

**CURRICULUM of FREEDOM TO LEARN-INDEPENDENT CAMPUS
2020**

**Undergraduate English Education Study Program
Department of English Language and Literature
Faculty of Languages and Arts**



**MINISTRY OF EDUCATION, CULTURE, RESEARCH AND HIGHER EDUCATION
UNIVERSITAS NEGERI SURABAYA
2020**

**ENGLISH EDUCATION STUDY PROGRAM CURRICULUM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA**

A. STUDY PROGRAM IDENTITY

1. University	:	Surabaya State University
2. Learning Process Executor		
a. Faculty	:	Language and Arts
b. Major	:	English Language and Literature
c. Study program	:	English language education
3. BAN-PT Accreditation		
a. Number	:	4142/SK/BAN-PT/Akred/S/X/2017, October 31, 2017
b. Accreditation Rating	:	A
4. Study Program Graduate Degree	:	Bachelor of Education
5. Number of students	:	401
6. Number of Lecturers	:	27
7. Office Address	:	T4 Building Lt. 2 Unesa Lidah Wetan Campus Surabaya
8. Phone	:	(031) 7532192
9. Web products	:	http://s1pbing.fbs.unesa.ac.id/

B. CURRICULUM BASIS

1. University value

The vision of Universitas Negeri Surabaya (Unesa) is: "Excellence in Strong Education in Science". In the vision of Unesa, excellence means that Unesa has very high academic quality, dignity, and moral quality at the national and international levels in the field of education so that it can become a reference in the field of education. The substance of the Unesa Mission Formulation in the Unesa Development Master Plan 2011-2035 are: Tridarma of Higher Education and Governance. Unesa has implemented autonomous, accountable, and transparent higher education governance for quality assurance and continuous quality improvement. In the field of education, Unesa's mission is to organize learner-centred education and learning by using an effective learning approach, and optimizing the use of technology. In the field of research, Unesa's mission is to carry out research in education, natural sciences, socio-cultural sciences, arts, and/or sports, and the development of technology whose findings are beneficial for the development of science and the welfare of society. In the field of Community Service, Unesa's mission is to disseminate science, technology, arts, culture and sports, as well as research results through community service that is oriented towards empowering and civilizing the community. Unesa has the motto "Growing With Character", which means to bring Unesa to be a university that excels in strong education in science based on faith, intelligence, independence, honesty, caring, and

resilience. This vision, mission and motto of Unesa are the basis for the university values curriculum development for the English Education S1 study program.

2. Philosophical Foundation

Merdeka Belajar-Kampus Merdeka (Freedom to Learn-Independent Campus) relies on the philosophical principles of progressivism education. Education that emphasizes meeting the needs and interests of students through learning to build life experiences (Noddings, 2008). Freedom to Learning-Independent Campus provides freedom and encourages students' natural development and growth through learning activities that foster initiative, creativity and self-expression. Freedom to Learning-Independent Campus is a learning process which gives freedom that leads to support the students' existence globally.

Freedom to Learn-Independent Campus is based on the principle of heutagogical learning. Learning that places students in charge of what they learn and when to learn, and provides a framework for students to be responsible for being more advanced and adaptable to the potential of the environment, science, and technology. Learning that sees the future of students who know how to acquire skills, competencies, and to make innovations in accordance with changing times and their environment (Danim, 2010).

Active and proactive learning that develops students' ability to serve themselves as the main agent of learning that occurs as a result of personal experience (Hase, 2007). Freedom to Learning-Independent Campus is learning that develops maturity, autonomy, and independence of students (Canning & Callan, 2010). Students as subjects who are free and independent to determine the direction of their lives develop optimally in an atmosphere full of love, an understanding heart and effective personal relationships (Arbayah, 2013). Freedom to Learning-Independent Campus as self-determined learning and self-regulated learning.

Freedom to Learn-Independent Campus is based on constructivist learning theory. Learning gives students the freedom to actively construct their own knowledge through social processes and real-life contexts (Bruning, Schraw, Norby, & Ronning, 2004). In addition, Freedom to Learning-Independent Campus relies on self-determined and regulated learning, students are accustomed to making choices and monitoring their own learning outcomes. Merdeka Learning Campus Merdeka means learning can be carried out on campus and off campus, providing learning opportunities in a variety of relevant contexts.

Thus, Freedom to Learn-Independent Campus is one of the essential embodiments of student-centered learning. Learning in Freedom to Learning-Independent Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

3. Sociological Foundation

Freedom to Learn-Independent Campus is one of the policies issued by the Minister of Education and Culture. One of the programs of the policy is the right to learn for three semesters outside of the study program. The program was created as a form of legal basis at the higher education level to improve the quality of learning and the quality of graduates. To create quality graduates who are ready to compete in the world of work which is full of challenges and changes in social, cultural and technological; then students must be prepared to become competent individuals and ready to adapt in accordance with the developments and needs of the times. Universities must design and implement innovative and creative learning processes so that students are able to complete learning that includes aspects of attitudes, knowledge, and skills.

The policy of Freedom to Learn-Independent Campus at Unesa is autonomous and flexible so that a learning culture that is less restrictive and more in line with the needs of students can be created. The right to study three semesters outside the study program means that students are given the freedom to take credits outside the study program. The three semesters are in the form of 1 semester of opportunity to take courses outside the study program and 2 semesters of carrying out learning activities outside of tertiary institutions. The forms of learning activities

outside of tertiary institutions are by conducting internships or work practices in industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/projects. independent, and participate in humanitarian programs. During the implementation process, the lecturer will provide guidance to students.

With the enactment of the Freedom to Learn-Independent Campus at Unesa, it is expected to be able to provide student experience to become graduates who are ready to work or create new jobs. To be able to implement the ideas of the Independent Learning-Independent Campus into the 2020 Unesa Curriculum, a Guide to the Development and Implementation of the Independent Learning-Independent Campus 2020 Curriculum is needed, hereinafter referred to as the 2020 Unesa MBKM Curriculum.

4. Historical Platform

Since 2014 Unesa has gradually developed and implemented the KKNi and SNPT-based Study Program Curriculum. Based on the development of digital literacy, disaster response, anti-radicalism, and the importance of physical education and fitness for prospective graduates at Unesa, based on the Unesa Chancellor's Decree Number 896/UN38/HK/KR/2019, the study program revised the curriculum. Given that the study program curriculum at Unesa has been in effect for five to six years, it is time to evaluate the curriculum and develop a new curriculum. The development of the new Unesa curriculum was also due to the dynamics of thinking to serve students according to their interests in various contexts of the learning environment, which was initiated by the Ministry of Education and Culture (2020) in the form of Freedom to Learn-Independent Campus.

5. Legal Foundation

- a. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
- b. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
- c. Law Number 6 of 2014, concerning Villages
- d. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education.
- e. Government Regulation Number 8 of 2012 concerning Indonesia's National Qualifications Framework.
- f. Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education.
- g. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priorities for Development of Village Funds in 2020.
- h. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations.
- i. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Development and Empowerment of Village Communities.
- j. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance.
- k. Unesa Chancellor's Decree Number 896/UN38/HK/KR/2019 concerning Determination of the Guidebook for Adding Content and Institutional Personality Development Courses in the Surabaya State University Curriculum
12. Regulation of the Chancellor of the State University of Surabaya Number 10 of 2019 concerning the awarding of Academic Awards to Outstanding Students of the State University of Surabaya.

C. VISION, MISSION, OBJECTIVE, STRATEGY

1. Vision

A study program that excels in English education and is strong in English language knowledge and is proactive in global developments in English education while still upholding local wisdom by 2025

2. Mission

1. Organizing education to produce prospective English language educators who are professional, independent, adaptive, creative, innovative to the changing times based on local wisdom.
2. Carry out research to develop and improve the quality of learning.
3. Carry out community service in the field of learning English.
4. Implementing a transparent, credible and accountable study program management.
5. Establish cooperation and increase social responsibility to the community.

3. Purpose

1. Producing prospective English educators who are professional, independent, adaptive, creative, innovative to the world change based on local wisdom.
2. The implementation of research in the field of English Education that is relevant to the development of current and applicable English learning.
3. Implementation of community service in the field of English Language Education which is up-to-date and applicable as a form of social responsibility to the community.
4. Implementation of transparent, credible and accountable study program management
5. Establish cooperation with educational institutions and other relevant institutions both domestically and abroad in a sustainable manner.

4. Strategy for Achievement of Goals

The strategy for achieving the study program goals is illustrated in the following table:

Purpose	Achievement strategy			
	2020	2021	2022	2023
1. Producing prospective English educators who are professional, independent, adaptive, creative, innovative to the changing times based on local wisdom.	Increase the number of lecturers with doctoral education as many as 5 people	Increase the number of lecturers with doctoral education as many as 10 people	Increase the number of lecturers with doctoral education as many as 15 people	Increase the number of lecturers with doctoral education as many as 20 people
2. The implementation of research in the field of English Language Education that is relevant to the development of up-to-date and applicable	Increase lecturer research funding to 7.5 million per person	Increase lecturer research funding to 10 million per person	Increase lecturer research funding to 12.5 million per person	Increase lecturer research funding to 15 million per person

English teaching and learning.				
3. Implementation of community service in the field of English Language Education which is up-to-date and applicable as a form of social responsibility to the community.	Adding lecturer service funding to 5 million per person	Increase lecturer service funding to 7.5 million per person	Adding lecturer service funding to 10 million per person	Adding lecturer service funding to 12.5 million per person
4. Implementation of transparent, credible and accountable study program management	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 30%	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 50%	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 70%	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 90%
5. The establishment of cooperation with educational institutions and other relevant institutions both domestically and abroad in a sustainable manner.	Increase cooperation with domestic / foreign educational institutions 5 and non-educational institutions 2	Adding cooperation with educational institutions at home / abroad 8 and non-educational institutions 4	Increase cooperation with domestic / foreign educational institutions 12 and non-educational institutions 6	Increase collaboration with 15 domestic / foreign educational institutions and 8 non-educational institutions

D. CURRICULUM EVALUATION & TRACER STUDY

1. Curriculum Evaluation

Since getting *BAN-PT* accreditation in 2017, the English Language Education Undergraduate Study Program has carried out a review and renewal of the study program curriculum. Starting in 2015, the study program carried out curriculum updates with reference to the KKNI, so it was called the KKNI Curriculum (no year) which was applied since 2016. After 2 years of implementation, an evaluation of the curriculum was held. The evaluation results found that there are too many additional graduate profiles, such as materials writers, translators, and English test developers. Therefore, the Curriculum team simplifies the profile of these additional graduates into edupreneurs, which means entrepreneurs in the field of education (which include materials writers, translators, and English test developers).

The Freedom to Learn-Independent Campus policy (*MBKM*) set by the Minister of Education and Culture is intended to rearrange learning activities in higher education so that campuses are able to equip students to become strong individuals who are responsive to rapidly changing world challenges. One thing that is underlined in this policy is that learning activities are not limited in their home study program, but can also be taken outside the study program within

the same university, or even in other campuses, in business and industry, in rural areas, or other real world.

This is in line with *Permendikbud* Number 3 of 2020 which provides 3 semesters for students to learn outside their home study program. Students are given the freedom to study for 1 semester or the equivalent of 20 credits in other study programs around their campus, and for 2 semesters or the equivalent of 40 credits, they are engaged in learning activities in study programs at other universities, and/or learning activities outside the campus, such as in rural areas, companies, industry, workplaces/workshops, research centers, service centers, and in the real community.

Based on this policy, the curriculum development team for the English Education Study Program was asked to update the curriculum in accordance with the MBKM policy which will apply retroactively to the class of 2019. This curriculum will be in line with the 2020 curriculum. Freedom to Learn-Independent Campus 2020 of English Language Education Study Program is structured based on the basic framework the curriculum structure determined from the results of the formulation of the academic field meeting, in this case the Vice Rector 1 together with the Vice Dean 1 from each faculty, as well as several related parties.

The 2020 curriculum has gone through the stages of drafting (April-May 2020), internal review (June 2020) and sanctioning by experts from UM (Prof. Ali Saukah, Ph.D.) in July 2020 as well as a public test (with stakeholders and alumni) in August 2020.

2. Tracer Study

Tracer Study team of the study program has conducted a survey of alumni and graduate users. The results of the tracer study in 2020 are depicted in Diagram 1 below.



Diagram 1 Types of Institutions Where Alumni Work

Based on the diagram above, alumni of the S1 English Education Study Program get jobs in several types of companies/agencies/institutions including those working in Government Agencies (including State-Owned Enterprises) as much as 1%, in non-profit organizations/NGOs as much as 0%, working in private companies as much as 2%, become entrepreneurs as much as 2%, and work in other fields as much as 0%. This shows that the majority of alumni work in private companies and in entrepreneurship. However, there are only relatively few alumni who work in SOEs.

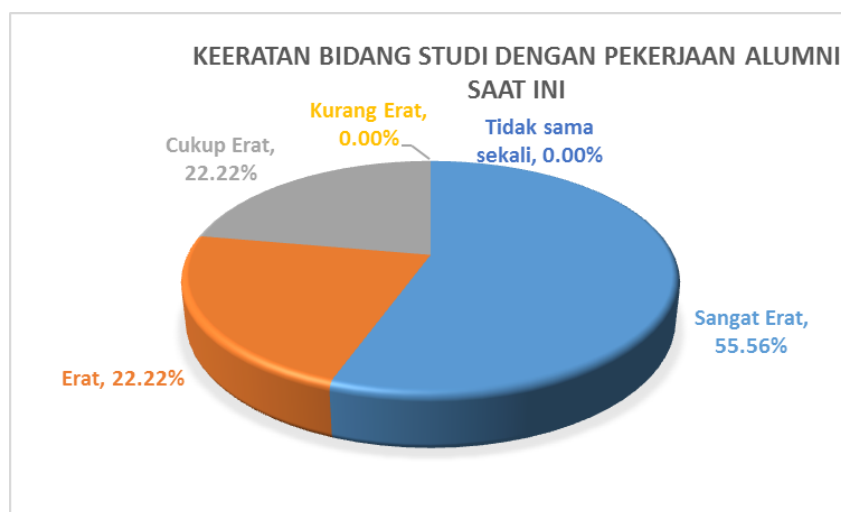


Diagram 2 . The relevance of the field of study with the current work of alumni

Diagram 2 above shows the results of the analysis of the relevance between the fields of study that have been taken during lectures and the current type of work. As many as 56% of respondents acknowledged that the subjects that had been taken in lectures and the work they were currently doing were very relevant. A total of 22.22% of respondents feel that the fields of study that have been taken in lectures and the work they are currently undergoing is relevant, and 22.22% rate that it was quite relevant. There are no respondents who rate less relevant or not relevant at all. This shows that the majority consider that the relationship between the field of study and the field of work that alumni are currently engaged in is very closely connected.

Based on the results of the Tracer study in 2020 and instruction from the ministry of education to prepare the MBKM Curriculum, the 2020 Curriculum has been developed accordingly and applied retroactively starting from the class of 2019.

E. THE PROFILE OF ENGLISH EDUCATION STUDY PROGRAM GRADUATES

Based on the results of the 2020 tracer study above, the Head of Study Program proposed a letter of assignment for the Curriculum Development Team consisting of Ririn Pusparini, M.Pd., Dr. Oikurema Purwati, Syafiul Anam, Ph.D., Esti Kurniasih, Ph.D. and Retno Wulandari, M.Pd. in April 2020 . The curriculum development team carried out a series of curriculum development activities. The 2020 curriculum has gone through the stages of drafting (April-May 2020), internal review (June 2020) and sanctioning by experts from Universitas Negeri Malang (Prof. Ali Saukah, Ph.D.) in July 2020 as well as a public test (with stakeholders and alumni) in August 2020. It was agreed that the proposal of the development team that the profile of the graduates are prospective educators and ELT program designers who are able to develop and learn lifelong, ethical, adaptive, creative, and innovative was agreed upon by the Study Program. Finally, a graduate profile formulation was produced as follows:

1. The Main Profile

Prospective educators in ELT field who are able to use competence and scientific mastery of language learning to plan, implement and evaluate English language learning activities effectively and comprehensively and have lifelong learning abilities that are ethical, adaptive, creative, innovative and responsible in carrying out their profession.

2. The Additional Profile

ELT Program designers who are able to use competence and scientific mastery of language learning to create English language learning programs that have the ability to develop and have lifelong learning, be ethical, adaptive, creative, innovative and responsible in carrying out their profession.

F. LEARNING ACHIEVEMENTS OF STUDY PROGRAM GRADUATES

Based on the formulation of the graduate profile, the curriculum team determines the learning outcomes of the study program graduates based on government regulations of Indonesian National Competence Framework and the Learning Outcomes formulation agreed upon by the association of English education study programs throughout Indonesia. The two documents are used as the basis for formulating the following study program learning outcomes, which consist of the following knowledge, special skills, general skills, and attitudes:

KNOWLEDGE	
PLO 1	Demonstrating oral and written competences which are equivalent to CEFR level B2 .
PLO 2	Demonstrating good understanding of the concept of learning English from a national and global perspective .
SPECIAL SKILL	
PLO 3	Applying applied linguistic concepts in English Learning and Teaching.
PLO 4	Planning, implementing and evaluating English Learning and Teaching effectively and creatively .
PLO 5	Conducting research and assessment of English Learning and Teaching.
PLO 6	Creating products related to English Learning and Teaching .
GENERAL SKILLS	
PLO 7	Applying critical thinking and analytical skills to solve English Learning and Teaching problems
PLO 8	Demonstrating written, visual and oral presentation skills to communicate knowledge related to English
PLO 9	Participating in lifelong learning, career development activities and keeping up with technology
PLO 10	Demonstrating leadership, collaboration and adaptability skills.
ATTITUDE	
PLO 11	Demonstrating awareness of values, ethics, norms and responsibilities that are related to academic behavior.
PLO 12	Realizing the character of "Faith, Smart, Independent, Honest, Caring and Tough" and discipline.

The relationship between the Graduate Profile and Learning Outcomes of study program graduates can be seen from the following table.

Profile	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
Prospective educators in ELT	V	V	V	V	V		V	V	V	V	V	V
ELT Program Designer	V	V		V		V	V		V	V	V	V

G. BODY OF KNOWLEDGE ENGLISH EDUCATION STUDY

From the formulation of the graduate profile and CPL, the curriculum development team for the English Education Study Program can determine the body of knowledge of the English Education Study Program, including:

1. Language skills: Listening, Speaking, Reading, Writing skills
2. Language components: grammar, pronunciation, vocabulary
3. Language pedagogy/methodology
4. Applied linguistics
5. Educational research methodology

H. DETERMINATION OF STUDY MATERIALS

From the formulation of the body of knowledge of the study program, the curriculum team can determine the study material for the English education study program. For language skills, according to the PLO, the expected English proficiency is at least B2. This level can be used as the peak ability for Listening, Speaking, Reading, Writing skills and its language components, namely: grammar, pronunciation, vocabulary. At least each of these skills will end with an advanced level. For language pedagogy/methodology, the common names used can be ELT methodology, Curriculum, and Assessment, which are related fields of study. Applied linguistics is a field that includes the application of linguistics and literature in learning English. The Educational research methodology is needed to be able to do research in the ELT/English teaching profession.

Courses are formed based on Learning Outcomes (CPL) which are charged to courses and study materials that are in accordance with the CPL. Its formation can use the following table:

1. Prospective professional educators in ELT need:

STUDY MATERIAL	PEO SUPPORTING COURSES OF PROFESSIONAL EDUCATORS IN ELT
1. English language skills study	<ul style="list-style-type: none"> ● Essential Speaking Skills ● Essential Reading Skills ● Essential Writing Skills ● Listening for General Communication ● Public Speaking ● Active Reading ● Expository and Analytical Writing ● Critical Listening ● Academic Speaking ● Critical Reading ● Argumentative Writing
2. English content study	<ul style="list-style-type: none"> ● Pronunciation Practice ● Introduction to linguistics ● Intro to SFL ● Essential English Grammar ● Functional Grammar
3. Curriculum and syllabus review	<ul style="list-style-type: none"> ● School curriculum ● Syllabus design
4. Study of the development of teaching materials and media	<ul style="list-style-type: none"> ● Educational technology in ELT ● Developing EFL materials ● Digital Literacy ● Games, songs and story telling ● LMS for ELT
5. Study of English teaching methods	<ul style="list-style-type: none"> ● TEYL ● Learning theories

STUDY MATERIAL	PEO SUPPORTING COURSES OF PROFESSIONAL EDUCATORS IN ELT
	<ul style="list-style-type: none"> ● ELT Method ● Microteaching ● PLP
6. Assessment and evaluation study of English learning	<ul style="list-style-type: none"> ● ELT assessment
7. English pedagogy study	<ul style="list-style-type: none"> ● Principles of education ● Classroom Language ● Current issues and Policies in Edu ● SLA
8. Study of English learning research methods.	<ul style="list-style-type: none"> ● ERM ● QQA ● Reading for Research
9. Social and cultural studies	<ul style="list-style-type: none"> ● Intercultural communication ● Intro to lit

2. Designers in ELT require:

STUDY MATERIAL	SUPPORTING COURSES OF PEO D ESAINERS PROGRAM IN ELT
1. English language skills study	<ul style="list-style-type: none"> ● Essential Speaking Skills ● Essential Reading Skills ● Essential Writing Skills ● Listening for General Communication ● Public Speaking ● Active Reading ● Expository and Analytical Writing ● Critical Listening ● Academic Speaking ● Critical Reading ● Argumentative Writing
2. English content study	<ul style="list-style-type: none"> ● Pronunciation Practice ● Introduction to linguistics ● Intro to SFL ● Essential English Grammar ● Functional Grammar ● ESP Vocabulary Building
3. Curriculum and syllabus review	<ul style="list-style-type: none"> ● School curriculum ● Syllabus design ● ESP Program Design ● ESP Course Management
4. Study of the development of teaching materials and media	<ul style="list-style-type: none"> ● Educational technology in ELT ● Developing EFL materials ● ESP Material development ● Games, songs and story telling ● LMS for ELT
5. Study of English teaching methods	<ul style="list-style-type: none"> ● TEYL ● Learning theories ● ESP Teaching Method ● ELT Method
6. Assessment and evaluation study of English learning	<ul style="list-style-type: none"> ● ESP Assessment
7. English pedagogy study	<ul style="list-style-type: none"> ● Current issues and Policies in Edu

STUDY MATERIAL	SUPPORTING COURSES OF PEO D ESAINERS PROGRAM IN ELT
	• SLA

I. CREDIT COURSE LOAD

Determination of the credit course load is done by determining the breadth and depth of the material for each course. Thus, the credits of a course is measured by dividing the weight of the course by the total weight of all courses then multiplied by the total credits that must be taken in one study cycle in the Study Program.

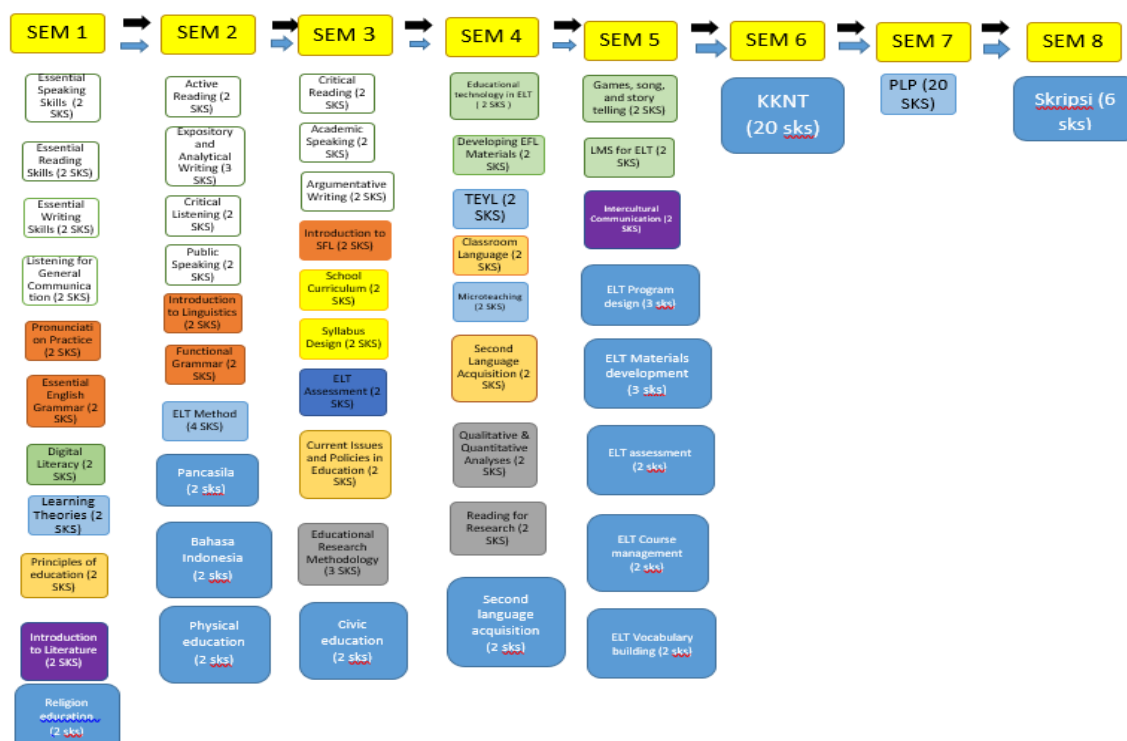
J. S1 (UNDERGRAD) ENGLISH EDUCATION 2020 CURRICULUM COURSES AND LEARNING OUTCOMES OF GRADUATES/PLO

No	Course Name	SKS	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	
			1	2	3	4	5	6	7	8	9	10	11	12
1.	Pendidikan Agama	2											V	V
2.	Essential Writing Skills	2	V							V				
3.	Essential Reading Skills	2	V							V				
4.	Listening for General Communication	2	V											
5.	Essential Speaking Skills	2	V							V				
6.	Essential English Grammar	2	V											
7.	Pronunciation Practice	2	V							V				
8.	Principles of Education	2		V		V								
9.	Learning theories	2		V		V								
10.	Literasi Digital	2								v	V			
11.	Introduction to literature	2			V									
12.	Pendidikan Pancasila	2											v	V
13.	Bahasa Indonesia	2	v								V			
14.	Pendidikan Jasmani dan Kebugaran	2									V			
15.	Expository and Analytical Writing	3	V							V				
16.	Active Reading	2	V											
17.	Critical Listening	2	V											
18.	Public Speaking	2	V							V				
19.	Functional Grammar	2	V											
20.	Introduction to Linguistics	2			V									
21.	ELT Methods	4		V		V								
22.	Pendidikan Kewarganegaraan	2											V	V
23.	Argumentative Writing	2	V							V				
24.	Critical Reading	2	V											

No	Course Name	SKS	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
			1	2	3	4	5	6	7	8	9	10	11	12
25.	Academic Speaking	2	V							V				
26.	Current Issues and Policies in Education	2		V		V			v					
27.	Educational Research Methodology	3					V		V					
28.	School curriculum	2		V		V								
29.	Syllabus design	2		V		V								
30.	ELT Assessment	2		V		V								
31.	Introduction to SFL	2			V									
32.	Thesis Proposal Writing	2	V				V		V	V				
33.	Reading for Research	2	V				V		V					
34.	Educational Technology in ELT	2		V		V		V		V	V			
35.	TEYL	2		V		V								
36.	Classroom Language	2				V				V				
37.	Developing EFL Materials	2		V		V		V						
38.	Microteaching	2		V		V								
39.	Qualitative & quantitative analyses	2					V		V					
40.	Second Language Acquisition	2			V		V							
41.	ESP Program Design	3		V		V		V						
42.	ESP Material development	3		V		V		V						
43.	ESP Assessment	2		V		V								
44.	ESP Vocabulary Building	2		V		V								
45.	ESP Course Management	2		V		V		V						
46.	Games, songs and story telling	2		V		V								
47.	LMS for ELT	2		V		V		V						
48.	Intercultural Communication	2			V									
49.	KKNT	20						V			V	V		
50.	School Field Experience	20				V						V		
51.	Essay	6					V	V	V					

K. DISTRIBUTION OF COURSES/SEMESTER

The matrix of the S1 English Education curriculum can be described in the following diagram and table.



Flow 1. Study progression of S1 English Education curriculum 2020

Table 1. Distribution of English Education Undergraduate Courses 2020

No	MK code	Course Name	Name of Course (<i>in English</i>)	Activities (credits)		Status		Sem ke	Prasyarat
				K	P	W	Pil		
Semester I									
1.		Pendidikan Agama	<i>Religion</i>	2		√		1	
2.		Essential Writing Skills	Essential Writing Skills	2		√		1	
3.		Essential Reading Skills	Essential Reading Skills	2		√		1	
4.		Listening for General Communication	Listening for General Communication	2		√		1	
5.		Essential Speaking Skills	Essential Speaking Skills	2		√		1	
6.		Essential English Grammar	Essential English Grammar	2		√		1	
7.		Pronunciation Practice	Pronunciation Practice	2		√		1	
8.		Principles of Education	Principles of Education	2		√		1	
9.		Learning theories	Learning theories	2		√		1	
10.		Literasi Digital	<i>Digital Literacy</i>	2		√		1	
11.		Introduction to literature	Introduction to literature	2				1	
Semester II									
12.		Pancasila Education	<i>Pancasila</i>	2				2	
13.		Indonesian	<i>Indonesian</i>	2				2	
14.		Physical Education and Wellness	<i>Physical and Fitness Education</i>	2		√		2	

No	MK code	Course Name	Name of Course (in English)	Activities (credits)		Status		Sem ke	Prasyarat
				K	P	W	Pil		
15.		Expository and Analytical Writing	Expository and Analytical Writing	3		√		2	
16.		Active Reading	Active Reading	2		√		2	
17.		Critical Listening	Critical Listening	2		√		2	
18.		Public Speaking	Public Speaking	2		√		2	
19.		Functional Grammar	Functional Grammar	2		√		2	
20.		Introduction to Linguistics	Introduction to Linguistics	2		√		2	
21.		ELT Methods	ELT Methods	4		√		2	
Semester III									
22.		Pendidikan Kewarganegaraan	<i>Civics</i>	2		√		3	
23.		Argumentative Writing	Argumentative Writing	2		√		3	
24.		Critical Reading	Critical Reading	2		√		3	
25.		Academic Speaking	Academic Speaking	2		√		3	
26.		Current Issues and Policies in Education	Current Issues and Policies in Education	2		√		3	
27.		Educational Research Methodology	Educational Research Methodology	3		√		3	
28.		School curriculum	School curriculum	2		√		3	
29.		Syllabus design	Syllabus design	2		√		3	
30.		ELT Assessment	ELT Assessment	2		√		3	
31.		Introduction to SFL	Introduction to SFL	2		√		3	
Semester IV									
32.		Thesis Proposal Writing	Thesis Proposal Writing	2		√		4	
33.		Reading for Research	Reading for Research	2		√		4	
34.		Educational Technology in ELT	Educational Technology in ELT	2		√		4	
35.		TEYL	TEYL	2		√		4	
36.		Classroom Language	Classroom Language	2		√		4	
37.		Developing EFL Materials	Developing EFL Materials	2		√		4	
38.		Microteaching	Microteaching	2		√		4	
39.		Qualitative & quantitative analyese	Qualitative & quantitative analyese	2		√		4	
40.		Second Language Acquisition	Second Language Acquisition	2		√		4	
Semester V									
41.		ESP Program Design	ESP Program Design	3			√	5	
42.		ESP Material development	ESP Material development	3			√	5	
43.		ESP Assessment	ESP Assessment	2			√	5	
44.		ESP Vocabulary Building	ESP Vocabulary Building	2			√	5	

No	MK code	Course Name	Name of Course (<i>in English</i>)	Activities (credits)		Status		Sem ke	Prasyarat
				K	P	W	Pil		
45.		ESP Course Management	ESP Course Management	2			√	5	
46.		Games, songs and story telling	Games, songs and story telling	2			√	5	
47.		LMS for ELT	LMS for ELT	2			√	5	
48.		Intercultural Communication	Intercultural Communication	2			√	5	
Semester VI									
49.		KKNT	<i>Community Service</i>	20				7	
V Semester VII									
50.		School Field Experience	<i>School Based Experience</i>	20				6	
VI Semester VIII									
51.		Thesis	<i>Thesis</i>	6				8	

Description:

- K : Number of credits of lectures (total credits of the Constitutional Court)
- Pr : Number of practice credits (including learning activities in the field)
- W : Compulsory Course
- P : Elective Course

L. ARRANGEMENTS REGARDING STUDY LOAD AND GRADUATION

Minimum Grade for Prerequisite Courses	: D (maximum 2 courses)
Number of Credits for Compulsory Courses	:130 credits
Number of Available Elective Course Credits	:18 credits
Students are declared passed if they have taken a minimum of 148 credits with the composition:	
Number of Credits for Compulsory Courses	:130 credits
Minimum number of credits for elective courses	:18 credits

M. IMPLEMENTATION OF STUDENTS' LEARNING RIGHTS FOR MAXIMUM 3 SEMESTERS OUT-CAMPUS

Semester	Semester	LEARNING EXPERIENCE	CURRICULUM	SEMESTER									
				1	2	3	4	5	6	7	8		
5	5	Own Study Program	Study Program Course	x	x	x	x						x
1	-	own study program	Package Course					x					
-	1	Other Study Programs at Unesa	Free Course					x					
2	2	Off Campus	Internship/ Teaching Practice						x		x		
			Community Service or other forms							x		x	

SELECTED COURSE PACKAGES	
ESP Program Design	3
ESP Material development	3
ESP Assessment	2
ESP Vocabulary Building	2
ESP Course Management	2
Games, songs and story telling	2
LMS for ELT	2
Intercultural Communication	2
TOTAL CREDITS	18

OTHER TERMS

1. Clauses on Recognition of Past Experience
 2. Recognition of students' past learning experiences can be recognized by the Study Program as equivalent to certain subjects or Learning Outcomes, referring to Permenristekdikti Number 26 of 2016 concerning Recognition of Past Learning, with a mechanism determined by the Chancellor. For example, with a certain mechanism, student achievements at certain level competitions are equalized with theses or other subjects (Unesa Rector Decree number 10 of 2019 concerning the Awarding of Academic Achievement for Students at UNESA).
 3. Other settings within the scope of Study Program (TEP 525, ESC level 7)
 4. Student extracurricular activities and SIPENA /non academic point (min 450 points)
 5. and others deemed necessary.
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MBKM Course Identity 2020

No	Course code	Course Name	Course Description	CLO
1		Pancasila Education		
2		Indonesian		
3		Religious education		
4		Civic education		
5		Digital Literacy		
6		Physical Education and Wellness		
7		Essential Writing Skills	<p>This course is a preliminary course in English Writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, and paragraph writing workshops with the aid of ICT and various kinds of useful teaching media. To support the aforementioned activities, peer review activities are incorporated during the in- class activities as well as additional writing assignments outside the class-hours.</p>	<p>Students are able to;</p> <ol style="list-style-type: none"> 1. internalize values, norms, and ethics which encompass academic integrity into their descriptive and narrative paragraphs (PLO 10, PLO 11, PLO 12) 2. practice logical, systematic and critical thinking skills in addition to being innovative to write descriptive and narrative paragraphs that meet the criteria of said paragraphs (PLO 7 & PLO 8) 3. properly structure and organize the sentences (topic sentence, supporting sentences, and concluding sentence) and paragraph following the language concepts required to write narrative and descriptive paragraphs that communicate the intended purposes (PLO 1) 4. write narrative and descriptive paragraphs that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence (PLO 3 & PLO 6)

No	Course code	Course Name	Course Description	CLO
8		Essential Reading Skills	This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.	Students are able to; <ol style="list-style-type: none"> 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at pre-intermediate level (PLO 10, PLO 11, PLO 12). 2. Apply logical, critical, systematic, and innovative thinking to respond to current pre-intermediate level reading passages (PLO 7). 3. Locate information, use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed, follow specific directions, follow a sequence, identify stated conclusion, and identify explicitly stated relationships and organizational patterns (PLO 1). 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a guided summary of 8-10 sentences that paraphrases the passages' main ideas and major details (PLO 3).
9		Listening for General Communication	This course exposes students to different kinds of listening in English used in daily context. It is designed to practice basic skills of listening comprehension toward strategic and effective listeners. The students will go through the process of listening such as identifying general and specific information of various simple and short monologue and dialogue, discriminating the	Students are able to; <ol style="list-style-type: none"> 1. Comprehending and responding to simple and short oral text independently (PLO 8, 12). 2. Distinguishing literal and implied meaning in simple and short oral texts. (PLO 1, 3). 3. Applying listening strategies to facilitate comprehension on simple and short oral texts (PLO 3)

No	Course code	Course Name	Course Description	CLO
			differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing. By the end of this course, the students will be able to understand listening materials which are probably be found in daily context.	4. Presenting simple and short oral texts comprehension in group or class discussion using offline and online platforms (PLO 9, 11).
10		Essential Speaking Skills	The lecture introduces the students with the concepts and techniques to discuss various actual topics which happen in the society in English. It also equips the students with the understanding and how to practice small group communication theory and skills in information-sharing and decision making discussion which emphasizes on the importance of the preciseness of pronunciation, stress, intonation and fluency.	Students are able to; 1. Be responsible for performing interpersonal and transactional communications and discussion based on various selected themes and conditions in relation with daily activities and survival ability in diverse community and building strong social interactions and awareness (PLO 10, PLO 11, PLO 12) 2. Understand the concepts of interpersonal and transactional communications and discussion systematically and contextually based on given themes and conditions for daily activities (PLO 3, PLO 6) 3. Engaging in intellectual communications and discussions actively of diverse views and contexts in daily bases (PLO 8, PLO 9) 4. Employ proper and correct transactional and interpersonal languages to show ideas in various themes and contexts to communicate fluently (PLO1)
11		Essential English Grammar	Through this subject, students explore and practice various grammar structures covering parts of speech, phrases and clauses (dependent & independent clauses), parts of a sentence, Subject Verb Agreement, tenses, passive, and types of	Students are able to; 1. show responsibility by participating in class discussion and submitting assignments on time by making use of learning sources and IT. (PLO-11 PLO-12)

No	Course code	Course Name	Course Description	CLO
			sentences. In addition, students will demonstrate the ability to enhance their written performances in various ways to support them in producing sentences and analyzing errors in sentences (sentence fragments and run on sentences). All teaching learning activities are conducted through lecturing, discussion, and exercising many grammar practices.	<ol style="list-style-type: none"> 2. apply appropriate grammar in writing in various contexts. (PLO-8) 3. create well-formed sentences by using the concepts of sentences' syntax (PLO-1) 4. analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions. (PLO-3)
12		Pronunciation Practice	This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.	<p>Students are able to;</p> <ol style="list-style-type: none"> 1. be responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course (PLO 1, 3, 11). 2. choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment (PLO 1, 3). 3. demonstrate English pronunciation used in daily conversation (PLO 1, 3, 8). 4. make use of learning materials and IT to support the teaching and learning process of English pronunciation subjects (PLO 9).
13		Introduction to literature	Introduction to Literature is designed to introduce students with various genres of literature. This course trains students to enhance their skill to understand, critically analyze, and (hopefully!) enjoy the literary genres of the short story, poetry, the novel, and drama. Students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures. In addition, through assignments in class (quizzes, exams, essays, and discussions) students will learn how to intelligently respond to the sometimes	<p>Students are able to;</p> <ol style="list-style-type: none"> 1. Be responsible and having strong commitment in developing students' characters to master spoken and written English skills through literary works (PLO 11, 12) 2. Have critical, innovative, systematic thought, and self evaluation in mastering language skills through literary works (PLO 7)

No	Course code	Course Name	Course Description	CLO
			complicated concepts found in works of literature. The goal here is for students to be able to take skills of critical thought beyond engagement with literature only into their wider interactions with an increasingly complicated world, which of course will continue to be reflected in the human output of literary works.	<ol style="list-style-type: none"> 3. demonstrate understandable literary analysis.in written and spoken English (PLO 1, 8) 4. use technology to improve students' insight into literature. (PLO 9)
14		Expository and Analytical Writing	The course provides students with fundamental knowledge of essay writing that incorporates basics of critical thinking, analysis, and synthesis to compose various types of expository and analytical essays aiming to describe, explain, clarify, or present ideas. Emphasis is placed on the functionality of the essay, the implementation of the process of writing to develop content and organization, as well as the patterns of paragraph and essay development. The teaching – learning activities are conducted through brief presentations by the teacher, discussions that involve both students and teacher, and practices by the students in the form of essay writing workshops. Integrated into these activities are the in-class assignments and peer review activities in addition to extended essays developed outside of class.	<p>Students are being able to:</p> <ol style="list-style-type: none"> 1. internalize values, norms, and ethics which encompass academic integrity, leadership, empathy, respect towards diversity and originality in ideas into their individual or collaborative expository and analytical essays with the emphasis on the selection of topics and language use. (PLO 10, PLO 11, & PLO 12) 2. independently practice the basics of logical, systematic and critical thinking skills in developing content or discussion in addition to being innovative in topic selection to compose communicative essays that meet the criteria of expository and analytical essays. (PLO 7 & PLO 8) 3. write properly structured and organized sentences (thesis statements, topic sentences, supporting sentences, and concluding sentences), paragraphs, and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts and patterns of essay development required to write expository and analytical essays with the emphasis on

No	Course code	Course Name	Course Description	CLO
				<p>their ability to communicate the intended purposes. (PLO 1)</p> <p>4. compose expository and analytical essays that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence in effective, creative and learner – centered learning activities. (PLO 3 & 6)</p>
15		Active Reading	<p>This course is designed to give students the opportunity to explore intermediate level authentic academic sources as well popular publications and decode rhetorical structures such as causation, comparison and contrast, definition, classification, and flavored vs. unflavored opinions. Vocabulary practices that target vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed provide opportunities for students to interact with academic texts and help them acquire vital academic vocabulary. Topics covered in this course include physiology, psychology, film studies, neuroscience, anthropology, robotics and many more. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.</p>	<p>Students are able to;</p> <ol style="list-style-type: none"> 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at intermediate level (PLO 10, PLO 11, PLO 12). 2. Apply logical, critical, systematic, and innovative thinking to respond to current intermediate level reading passages (PLO 7). 3. Comprehend nonfiction texts at intermediate level, decode rhetorical structures such as causation, comparison and contrast, definition, classification, and favored vs. unfavored opinions from authentic academic sources as well popular publications, and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed (PLO 1) 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a main point summary independently (PLO 3).

No	Course code	Course Name	Course Description	CLO
16		Critical Listening	This course provides the students with listening practices in which they learn identifying general and specific information of long non-authentic and authentic materials which contain particular issues in various forms (for example, talk show, debate, and speech), guessing meaning by context, identifying relevant points, identifying inferred information & organization of ideas, assuming, summarizing, note taking, and giving values of the issues in upper intermediate and pre-advanced level. As argument is one main element of critical thinking, students will also be guided to show their critical thinking towards the topics and the listening materials used. Students will be led to understand the listening text and express their analysis and comments on it. By the end of this course, the students are expected to be able to show upper intermediate listening skill and adequate analysis on the listening topics as well as answer the listening comprehension questions in standardized tests like TOEFL and IELTS.	Students are able to; <ol style="list-style-type: none"> 1. Comprehend and respond to long oral text independently (PLO 8, 12). 2. Distinguish literal and implied meaning in long oral texts. (PLO 1, 3). 3. Apply listening strategies to facilitate comprehension on long oral texts (PLO 3) 4. Present comprehension of long oral texts in group or class discussion using offline and online platforms (PLO 9, 11).
17		Public Speaking	This subject helps students prepare and deliver special occasion speech, extemporaneous speaking, and impromptu speaking. It covers the nature of extemporaneous and impromptu speeches, the stages of the speech-making process, and a variety of verbal and non verbal techniques in speech delivery effectively. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.	<ol style="list-style-type: none"> 1. Make use of learning sources and IT in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 1) 2. Possess knowledge of the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 3, PLO 6) 3. make a right decision in applying the stages of the speech-making process to

No	Course code	Course Name	Course Description	CLO
				<p>communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 7, PLO 8, PLO 9)</p> <p>4. Be responsible for applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 10, PLO 11, PLO 12)</p>
18		Functional Grammar	<p>This course focuses on further practices of the forms, meanings and usage of grammatical structures of English. It builds competency in the English verb tense system and provides more advanced clause structure, such as adjective clause, noun clause, and adverb clauses. Students will apply these concepts in writing more accurately and effectively with the grammar skills necessary for success in professional and academic situations. It emphasizes on the need to analyze and explain grammatical structure and usage as well as the ability to analyze the students' own writing. All teaching and learning activities are conducted through lecturing, discussing and exercising.</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT (PLO 9, 11) 2. apply appropriate grammar writing in various contexts. (PLO 1, 8) 3. create well-formed sentences using the concepts of sentences' syntax and to enrich their knowledge of grammar (PLO 1) 4. analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions. (PLO 1)
19		Introduction to Linguistics	<p>This course is designed to discuss the origin of language and introduces the basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. The following lectures address a more complex field, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax,</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Be responsible and having strong commitment in developing students' characters to master spoken and written English skills (PLO 11, 12) 2. Have critical, innovative, systematic thought, and self evaluation in mastering language skills and using them in a real context (PLO 1, 7)

No	Course code	Course Name	Course Description	CLO
			semantics, language change, pragmatics, and sociolinguistics.	<ol style="list-style-type: none"> 3. Be able to demonstrate understandable and accepted spoken and written English skills contextually (PLO 1, 8) 4. Be able to use technology to master the theoretical concept of language to be able to solve language problems in the right procedure through science approach (PLO 9)
20		ELT Methods	The course is designed to enable students to recognize, compare, analyze, select, and use appropriate methods and techniques to teach English language skills and components. It provides the students with the knowledge concerning the history of English teaching methods as well as that concerning the concepts of how to teach the language skills and components. The teaching learning activities are conducted through presentations by the teacher, T-S discussions, S-S discussions, practices by the students, and field works.	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory (PLO 1, 4, 8, 9) 2. Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them (PLO 2, 7) 3. determine which method should be appropriately referred to for teaching a certain language skill or component (PLO 2, 7, 12) 4. Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept (PLO 11, 12)
21		Argumentative Writing	A skill on how to write expository and argumentative essays in unity and coherence by applying acceptable language features and having content rich in order to be able to communicate in written form. It is started by understanding the concept of the essay and identifying the model of the text, then constructing the essay. All teaching-learning activities are conducted through lecturing,	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. internalize values, norms, and ethics which encompass academic integrity, respect towards diversity and originality in ideas into individual and collaborated works and performance of the course. (PLO 10, PLO 11, & PLO 12) 2. practice logical, systematic and critical thinking skills in addition to being innovative to write argumentative essays that meet the

No	Course code	Course Name	Course Description	CLO
				<p>intended functions, criteria of unity and coherence in their individual work. (PLO 7, PLO 8, & PLO 9)</p> <p>3. write properly structured and organized sentences, paragraphs, and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts required to write argumentative essays that communicate awareness of academic – related issues. (PLO 1)</p> <p>4. produce argumentative essays that communicate the intended purposes by incorporating the process of writing, the use of supporting ICT and principles of unity and coherence in effective, creative and learner – centered learning activities. (PLO 3 & PLO 6)</p>
22		Critical Reading	<p>This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targeted vocabulary from the Academic Word List (AWL) level 7-10. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to</p>	<p>Students are able to;</p> <p>1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at upper-intermediate level (PLO 10, PLO 11, PLO 12).</p> <p>2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond to current intermediate reading passages (PLO 7, PLO 8, PLO 9)</p> <p>3. Apply wide variety of critical reading strategies, adjusting reading speed, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing</p>

No	Course code	Course Name	Course Description	CLO
			upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.	and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning) and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 8-10 as well as technical and cultural terms related to the topic discussed (PLO 1, PLO 2). 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a key points summary independently (KK1, KK2).
23		Academic Speaking	This subject is specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentation, etc. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.	Students are able to; 1. Make use of learning sources and IT in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication. (PLO 1) 2. Possess knowledge of the rules and techniques in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication. (PLO 3, PLO 6) 3. make the right decision in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication. (PLO 7, PLO 8, PLO 9) 4. Be responsible for applying the rules and techniques in delivering professional and articulate presentations for academic and professional forums where English is the

No	Course code	Course Name	Course Description	CLO
				medium of communication. (PLO 10, PLO 11, PLO 12)
24		Current Issues and Policies in Education	This course is designed to explore current issues and policies in education, especially in Indonesia. Information technology, multicultural, socio-cultural, environment, health and their relation to education are examples of issues to raise. In the meantime, policies in education and their implications will also be discussed in this course. The course is delivered through lecture, presentation, and discussion.	Students are able to; 1. Be responsible and having strong commitment in developing students' characters to understand trends in education.(PLO 12) 2. Have critical, innovative, systematic thought, and self evaluation in coping with problems in education (PLO 7) 3. demonstrate awareness into implication of policies in education (PLO 2, 11) 4. use technology to improve students' insight into education (PLO 9)
25		Introduction to SFL	The course provides an introduction to the functional study of language, the study of what language does, not of how it is structured. This covers comparison of formal and functional approaches to language, definition of systemic functional linguistics, fundamental concepts in a functional approach to language, such as genre and register; metafunctions (experiential, interpersonal and textual); and the grammatical devices that are used to encode those metafunctions (systems of Transitivity, Mood and Theme). The course will consist of lectures and in-class exercises that will focus on analysis of texts collected by the students (both spoken and written). Assignments will also analyze texts using the SFL perspective. There will be an emphasis on writing-to-learn approaches.	Students are able to; 1. Develop responsibility and attitude as members of society in understanding meaning of language from its contexts (PLO 11) 2. understand the functional approach to language, and will have learnt the basic constructs in systemic functional linguistics and analyses of texts from different perspectives beyond a simple identification of patterns and labeling of text structures. (PLO 2) 3. Develop critical skills in making a descriptive account of the analysis, and in explaining how SFL tools contribute to a better understanding of language phenomena. (PLO 7)

No	Course code	Course Name	Course Description	CLO
				4. Use technology in analyzing and applying functional approach to language and language learning (PLO 3, 9)
26		Thesis Proposal Writing	This course introduces the students to the steps for writing a research proposal in the area of ELT. The first half of the course covers the selection of a topic for their research, the scope of the study, writing the rationale, formulating the research questions and the objectives of the study, and defining the specific terms used in the study. The second half of the semester of this course covers writing reviews of related literature for the proposed topic which covers the theoretical framework and stating of the arts of the topic chosen. The course will be conducted through lecture, demonstration and practice in a writing workshop.	Students are able to; 1. communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms and to review critically relevant references, including previous related research, in order to present the theoretical framework and state of the arts of the topic chosen. (PLO 5, 7, 8) 2. make necessary decisions when writing a thesis proposal which covers: the rationale, problems, research questions or hypotheses, variables (if any), and terms and to review critically relevant references, including previous related research, in order to present the theoretical framework and state of the arts of the topic chosen. (PLO 5, 7, 8) 3. be responsible for the implementation of the proposal in terms of the rationale, problems, research questions or hypotheses, variables (if any), and terms and to review critically relevant references, including previous related research, in order to present theoretical framework and state of the arts of the topic chosen when the proposed study is carried out. (PLO 5, 11)

No	Course code	Course Name	Course Description	CLO
				4. write a thesis proposal appropriately by utilizing available appropriate resources and information technology. (PLO 1, 5, 9)
27		Reading for Research	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using target vocabulary from the Academic Word List (AWL) level 7-10. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.	Students are able to; 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at upper-intermediate level (S1, S2, S3). 2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond to current intermediate reading passages (KU1, KU2. KU3) 3. Apply wide variety of critical reading strategies, adjusting reading speed, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning) and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 8-10 as well as technical and cultural terms related to the topic discussed (P1, P2). 4. Making use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning

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				platform and write a key points summary independently
28		Educational Technology in ELT	This course aims to reshape the perspective and views of technology as they relate to students' teaching career, teaching, learning and training. It is designed to increase basic awareness of technology concepts and to provide experience that facilitate individual learning. This course is a project based instruction. The learning activities are mainly student-centered, in which the students select/develop a particular type of educational technology tool, present it in class and demonstrate how to use them to assist the teaching of English. The lessons are conducted in the form of lectures, group discussions and student presentations.	Students are able to; 1. understand an emerging classroom technologies (PLO 9) 2. Being able to demonstrate knowledge, attitudes, and skill of digital age work and learning (PLO 1, 2) 3. plan, design and assess effective learning environments and experiences (PLO 4) 4. implement curriculum, methods and strategies that use technology to maximize students' learning. And students are able to Design, develop and implement technology-rich learning program in the area of Teaching English as a Foreign Language (PLO 3)
29		TEYL	The course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in the teaching and learning process. The students are trained to develop lesson plans and materials suitable for TEYL, and implement them in EYL classes. All teaching-learning activities are conducted through lecturing, classroom discussion, small group discussion, student presentation and peer-teaching activities.	Students are able to; 1. Have a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly (PLO-1, PLO-2) 2. work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes (PLO-2;PLO-11, PLO-12) 3. work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances (PLO-4, PLO-7, PLO-10)

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				4. present the students' designed lesson plans and implemented them in peer-teaching activities (PLO-8)
30		Classroom Language	This course will explore special language for running lessons and communication strategies and develop students' teachers skills in using them as teachers in front of the classrooms. This covers (1) aspects of classroom language, (2) classroom language expressions for these aspects, (3) classroom language expressions in the scientific approach, (4) practice using these classroom language expressions in class simulation.	Students are able to: 1. make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding. 2. apply knowledge of special language for running lesson and communication strategies 3. select the appropriate expressions and communication strategies to communicate with pupils appropriately, effectively, emphatically, and politely 4. be responsible for the use of expressions and communication strategies
31		Second Language Acquisition	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.	Students are able to; 1. utilize any available resources to broaden knowledge of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO 2, 3, 7). 2. communicate concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of

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				<p>SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO 1, 2, 8).</p> <p>3. make necessary decision related the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO 4, 7).</p> <p>4. be responsible for the implementation of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching when the conducting practice teaching (PLO 11, 12).</p>
32		ESP Program Design	This course introduces students to theory and practice of developing language learning programs for learners with specific purposes, especially the occupational/professional one. It introduces students to the basic principles and techniques in ESP program design in which students learn to	<p>Students are able to:</p> <p>1. understand and apply concepts of program design in ESP, both theoretical and applied, that have shaped its subsequent development and find solution for the target learners'</p>

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			conduct needs analysis, to identify learners' needs, to determine objectives of ESP programs, and to design ESP programs in a specific professional area. At the end of the course, the students are expected to be able to design doable and measurable ESP programs which meets clients' needs.	<p>problem in learning English in ESP context PLO-2</p> <ol style="list-style-type: none"> design ESP program based on the needs of the target learners PLO-6 make use relevant learning sources and IT as media to support the development of ESP programs PLO-9 demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning to design ESP program both in individual and team work PLO-10, 12
33		ESP Material development	This course introduces students to basic principles and practice of developing ESP material. Students will learn to determine learning objectives and to develop ESP learning units based on needs analysis results. This course also covers the selection of digital and non-digital media/platforms for the ESP teaching and learning. At the end of the course, each student is expected to finish the development of an ESP learning material that meets clients' needs.	<p>Students are able to:</p> <ol style="list-style-type: none"> understand and apply concepts of developing ESP learning materials to meet the target learners' needs in learning English in ESP context PLO-2 select and develop ESP learning materials based on the needs and the targets of the learners PLO-6 make use relevant learning sources and IT as media to support the development of ESP learning material PLO-9 demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning to select and develop ESP learning material both in individual and team work PLO-10, 12
34		ESP Assessment	This course encompasses the knowledge of how to assess learners' language components and language skills in ESP. It is initiated with the understanding of the differences between testing, assessment and teaching. It also provides an	<p>Students are able:</p> <ol style="list-style-type: none"> to demonstrate systematic, critical and innovative thinking, make informed decisions to solve problems in course-related tasks and regulate their own learning PLO-2, 7

No	Course code	Course Name	Course Description	CLO
			opportunity to design ESP tests. The tests are authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are expected to write indicators of assessing ESP learners' language skills and develop assessment units based on the indicators.	<ol style="list-style-type: none"> 2. to: <ol style="list-style-type: none"> a) elaborate the interlink between teaching, assessment, and testing b) describe the types and principles of language assessment c) compare and contrast various process-oriented assessments d) develop various process-oriented assessment instruments e) describe and develop various kinds of listening, speaking, reading and writing assessments in line with the national curriculum f) evaluate the test item quality PLO-2, 4, 5, 6, 8 3. to make use of various digital sources and IT in understanding concepts of assessment and developing assessment instruments PLO-9 4. to demonstrate integrity, fairness, commitment, and persistence in the instructional process PLO-12
35		ESP Vocabulary Building	This course provides students with exposure to the most used terms from various occupational contexts such as the ones related to tourism, art, engineering, sport, medical, economic, law, management, and entertainment. The terms will be introduced through written and spoken texts. At the end of the course, the learners are expected to know the meaning of most use terms from various occupational contexts and to be able to use the terms properly. Students are assessed by portfolio and vocabulary tests.	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. understand the meanings of particular terms used in various occupational and professional contexts PLO-2 2. use, translate, and/or interpret particular terms used in various occupational and professional contexts (written and spoken) properly PLO-6 3. make use relevant learning sources and IT as media to understand the meaning of the terms used in ESP context PLO-9

No	Course code	Course Name	Course Description	CLO
				4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning particular terms various occupational and professional contexts PLO-10, 12
36		ESP Course Management	This course introduces students to theory and practice of managing ESP courses. Students will learn the organization of ESP courses, the products of ESP courses, the strategies to manage the courses effectively, and the issues that might be encountered in ESP courses. At the end of the course, the students are expected to organize the strategies to manage ESP courses, to find solutions for problems, and to initiate doable and measurable ESP programs in ESP courses.	Students are able to: 1. understand and apply concepts of managing ESP courses to meet customer needs in learning English in ESP context PLO-2 2. organize ESP courses in terms of preparing suitable ESP programs (in-house training) and teaching materials, selecting and training instructors and proctors, determining the job description of its staff, making partnership, and doing promotion. PLO-4, 6, 7 3. make use relevant learning sources and IT as media to support the organization of the course PLO-9 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning to manage an English course. PLO-10, 12
37		Games, songs and story telling	This course focuses on how to utilize games, songs, and story to teach English as a foreign language and how to implement them in the classroom. This equips learners with the skills of identifying, selecting, designing and implementing both traditional and contemporary games and songs in the classroom to achieve the learning objectives stated in the curriculum. This course also teaches and trains students how to tell stories interestingly in ELT.	Students are able to: 1. understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and storytelling. PLO-2 2. apply appropriate techniques, and procedures of English language teaching through games and songs and be able to do storytelling in an interesting way. PLO-4, 7 3. make use of relevant learning sources and IT as media to teach English through games, songs, and storytelling . PLO-9

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				4. be responsible for accomplishing a project on designing and developing language games and songs to teach English at junior and senior high school level that conform the learning objectives and learner's characteristics. PLO-12
38		LMS for ELT	This course mainly focuses on discussing the Learning Management System (LMS) which is used in the learning and teaching of English and how it is implemented in the classroom. It explores the features of existing LMS, reviews LMS strengths and weaknesses, and finds evidence from research articles related to the effectiveness of LMS use in ELT classes. At the end of the semester, students are expected to be familiar with LMS features and able to use LMS to teach ELT effectively. All teaching and learning activities are conducted through lecture, classroom discussion, small group discussion, question-answer, and student presentation.	Students are able to: 1. understand the features of various LMS as well as the concepts, the techniques, and the procedures of English language teaching through LMS. PLO-2, 9 2. apply the techniques and procedures of LMS for effective and efficient English language teaching and learning PLO-4, 9 3. identify, analyze, and evaluate current issues in the use of LMS for effective and efficient English language teaching and learning PLO-5, 9 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in using LMS in English language teaching and learning. PLO-10, 12
39		Intercultural Communication	This course explores the comparative study of English speaking countries' society in comparison to Indonesian society in terms of perspective, customs, values and habits. Topics such as living and studying abroad, cultural differences, culture shocks and reversed cultural shock will be discussed to promote cultural awareness and values in society to communicate effectively in different cultural contexts. The teaching-learning activities are conducted through presentation,	Students are able to;

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			case study, small group discussion, and problem based assignment as part of evaluation.	
40		Educational Research Methodology	This course introduces the students to the basic concepts of educational research methodology, and develops their knowledge and understanding about research in the teaching and learning of English as a foreign language. It includes: (1) the nature of quantitative and qualitative approaches; (2) the procedures of conducting research, from planning until reporting; and (3) various research designs and their characteristics. The classroom activities comprise lectures, presentations, discussions, exercises and assignments. Occasionally mini research is conducted in the classroom to provide the students opportunities to learn research methodology by doing. The evaluation is performed on the basis of the students' participation in the classroom, assignments, mid- and end-of-term exams.	Students are able to: 1. Demonstrate thorough understanding about concepts on educational research methodology (PLO 2) 2. Conduct research on the teaching and learning of English as a foreign language (PLO 5) 3. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language (PLO 7) 4. Demonstrate the awareness of the values, ethical issues and norms in conducting research (PLO 11)
41		Qualitative & Quantitative Analyses	This course provides steps taken for analyzing research data both qualitatively and quantitatively. It covers: (1) differences between qualitative and quantitative research paradigms, (2) types of and procedures of qualitative and quantitative data analysis, (3) exercises for doing qualitative and quantitative data analysis using statistical analysis software. The subject will be delivered through lecture and workshop.	Students are able to: 1. Make use of knowledge of types of qualitative and quantitative data analysis to draw conclusions for research. (dari PLO 1) 2. Possess knowledge of types of and procedures of qualitative and quantitative data analysis (dari PLO 2) 3. manage the process of conducting both qualitative and quantitative data analysis in a research. (dari PLO 8) 4. Be responsible for the conclusion drawn from both qualitative and quantitative data analysis (dari PLO 9)

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42		Principles of Education	This course mainly focuses on analyzing various learning theories applicable for EFL, i.e., behaviorism, cognitivism, constructivism, gestalt, quantum, hemispheric specialization, and multiple intelligence. Classroom activities are conducted through presentation, discussion, question-answer, project, and assignment.	Students are able to: <ol style="list-style-type: none"> 1. Make use of available learning sources and IT (search engines) to support the practice of the TEFL effectively by implementing appropriate learning theories (PLO-9). 2. Comprehend various theories of learning that help students learn English as a foreign language (PLO-2). 3. Implement various theories of learning for TEFL (PLO-5, 7). 4. Internalize Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) character when implementing various theories learned when teaching (PLO-11, 12).
43		Learning theories	This course is designed to introduce the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (2013 curriculum). Then the curriculum is analyzed based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted through lecturing, discussion, presentation.	Students are able to: <ol style="list-style-type: none"> 1. Internalize academic values, norms and ethics as well as show responsibility in analyzing ELT curriculum (PLO 10, 11, 12). 2. Apply and present logical, critical, systematic, and innovative thinking to respond related to ELT curriculum based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts (PLO 7, 8). 3. Analyze kinds of curriculum, the development of curriculum, the history of curriculum in Indonesia and the government policy of recent curriculum (2013 curriculum) (PLO 1,2)

No	Course code	Course Name	Course Description	CLO
				4. Making use of learning sources and IT to use search engines effectively, use an e-learning platform to design and plan ELT curriculum materials independently (PLO 4.5).
44		School curriculum	This subject introduces the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (2013 curriculum). Then the curriculum is analyzed based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activities are conducted through lecturing, discussion, and presentation.	Students are able to: <ol style="list-style-type: none"> 1. be a citizen who is proud and loves the country, has responsibility towards the nation, and internalize academic values, norms, and ethics 2. to apply logical, critical, systematic and innovative thinking in the context of the development of the implementation of science and technology and also make decisions appropriately towards the problems based on the expertise and the results of data analysis 3. master the science of education and English learning methodology covering developing curriculum; apply critical and analytical thinking skills to solve problems related to TEFL; and demonstrate the awareness on issues related to academic learning 4. implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related to language (PLO-37 (KK-5) and PLO-38 (KK-6).
45		Syllabus design	This subject aims to be able to design and develop syllabus and lesson plans, starting from formulating the indicators, selecting the materials, method/ technique, media, developing teaching	Students are able to:

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			and learning process, up to evaluation. The lesson plan is based on the 2013 curriculum for an English program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, question-answer, and project.	
46		Developing EFL Materials	This course introduces the theory and practice of developing English teaching materials in both schools and language programs. The scope of this course is the relationship between curriculum, syllabus and teaching materials, principles and frameworks for developing teaching materials as well as real applications for developing materials using English sources and English textbooks from the country of origin and their adaptation in the teaching materials developed. Lecture activities are carried out with lectures, discussions, presentations and real teaching material development workshops.	Students are able to: <ol style="list-style-type: none"> 1. consider the culture, views, and religion of learners in the selection, adaptation and adoption of teaching materials to develop teaching materials which can develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity (PLO 2, 11,12) 2. have knowledge about theories of developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 4) 3. demonstrate skills in developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 1, 6, 7, 9) 4. utilize information technology in the development of English teaching materials that are logical, critical, systematic, innovative and audio-visually interesting and ready to be commercialized (PLO 8, 9)
47		ELT Assessment	This course encompasses the knowledge of how to assess English language components and language	Students are able to:

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			skills. It is initiated with the understanding of the differences between testing, assessment and teaching. It also provides an opportunity to design and develop language assessments including authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are asked to write indicators of assessing language skills and formative and summative tests of vocabulary. The course is carried out with lectures, discussions, presentations and real teaching material development workshops.	<ol style="list-style-type: none"> 1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment (PLO 11, 12) 2. have knowledge of interlink between teaching, assessment, and testing, types and principles of language assessment, various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 4, 5) 3. demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 4, 7) 4. make use of various digital sources and IT for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 9)
48		Microteaching	This course gives students experience in applying English lesson plan through various learning strategies, instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.), expressions of classroom language (expressions of opening and closing lessons, managing students in the classrooms, etc) through peer teaching activities for the sake of preparing for real teaching practice. . The course is carried out with lectures, discussions, presentations and real teaching material development workshops.	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate sincerity and commitment to develop students' attitudes, values and abilities PLO-12 2. Employ logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities PLO-7. 3. Master linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language PLO-2, PLO-3.

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				4. Demonstrate the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities PLO-8
49		School Field Experience		
50		Essay		Students are able to:
51		KKN		