

	Semester Learning Plan
	Advanced Second Language Learning and Acquisition (ECIS223) English Education Master's Program
Revision 0	Effective from August 2023

UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Study Program : English Education Master's Program

COURSE LEARNING PLAN

Course Name : Advanced Second Language Learning and Acquisition
 Semester : 2
 Course Code : ECIS 223
 Credits : 2
 Study Program : English Education Master's Program
 Lecturer : Drs. Concilianus Laos Mbato, M.A., Ed.D.

1. Program Learning Outcomes

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

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

2. Course Description:

This course is designed to enable students to critically produce a research report on the current issue of Second Language Learning and Acquisition (SLLA) in English education. Students are introduced to current issues in SLLA in local contexts and international context so that they can compare and contrast the practices, such as on how students motivate themselves to learn English in this century. This course is an elective subject offered in the third semester as the continuation of Second Language Learning and Acquisition (SLLA) course offered in the second semester.

3. Learning outcomes:

Upon the completion of the course, the students are expected to be able to:

Competence:

1. Understand the knowledge of learning theories in second language acquisition.
2. Conduct research on English learning theories and acquisition critically, ethically, and systematically.

Conscience:

1. Gain more awareness on the issues related to students' way of learning.
2. Select what to implement in their contexts appropriately.
3. Improve their responsibility and autonomy in executing various research projects individually and/or in groups.

Compassion:

1. Work collaboratively to complete the assigned projects.

Commitment:

1. Students are able to develop honesty in writing, conducting research and writing a publishable article.
2. Students are able to develop a commitment in working individually and in groups.

4. Learning Approaches:

The learning approaches in this course are informed by current learning theories, i.e., constructivism, metacognition, and self-regulated learning theories, and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**

a. Interactive

Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer-student activities.

b. Holistic

Holistic learning in this course covers three educational domains, namely cognitive, psychomotor, and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and faculty/University, namely *conscience* (choosing one's conscience), *compassion* (feelings of compassion) and *commitment* (holding firm to commitments), into the lecture material.

c. Integrative

Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access.

d. Scientific

This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models that enable students to identify problems, and their causes, formulate problems, and find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition.

e. Contextual

Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on contextual and relevant topics in the literature and in society.

f. Thematic

In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in Second language learning and acquisition. The themes cover various learning theories in education ranging from metacognition, self-regulated learning, constructivism, and affectivism.

g. Effective

This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre-determined topics that have been set in the lesson planning.

h. Collaborative

Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions, and develop conflict-handling skills.

i. Student-centered

All lectures in this course are student-centered so they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers, and presenting research results in seminars.

Student Workload

Learning Activities and Tasks	SW L
Worksheets	13.5
Attendance and active participation	9
Presentation	13.5
Paper Submission (Progress TestI)	22.5
Final Paper	31.5
Total	90

Table 1: Course Learning Plan

Week	Learning goals	Course Materials	Learning Strategies	SWL (hrs)	Achievement indicators	References
(1)	(2)	(3)	(4)		(5)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals, assessments, and learning strategies/materials to be used in the class.	Consolidating own research proposal.	Brief lectures, short question and answer sessions, group work, related to SLLA topics.	2.77	Having a finalized research proposal	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Cook, V. (2016) • Leow, R. P. (2019). • Mitchell, R., Myles, F., & Marsden, E. (2019). <p>Supplementary Readings:</p> <p>(see reference list)</p>
2-3	By the end of the class, students are able to discuss at least 10 journals about SLLA	Validating Research instruments	Group discussion of research instruments	5.54	Students are able to prepare valid research instruments	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Cook, V. (2016) • Leow, R. P. (2019). • Mitchell, R., Myles, F., & Marsden, E. (2019). <p>Supplementary Readings:</p> <p>(see reference list)</p>
4-5	By the end of the class, students are able to write the draft of introduction part	Conducting research	Group discussion of the research undertakings	5.54	Students are able to discuss their research undertakings and provide positive feedback	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Cook, V. (2016) • Leow, R. P. (2019). • Mitchell, R., Myles, F., & Marsden, E. (2019). <p>Supplementary Readings:</p> <p>(see reference list)</p>

6	By the end of the class, students are able to write the draft of introduction and literature review parts	Data Analysis	Group discussion of data analysis	2.77	Students are able to analyze data correctly	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Cook, V. (2016) • Leow, R. P. (2019). • Mitchell, R., Myles, F., & Marsden, E. (2019). <p>Supplementary Readings: (see reference list)</p>
7	Progress Test			22.5		
8	Progress Test					
9-12	By the end of the class, students are able to write the draft of introduction, literature review, and methodology parts	Report Writing	Individual report writing and group discussion	11.08	Students are able to write the draft of the introduction, literature review, methodology, findings, and discussion	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Cook, V. (2016) • Leow, R. P. (2019). • Mitchell, R., Myles, F., & Marsden, E. (2019). <p>Supplementary Readings: (see reference list)</p>
13-16	By the end of the class, students are able to write the draft of introduction, literature review, and methodology parts	SLLA research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest.	11.08	Students are able to write the second draft of the abstract, introduction, literature review, methodology, findings, and conclusions	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Cook, V. (2016) • Leow, R. P. (2019). • Mitchell, R., Myles, F., & Marsden, E. (2019). <p>Supplementary Readings: (see reference list)</p>
17	Final Exam (Paper Submission)			31.5		
Total				90		

References:

- Barker, D., & Wojtaszek, A. (n.d.). *Studying Second Language Learning Acquisition from a Qualitative Perspective*. Springer.
<http://www.springer.com/series/10129>
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). Routledge.
- Dörnyei, Z., & Dewaele, J. . (2023). Questionnaires in Second Language Research. In *Questionnaires in Second Language Research* (3rd ed.).
Routledge. <https://doi.org/10.4324/9781410606525-6>
- Kharismawan, P. Y., & Mbato, C. (2018). A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners. *Language Education and Acquisition Research Network Journal*, 1(1), 150–169.
- Leow, R. (2019). *The Routledge Handbook of Second Language Research in Classroom Learning*. Routledge.
<https://doi.org/10.4324/9781315165080>
- Mbato, C. (2020). Confronting Cultural Barriers in Public Speaking through Multiple Learning Strategies: A Case of Indonesian EFL Learners. *Jurnal Humaniora*, 32(1), 51. <https://doi.org/10.22146/jh.53380>
- Mirhosseini, S. (2020). Doing qualitative research in language education. In *Doing Qualitative Research in Language Education*.
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Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the part of all course participants. The course is established upon an ideological belief that every single human being is a highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regret, and follow-up. Accordingly, it is the belief that everybody seeks to nurture course participants to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters are established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness of the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal themselves and increase a high degree of self-knowledge. In addition, course participants are also engaged in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in their encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation of each other – is believed to play a substantive role in creating a vibrant learning community. Communicative acts to nurture positive relational trust are maintained. Each course participant is expected to engage in respectful communication, where appreciation of any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny and therefore lead to sanctions. Victims of harassment are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as an axiological foundation. Meanwhile, the epistemological foundation rests upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course Grading System

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	20%
2.	Class participation	15%
3.	Test 1 (Submission of individual paper: intro-method)	30%
4.	Test 2 (Final project: Submission of individual paper: abstract – research instruments)	35%
		100%

Criteria of Assessment

The assessment for the task completion is based on the value provided from:

No		Score	Grade	Scale 1-4
1	85	85-100	A	3,4
2	80	80-84	A-	3,2
3	75	75-79	B+	3
4	70	70-74	B	2,8
5	65	65-69	B-	2,6
6	60	60-64	C+	2,4
7	56	56-59	C	2,24
8	50	50-55	D	2
9	0	0-49	E	0

Assessment Aspects	Form	Percentage	SWL
Worksheets	Written	15%	13.5
Attendance and active participation	Written	10%	9
Presentation	Written	15%	13.5
Paper Submission (Progress Test I)	Written	25%	22.5
Final Paper	Written	35%	31.5
Total		100%	90



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : EEMP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name and Acquisition : ECIS 223/Advanced Second Language Learning and Acquisition
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 3/2023-2024
5. Lecturer(s) : Drs. Concilianus Laos Mbato, M.A, Ed.D.

Assessment plan 1: Weekly progress assignments on individual paper

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



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : EEMP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name and Acquisition : ECIS 223/Advanced Second Language Learning
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023-2024
5. Lecturer(s) : Drs. Concilianus Laos Mbato, M.A, Ed.D.

Assessment plan 3 and 4: Submission of individual paper (research proposal)

Assignment Goals	Students are to demonstrate their learning achievement by writing a research proposal related to English Learning Theories
Elaboration of Assignments	<p>First, the students are to write <i>a research proposal</i>. It serves as a synthesis of what they have studied. It will synthesize one topic, chosen by the students by themselves. Second, the synthesis will be expanded with a number of <i>peer-reviewed journal articles</i> relevant to the topic selected. Third, the proposal as a synthesis will cover five components, namely: (a) Abstract, (b) Background, (c) Research questions, (d) Literature review, (e) Research methods, and (f) Research instruments. The work will be submitted through LMS. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.</p> <p>Note:</p> <ul style="list-style-type: none"> ● In assessment 3 (mid-term), the submitted assignment is the draft of introduction up to methodology section. ● In assessment 4 (final assignment), the submitted assignment is the finalized version of the complete research proposal (from abstract up to research instruments).
Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student,

	however, is required to demonstrate own work.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Feedback will be provided throughout the writing process (in the form of consultations) and soon after the assignment is submitted.
Description of the assignment outcomes	The students will produce a research proposal about English Learning Theories.

**Assessment Rubric for Research Based Articles in English Learning Theories
(ECIS 222 & ECIS 223) MPBI USD**

Adapted from:

www.lib.jmu.edu/instruction/documents/RubricforArticleCritiqueHandout.doc

<p>A. Title Title of the article, journal information</p>	<p>1-5 point</p>
<p>B. Abstract Write an abstract summarizing the article</p>	<p>1-10 points</p>
<p>C. Sections</p>	
<p>1. The Problem (2-3 paragraphs) 1-10points Is the problem clearly stated? Is the problem practically important? What is the purpose of the study? What is the hypothesis if any? Are the key terms defined?</p>	<p>1-20</p>
<p>2. Review of Literature (1-2 paragraphs) points Are the cited sources pertinent to the study? Is the review too broad or too narrow? Are the references recent? Is there any evidence of bias?</p>	<p>1-20</p>
<p>3. Design and procedures (3 – 4 paragraphs) points What research methodology was used? Was it a replica study or an original study? What measurement tools were used? How were the procedures structured? Was a pilot study conducted? What are the variables? How was sampling performed?</p>	<p>1-20</p>
<p>4. Data Analysis and presentation (1-2 paragraphs) points How was data analyzed? Was data qualitative or quantitative? Did findings support the hypothesis and purpose? Were weaknesses and problems discussed?</p>	<p>1-10</p>
<p>5. Conclusions and Implications (2-3 paragraphs) points Are the conclusions of the study related to the original purpose? Were the implications discussed? Whom the results and conclusions will effect? What recommendations were make at the conclusion?</p>	<p>1-5 Points</p>
<p>D. References: Up-to-date and well-written according to APA style</p>	<p>1-5 Points</p>
<p>Total</p>	<p>100 points</p>