English teachers who aspire to improve their competence in producing various kinds of instructional media.

***Studio***

 The recording and film studio is one of the facilities of the MPU supported with ICT such as an AppleMac computer, editing software, camera, lighting set, picture and sound mixer, and other software/hardware used for the production of audio-visual media encompassing role-play, (short) film/drama, news report, editing, subtitling, and/or distance learning. This unit can be utilized in conjunction with other units in the Department/Faculty such as the TRU, micro-teaching laboratory, and Drama Laboratory for different kinds of media production.

***Teacher Resources Unit* (TRU)**

 The TRU was built with the *PHK-I* grant for the second year (2009). This unit was designed as an independent learning venue (similar to SAC) for teachers, and is equipped with computers and reference works. Apart from being a support facility for the teaching-learning activities in the Department, this facility was also designed as a public service unit, with the primary function being to quench English teachers’ thirst for knowledge.

**Teaching Development Unit (TDU)**

 The TDU facility was developed with the *PHK-I* grant for the year 2009. This unit is furnished with a micro-teaching observation room. Services in this unit are integrated with the TRU and MPU. Its main function is to develop research and educational networks through various activities such as workshops, training, facilitation and guidance (in the form of training packages developed by the Department), as well as non-formal discussions among teachers, between teachers and students, and between teachers and faculty members. The mutual networking atmosphere is aimed at exposing students to information, needs, and the first-hand experiences of employed teachers; improving the pedagogical competences of the teachers; and direct data/information from the agents/consumers to the Department as a source/basis for needs analysis for the purposes of curriculum review/revision, the development of programs, and the like.

**Micro-teaching Laboratory**

 This unit is a complement to TDU, with the function of developing pedagogical competences, particularly, the teaching competence. Besides ICT and multimedia facilities such as computers, printers, TV monitors, and DVD players, this unit is also equipped with CCTV to record the classroom/teaching-learning activities so as to enable the users to access and re-access the data at any time as the need arises.

Date Amended : March 6, 2016