



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Master's Program in Language and Literature Education**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Methods Of Research In Linguistics And Language Teaching	8811103106		T=3	P=0	ECTS=6.72	2	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....		.....			Dr. Titik Indarti, M.Pd.																																											
<b>Learning model</b>	<b>Case Studies</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		P.O																																															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
<b>Short Course Description</b>	This course will help students to acquire research literacy with regard to the basic principles of various research methodologies in the field of linguistics and language teaching. It explores the basic principles of various research methods within the field. It also examines quantitative, qualitative, and mixed methods approaches and discusses the application of various data collection in the online/offline environments and analysis techniques for a research study.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Alison, M., &amp; Gass, S. M. 2005. Second Language Research: Methodology and Design. London : Lawrence Erlbaum Associate</li> <li>2. Creswell, J.W. 2007. Qualitative Inquiry and Research Design: Choosing among Five Approaches . London: Sage Publications</li> <li>3. Creswell, J.W. 2009. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches . London: Sage Publication</li> <li>4. Creswell, J.W. 2012. Educational Research : Planning, Conducting, Evaluating Qualitative and Quantitative Research. Boston: Pearson.</li> <li>5. Dornyei, Z. 2003. Questionnaires in Second Language Research : Construction, Administration, and Processing. London: Lawrence Erlbaum Associate.</li> <li>6. McKay, S.L. 2006. Researching Second Language Classrooms . London: Lawrence Erlbaum Associate.</li> <li>7. Nunan, D. 1992. Research Methods in Language Learning . Cambridge: Cambridge University Press.</li> <li>8. Pallant, J. 2011. Survival Manual: A step by step guide to data analysis using SPSS. Crows Nest (AU): Allen &amp; Unwin.</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	SUSANTO Prof. Slamet Setiawan, M.A., Ph.D. Ahmad Munir, S.Pd., M.Ed., Ph.D. Syafi'ul Anam, Ph.D.																																																

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	understanding the paradigms and basic principles of both qualitative and quantitative methodologies within the field of linguistics and language teaching	To explain the process of conducting research using the three research designs To explain the differences among research paradigms, strategies of inquiry, and research designs	<b>Criteria:</b> -	Lecturing Discussion 3 X 50			0%
2	understanding the paradigms and basic principles of both qualitative and quantitative methodologies within the field of linguistics and language teaching	To explain the process of conducting research using the three research designs To explain the differences among research paradigms, strategies of inquiry, and research designs	<b>Criteria:</b> -	Lecturing Discussion 3 X 50			0%
3	Independently identify and select which methodologies are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To explain the rationales for choosing a particular methodology To describe various data collection techniques used in qualitative, quantitative and mixed methods To collect data through the techniques used in qualitative and quantitative research	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50			0%
4	Independently identify and select which methodologies are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To explain the rationales for choosing a particular methodology To describe various data collection techniques used in qualitative, quantitative and mixed methods To collect data through the techniques used in qualitative and quantitative research	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50			0%

5	Independently identify and select which methodologies are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To explain the rationales for choosing a particular methodology To describe various data collection techniques used in qualitative, quantitative and mixed methods To collect data through the techniques used in qualitative and quantitative research	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50		0%
6	Independently identify and select which methodologies are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To explain the rationales for choosing a particular methodology To describe various data collection techniques used in qualitative, quantitative and mixed methods To collect data through the techniques used in qualitative and quantitative research	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50		0%
7	Independently identify and select which methodologies are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To explain the rationales for choosing a particular methodology To describe various data collection techniques used in qualitative, quantitative and mixed methods To collect data through the techniques used in qualitative and quantitative research	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50		0%
8	-	-	<b>Criteria:</b> -	- 3 X 50		0%
9	Independently identify and select which methods are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To describe a range of data analysis procedures in qualitative, quantitative and mixed methods approaches To analyze qualitative and quantitative data using appropriate techniques	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50		0%

10	Independently identify and select which methods are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To describe a range of data analysis procedures in qualitative, quantitative and mixed methods approaches To analyze qualitative and quantitative data using appropriate techniques	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50			0%
11	Independently identify and select which methods are appropriate to study particular areas of concern, as well as the ways in which they are applied to some areas of linguistics and language teaching	To describe a range of data analysis procedures in qualitative, quantitative and mixed methods approaches To analyze qualitative and quantitative data using appropriate techniques	<b>Criteria:</b> -	Discussion Lecturing Assignment 3 X 50			0%
12	Writing a simplified research proposal in the field of linguistics or language teaching	To formulate statement of the problem, research questions To match research methods and research objectives To develop data collection instruments based on research objectives To select appropriate data analysis	<b>Criteria:</b> -	Lecturing Discussion Writing workshop 3 X 50			0%
13	Writing a simplified research proposal in the field of linguistics or language teaching	To formulate statement of the problem, research questions To match research methods and research objectives To develop data collection instruments based on research objectives To select appropriate data analysis	<b>Criteria:</b> -	Lecturing Discussion Writing workshop 3 X 50			0%

14	Writing a simplified research proposal in the field of linguistics or language teaching	To formulate statement of the problem, research questions To match research methods and research objectives To develop data collection instruments based on research objectives To select appropriate data analysis	<b>Criteria:</b> -	Lecturing Discussion Writing workshop 3 X 50			0%
15	Writing a simplified research proposal in the field of linguistics or language teaching	To formulate statement of the problem, research questions To match research methods and research objectives To develop data collection instruments based on research objectives To select appropriate data analysis	<b>Criteria:</b> -	Lecturing Discussion Writing workshop 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

