



Islamic State University  
Walisongo Semarang

# MODULE HANDBOOK

BACHELOR OF  
ENGLISH LANGUAGE EDUCATION  
(BELE)

FACULTY OF  
TARBIYAH AND TEACHER TRAINING

2025



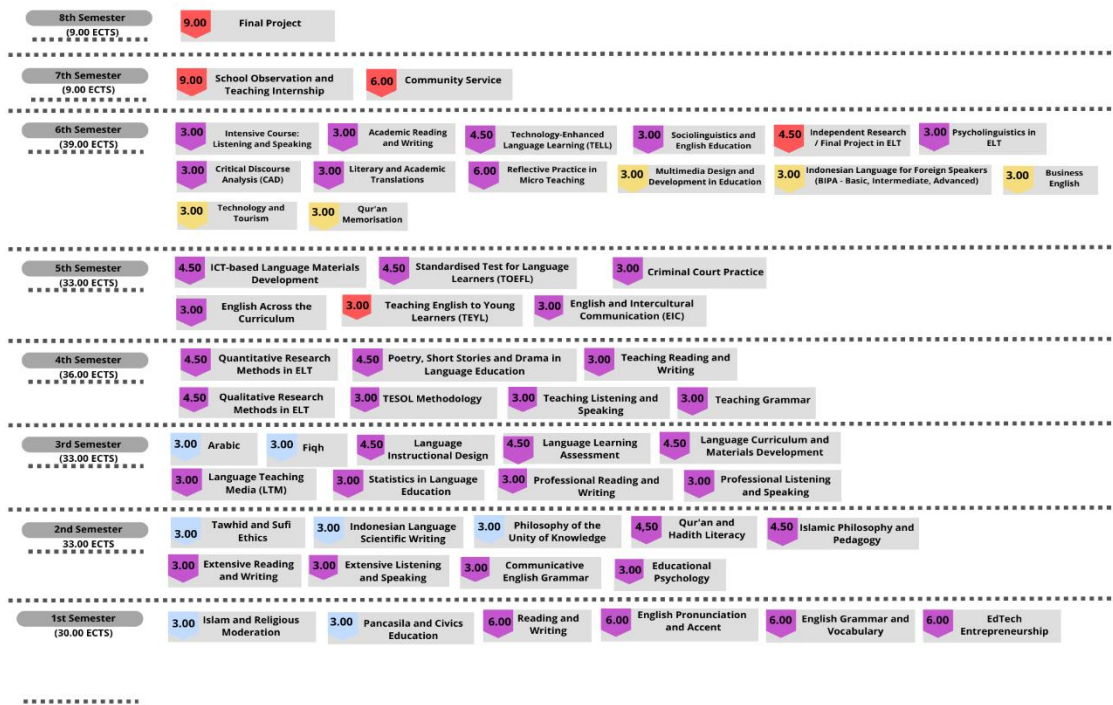
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# OVERVIEW CURRICULUM

	Credit Points	Semester								Total
		1	2	3	4	5	6	7	8	
University	21.00	6	6	6	3	0	0	0	0	21
Compulsory Course	157.50	24	24	27	30	33	19.5	0	0	157.5
Elective	9.00	0	0	0	0	0	9	0	0	9
Final Project, Intership, Thesis	31.50	0	0	0	0	3	4.5	15	9	31.5
<b>Total ECTS Credit Points</b>	<b>219.00</b>	<b>30.00</b>	<b>30.00</b>	<b>33.00</b>	<b>33.00</b>	<b>36.00</b>	<b>33.00</b>	<b>15.00</b>	<b>9.00</b>	<b>219</b>



**1<sup>st</sup> Semester**  
**Odd**  
**2024/2025**

## Pancasila and Civic Education

<b>Module Number</b> UIN-6001	<b>Module Name</b> Pancasila and Civic Education	
<b>Type of Course</b> University Compulsory Course	<b>Semester / Rotation</b> 1/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Small Group Discussions, <b>Case-Based Learning</b>	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%), 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper / Essay Assigment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dwi Arni Siti Margiyanti, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  <b>The Objective</b> of this course is to equip students with a comprehensive understanding of Pancasila as the philosophical foundation of the Indonesian nation and civic education as a means of fostering responsible, ethical, and democratic citizenship. The course aims to develop students' awareness of national values, rights, and obligations as citizens, as well as their ability to apply these principles in personal, social, and professional contexts. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to explain the historical, philosophical, and ideological foundations of Pancasila; analyse its implementation in national and civic life; demonstrate attitudes that reflect nationalism, tolerance, and social responsibility; and contribute actively to democratic participation and community development. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. The Historical and Philosophical Background of Pancasila, II. The Five Principles and Their Application in Society, III. Civic		

Education and the Development of National Character, and IV. The Role of Citizens in Democracy, Human Rights, and Social Justice.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to explain and identify the core concepts of Pancasila, the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945), and the rights and obligations of citizens accurately (C2, A2, P1)
2. CLO 2: Students are able to apply the values of Pancasila in analysing various contemporary issues related to diversity, ethics, and community life (C3, A3, P2).
3. CLO 3: Students are able to analyse the structure of the state system, principles of democracy, and legal system in Indonesia within the context of global and national challenges (C4, A3, P2).
4. CLO 4: Students are able to evaluate the effectiveness of implementing Pancasila and Civic Education in strengthening national unity, cohesion, and character. (C5, A4, P3)
5. CLO 5: Students are able to formulate creative and responsible solutions to civic problems based on the constitutional and moral foundations of Pancasila. (C4, A4, P4)

**Core readings:**

1. Kaelan. (2022). Pendidikan Pancasila (Revised Edition). Paradigma.
2. Latif, Y. (2020). Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila. Gramedia Pustaka Utama.
3. Asshiddiqie, J. (2021). Hukum Tata Negara dan Pilar-Pilar Demokrasi. Konstitusi Press.
4. Darmadi, H. (2019). Pendidikan Kewarganegaraan: Konsep dan Implementasi. Alfabeta.

## Islam and Religious Moderation

<b>Module Number</b> UIN-6003	<b>Module Name</b> Islam and Religious Moderation	
<b>Type of Course</b> University Compulsory Course	<b>Semester / Rotation</b> 1/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Inquiry Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Group Presentation (20%) Discussion (10%) Paper/essay Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Agus Mutohar, MA., PhD		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b>		
<b>Syllabus</b>  The <b>aims</b> of this course are to develop a deep understanding of religious moderation within Islam and its relevance to social harmony, national unity, and the legal framework. Furthermore, the course seeks to cultivate inclusive attitudes, ethical awareness, and professional conduct in religious contexts and policy discourse, while enhancing research literacy to enable students to design, implement, and evaluate studies on moderation within Indonesian social and legal contexts. Upon completion, students will demonstrate <b>competence</b> in identifying and analysing moderation concepts, applying moderation principles to real-world cases, interpreting normative frameworks that guide religious tolerance, and producing coherent, policy-relevant analyses. They will be able to articulate well-supported arguments, engage in ethical scholarly practices, and communicate moderation-related findings to diverse audiences. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The course <b>materials</b> cover the Concept and Theological Foundations for Moderation in Islam, its Principles and Indicators, the Dynamics of Religious Moderation in Indonesia, Moderation in Education, Media, and Public Discourse, Research Methods and Policy		

Analysis for Moderation Initiatives, Professional Ethics, as well as Case Studies and Core Readings in Religious Moderation.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to internalise religious values toward God Almighty, Pancasila (specifically in the context of Islamic studies and Religious Moderation), as well as norms, legal ethics, professionalism, and integrity as part of their personal development within social and national life; (A4, C2, P3)
2. CLO 2: Students are able to analyse the fundamental concepts, principles, and theories of citizenship, religious moderation, and constitutional norms, as well as the relevance of national law within the context of religious life in Indonesia; (C4, AA3, P2)
3. CLO 3: Students are able to apply analytical skills in solving social-religious issues using principles of moderation, ethics, and legal frameworks; (C3, A3, P4)
4. CLO 4: Students are able to evaluate arguments and evidence in religious moderation cases by employing logical, critical, and innovative reasoning; (C5, A4, P3)

**Core readings:**

1. Kusuma, A. (2023). *Moderasi Beragama di Indonesia: Teori dan Praktik*. Jakarta: Pustaka Islam.
2. Nasution, H. (2022). *Moderasi dalam Keragaman: Teori dan Aplikasi*. Yogyakarta: Kanisius.
3. Suryaputra, B. (2021). *Moderasi Beragama dan Kebijakan Publik*. Bandung: Mizan.
4. Pusat Kajian Moderasi Beragama (2020). *Pedoman Implementasi Moderasi Beragama di Institusi Pendidikan*.

## Intensive Course Reading and Writing

<b>Module Number</b> PBI-6006	<b>Module Name</b> Reading and Writing	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 1/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, <b>Case-Based Learning</b> , Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination: (15%) Final Examination: (15%) Discussion: (10%) Assignment/Quiz (10%) <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation: (10%)</li> <li>• Case Discussion: (15%)</li> <li>• Case Report Aseessment: (25%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dr. Muhammad Nafi Annury, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> Vina Mariana, M.Pd.		
<b>Syllabus</b>  The <b>aims</b> of this course are to significantly enhance students' receptive (reading) and productive (writing) skills necessary for academic success and professional communication. The course concentrates on developing students' ability to comprehend complex academic texts critically and to produce well-organised, coherent, and evidence-based written work across various genres. It also aims to cultivate ethical practices in research and referencing. The <b>competences</b> of this course are demonstrated upon completion when students can read and understand nuanced academic articles, distinguish facts from opinions, synthesise information from multiple sources, and effectively critique written arguments. Furthermore, students will master the ability to write essays, reports, and research summaries with proper syntax, sophisticated vocabulary, and adherence to specific academic referencing styles. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Critical Reading Strategies (Skimming, Scanning, Inferring); Analysing Text Structure (Thesis, Topic Sentences, Supporting Details); Vocabulary Building and Contextual Clues; The Writing Process (Pre-writing, Drafting, Revising, Editing); Developing Academic Paragraphs (Unity and Coherence);		

Writing Different Essay Types (Argumentative, Expository, Narrative); Summary and Synthesis Writing; and Introduction to Research and Academic Referencing

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify the main ideas, specific details, and contextual vocabulary within various types of academic and professional texts; (C2, A2, P2)
2. CLO 2: Students are able to apply critical reading strategies (such as skimming, scanning, and inferring) to efficiently comprehend and summarise complex texts; (C3, A3, P3)
3. CLO 3: Students are able to analyse the rhetorical structure, cohesion, and author's arguments in differing texts, and evaluate the credibility of information sources; (C4, A3, P3)
4. CLO 4: Students are able to produce various types of academic writing (such as argumentative essays, summaries, and response papers) demonstrating accurate grammar, vocabulary, and appropriate style; (C5, A4, P4)
5. CLO 5: Students are able to create and structure a final research paper or essay with a clear, well-supported argument underpinned by relevant evidence, adhering to scholarly writing conventions; (C6, A4, P5)

**Core readings:**

1. Wardhaugh, Ronald & Janet Fuller. 2025. An Introduction to Sociolinguistics. Blackwell Publishing.
2. Mesthrie (ed). 2011. The Cambridge handbook of Sociolinguistic. Cambridge: University Press.
3. Hudson, RA. 1980. Sociolinguistics. Cambridge: University Press.
4. Saleh, Mursid. Sociolinguistics (Handouts and Assignments). 2012. State University of Semarang (UNNES).

## EdTech Entrepreneurship

<b>Module Number</b> PBI-6004	<b>Module Name</b> EdTech Entrepreneurship	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 1/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions and Presentations <b>Case- Based Learning</b>	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Discussion (10%) Paper/Essay (10%) Assignment/Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation (15%)</li> <li>• Case Discussion (10%)</li> <li>• Case Case Report Aseessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Dr. Muhammad Nafi Annury, M.Pd.		<b>Semester Week Hours:</b> 135 hours
<b>Additional Teacher Involved:</b>		
<p><b>Syllabus</b></p> <p>The aims of this course are to introduce students to the principles of educational technology and entrepreneurship, focusing on how innovation and business strategies can be applied to education. The course equips students with knowledge and skills to design, develop, and manage educational technology products or services that address real learning needs. Students will learn how to identify market opportunities, create sustainable business models, and evaluate the impact of EdTech solutions. The competences of this course are demonstrated when students are able to explain the intersection of education, technology, and entrepreneurship, analyse EdTech market trends, design user-centred educational solutions, and develop business plans for EdTech initiatives. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The materials of this course cover the foundations of educational technology, digital learning ecosystems, innovation and design thinking, start-up management, business model development, EdTech product design, marketing and funding strategies, and case studies of successful EdTech ventures.</p>		

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 01: The students are able to explain the principles of educational technology and entrepreneurship. (C2, A2)
2. CLO 02: The students are able to analyse current trends and challenges in the EdTech industry. (C4, A3)
3. CLO 03: The students are able to design innovative and practical EdTech solutions based on user needs. (C5, A3, P4)
4. CLO 04: The students are able to create and present a viable business plan for an EdTech product or service. (C6, A4, P5)

**Core readings:**

1. Christensen, C. M., Horn, M. B., & Johnson, C. W. (2017). *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*. McGraw-Hill.
2. Bates, A. W. (2019). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Tony Bates Associates.
3. Schofield, D. (2021). *EdTech Entrepreneurship: A Practical Guide to Start and Scale*. Routledge.
5. Reeves, T. C. & Lin, L. (2020). *The Research and Design of Educational Technology Entrepreneurs*. Springer.
6. Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation*. Wiley.

## Intensive Course Vocabulary and Grammar

<b>Module Number</b> PBI-6007	<b>Module Name</b> Vocabulary and Grammar	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 1/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Discussions, <b>Case-Based Learning</b>	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination: (15%) Final Examination: (15%) Paper/Essay: (10%) Discussion: (10%) Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation: (15%)</li> <li>• Case Discussion: (10%)</li> <li>• Case Report Aseessment: (25%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, S.S., M.Hum.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to provide students with a solid foundation in the principles of english grammar and to systematically expand their active and passive vocabulary for effective communication across academic and professional settings. The course concentrates on mastering complex grammatical structures and developing a sophisticated lexical repertoire, with a particular focus on academic word lists, collocations, and register. The <b>competences</b> of this course are demonstrated upon completion when students can write and speak with near-native fluency and accuracy, avoiding common grammatical errors and employing a rich, appropriate range of vocabulary. students will be proficient in identifying, correcting, and explaining errors in complex sentences, and they will be capable of using English for nuanced, sophisticated expression in formal contexts. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: review of core english tenses and aspects; modal verbs and conditional clauses; advanced sentence structures (subordination and coordination); passive voice and reported speech; noun, verb, and adjective phrases; academic word list (awl) study; common collocations and idioms; phrasal verbs and prepositional usage; word formation (prefixation and suffixation); and formal versus informal register.</p>		

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: students are able to identify and recall fundamental grammatical rules (e.g., tenses, parts of speech, and sentence structure) and a core range of essential academic vocabulary; (C1)
2. CLO 2: students are able to explain the functions of complex grammatical structures and demonstrate understanding of nuance in synonymy, antonymy, and collocations; (C2)
3. CLO 3: students are able to apply a wide variety of advanced grammatical patterns and lexical items (including phrasal verbs and idioms) accurately and appropriately in both spoken and written tasks; (C3)
4. CLO 4: students are able to analyse grammatical errors in texts, evaluate the stylistic impact of different sentence structures, and critique the precise use of vocabulary in various contexts; (C4)
5. CLO 5: students are able to create complex, coherent, and grammatically flawless texts and speeches, employing sophisticated vocabulary and idiomatic expressions to achieve high rhetorical effectiveness; (C6)

**Core readings:**

1. Hewings, m. (2019). advanced grammar in use with answers (4th ed.). Cambridge University Press.
2. Murphy, r. (2018). english grammar in use with answers (5th ed.). Cambridge University Press.
3. Mccarthy, m., & o'dell, f. (2017). english vocabulary in use: advanced (3rd ed.). Cambridge University Press.
4. Nuttall, c. (2023). teaching reading skills in a foreign language. Heinemann Educational Books.

## Intensive Course Voice and Accent

<b>Module Number</b> PBI-6008	<b>Module Name</b> Voice and Accent	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 1/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Discussions, <b>Case-Based Learning</b>	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Summary (10%) Mid-Term Exam (10%), 100 minutes Final Exam (15%), 100 minutes Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation (20%)</li> <li>• Case Discussion (25%)</li> <li>• Paper Assessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, S.S., M.Hum.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> Agus Prayogo, M.Pd.		
<b>Syllabus</b> The <b>aims</b> of this course are to train students to achieve clarity, projection, and intelligibility in their spoken English, with a specific focus on the features of British pronunciation, particularly Received Pronunciation (RP). The course concentrates on developing students' auditory discrimination skills and enabling them to consciously control their vocal mechanisms and articulators to produce an accurate and expressive accent, which is essential for professional and academic contexts. The <b>competences</b> of this course are demonstrated upon completion when students can utilise the International Phonetic Alphabet (IPA) for self-correction, speak using clear and dynamic projection, and accurately produce all English phonemes, including complex vowel and consonant sounds. Furthermore, students will be proficient in applying appropriate word stress, sentence stress, and intonation patterns to convey precise meaning and emotion, allowing for highly effective oral communication. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: The International Phonetic Alphabet (IPA) for English; Vowel and Consonant Sounds (Focus on RP); Stress and Rhythm in English Words and Sentences; Intonation Patterns (Falling, Rising, and Fall-Rise Tones); Connected Speech Phenomena (elision, assimilation, and linking r); Vocal Techniques (Breathing,		

Resonance, and Projection); Analysing Accent Variation in the UK; and Practical Exercises for Pronunciation Correction.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall specific phonemes, word stress, and intonation patterns typical of Received Pronunciation (RP) and other variants of British English accents; (C1, A1, P1)
2. CLO 2: Students are able to explain the differences between challenging vowel and consonant sounds (minimal pairs) and demonstrate an understanding of rhythm and linking in natural connected speech; (C2, A2, P2)
3. CLO 3: Students are able to apply correct breathing and articulation techniques to enhance vocal quality (vocal projection) and clarify pronunciation (articulation) in various speaking situations; (C3, A3, P4)
4. CLO 4: Students are able to analyse and evaluate their own and others' voice recordings, identify accent weaknesses, and critique the use of intonation inappropriate for the emotional or rhetorical context; (C4, A4, P3)
5. CLO 5: Students are able to create and deliver highly intelligible spoken discourse, mimic the British accent accurately, and adjust vocal quality for professional presentation purposes; (C6, A4, P3)

**Core readings:**

1. Roach, P. (2019). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
2. Baker, A. (2018). *Ship or Sheep? An Intermediate Pronunciation Course* (4th ed.). Cambridge University Press.
3. Hancock, M. (2017). *English Pronunciation in Use: Advanced* (2nd ed.). Cambridge University Press.
4. Ashby, P. (2021). *Speech Sounds* (3rd ed.). Routledge.

**2<sup>nd</sup> Semester**  
**Even**  
**2024/2025**

## Extensive Listening and Speaking

<b>Module Number</b> PBI-6009	<b>Module Name</b> Extensive Listening and Speaking	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Peer Group Discussions, Demonstration	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Discussion and Class Participation (5%) Demonstration Speaking Assignment (30%) Listening Assignment (30%) Mid-Semester Exam (15%), 100 minutes Final Semester Exam (20%), 100 minutes		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Nadiyah Ma'mun, M.Pd		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b>		
<b>Syllabus</b> The <b>aims</b> of this course are to significantly enhance students' capacity for sustained aural comprehension and fluent, extensive oral production. The course concentrates on developing the stamina and strategies required to understand complex, prolonged authentic speech in various contexts (academic, professional, and social) and to produce extended, coherent spoken discourse without excessive hesitation. The <b>competences</b> of this course are demonstrated upon completion when students can effortlessly follow extended lectures or broadcasts, understand the nuances of rapid, natural conversation involving multiple speakers, and accurately summarise lengthy oral content. Furthermore, students will master the ability to speak for extended periods with minimal grammatical or lexical interference, maintaining logical flow, and employing advanced discourse markers and linking words to produce cohesive speech. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Strategies for Sustained Listening (Prediction, Visualisation); Analysing Long-Form Media (Podcasts, Debates, Documentaries); Note-Taking and Mind-Mapping for Extended Lectures; Developing Oral Fluency and Sustained Monologues; Techniques for Impromptu and		

Extemporaneous Speaking; Advanced Discourse Markers and Cohesive Devices; Managing Conversational Turn-Taking in Extended Discussions; and Formal vs. Informal Long-Form Communication.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to recall and identify the main idea and overall context of lengthy, authentic spoken texts (e.g., full-length documentaries, podcasts, and interviews) without relying heavily on transcripts; (C2, A2, P2)
2. CLO 2: Students are able to apply global listening strategies—such as inferring speaker attitude, identifying shifts in topic, and recognising cohesive devices—to maintain comprehension over extended periods; (C3, A3, P3)
3. CLO 3: Students are able to analyse the structure, rhetorical techniques, and persuasive arguments presented in various extended oral discourses and evaluate the information's credibility and bias; (C4, A3, P3)
4. CLO 4: Students are able to produce extended monologues, deliver impromptu speeches, and participate effectively in debates, demonstrating coherent structure and sustained fluency; (C5, A4, P5)
5. CLO 5: Students are able to create an original, in-depth audio or video presentation (e.g., a short documentary or long-form interview) that incorporates complex spoken language and demonstrates mastery of sustained discourse; (C6, A4, P5)

**Core readings:**

1. Richards, J. C. (2018). *Teaching Listening and Speaking: From Principles to Practice*. Cambridge University Press.
2. Rost, M. (2018). *Teaching and Researching Listening* (3rd ed.). Routledge.
3. Thornbury, S. (2017). *How to Teach Speaking*. Longman.
4. Hedge, T. (2024). *Teaching and Learning in the Language Classroom*. Oxford University Press.

## Extensive Reading and Writing

<b>Module Number</b> PBI-6010	<b>Module Name</b> Extensive Reading and Writing	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Peer Group Discussions, Demonstration	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Discussion and Class Participation (5%) Demonstration Speaking Assignment (30%) Listening Assignment (30%) Mid-Semester Exam (15%), 100 minutes Final Semester Exam (20%), 100 minutes		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Risky Soffyana, S.Pd., M.Si., M.Ed.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to significantly cultivate students' capacity for deep and prolonged engagement with written texts and to develop their ability to produce well-researched, complex, and sustained written discourse. The course concentrates on enhancing reading speed, improving comprehension of difficult, lengthy materials, and mastering the rhetorical skills necessary for long-form academic and professional writing. The <b>competences</b> of this course are demonstrated upon completion when students can read novels, academic books, and lengthy reports quickly and for pleasure or purpose, extracting key information while maintaining overall comprehension. Furthermore, students will master the ability to write coherent, critical, and lengthy papers, effectively integrating evidence, managing complex citations, and sustaining a sophisticated analytical voice suitable for advanced scholarly work. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Strategies for Developing Reading Fluency and Speed; Selecting Appropriate Extensive Reading Materials (graded and authentic); Critical Analysis		

of Long-Form Non-Fiction and Literature; Structuring and Outlining Extended Essays and Papers; Techniques for Synthesising Multiple Sources in Depth; Developing a Consistent Scholarly Voice and Tone; Advanced Referencing and Avoiding Plagiarism in Long Works; and Drafting, Revising, and Editing Long-Form Submissions.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to recall and identify the overall plot, character development, and general message across various lengthy authentic texts (e.g., novels, full-length non-fiction books, or extensive reports) without needing to understand every word; (C2, A2, P2)
2. CLO 2: Students are able to apply advanced reading fluency strategies (such as rapid comprehension and information filtering) to process large volumes of complex written material efficiently and purposefully; (C3, A3, P3)
3. CLO 3: Students are able to analyse the author's voice, ideological stance, and sophisticated rhetorical devices (e.g., irony, metaphor, extended analogy) used in extensive academic and literary works, and evaluate the texts' cultural significance; (C4, A4, P3)
4. CLO 4: Students are able to produce extended written responses, book reviews, and critical essays that effectively synthesise ideas from multiple, extensive sources, maintaining a clear, consistent, and complex argument; (C5, A4, P4)
5. CLO 5: Students are able to create an original, high-quality, long-form written piece (e.g., a dissertation chapter, detailed research proposal, or substantial literary critique) that demonstrates sophisticated structural control and scholarly voice; (C6, A4, P5)

**Core readings:**

1. Day, R. R., & Bamford, J. (2018). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.
2. Gillet, S., Hammond, A., & Williams, L. (2023). *Writing for Academic Success* (2nd ed.). Oxford University Press.
3. Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument and Reflection* (3rd ed.). Palgrave Macmillan.
4. Tribble, C. (2018). *Writing* (Oxford Introductions to Language Study). Oxford University Press.

## Islamic Philosophy and Pedagogy

<b>Module Number</b> PBI-6002	<b>Module Name</b> Islamic Philosophy and Pedagogy	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Inquiry Learning, Presentations	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (15%) Group Presentation (20%) Discussion (10%) Paper/essay Assessment (20%)		<b>SKS (+Workload in hours)</b> 3 (39 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135)  <b>ECTS (+Workload in hours)</b> 4,5 (39 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
<b>Module Coordinator</b> Agus Mutohar, MA., PhD		<b>Semester Week Hours:</b> 135 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The aims of this course are to introduce students to the fundamental principles of Islamic philosophy and pedagogy, exploring their origins, development, and relevance to contemporary educational thought and practice. The course focuses on the relationship between reason, revelation, and education in the Islamic intellectual tradition, and how philosophical ideas have shaped pedagogical models throughout Islamic civilization. Students will engage critically with key philosophical questions concerning knowledge, ethics, and human development, as well as pedagogical frameworks derived from classical and modern Muslim scholars. The competences of this course are demonstrated when students are able to explain the philosophical foundations of Islamic education, analyses major schools of thought in Islamic philosophy, evaluate classical and contemporary Islamic pedagogical models, and apply philosophical reasoning to current educational and moral challenges in Muslim societies. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The materials of this course cover the concept of knowledge ('ilm) and education (tarbiyah, ta'lim, ta'dib) in Islam, major figures in Islamic philosophy such as al-Farabi, Ibn Sina, al-Ghazali, and Ibn Rushd, the relationship between philosophy and revelation in Islamic</p>		

thought, classical models of Islamic pedagogy and their educational implications, modern interpretations and reform movements in Islamic education, the role of ethics, reason, and spirituality in Islamic pedagogy, and the application of Islamic philosophical principles in contemporary educational settings.

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 01: The students are able to explain the fundamental concepts and development of Islamic philosophy and its relation to education. (C2, A1, P1)
2. CLO 02: The students are able to analyse major ideas of prominent Muslim philosophers and their relevance to modern educational thought. (C, A2, P1)
3. CLO 03: The students are able to compare Islamic educational philosophy with Western educational philosophies critically. (C5, A3, P2)
4. CLO 04: The students are able to design pedagogical approaches and learning frameworks based on Islamic philosophical principles. (C6, A4, P4)
5. CLO 05: The students are able to demonstrate reflective and ethical attitudes grounded in Islamic values in educational contexts. (C4, A3, P4)
6. CLO 06: The students are able to apply the principles of Islamic philosophy to address contemporary educational challenges. (C4, A3, P4)

**Core readings:**

1. Al-Attas, S. M. N. (1991). *The concept of education in Islam: A framework for an Islamic philosophy of education*. International Institute of Islamic Thought and Civilization (ISTAC).
2. Al-Ghazali. (2001). *The aims of education* (translated by D. Boullata). *Muslim Education Quarterly*, 18(1), 5–16.
3. Alavi, H. R. (2007). An integrated approach to moral education based on Islamic values. *Journal of Moral Education*, 36(4), 421–434. <https://doi.org/10.1080/03057240701687917>
4. Halstead, J. M. (2024). An Islamic concept of education. *Comparative Education*, 40(4), 517–529. <https://doi.org/10.1080/0305006042000284510>
5. Iqbal, M. (2023). *The reconstruction of religious thought in Islam*. Stanford University Press.
6. Nasr, S. H. (2022). *Islamic philosophy from its origin to the present: Philosophy in the land of prophecy*. State University of New York Press.
7. Rosnani, H. (1996). Intellectualism in higher Islamic traditional studies: Implications for the curriculum. *American Journal of Islamic Social Sciences*, 13(2), 155–171.
8. Sardar, Z. (2021). *Reading the Qur'an: The contemporary relevance of the sacred text of Islam*. Oxford University Press.
9. Sulaiman, M. (2018). *Philosophy of Islamic education*. Dar al-Fikr.
10. Wan Daud, W. M. N. (1998). *The educational philosophy and practice of Syed Muhammad Naquib al-Attas: An exposition of the original concept of Islamisation*. ISTAC.

## Second Language Acquisition (SLA)

<b>Module Number</b> PBI-6024	<b>Module Name</b> Second Language Acquisition (SLA)	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Discussions, <b>Case- Based Learning</b>	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination: (15%) Final Examination: (20%) Discussion: (10%) Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation: (15%)</li> <li>• Case Discussion: (15%)</li> <li>• Case Report Aseessment: (25%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Nadiyah Ma'mun, M.Pd		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with a comprehensive and critical understanding of the psychological, linguistic, and social processes involved in learning a second or foreign language. The course concentrates on exploring major theoretical frameworks, investigating the variables that influence learner success, and bridging the gap between theoretical research and practical language teaching methodologies. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the core differences between first and second language acquisition, explain common developmental sequences in interlanguage, and critically assess the impact of instructional intervention on the acquisition process. Students will master the ability to use SLA terminology accurately, analyse learner performance data scientifically, and draw informed conclusions regarding language pedagogy and curriculum design. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Key Historical and Theoretical Perspectives (Behaviourism, Cognitive, Social); The Role of the First Language (Transfer and Contrastive		

Analysis); Interlanguage, Fossilization, and Error Analysis; Learner Variables (Age, Motivation, Aptitude, Affective Factors); The Nature of Input, Interaction, and Output; Theories of Syntax and Morphology Acquisition; Socio-Cultural and Contextual Factors in SLA; and Research Methods in Second Language Acquisition.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the key terminology, historical timeline, and foundational theories (e.g., Behaviourism, Innatism) related to the field of Second Language Acquisition; (C1, A1, P1)
2. CLO 2: Students are able to explain the main hypotheses (e.g., Monitor Model, Interaction Hypothesis) and theoretical concepts (e.g., Interlanguage, Universal Grammar) that underpin SLA research; (C2, A2, P2)
3. CLO 3: Students are able to apply SLA theories to analyse language learner data, predict patterns of error (error analysis), and relate theoretical constructs to real-world classroom practices; (C3, A3, P3)
4. CLO 4: Students are able to analyse the role of internal (e.g., age, motivation, aptitude) and external (e.g., input, socio-cultural context) factors in the SLA process and evaluate the effectiveness of different instructional approaches; (C4, A4, P3)
5. CLO 5: Students are able to create an original research proposal or a substantial theoretical paper that synthesises established SLA literature and proposes an innovative solution or approach to a problem in language learning or teaching; (C6, A4, P5)

**Core readings:**

1. Lightbown, P. M., & Spada, N. (2023). *How Languages are Learned* (5th ed.). Oxford University Press.
2. Ellis, R. (2015). *Understanding Second Language Acquisition* (2nd ed.). Oxford University Press.
3. Gass, S. M., & Selinker, L. (2020). *Second Language Acquisition: An Introductory Course* (5th ed.). Routledge.
4. Mitchell, R., Myles, F., & Marsden, E. (2019). *Second Language Learning Theories* (4th ed.). Routledge.

## Communicative English Grammar

<b>Module Number</b> PMA-6015	<b>Module Name</b> Communicative English Grammar	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity: 40</b>
<b>Teaching Methods</b> Lectures, Discussions, Presentation Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) - 100 minutes Final Exam (15%) - 100 minutes Paper/Essay (15%) Assignment/Quiz (5%) Discussion: (10%) Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation (10%)</li> <li>• Case Discussion (10%)</li> <li>• Case Report Assessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati , M.Pd.		<b>Semester Week Hours:</b> Total 90 Hours
<b>Additional Teacher Involved:</b> Dr. Muhammad Nafi Annury, M.Pd.		
<b>Syllabus</b>  The <b>aims</b> of this course are to shift the focus of grammar study from a mechanical set of rules to a dynamic tool for effective communication. The course concentrates on understanding the function and meaning of grammatical structures, enabling students to make deliberate, contextually appropriate choices to express specific communicative intentions (e.g., advising, persuading, expressing certainty, hedging). The <b>competences</b> of this course are demonstrated upon completion when students can use grammar flexibly and confidently to manage real-world communicative tasks. Students will master the ability to accurately use complex tenses and aspects (e.g., perfect and continuous forms) to manage time reference in discourse, employ a full range of modal verbs for conveying obligation and probability, and utilise conditional clauses to negotiate hypothetical situations, ensuring their message is always clear and appropriate to the register. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Functional Analysis of Tenses and Aspects; Modal Verbs for Meaning and Function (Certainty, Obligation, Advice); Conditional Sentences for		

Expressing Hypotheses; Reported Speech for Narrative and Summarising; Cohesion and Coherence through Grammar (Pronoun Reference, Conjunctions); The Communicative Function of Phrasal Verbs; Grammar for Discourse Management (e.g., using question tags to invite agreement); and Common Grammatical Pitfalls in Spontaneous Communication.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the fundamental structures of English grammar, focusing on their functional meaning in real-life contexts rather than just their form; (C1, A1, P1)
2. CLO 2: Students are able to explain how varying grammatical choices (e.g., different tenses, modal verbs, or reported speech forms) affect the tone, meaning, and communicative intent of a message; (C2, A2, P2)
3. CLO 3: Students are able to apply a wide range of grammatical structures accurately and appropriately in spontaneous spoken and written communication to effectively convey nuanced meaning; (C3, A3, P4)
4. CLO 4: Students are able to analyse grammatical errors not merely as formal mistakes, but as breakdowns in communication, and evaluate the most effective grammatical choices to resolve ambiguity in conversational exchanges; (C4, A4, P3)
5. CLO 5: Students are able to create complex and well-formed communicative texts (both written and oral) that demonstrate advanced grammatical control and rhetorical effectiveness in achieving specific communicative goals; (C6, A4, P5)

**Core readings:**

1. Carter, R., & McCarthy, M. (2017). *Cambridge Grammar of English: A Comprehensive Guide* (2nd ed.). Cambridge University Press.
2. Thornbury, S. (2024). *About Language: Tasks for Teachers of English* (2nd ed.). Cambridge University Press.
3. Murphy, R. (2018). *English Grammar in Use: Intermediate to Advanced* (5th ed.). Cambridge University Press.
4. Swan, M. (2019). *Practical English Usage* (4th ed.). Oxford University Press.

## Indonesian Language for Scientific Writing

<b>Module Number</b> UIN-6002	<b>Module Name</b> Indonesian Language for Scientific Writing	
<b>Type of Course</b> University Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentation Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (5%) Paper/Essay Assesment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Case Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Vina Mariana, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to equip students with the advanced linguistic and stylistic competence required to produce clear, precise, and grammatically correct scientific and scholarly writing in the Indonesian language. The course concentrates on mastering the formal academic register, adhering to national spelling and punctuation standards (EYD), and developing effective argumentation and structural coherence in academic texts. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the major stylistic differences between spoken and academic Indonesian, explain and apply the full rules of PUEBI (the latest official guide to Indonesian spelling, replacing EYD), and accurately use academic vocabulary and complex sentence structures appropriate for research. Students will master the ability to write a structured research proposal, a literature review, and a complete academic article, ensuring clarity, objectivity, and proper Indonesian-specific referencing. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at		

<https://elearning.walisongo.ac.id/>, while synchronously online using Zoom Meeting. The **materials** of this course include: Mastering the Rules of PUEBI/EYD (Spelling, Punctuation, Capitalisation); Formal Sentence Structure and Passive Voice in Academic Indonesian; Accurate Use of Conjunctions and Discourse Markers for Cohesion; Developing Objective and Formal Academic Vocabulary; Writing Effective Paragraphs and Outlines; The Structure of Academic Texts in Indonesian (Abstract, Introduction, Conclusion); Proper Referencing Styles for Indonesian Contexts; and Drafting and Revising Scientific Reports, Proposals, and Theses in Indonesian.

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the fundamental rules of *Ejaan yang Disempurnakan* (EYD/Indonesian Standard Spelling System), correct word choices, and standard grammatical structures of formal Indonesian; (C1, A1, P1)
2. CLO 2: Students are able to explain the differences between common Indonesian prose and the formal, precise, and objective language required for scientific and academic contexts; (C2, A2, P2)
3. CLO 3: Students are able to apply the principles of effective paragraph construction, cohesive text organisation, and accurate technical terminology in Indonesian to draft specific sections of an academic paper; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically existing Indonesian scientific texts to evaluate their clarity, logical flow, adherence to academic register, and proper citation format according to Indonesian scholarly standards; (C4, A4, P3)
5. CLO 5: Students are able to create an original, complete, and stylistically correct academic paper (e.g., a research article or a comprehensive review) entirely in Indonesian, demonstrating mastery of the formal register and academic conventions of the language; (C6, A4, P5)

**Core readings:**

1. Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) (The official guide from the Indonesian Ministry of Education and Culture). 2023
2. Alwi, H., dkk. (2017). *Tata Bahasa Baku Bahasa Indonesia* (A definitive reference for Indonesian grammar). Balai Pustaka.
3. Arifin, E. Z., & Amran, T. (2019). *Cermat Berbahasa Indonesia untuk Perguruan Tinggi*. Akademika Pressindo.
4. Tim Dosen Bahasa Indonesia. (Various Years). *Panduan Penulisan Karya Ilmiah* (Institutional guide from a specific Indonesian university, often essential).

## Qur'an and Hadith Literacy

<b>Module Number</b> PBI-6001	<b>Module Name</b> Qur'anic and Hadith Literacy	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 6 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd.		<b>Semester Week Hours:</b> 136 Hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to provide students with a unified, scholarly, and critical understanding of the two foundational sources of Islam: the Qur'an and the Hadith. The course concentrates on exploring the interconnected histories, methodologies, and interpretative traditions of these two sources, equipping students with the tools to engage with both texts responsibly and methodologically for comprehensive religious and ethical understanding. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the major scholarly debates regarding the textual history of the Qur'an and the chain of transmission of the Hadith. They will be able to differentiate between various schools of Tafsir and Hadith commentary, and critically evaluate how the synergy between these two sources informs Islamic jurisprudence (Fiqh) and belief (Aqidah). Students will master the ability to use appropriate Arabic terminology and demonstrate intellectual maturity in handling sacred texts. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The</p>		

**materials** of this course include: The History of the Qur'an's Compilation and Preservation; Ulum al-Qur'an (e.g., Makki/Madani, Asbab al-Nuzul); Major Schools and Methods of Tafsir; The History of Hadith Transmission and Compilation; Mustalah al-Hadith (Terminology, Classification, and Authenticity); Principles of Isnad and Matn Criticism (Rijal al-Hadith); The Synergistic Relationship between the Qur'an and the Sunnah; and Contemporary Debates on Textual Interpretation and Application.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the fundamental terminology, historical context, and primary sources related to the compilation and preservation of both the Qur'an and the Hadith; (C1, A1, P1)
2. CLO 2: Students are able to explain the core methodologies of Ulum al-Qur'an (Qur'anic Sciences) and Mustalah al-Hadith (Hadith Terminology) and demonstrate an understanding of their interconnected roles in Islamic law and theology; (C2, A2, P2)
3. CLO 3: Students are able to apply principles of textual criticism (e.g., Asbab al-Nuzul for the Qur'an and Isnad analysis for Hadith) to analyse the authenticity and context of selected sacred texts; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically the historical and methodological debates concerning the interpretation (Tafsir and Sharh) of both the Qur'an and Hadith, and evaluate the validity of differing exegetical approaches in light of contemporary challenges; (C4, A4, P3)
5. CLO 5: Students are able to create an original scholarly paper or presentation that synthesises the principles derived from both the Qur'an and the Hadith to provide an ethical and reasoned solution to a complex contemporary moral or legal issue; (C6, A4, P4)

**Core readings:**

1. Al-Khatib, M. A. (2018). The Fundamentals of Hadith Methodology (Translated Edition). International Islamic Publishing House.
2. Rippin, A. (2019). The Qur'an and Its Interpreters. Routledge.
3. Brown, J. A. (2017). Misquoting Muhammad: The Challenge and Choices of Interpreting the Prophet's Legacy. Oneworld Publications.
4. Abdul-Raof, H. (2024). Theories and Applications in the Exegetical Sciences: Approaches to Tafsir. Routledge.

## Philosophy of the Unity of Sciences

<b>Module Number</b> UIN-6004	<b>Module Name</b> Philosophy of the Unity of Sciences	
<b>Type of Course</b> University Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, S.S., M.Hum.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with a rigorous, philosophical investigation into the concept of the Unity of Science (UoS). The course concentrates on examining the historical attempts to integrate all branches of knowledge, from logical positivism and reductionism to contemporary debates on interdisciplinary research and the limits of scientific explanation, thereby addressing the perceived fragmentation of academic disciplines. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the main arguments for scientific reduction, explain the problem of multiple realizability in cognitive science, and critically assess the notion that physics is the ultimate foundation of all knowledge. Students will master the ability to engage in high-level philosophical discourse, understand the epistemological status of different scientific laws, and evaluate the ethical and practical consequences of pursuing a unified worldview. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom		

Meeting. The **materials** of this course include: Historical Context (The Vienna Circle and Logical Positivism); Key Concepts of Unity (Reductionism, Emergence, Naturalism); Methodological vs. Ontological Unity; The Problem of Inter-Theoretic Reduction (e.g., Biology to Chemistry); The Challenge of Multiple Realizability and the Special Sciences; Integration and Interdisciplinarity in Contemporary Research; The Role of Metaphysics and Values in Scientific Integration; and Critiques of UoS (e.g., Pluralism, Fragmentation as Strength).

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the historical origins, key propositions (e.g., reductionism, naturalism), and major figures associated with the philosophical concept of the Unity of Science (UoS); (C1, A1, P1)
2. CLO 2: Students are able to explain the difference between methodological UoS, epistemological UoS, and ontological UoS, and demonstrate an understanding of the logical positivist project of UoS; (C2, A2, P2)
3. CLO 3: Students are able to apply philosophical frameworks to analyse the relationship between fundamental sciences (e.g., physics, chemistry) and special sciences (e.g., biology, psychology) and evaluate the feasibility of inter-theoretic reduction; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically the arguments for and against scientific reductionism critically, evaluate the problem of fragmented knowledge in contemporary academia, and critique the role of metaphysics in scientific explanation; (C4, A3, P4)
5. CLO 5: Students are able to create an original philosophical argument or research paper that synthesises concepts from two distinct scientific disciplines and proposes a cohesive, unified approach to a complex problem, demonstrating a refined understanding of the UoS ideal; (C6, A4, P4)

**Core readings:**

1. Oppenheim, P., & Putnam, H. (2018). *Unity of Science as a Working Hypothesis*. Wiley. (A foundational text from the logical positivist tradition).
2. Dupré, J. (2017). *The Disunity of Science: Metaphysical Perspectives*. Harvard University Press. (A key text arguing against UoS.)
3. Churchland, P. S. (2019). *Neurophilosophy: Toward a Unified Science of the Mind-Brain*. MIT Press. (For the reductionism debate.)
4. Kellert, S. H., Longino, H. E., & Waters, C. K. (Eds.). (2023). *Scientific Pluralism*. University of Minnesota Press.

## Educational Psychology

<b>Module Number</b> PBI-6003	<b>Module Name</b> Educational Psychology	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 2/Even	<b>Student Capacity: 40</b>
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case- Based Learning,	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dr. Nadiah Ma'mun, M. Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with a systematic understanding of psychological principles that are essential for effective teaching and learning. The course concentrates on exploring theories of human development, cognition, motivation, and assessment, equipping students with the conceptual framework needed to analyse and optimize educational environments for diverse learners. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the mechanisms of cognitive development , explain the influence of extrinsic and intrinsic motivation on academic performance, and differentiate between norm-referenced and criterion-referenced assessment. Students will master the ability to diagnose learning difficulties, select appropriate research-backed instructional strategies, and manage classroom behaviour using informed psychological techniques. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Theoretical Foundations of Educational Psychology;		

Cognitive Development (Piaget, Vygotsky); Socio-Emotional and Moral Development; Theories of Learning (Behaviourism, Cognitivism, Constructivism); Motivation in Education (Attribution Theory, Self-Efficacy); Classroom Management and Discipline; Instructional Planning and Design; Educational Assessment and Evaluation (Reliability and Validity); and Learning in Diverse Contexts (Special Needs, Cultural Diversity).

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the core theories (e.g., Piaget, Vygotsky, Skinner), key terminology, and fundamental principles underpinning human development and learning processes; (C1, A1, P1)
2. CLO 2: Students are able to explain how cognitive, socio-emotional, and motivational factors influence student learning and classroom behaviour, and demonstrate an understanding of different instructional design models; (C2, A2, P2)
3. CLO 3: Students are able to apply theories of learning and development to analyse educational scenarios, devise appropriate instructional strategies, and manage classroom dynamics effectively; (C3, A3, P4)
4. CLO 4: Students are able to analyse the validity and ethical implications of various assessment methods, motivational techniques, and teaching practices, and evaluate their effectiveness in diverse educational settings; (C4, A4, P3)
5. CLO 5: Students are able to create an original, evidence-based lesson plan or intervention programme that synthesises major psychological principles with practical pedagogical methods to address specific learning challenges; (C6, A4, P4)

**Core readings:**

1. Slavin, R. E. (2020). Educational Psychology: Theory and Practice (13th ed.). Pearson Education.
2. Woolfolk, A. (2018). Educational Psychology (14th ed.). Pearson Education.
3. Ormrod, J. E. (2021). Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching (6th ed.). Pearson Education.
4. Gage, N. L., & Berliner, D. C. (1998). Educational Psychology (6th ed.). Houghton Mifflin.

**3<sup>rd</sup> Semester**  
**Odd**  
**2024/2025**

## Professional Listening and Speaking

<b>Module Number</b> PBI-6011	<b>Module Name</b> Professional Listening and Speaking	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Case method, Discussions and Presentations, Simulation, roleplay	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Attendance & Participation: 10% Case report: 10% Presentation: 10% Simulation: 30% Practice/roleplay: 40%		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dr. Muhammad Nafi Annury, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The <b>aims</b> of this course are to equip students with the advanced listening and speaking competencies essential for success in international professional and corporate environments. The course concentrates on moving students from general fluency to strategic communication, focusing on the nuances of formal language, professional etiquette, and the specific discourse required for high-stakes business interactions. The <b>competences</b> of this course are demonstrated upon completion when students can effortlessly follow complex professional discussions and telephone conferences, explain technical information clearly and succinctly, and articulate their professional opinions with appropriate hedging and politeness. Students will master the ability to chair meetings effectively, participate constructively in negotiations, handle customer relations with professionalism, and deliver persuasive formal presentations using appropriate visual aids and rhetoric. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Strategies for Active and Critical Listening in Meetings and Conferences; Formal and Professional Register (Vocabulary and Tone);		

Effective Communication in Negotiation and Conflict Resolution; Delivering Structured Formal Presentations (Organisational Patterns, Visual Aids); Chairing and Participating in Business Meetings; Cross-Cultural Aspects of Professional Communication; Managing Telephone and Virtual Communication; and Role-Plays in Professional Scenarios (e.g., Sales Pitches, Performance Reviews).

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the linguistic features, formal register, and etiquette required for professional communication settings (e.g., meetings, negotiations, formal presentations); (C1, A1, P1)
2. CLO 2: Students are able to explain the differences between active and passive listening in professional contexts and demonstrate an understanding of communicative strategies for managing conflict and expressing dissent politely; (C2, A2, P2)
3. CLO 3: Students are able to apply advanced listening skills to comprehend complex professional discourse (e.g., reports, proposals, technical instructions) and produce clear, concise, and persuasive oral communication in professional role-plays; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically the effectiveness of various speaking styles and negotiation tactics used in business scenarios and evaluate their own oral performance based on clarity, professionalism, and cross-cultural sensitivity; (C4, A4, P3)
5. CLO 5: Students are able to create and deliver a professional, in-depth business presentation or effectively lead a formal negotiation session, demonstrating mastery of professional discourse, fluency, and persuasive rhetoric; (C6, A4, P4)

**Core readings:**

1. Rogin, M. A. (2019). *Professional Communication: Principles and Practices*. SAGE Publications.
2. Locker, K. O., & Kaczmarek, S. K. (2024). *Business Communication: Building Critical Skills* (7th ed.). McGraw-Hill Education.
3. Hughes, R. (2019). *Exploring Spoken English*. Cambridge University Press. (Relevant for discourse features.)
4. Weissberg, R., & Buker, S. (2017). *Writing Up Research: Practical Approaches for Students* (3rd ed.). Prentice Hall.

## Professional Reading and Writing

<b>Module Number</b> PBI- 6012	<b>Module Name</b> Professional Reading and Writing	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Workshop, Discussions and Project- Based Learning.	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Discussion (10%) Project-Based Learning: • Project Results Seminar (15%) • Project Discussion (15%) • Final Report Assessment (15%) 3. Mid-Semester Exam (c): 20%, 100 minutes 4. Final Semester Exam (d): 25%, 100 minutes		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Vina Mariana, M.Pd.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to equip students with the advanced literacy skills necessary to navigate and produce effective written communication in global professional, corporate, and organisational environments. The course concentrates on mastering the reading comprehension of complex technical and administrative texts and developing the ability to write strategically, ensuring clarity, conciseness, and persuasive power in all professional output. The <b>competences</b> of this course are demonstrated upon completion when students can effortlessly comprehend and summarise technical and policy documents, explain the principles of effective report design, and critically evaluate the ethical duties related to professional documentation (e.g., data representation and honesty). Students will master the ability to write persuasive proposals, concise memos, structured analytical reports, and professional emails, all adhering to the strict format and tone expected in the international workplace.. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously		

online using Zoom Meeting. The **materials** of this course include: Reading Strategies for Technical and Policy Documents; Analysing and Summarising Complex Professional Texts; Principles of Clear and Concise Writing (Plain English); Writing Effective Professional Emails and Memos; Structuring Analytical Reports (e.g., Executive Summary, Findings, Recommendations); Developing Persuasive Proposals and Business Cases; Document Design and Visual Communication in Reports; and Ethical Issues in Professional Writing (e.g., Tone, Objectivity, Plagiarism).

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the stylistic conventions, formal register, and genre-specific structures required for various professional documents (e.g., reports, proposals, emails); (C1, A1, P1)
2. CLO 2: Students are able to explain the purpose and audience expectations for different professional texts and demonstrate understanding of tone and persuasion techniques in business correspondence; (C2, A2, P2)
3. CLO 3: Students are able to apply critical reading skills to analyse complex professional materials (e.g., technical reports, policy documents) and produce clear, concise, and persuasive written documents tailored for specific professional audiences; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically the effectiveness, ethical implications, and logical coherence of professional reports and correspondence, and evaluate the clarity of data presentation and argumentation; (C4, A3, P4)
5. CLO 5: Students are able to create an original, in-depth professional document (e.g., a comprehensive business proposal, a feasibility study, or a policy document) that synthesises complex information into a strategically effective, error-free, and ethically sound written product; (C6, A4, P4)

**Core readings:**

1. Kuiper, Sherly & Luke, Cheryl. 1992. Report Writing with Microcomputer Applications. Ohio: South western Publishing Co.
2. Tomlinson, Gerald. 2023. The School Administrator's complete letter book second edition. San Fransisco: John Wiley & Sons, Inc.

## English Across the Curriculum

<b>Module Number</b> PBI 6038	<b>Module Name</b> English Across the Curriculum	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case- Based Learning,	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Quiz (5%) Mid-Term Examination (15%) 200 minutes Final Exam (15%), 200 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		<b>SKS (+Workload in hours)</b> 4 (53 hours of in-class sessions + 64 hours of structured assignments + 64hours of independent assignments = total 181)  <b>ECTS (+Workload in hours)</b> 6 (53 hours of in-class sessions + 64 hours of structured assignments + 64hours of independent assignments = total 181 hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, S.S. M.Hum		<b>Semester Week Hours:</b> 181 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to bridge the gap between general English proficiency and the specific academic literacy required for success in all university subjects. The course concentrates on developing students' ability to effectively read, write, speak, and listen within the particular discourse communities of their respective fields, thereby using English as a tool for learning content across the curriculum. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the subtle but important differences in reporting verbs and citation practices across disciplines, explain how disciplinary knowledge is conventionally structured in writing, and critically evaluate the persuasive strategies used in academic publications. Students will master the ability to produce formal academic texts that meet the stylistic, grammatical, and genre-specific expectations of their broader scholarly community. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Analysing Disciplinary Genres (Lab Reports, Case Studies, Critical Essays); Academic Vocabulary and Phraseology Specific to STEM, Humanities, and Social Sciences; Rhetorical Patterns in Academic Writing (Argument, Comparison, Definition); Effective Use of Nominalisation and Passive Voice in Formal Contexts; The</p>		

Language of Citation, Hedging, and Stance Taking; Reading Strategies for Disciplinary Texts (Identifying Claims and Evidence); Presenting Complex Disciplinary Information Orally; and Revising and Editing for Academic Style and Clarity.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to recall and identify the key vocabulary, discourse markers, and genre conventions specific to academic communication across various disciplinary fields; (C1, A1, P1)
2. CLO 2: Students are able to explain how rhetorical patterns (e.g., argumentative structure, problem/solution) differ and overlap across core university subjects (e.g., sciences, humanities, social studies); (C2, A2, P2)
3. CLO 3: Students are able to apply English language skills to analyse and synthesise content from disciplinary readings, and to communicate complex subject-specific information accurately in writing and speech; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically the effectiveness of communication within academic texts from their own and other disciplines, and evaluate the clarity, formality, and register appropriate for different academic audiences; (C4, A3, P3)
5. CLO 5: Students are able to create coherent, subject-specific academic texts (e.g., laboratory reports, literature reviews, case studies) that synthesise disciplinary knowledge with sophisticated English language use and appropriate academic style; (C6, A4, P4)

**Core readings:**

1. Hyland, K. (2018). *Teaching and Researching Writing* (3rd ed.). Routledge. (Focus on academic discourse analysis.)
2. Jordan, R. R. (2019). *Academic Writing Course: Study Skills in English* (4th ed.). Pearson Education.
3. Feak, C. B., & Swales, J. M. (2018). *Telling a Research Story: Writing a Literature Review*. University of Michigan Press.
4. Weissberg, R., & Buker, S. (2022). *Writing Up Research: Practical Approaches for Students* (3rd ed.). Prentice Hall.

## Language Teaching Media (LTM)

<b>Module Number</b> PBI-6021	<b>Module Name</b> Language Teaching Media (LTM)	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity: 40</b>
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Summary (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (5%) Paper/Essay Assesment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Case Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dr. Nadiah Ma'mun, M. Pd		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The <b>aims</b> of this course are to provide students with the theoretical knowledge and practical skills necessary to integrate a wide range of media and technology effectively into language instruction. The course concentrates on moving students beyond simple use of existing media towards critical selection, creative adaptation, and the production of innovative, pedagogically informed learning resources. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the advantages and disadvantages of various media (e.g., traditional visual aids vs. virtual reality), explain the principles of multimedia learning theory, and critically evaluate commercial educational software. Students will master the ability to design lessons that seamlessly blend face-to-face instruction with digital components, utilize open educational resources (OER), and create professional-quality media to target specific linguistic skills. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Theoretical Foundations of Media in Education; Instructional Design Principles for Language Learning; Types of Media (Audio,		

Visual, Audio-Visual, Digital); Selection and Evaluation Criteria for Language Media; Multimedia Learning Theory and Cognitive Load; Creating and Adapting Traditional Media (Visual Aids, Printables); Introduction to Digital Tools for Content Creation (e.g., video editing, interactive platforms); Integrating Technology (AI, VR, Mobile Learning) and Blended Learning Models; and Ethical and Legal Issues (Copyright, Accessibility).

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and explain the theoretical foundations, pedagogical functions, and types of media relevant to modern language teaching; (C2, A2, P2)
2. CLO 2: Students are able to apply principles of instructional design and media selection to choose or adapt appropriate media resources for specific language skills and learner levels; (C3, A3, P4)
3. CLO 3: Students are able to design and create original, engaging, and pedagogically sound language teaching materials (e.g., digital games, audio-visual aids) using various media production tools; (C3, A4, P4)
4. CLO 4: Students are able to analyse critically the ethical, technical, and logistical challenges associated with integrating technology (e.g., AI, blended learning platforms) into the language classroom and evaluate the effectiveness of existing media tools; (C4, A3, P3)
5. CLO 5: Students are able to internalise and demonstrate a professional and critical attitude towards the use of technology, promoting equitable access and responsible integration of media in language learning contexts; (C4, A4, P4)

**Core readings:**

1. Permendikdasmen Nomor 10 Tahun 2025 Tentang Standar Kompetensi Lulusan (SKL): mengatur kompetensi lulusan PAUD hingga menengah, menjadi dasar seluruh standar nasional pendidikan
2. Permendikdasmen Nomor 11 Tahun 2025 Tentang Pemenuhan Beban Kerja Guru: beban kerja guru yang mencakup pembelajaran, tugas tambahan, konversi kegiatan profesi ke jam ekuivalen.
3. Permendikdasmen Nomor 12 Tahun 2025 Tentang Standar Isi: kriteria minimal materi pembelajaran berbasis SKL, menggantikan Permendikbudristek No. 8 Tahun 2024, berlaku sejak 15 Juli 2025
4. Permendikdasmen Nomor 13 Tahun 2025 Tentang Perubahan atas regulasi kurikulum (Permendikbudristek No. 12/2024): tidak mengganti kurikulum, namun mempertegas pendekatan pembelajaran mendalam, menambahkan mata pelajaran pilihan seperti koding dan AI, istilah “profil lulusan”, dan ekstrakurikuler wajib seperti kepramukaan
5. Alvarado, Manual, et all. 1987. Learning the Media Introduction to Media Teaching. Hampshire: Mc Millan Education.
6. Batubara, Hamdan Husein. 2021. Media Pembelajaran Digital. Bandung: Remaja Rosdakarya.
7. Chan, Wai Meng, et all. 2021. Media in Foreign Language Teaching and Learning. Boston: De Gruyter Moutin.
8. Gerlach, Vernon S. et all. 2022. Teaching and Media. New Jersey: Prentice Hall.
9. Harmer, Jeremy. 2007. The Practice of English Language Teaching. Harlow: Pearson Education Limited. Nadiah, M. 2019. Introduction to TEFL, Theory and Practice. ISBN 9786235794143.

10. Prayogo and L. Widyaningrum. 2019. "WhatsApp-Mediated Language Teachers' Reflection of Classroom Practice: Experience
11. of Indonesian Context," IJELTAL (Indonesian J. English Lang. Teach. Appl. Linguist., vol. 4, no. 1, p. 61.
12. Ramli, Muhammad. 2022. Media dan Teknologi Pembelajaran. Banjarmasin: Antasari Press.

## Language Learning Evaluation

<b>Module Number</b> PBI-6030	<b>Module Name</b> Language Learning Evaluation	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Vina Mariana, M.Pd.		<b>Semester Week Hours:</b> 136 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The <b>aims</b> of this course are to provide students with a comprehensive and critical foundation in the theory and practice of language testing and evaluation. The course concentrates on moving students from basic test creation to mastering the psychometric principles necessary to design, analyse, and interpret assessment results accurately and ethically across diverse language skills. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the main threats to test validity, explain how to calculate basic measures of central tendency and variability in test scores, and differentiate between direct and indirect testing methods. Students will master the ability to write clear and unambiguous test items, develop scoring rubrics for productive skills, conduct basic item analysis, and use assessment data to provide meaningful feedback and guide curriculum revision.. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Principles of Language Assessment (Reliability, Validity, Practicality, Authenticity); Types of Tests (Placement, Achievement, Proficiency, Diagnostic); Testing Receptive Skills (Reading and Listening); Testing		

Productive Skills (Speaking and Writing) and Performance Assessment; Classical Test Theory (CTT) and Basic Statistics in Testing

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the fundamental principles, key terminology, and historical developments associated with language testing and assessment; (C1)
2. CLO 2: Students are able to explain the concepts of validity, reliability, and practicality in language assessment, and demonstrate understanding of the roles of formative, summative, and diagnostic testing; (C2)
3. CLO 3: Students are able to apply psychometric principles and practical test design techniques to construct various types of language assessment tasks (e.g., multiple-choice, essay, speaking rubrics); (P5)
4. CLO 4: Students are able to analyse critically existing language tests and assessment instruments to evaluate their adherence to ethical standards, fairness, and overall measurement quality; (C4)
5. CLO 5: Students are able to internalise and demonstrate a professional and ethical commitment to using assessment data responsibly to inform instructional decisions and promote equity in language learning environments; (A4)

**Core readings:**

1. Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices* (3rd ed.). Pearson Education.
2. Bachman, L. F., & Palmer, A. S. (2018). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford University Press.
3. Fulcher, G. (2025). *Language Testing and Assessment: An Advanced Resource Book* (2nd ed.). Routledge.
4. Hughes, A. (2017). *Testing for Language Teachers* (2nd ed.). Cambridge University Press.

## Language Curriculum and Materials Development

<b>Module Number</b> PBI-6031	<b>Module Name</b> Language Curriculum and Materials Development	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to provide students with the theoretical and practical expertise required to systematically design, implement, and evaluate effective language curricula and supporting teaching materials. The course concentrates on moving students from merely using textbooks to becoming reflective practitioners who can critically adapt, innovate, and create resources that directly address specific learner needs and institutional goals. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the difference between syllabus types (e.g., lexical, task-based, notional-functional ), explain the role of needs analysis in curriculum construction, and critically evaluate commercial materials based on established criteria. Students will master the ability to write measurable learning objectives, sequence content logically, select appropriate core texts, and design supplementary materials that are culturally and linguistically appropriate for the target learners. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Theoretical Models of Curriculum Design; Conducting Needs Analysis and Context Analysis; Defining Goals,</p>		

Aims, and Learning Objectives (Bloom's Taxonomy); Syllabus Design and Content Sequencing (Types of Syllabi); Principles of Materials Evaluation and Adaptation; The Process of Materials Development (From Concept to Production); Integrating Technology and Authentic Materials; Formative and Summative Evaluation of Curricula and Materials; and Ethical and Cultural Considerations in Materials Design.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the historical models, core terminology, and fundamental principles involved in language curriculum design and materials evaluation; (C1, A1, P1)
2. CLO 2: Students are able to explain the systematic steps of needs analysis, goal setting, content selection, and sequencing in curriculum development, and demonstrate an understanding of the relationship between curriculum and materials; (C2, a2, p2)
3. CLO 3: Students are able to apply theoretical knowledge to design a complete, coherent language curriculum framework and create original, pedagogically sound teaching materials based on a specific context and learner needs; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically existing language teaching materials and curricula to evaluate their effectiveness, cultural appropriateness, and adherence to current pedagogical theories; (C4, A4, P3)
5. CLO 5: Students are able to internalise and demonstrate a commitment to developing inclusive, ethical, and contextually relevant language learning materials that promote learner autonomy and critical thinking; (C4, A4, P4)

**Core readings:**

1. Permendikdasmen Nomor 10 Tahun 2025 Tentang Standar Kompetensi Lulusan (SKL): mengatur kompetensi lulusan PAUD hingga menengah, menjadi dasar seluruh standar nasional pendidikan
2. Permendikdasmen Nomor 11 Tahun 2025 Tentang Pemenuhan Beban Kerja Guru: beban kerja guru yang mencakup pembelajaran, tugas tambahan, konversi kegiatan profesi ke jam ekuivalen.
3. Permendikdasmen Nomor 12 Tahun 2025 Tentang Standar Isi: kriteria minimal materi pembelajaran berbasis SKL, menggantikan Permendikbudristek No. 8 Tahun 2024, berlaku sejak 15 Juli 2025
4. Permendikdasmen Nomor 13 Tahun 2025 Tentang Perubahan atas regulasi kurikulum (Permendikbudristek No. 12/2024): tidak mengganti kurikulum, namun mempertegas pendekatan pembelajaran mendalam, menambahkan mata pelajaran pilihan seperti koding dan AI, istilah “profil lulusan”, dan ekstrakurikuler wajib seperti kepramukaan
5. Graves, K. (2021). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle Publishers.
6. Nation, I. S. P., & Macalister, J. (2023). *Language Curriculum Design*. Routledge.
7. Richards, J. C. (2024). *Curriculum Development in Language Teaching*. Cambridge University Press.

**Support:**

1. Dokumen Kurikulum Pendidikan Matematika Tahun 2024
2. Peraturan Pemerintah No. 4 Tahun 2022 tentang Perubahan Pemerintah Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan.
3. Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching* (2nd ed.). Cambridge University Press.

4. Graves, K. (2025). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle.
5. Nunan, D. (1988). *Syllabus Design*. Oxford University Press.
6. Harwood, N. (2020). *English Language Teaching Materials: Theory and Practice*. Cambridge University Press

## Language Instructional Design

<b>Module Number</b> PBI - 6023	<b>Module Name</b> Language Instructional Design	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lecture, Discussion, Group Presentation, Problem-Based Learning (PBL), Case base Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Paper of Comparative Analysis (20%) Discussion (10%) Presentation (10%) Case Report (20%) Mid-Semester Exam (20%), 150 minutes Final Semester Exam (20%), 150 minutes		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, M.Hum		<b>Semester Week Hours:</b> Total 136 Hours
<b>Additional Teacher Involved:</b> Nur Syafaáh, M.Pd, Dr. Ahlis Qoidah Nor, M.Pd.		
<b>Syllabus</b> The <b>aims</b> of this course are to provide students with a systematic, theory-informed approach to designing effective and efficient language learning experiences. The course concentrates on equipping students with the tools of Instructional Design (ID) to move from a general idea of teaching to a structured, planned, and evaluable curriculum, ensuring alignment between learning objectives, teaching methods, and assessment. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the theoretical underpinnings of various ID models, explain the critical importance of a thorough needs analysis, and differentiate between various types of learning objectives (behavioural vs. cognitive). Students will master the ability to select appropriate delivery methods (e.g., blended, online, face-to-face), develop detailed lesson plans based on measurable outcomes, and create instruments for evaluating the success of their instructional product. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Theoretical Foundations of Instructional		

Design (ID); Key ID Models (e.g., ADDIE, Dick & Carey); Needs Analysis and Contextual Assessment in Language Teaching; Writing Measurable Learning Objectives (Behavioural vs. Cognitive); Selecting and Sequencing Content and Strategies; Designing Engaging Instructional Activities; Developing Assessments Aligned with Objectives; Prototyping, Implementation, and Evaluation of Instructional Products; and Designing for Technology Integration and Accessibility.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the core theories (e.g., constructivism, cognitivism), systematic models (e.g., ADDIE), and key terminology of instructional design (ID); (C1, A1, P1)
2. CLO 2: Students are able to explain the systematic phases of the ID process and demonstrate an understanding of how ID principles differ when applied to language learning versus other subjects; (C2, A2, P2)
3. CLO 3: Students are able to apply the ADDIE model or similar frameworks to design a complete, structured language lesson, course module, or training programme based on specific learner needs; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically existing language courses and materials to evaluate their adherence to ID principles, pedagogical effectiveness, and alignment between objectives, activities, and assessments; (C4, A4, P3)
5. CLO 5: Students are able to internalise and demonstrate a professional commitment to designing equitable, accessible, and learner-centred instruction that reflects best practices in language acquisition research; (C5, A4, P4)

**Core readings:**

1. Universitas Islam Negeri Walisongo. 2018. Vision, Mission, and Objectives. [https://walisongo.ac.id/?page\\_id=43702](https://walisongo.ac.id/?page_id=43702).
2. John, Willison. 2020. The Models of Engaged Learning and Teaching. Singapore: Springer
3. Kartika Ayu Septiningrum, Siti Tarwiyah, Siti Mariam. 2018. A Portrait of Learner's Autonomy through Metacognitive
4. Strategy on Reading Comprehension (A Study At SMP N 32 Semarang). Vision 7 (1), pp. 66-82. DOI: 10.21580/vjv7i12805
5. McConnell, Christy, Conrad, Bradley, author. P. Bruce, author. 2020. Lesson planning with purpose: five approaches to curriculum design. New York: Teacher College Press.
6. Nunan, D. 2015. Teaching English To Speakers of other Languages, An Introduction
7. Richards, Jack C. And Rodgers, Theodore S. 2001. Approaches and Methods in Lnguage Teaching (second edition). Cambridge: Cambridge University Press.
8. Richards , Jack C.. 2021. Curriculum Development in Language Teaching. UK: Cambridge University Press
9. 2005. Teaching by Principles. UK: Cambridge University Press
10. Renandya, W.A. & Jacobs, G.M. 2020. Student-Centred Learning in ELT. Basel, Switzerland: Springer International Publishing AG.
11. Anggraena et.al, 2025. Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan enjang Pendidikan Menengah Edisi Revisi Tahun 2025. BSKAP Kemendikbudristek
12. Purnamasari et.al, 2025. Panduan Kokurikuler Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. BSKAP Kemendikbudristek

13. Keputusan Menteri Agama Republik Indonesia Nomor 347 Tahun 2022 tentang Implementasi Kurikulum Merdeka di Madrasah.
14. Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
15. Undang-Undang No. 14 Tahun 2005 tentang Guru dan Dosen.
16. Peraturan Pemerintah No. 19 Tahun 2005 tentang Standar Nasional Pendidikan. Permendiknas No. 16 Tahun 2007 tentang Standar Kompetensi Pendidik.
17. Keputusan Menteri Pendidikan dan Kebudayaan Riset dan Teknologi (Mendikbudristek) Republik Indonesia Nomor: 262/M/2022 tentang Perubahan atas Keputusan Mendikbudristek Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran
18. Permendikdasmen No.10 Tahun 2025 tentang Standar Kompetensi Lulusan (SKL)
19. Permendikdasmen No. 12 Tahun 2025 tentang Standar Isi
20. Permendikdasmen No. 16 Tahun 2022 tentang Standar Proses
21. Permendikdasmen No. 21 Tahun 2022 tentang Standar Penilaian
22. Permendikdasmen No.13 Tahun 2025 tentang perubahan atas permendikbudristek No.12 Tahun 2024 tentang Kurikulum
23. Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemendikdasmen Nomor 046/H/Kr/2025 tentang Capaian Pembelajaran
24. Visi Misi Gubernur Jawa Tengah

## Statistics in Language Education

<b>Module Number</b> PBI-6018	<b>Module Name</b> Statistics in Language Education	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Silviatul Hasanah, M.Stat.		<b>Semester Week Hours:</b> Total 136 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with the essential quantitative literacy required to understand, conduct, and critically evaluate empirical research in language education and applied linguistics. The course concentrates on developing a practical understanding of statistical concepts and mastering the ability to apply statistical tools to analyse language learning and testing data. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the difference between parametric and non-parametric tests, explain the concepts of p-value and effect size, and correctly interpret output from statistical software. Students will master the ability to select appropriate sampling techniques, organise quantitative data effectively, perform common hypothesis tests, and present statistical results clearly in scholarly reports.. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Foundations of Quantitative Research in Language Education; Descriptive Statistics (Mean, Median, Mode, Standard Deviation, Frequency		

Distributions); Inferential Statistics and Hypothesis Testing; Parametric Tests (Independent and Paired Samples t-tests, ANOVA); Non-Parametric Tests; Correlation and Simple Linear Regression; Introduction to Statistical Software (Data Input, Cleaning, and Analysis); Interpreting Statistical Output and Effect Size; and Ethical and Practical Issues in Reporting Statistical Results.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the fundamental concepts, terminology, and typical applications of descriptive and inferential statistics in language education research; (C1, A1, P1)
2. CLO 2: Students are able to explain the rationale for selecting appropriate statistical tests (e.g., t-tests, ANOVA, correlation) based on the type of research question and data structure in language studies; (C2, A2, P2)
3. CLO 3: Students are able to apply statistical software (e.g., SPSS, R) to calculate and interpret basic descriptive statistics and common inferential tests used to analyse language learning data; (C3, A4, P3)
4. CLO 4: Students are able to analyse the statistical sections of published language education research critically, evaluate the appropriateness of the methods used, and critique the validity of the reported conclusions; (C4, A3, P4)
5. CLO 5: Students are able to create a structured, data-driven research report that synthesises statistical results with pedagogical implications, demonstrating ethical and accurate reporting of quantitative findings; (C6, A4, P4)

**Core readings:**

1. Weisberg, S. (2025). Applied linear regression (Vol. 528). John Wiley & Sons.
2. Draper, N. R., & Smith, H. (1998). Applied regression analysis (Vol. 326). John Wiley & Sons.
3. Holcomb, Z. (2016). Fundamentals of descriptive statistics. Routledge.
4. Goos, P., & Meintrup, D. (2025). Statistics with JMP: graphs, descriptive statistics and probability. John Wiley & Sons.
5. Sahu, P. K., Pal, S. R., & Das, A. K. (2025). Estimation and inferential statistics (pp. 1-317). New Delhi: Springer.
6. Stapor, K. (2020). Descriptive and inferential statistics. In Introduction to probabilistic and statistical methods with examples in R (pp. 63-131). Cham: Springer International Publishing.
7. Sugiyono. (2010). Statistika untuk Penelitian. Bandung: Alfabeta, 2010.
8. Dokumen Kurikulum Pendidikan Bahasa Inggris Tahun 2024
9. Peraturan Pemerintah No. 4 Tahun 2022 tentang Perubahan Pemerintah Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan.
10. Hasanah, S., & Otok, B. W. (2018, July). Propensity Score Matching Using Support Vector Machine in Case of Type 2 Diabetes Mellitus (DM). In 2018 2nd International Conference on Biomedical Engineering (IBIOMED) (pp. 132-137). IEEE.
11. Hasanah, S., & Otok, B. W. (2021). Perbandingan Metode Propensity Score Matching-Support Vector Machine dan Propensity Score Matching-Regresi Logistik Biner Pada Kasus HIV/AIDS. Sainmatika: Jurnal Ilmiah Matematika dan Ilmu Pengetahuan Alam, 18(1), 93-107.
12. Junaedi, M., Nasikhin, Hasanah, S., & Hassan, Z. (2023). Learning Patterns in Influencing Attitudes of Religious Tolerance in Indonesian Universities. Education Sciences, 13(3), 285.
13. Junaedi, M., Hasanah, S., & Nasikhin, N. (2024). The Influence of Using Natural Language Processing (NLP)-Based Generative Artificial Intelligence on 21st Century

Skills in Higher Education: A Quantitative Analysis. *Nadwa: Jurnal Pendidikan Islam*, 18(2), 180-199.

14. Maghfurin, A., Nasikhin, N., Hasanah, S., Wibowo, A. M., & Naifah, N. (2025). Mobile assisted learning in Arabic language education: the impact of Duolingo and Memrise on phonology, morphology, and syntax competencies. *Innovation in Language Learning and Teaching*, 1-23

## Arabic

<b>Module Number</b> UIN-6008	<b>Module Name</b> Arabic	
<b>Type of Course</b> University Compulsory	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations , Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (20%) Case-Based Learning: Group Presentation (10%) Case Discussion (10%) Paper Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, S.S., M.Hum.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with the foundational linguistic competence in Modern Standard Arabic (MSA) across all four skills: listening, speaking, reading, and writing. The course concentrates on building a strong grammatical foundation, expanding essential vocabulary, and developing the communicative ability necessary to function in academic and professional environments where Arabic is used. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the basic rules of nahw (syntax) and sarf (morphology), explain the function of verb forms (e.g., Form I to X), and comprehend non-specialised news articles and academic abstracts. Students will master the ability to write formal letters or essays using correct orthography and grammar, and participate in discussions on familiar topics with sustained fluency and accuracy. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: The Arabic Alphabet and Basic Phonetics; Fundamental Grammar (Nouns, Adjectives, Pronouns, Particles); Verb Conjugation and		

Forms (Awzan); Sentence Structure (Nominal and Verbal Sentences); Essential Vocabulary Acquisition; Reading Comprehension Strategies for MSA Texts; Practical Speaking and Listening Drills; Writing Practice (Paragraphs, Descriptive Texts); and Introduction to Arabic Culture and Communication Etiquette.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall fundamental Arabic vocabulary, basic grammatical structures (nahw and sarf), and the correct pronunciation of Arabic phonemes; (C1, A1, P1)
2. CLO 2: Students are able to explain the functional differences between various verb forms and sentence structures, and demonstrate comprehension of short, simple authentic Arabic texts and conversations; (C2, A2, P2)
3. CLO 3: Students are able to apply acquired linguistic knowledge to produce coherent paragraphs, engage in short conversations, and read simple contemporary Arabic passages accurately; (C3, A3, P3)
4. CLO 4: Students are able to analyse the morphological structure of Arabic words and evaluate the appropriate usage of grammatical cases (i'rab) and complex sentence patterns in different communicative contexts; (C4, A4, P3)
5. CLO 5: Students are able to create moderately complex written and oral compositions, successfully engage in extended discourse, and demonstrate cultural awareness related to Arabic communication practices; (C6, A4, P4)

**Core readings:**

1. Al-Batal, M., Al-Tonsi, A., & Al-Hamad, H. (2018). *Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic* (3rd ed.). Georgetown University Press.
2. Wright, W. (2017). *A Grammar of the Arabic Language* (Reprint Edition). Routledge. (For deep grammatical reference).
3. Abboud, P. F., McCarus, E. N., & Sho'air, H. (2018). *Elementary Modern Standard Arabic* (Updated Edition). Cambridge University Press.
4. Kaplan, M., & Blumberg, M. (2022). *Arabic Reader*. Tuttle Publishing.

## Fiqh

<b>Module Number</b> UIN-6005	<b>Module Name</b> Fiqh	
<b>Type of Course</b> University Compulsory Course	<b>Semester / Rotation</b> 3/Odd	<b>Student Capacity: 40</b>
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Case Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with a comprehensive, methodological understanding of Islamic Jurisprudence (Usul al-Fiqh) and its practical application in deriving legal rulings (Fiqh). The course concentrates on equipping students with the tools for critical legal analysis, understanding the historical diversity within Islamic Law, and applying juristic principles to contemporary challenges. The <b>competences</b> of this course are demonstrated upon completion when students can articulate the structure of a legal ruling (from <i>wājib</i> to <i>harām</i> ), explain the process of consensus (Ijma') and analogical deduction (Qiyas), and differentiate between direct textual evidence (Nass) and secondary juristic sources. Students will master the ability to research a legal issue using classical sources, conduct structured argumentation to support a legal opinion, and appreciate the necessity of scholarly discretion (Ijtihad) in modern life. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The		

**materials** of this course include: The Definition and History of Fiqh and Usul al-Fiqh; The Primary Sources (Qur'an, Sunnah) and their Interpretation (Dalalah); Secondary Sources of Law (Ijma', Qiyas, Istihsan, Istishab, Maslahah); The Categories of Legal Rulings (Ahkam al-Taklifiyyah); The Major Schools of Thought (Madhahib) and the Causes of Legal Difference (Ikhtilaf); Principles of Legal Interpretation (Linguistic and Substantive); Ijtihad and Taqlid in Contemporary Islamic Law; and Practical Application of Fiqh to Modern Social and Ethical Issues.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify and recall the fundamental concepts, key terminology, and primary sources (Qur'an, Sunnah, Ijma', Qiyas) of Islamic jurisprudence (Usul al-Fiqh); (C1, A1, P1)
2. CLO 2: Students are able to explain the methodologies of legal reasoning (e.g., Istihsan, Maslahah Mursalah) and demonstrate understanding of the historical development and distinguishing features of the major schools of Islamic Law (Madhahib); (C2, A2, P2)
3. CLO 3: Students are able to apply the principles of Usul al-Fiqh to analyse religious texts and derive legal rulings (Ahkam) on specific contemporary issues; (C3, A3, P3)
4. CLO 4: Students are able to analyse critically the differences in legal opinions (Ikhtilaf) among classical and modern jurists and evaluate the validity and suitability of various legal methodologies to different socio-cultural contexts; (C4, A4, P3)
5. CLO 5: Students are able to create an original legal paper or Fatwa that synthesises the evidence from primary sources with established Usul al-Fiqh principles to provide a coherent and justifiable Islamic legal position on a complex, novel matter; (C6, A4, P4)

**Core readings:**

1. Kamali, M. H. (2018). Principles of Islamic Jurisprudence (3rd ed.). Islamic Texts Society. (A widely used modern text on Usul al-Fiqh).
2. Nyazee, I. A. (2016). Theories of Islamic Law: The Methodology of Ijtihad. Adam Publishers.
3. Hasan, A. (2019). The Early Development of Islamic Jurisprudence. The Islamic Foundation.
4. Al-Ghazali, A. H. (2022). Al-Mustasfa min 'Ilm al-Usul

**4<sup>th</sup> Semester**  
**Even**  
**2024/2025**

## Quantitative Research Methods in ELT

<b>Module Number</b> PBI-6019	<b>Module Name</b> Quantitative Research Methods in ELT	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, <b>Project-Based Learning</b>	<b>Prerequisites for attendance</b> Statistic	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid term exam 15%, 150 minutes Final exam 20%, 150 minutes <b>Project-Based Learning:</b> Plan/Proposal Assessment (30%) Project Results Seminar (15%) Project Discussion (25%)		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Dr. Suwahono, M.Pd		<b>Semester Week Hours:</b> 136 Hours
<b>Additional Teacher Involved:</b> Dr. Hj. Siti Mariam, M.Pd		
<b>Syllabus</b> The <b>aims</b> of this course are to introduce students to quantitative research methodologies used in English Language Teaching (ELT), equipping them with the necessary skills to design, implement, and analyse quantitative research in ELT contexts. The course will provide students with a solid understanding of statistical techniques, data collection methods, and research designs commonly used in ELT research, enabling them to critically evaluate quantitative studies and apply appropriate methods in their own research. The <b>competences</b> of this course are demonstrated when students are able to design a valid and reliable quantitative research study, apply appropriate statistical techniques to analyse data, interpret research findings accurately, and draw conclusions that contribute to the field of ELT. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: research design (experimental, correlational, survey), data collection methods (questionnaires, tests, surveys), descriptive and inferential statistics, data analysis using software (e.g., SPSS), validity and reliability in quantitative research, and writing quantitative research reports.		

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. **CLO 1:** Students are able to explain the meaning of research, scientific research, and educational research. (C2, A1, P1)
2. **CLO 2:** Students are able to distinguish the paradigm of quantitative research and qualitative research. (C2, A1, P1)
3. **CLO 3:** Students are able to mention the types of research. (C2, A1, P1)
4. **CLO 4:** Students are able to explain the nature of the research problems. (C2, A1, P1)
5. **CLO 5:** Students are able to explain the background content of the research problems. (C2, A1, P1)
6. **CLO 6:** Students are able to compile the background of the research problems. (C3, A2, P3)
7. **CLO 7:** Students are able to mention the characteristics of a good problem formulation in quantitative research. (C2, A1, P1)
8. **CLO 8:** Students are able to compile/formulate problems in quantitative research, both correlational and experimental. (C3, A3, P3)
9. **CLO 9:** Students are able to explain some provisions in determining books/references. (C2, A1, P1)
10. **CLO 10:** Students are able to explain the contents of the structure of the exposure in the study/description of the theory. (C2, A1, P1)
11. **CLO 11:** Students are able to describe/compile a theoretical study with the correct exposure structure. (C3, A3, P3)
12. **CLO 12:** Students are able to explain the characteristics of a good frame of mind formulation. (C2, A2, P1)
13. **CLO 13:** Students are able to develop the right frame of mind. (C6, A4, P2)
14. **CLO 14:** Students are able to explain the nature of the research hypothesis. (C2, A1, P1)
15. **CLO 15:** Students are able to explain the characteristics of a good hypothesis formulation. (C2, A1, P1)
16. **CLO 16:** Students are able to formulate research hypotheses correctly. (C3, A3, P3)
17. **CLO 17:** Students are able to write down statistical hypotheses. (C3, A3, P3)
18. **CLO 18:** Students are able to explain the types of quantitative research methods. (C2, A1, P1)
19. **CLO 19:** Students are able to explain the types of quantitative research designs/designs. (C2, A1, P1)
20. **CLO 20:** Students are able to explain the nature of the research population. (C2, A1, P1)
21. **CLO 21:** Students are able to explain the nature of the research sample. (C2, A1, P1)

**Core readings:**

1. Abdullah, M. (2015). *Metode Penelitian Kuantitatif*. Jogjakarta: Aswaja Pressindo
2. Cohen, L., Manion, L., & Morrison, K. (2007). *Research Method in Education*. New York: Routledge
3. Nunan, D. (2023). *Research Method in Language Learning*. New York: Cambridge University Press
4. Little, T.D (ed). (2023). *The Oxford Handbook of Quantitative Methods*. New York: Oxford University Press
5. Priyono. (2016). *Metode Penelitian Kuantitatif*. Sidoarjo: Zifatama Publishing

## Qualitative Research Method in ELT

<b>Module Number</b> PBI-6020	<b>Module Name</b> Qualitative Research Method in ELT	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, <b>Project-Based Learning</b>	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid term exam 15%, 150 minutes Final exam 20%, 150 minutes <b>Project-Based Learning:</b> Plan/Proposal Assessment (30%) Project Results Seminar (15%) Project Discussion (25%)		<b>SKS (+Workload in hours)</b> 3 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (40 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 136 Hours)
<b>Module Coordinator</b> Lulut Widyaningrum, M.Pd		<b>Semester Week Hours:</b> 136 Hours
<b>Additional Teacher Involved</b> -		
<b>Syllabus</b> The <b>aims</b> of this course are to introduce students to qualitative research methodologies used in English Language Teaching (ELT), providing them with the skills to critically analyse and conduct qualitative research in the field. This course aims to enable students to understand the theoretical foundations of qualitative research, explore different research designs, and apply appropriate qualitative methods such as interviews, observations, and content analysis. The <b>competences</b> of this course are demonstrated when students can design and carry out qualitative research studies in ELT contexts, interpret data using qualitative analysis techniques, and evaluate the implications of research findings for ELT practice. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: the philosophical foundations of qualitative research, ethical considerations in qualitative research, research design and methodology, data collection methods (such as interviews, focus groups, and observations), data analysis techniques (such as coding and thematic analysis), and writing qualitative research reports.		

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. **CLO 1.** Students are able to write proposal drafts of qualitative research proposal matrices using one of the following qualitative research designs: Case Study, Ethnographic Classroom, Narrative Inquiry, Classroom Research & Classroom Discourse, or Photovoice. **(C4, A3, P4)**
2. **CLO 2.** Students are able to implement Islamic values such as *amanah*, *hard work*, and *ihsan* during the learning process and task completion, supported by *fathanah*, which emphasises humility, wisdom, and respect in argumentation and critique. **(C3, A5, P3)**
3. **CLO 3.** Students are able to identify their own skills and learning needs to develop learning autonomy and time management, as well as initiate and solve learning problems independently or through collaboration with peers or teachers. **(C4, A4, P3)**

**Core readings:**

1. Creswell, J.W. (2022). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Boston: Pearson.
2. McKay, S.L. (2006). Researching Second Language Classrooms. London: Lawrence Erlbaum Associates, Publishers.
3. Ary, D., Jacobs, L.S., & Sorensen (2020). Introduction to Research in Education (8th Edn.). United States: Wadsworth, Cengage Learning.
4. Coia, L. and Taylor, M. (2009). Co/autoethnography: Exploring Our Teaching Selves Collaboratively. In J. Loughran, M.L. Heston, L.M. Fitzgerald (Eds.). Research Methods for the Self-Study of Practice . USA: Springer.
5. Chiu-Ching, R.T., and Chan, E.Y. (2009). Teaching and Learning Through Narrative Inquiry. In J. Loughran, M.L. Heston, L.M. Fitzgerald (Eds.). Research Methods for the Self-Study of Practice . USA: Springer.

## Teaching Listening and Speaking

<b>Module Number</b> PBI- 6034	<b>Module Name</b> Teaching Listening and Speaking	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Practical, Presentations, Project-Based Learning.	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Paper/Essay (15%) Discussion (15%) Project-Based Learning: • Project Results Seminar (15%) • Project Discussion (25%) • Final Report Assessment (30%)		<b>SKS (+Workload in hours)</b> 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Nadiah Ma'mun, M. Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to equip students with the theoretical knowledge and practical skills needed to teach listening and speaking effectively in the English language classroom. The course focuses on the development of communicative competence, strategies for improving listening and speaking skills, and the design of engaging and meaningful activities that promote interaction. Students will explore the connection between listening and speaking, understand the challenges learners face in these areas, and examine the role of task-based learning in enhancing these skills. The <b>competences</b> of this course are demonstrated when students are able to explain key theories and principles in teaching listening and speaking, design and implement activities to improve these skills, assess and evaluate learners' listening and speaking performance, and reflect on teaching practice to improve learning outcomes. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: the nature of listening and speaking skills, listening comprehension theories, speaking fluency and accuracy, task-based language teaching (TBLT), assessment of listening and speaking, using technology in teaching listening and speaking, and addressing common challenges in teaching these skills.</p>		
<p><b>Learning goals and qualifications in this module students learn to:</b></p> <ol style="list-style-type: none"> <li>1. <b>CLO 1:</b> Students are able to practice teaching listening and speaking as communicative language learning, so that principles and approaches used in teaching</li> </ol>		

English as a foreign language can be developed through the use of information gap tasks and other tasks that require learners to attempt real communication. (C4, A3, P4)

2. **LLO 1:** Students are able to demonstrate the use of information gap activities and tasks that promote real communication in the teaching of listening and speaking. (C5, A, P4)
3. **CLO 2:** Students are able to demonstrate critical thinking skills in understanding and practising the principles and natural approaches to teaching listening and speaking skills. (C4, P3)
4. **LLO 1:** Students are able to identify and reflect on critical thinking in understanding and applying the natural principles in teaching listening and speaking. (C4, A3)
5. **CLO 3:** Students are able to identify their learning abilities and needs, initiate their learning independently, and solve problems they encounter by referring to consultation or collaboration with peers or instructors in understanding and practising the natural principles and approaches to teaching listening and speaking as a communicative language. (C3, A4, P3)
6. **LLO 1:** Students are able to recognise their learning strengths and weaknesses and take initiative to seek solutions through collaboration or consultation with peers or instructors. (C3, A4, P3)
7. **CLO 4:** Students are able to implement Islamic values such as amanah, hard work, ihsan, and fathanah in the learning process and while completing tasks, as well as in arguments and critiques. (C3, A4)
8. **LLO 1:** Students are able to apply Islamic values in teaching and learning tasks, showing amanah (trustworthiness), hard work, ihsan (excellence), and fathanah (wisdom) in their interactions and tasks. (A4, P3)
9. **CLO 5:** Students are able to integrate values such as amanah, responsibility, ihsan, and fathanah into the teaching and learning process of listening and speaking, showing humility and wisdom in argumentation and critique. (C3, P4)
10. **LLO 1:** Students are able to demonstrate values of responsibility, humility, and wisdom in both individual and collaborative tasks during teaching practice. (C2)
11. **CLO 6:** Students are able to acquire knowledge about the nature, principles, and approaches used in teaching listening and speaking skills, developing materials and media for listening and speaking, and practising teaching techniques for listening and speaking as communicative skills. (C6, P4)
12. **LLO 1:** Students are able to explain the key principles and approaches to teaching listening and speaking skills. (C2)
13. **LLO 2:** Students are able to design and develop materials and media that support the teaching of listening and speaking. (C6, P4)
14. **CLO 7:** Students are able to use principles and approaches to teaching listening and speaking, develop materials and media for listening and speaking, and practice effective teaching techniques for listening and speaking as communicative skills. (C4, P4)
15. **LLO 1:** Students are able to apply various teaching techniques for listening and speaking, including task-based and communicative approaches. (C3, P4)

**Core readings:**

1. Longman Brown, H.D. 2021. Teaching by Principles: An Interactive Approach to Language Pedagogy, second Edition.
2. New York: Addison Wesley Longman Inc.
3. McDonough, J and Shaw, Christopher. 2023. Materials and Methods in ELT. Malden: Blackwell Publishing Ltd.

4. Harmer, J. 2001. English Language Teaching, Third Edition: Completely Revised and Updated. Longman
5. Bailey, Kathleen. M. and Savage, Lance. 1994. New Ways in Teaching Speaking. USA: Pantagraph Printing.
6. Bailey, Kathleen. M. and Savage, Lance. 1994. New Ways in Teaching Listening. USA: Pantagraph Printing.
7. Gerald, Kelly, 2000, How to Teach Pronunciation. England: Pearson Education Limited.
8. Mckay, P. 2007. Five-Minute Activities for Young Learners. London: Cambridge University Press.
9. Richard, Jack C. 2024. Teaching Listening and Speaking from Theory to Practice. USA: Cambridge University Press.
10. Nadiah, M. 2021. Introduction to TEFL (Teaching English as a foreign Language) Theory and Practice.
11. Nadiah, M., Ahdi, R., & Rakasetya. 2025. Lagu, Permainan, Dan Cerita Untuk Pengajaran Bahasa InggrisPembelajar Pemula. (Teori Dan Praktek).
13. Nadiah, M. 2021. Promoting English vocabulary of young learners through songs, games, and stories.David, N. 2025. Teaching English To Speakers of Other Languages.
14. Jack C. Richards & Theodore S. Rodgers. 2014. Approaches and Methods in Language Teaching, Third Edition.

## Teaching Reading and Writing

<b>Module Number</b> PBI - 6036	<b>Module Name</b> Teaching Reading and Writing	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, and Presentations.	<b>Prerequisites for attendance</b> Language Pedagogy Methodology	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Paper/Essay (15%) Discussion (15%) Project-Based Learning: • Project Results Seminar (15%) • Project Discussion (25%) • Final Report Assessment (30%)		<b>SKS (+Workload in hours)</b> 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> Dr. Siti Tarwiyah, M.Hum		
<b>Syllabus</b>  The <b>aims</b> of this course are to equip students with the knowledge and practical skills necessary to teach reading and writing effectively in the English language classroom. The course will explore various approaches and strategies for teaching both skills, focusing on the relationship between reading and writing, and how they can be integrated into language learning. Students will develop an understanding of the cognitive processes involved in reading and writing, and how to teach these processes in a communicative and interactive way. The <b>competences</b> of this course are demonstrated when students are able to explain key theories of reading and writing, design lesson plans that foster critical thinking and creativity in reading and writing, apply appropriate strategies and techniques for teaching these skills, and assess students' reading and writing performance effectively. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: reading comprehension strategies, writing processes (from pre-writing to editing), genres of writing, the role of vocabulary and grammar in reading and writing, the use of authentic materials, task-based teaching for reading and writing, assessment and feedback for reading and writing, and using technology to enhance reading and writing instruction.		

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. **CLO 1:** Students are able to acquire solid skills for teaching reading and writing, covering examining the basic competence of a lesson, determining methods and techniques of teaching reading and writing, executing teaching reading and writing, giving input and feedback related to teaching practice critically, and navigating for different teaching sources and methods/techniques. (C4, A3, P4)
2. **CLO 2:** Students are able to implement Islamic values in their learning, such as amanah, hard work, and ihsan, during the learning process and doing tasks. Such values will be supported with fathanah that puts forward tawadu', humility, and wisdom in arguing and criticizing the materials learned. (C3, A4, P3)
3. **CLO 3:** Students are able to identify their own skills and learning needs as a way to develop their learning autonomy and manage their learning time. Additionally, they will be able to initiate their own learning and solve their learning problems by themselves or in consultation with their peers or teacher. (C6, A4, P3)

**Core readings:**

1. Day, R.R. (2022). *New Waays in Teaching Reading*. Virginia: TESOL International Association.
2. Johnson, Andrew P. 2008. *Teaching Reading and Writing*. USA: Rowman & Littlefield Education.
3. Jeremy Harmer. 2007. *How to Teach English*. England: Pearson Education Limited
4. Flynn, Naomi and Strainthrop, Rhona. 2006. *The Learning and Teaching of Reading and Writing*. England: Whurr Publishers Limited.

## Teaching Grammar

<b>Module Number</b> PBI-6035	<b>Module Name</b> Teaching Grammar	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, <b>Case- Based Learning</b> , Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (10%) 100 minutes Final Exam (10%), 100 minutes Attendance & Discipline in Practicum 10% Practical Skills Performance 30% Practicum Worksheets / Lab Reports 10% Final Practical Examination 30%		<b>SKS (+Workload in hours)</b> 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Nur Syafa'áh, M.Pd.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  The <b>aims</b> of this course are to equip students with the necessary knowledge and practical skills to teach grammar effectively in English language classrooms. The course will explore various grammar teaching approaches and methods, with a focus on how to make grammar instruction engaging, contextual, and relevant for learners. Students will be introduced to the role of grammar in language learning, its integration with other language skills, and strategies for teaching grammar communicatively. The <b>competences</b> of this course are demonstrated when students are able to explain key grammar teaching theories, design engaging grammar lessons, apply various teaching methods for grammar instruction, and assess students' grammatical competence. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: grammar theories and approaches, traditional and modern grammar teaching methods, the role of grammar in communicative language teaching, task-based language teaching and grammar, grammar in context, error correction, and the use of technology and authentic materials in teaching grammar.		

**Learning goals and qualifications in this module students learn to:**

1. **CLO 1:** Being active in attending the class, responsible for the assignment, having a learning ethos, and respecting each other. (C6, A4, P2)
2. **CLO 2:** Students are able to understand and explain the key concepts and structures of English grammar. (C2, A2)  
**LLO 1:** Students can explain grammar rules and structures in class discussions and written assignments. (C2, P2)
3. **CLO 3:** Students are able to design lesson plans and activities to teach different grammatical structures. (C4, A3, P64)  
**LLO 1:** Students are able to explain the implementation of some basic principles of grammar teaching and differentiate approaches in teaching English Grammar. (C3, A3)
4. **CLO 4:** Students are able to implement various instructional strategies to teach grammar effectively. (C3, A3, P4)  
**LLO 1:** Students are able to demonstrate a grammar lesson using appropriate text, method, and media. (C3, P4)  
**LLO 2:** Students are able to evaluate the strengths and weaknesses of some methods in teaching English Grammar. (C5, A3)  
**LLO 3:** Students are able to write reflections on their teaching experiences and formulate strategies for improvement. (C6, A4)
5. **CLO 5:** Students are able to assess students' grammatical knowledge and usage. (C4, P3)  
**LLO 1:** Students are able to design grammar tests (formative and summative assessments). (C6, P4)
6. **CLO 6:** Students are able to utilise technological tools to support grammar instruction. (C3, A3, P4)  
**LLO 1:** Students are able to develop modules, worksheets, and other teaching materials to teach specific grammar concepts by integrating ICT-based and non-ICT-based grammar teaching. (C6, P4)

**Core readings:**

1. Universitas Islam Negeri Walisongo. 2018. Vision, Mission, and Objectives. [https://walisongo.ac.id/?page\\_id=43702](https://walisongo.ac.id/?page_id=43702).
2. Richard, Jack. Key Issues in Language Teaching. 2025. Cambridge: Cambridge University Press
3. Thornbury, Scott. 2006. How to Teach Grammar. Harlow: Pearson Education Ltd.
4. Rinvoluceri, Mario. 1997. Grammar Games. Cambridge: Cambridge University Press
5. Ur, Penny. 2023. Grammar Practice Activities. Cambridge: Cambridge Univ. Press
6. Woodward, Suzanne W. 1997. Fun with Grammar. USA: Mary Jane Peluso
7. Purpura, James E. 2005. Assessing Grammar. Cambridge: Cambridge University Press.

## TESOL Methodology

<b>Module Number</b> PBI-6029	<b>Module Name</b> TESOL Methodology	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Group Presentation, Project-Based Learning.	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Paper/Essay (15%) Discussion (15%) Project-Based Learning: • Project Results Seminar (15%) • Project Discussion (25%) • Final Report Assessment (30%)		<b>SKS (+Workload in hours)</b> 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, M.Hum		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to provide students with a thorough understanding of the theoretical foundations and practical applications of TESOL (Teaching English to Speakers of Other Languages) methodology. The course will explore various teaching methods, strategies, and techniques used in TESOL, with a focus on how to apply these approaches effectively in diverse language learning environments. Students will examine key aspects of language teaching, including lesson planning, classroom management, and assessment, while also considering the cultural and sociolinguistic factors that influence teaching and learning. The <b>competences</b> of this course are demonstrated when students are able to evaluate and apply different TESOL methods, design effective lessons, and critically reflect on their teaching practice. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: communicative language teaching (CLT), task-based language teaching (TBLT), content and language integrated learning (CLIL), the use of technology in TESOL, language assessment and evaluation, learner autonomy, and the role of culture and context in TESOL.</p>		
<p><b>Learning goals and qualifications in this module students learn to:</b></p> <ol style="list-style-type: none"> <li>1. <b>CLO 1.</b> Students are able to identify and explain the main characteristics of poetry, short stories, and drama in the English context, as well as understand the differences and similarities between these three literary forms. <b>(C1, A1)</b></li> <li>2. <b>CLO 2.</b> Students are able to design and implement effective learning materials based on poetry, short stories, and drama in English to improve students' understanding of literature and their English language skills. <b>(C5, A4, P4)</b></li> </ol>		

3. **CLO 3.** Students are able to design and implement effective learning activities based on poetry, short stories, and drama in English to enhance students' understanding of literature and their English language skills. **(C5, A4, P4)**
4. **CLO 4.** Students are able to present and perform English poetry and drama in front of an audience, demonstrating public speaking skills and self-confidence. **(C3, A3, P5)**
5. **CLO 5.** Students are able to use technology in teaching English literature—such as multimedia, digital platforms, and visual aids—to enrich the learning experience and make learning more interactive. **(C3, A3, P3)**
6. **CLO 6.** Students are able to design effective evaluation tools to measure students' understanding and skills in analysing and creating English literary works. **(C5, A4, P4)**
7. **CLO 7.** Students are able to reflect on their own learning experiences, understand the ethics of teaching and interpreting English literature, and demonstrate a responsible and professional attitude in teaching literature. **(C5, A5, P3)**

**Core readings:**

1. Alvior, M. G. (2015). How to Use the Grammar Translation Method. Research-based Articles. Retrieved from <https://simplyeducate.me/2015/01/10/how-to-use-the-grammar-translation-method/>
2. Brown, H.D. & Lee, J. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition). Pearson Education
3. Larsen, D.-Freeman & Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
4. Harmer, J. (2015). The Practice of English Language Teaching Pearson Education Limited
5. Nunan, D. (2015). Teaching English to Speakers of Other Languages, An Introduction. Routledge
6. Richards, J.C. & Rodgers, T.S. (2014). Approaches and Methods in Language Teaching (Third Edition). Cambridge: Cambridge University Press.
7. School Drug Edu. and Road Aware. (2013). Teaching and Learning Strategies.
8. Slavin, R.E. (1995). Cooperative Learning. Baltimore, MD : Center for Research on Elementary and Middle Schools, Johns Hopkins University
9. Tarwiyah, S. (2015). Teaching English through Games and Songs. Semarang: CV Karya Abadi Jaya.
10. Tarwiyah, S. (2015). Functioning Graphic Organizer as One of Literacy Media. Vision 4 (1), 125-134, DOI : 10.21580/vjv4i11635
11. Tarwiyah, S., Nuna M.D. & Lulut W. (2019) The Strategies in Teaching English for Young Learners: Socialization and Implementation (Laporan Pengabdian Mandiri, Unpublished)

## Poetry, Short Story, and Drama in Language Education

<b>Module Number</b> PBI-6033	<b>Module Name</b> Poetry, Short Story, and Drama in Language Education	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Practical Work,	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Attendance & Discipline in Practicum 20% Practical Skills Performance 35% Practicum Worksheets / Lab Reports 15% Final Practical Examination 30%		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class 4 (180 hours of Learning Experience = total 180)  <b>ECTS (+Workload in Hours)</b> 6 (180 hours of Learning Experience = total 180)
<b>Module Coordinator</b> Ari Irfan Fahrudin, S.Pd., M.Pd.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p><b>The Objective</b> of this course is to develop students' understanding and appreciation of literary genres—poetry, short story, and drama—as integral components of language learning and cultural expression. The course aims to enhance students' analytical, interpretive, and creative skills by exploring how language, style, and structure convey meaning and emotion in various literary forms. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to identify and analyse literary elements and techniques in poetry, short stories, and drama; interpret themes and symbols within different cultural and linguistic contexts; and express critical responses both orally and in writing. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Introduction to Literature and its Role in Language Learning, II. Elements of Poetry (imagery, rhythm, tone, and metaphor), III. Short Story Analysis (plot, character, setting, and point of view), and IV. Drama Studies (dialogue, performance, and dramatic structure), including activities such as reading, discussion, and creative interpretation.</p>		

**Learning goals and qualifications in this module students learn to:**

1. **CLO 1.** Students are able to identify and explain the main characteristics of poetry, short stories, and drama in the English context, as well as understand the differences and similarities between these three literary forms. **(C1, A1)**
2. **CLO 2.** Students are able to design and implement effective learning materials based on poetry, short stories, and drama in English to improve students' understanding of literature and their English language skills. **(C4, A3, P4)**
3. **CLO 3.** Students are able to design and implement effective learning activities based on poetry, short stories, and drama in English to enhance students' understanding of literature and their English language skills. **(C5, A3, P4)**
4. **CLO 4.** Students are able to present and perform English poetry and drama in front of an audience, demonstrating public speaking skills and self-confidence. **(C3, A4, P4)**
5. **CLO 5.** Students are able to use technology in teaching English literature—such as multimedia, digital platforms, and visual aids—to enrich the learning experience and make learning more interactive. **(C3, A3, P4)**
6. **CLO 6.** Students are able to design effective evaluation tools to measure students' understanding and skills in analysing and creating English literary works. **(C5, A3, P4)**
7. **CLO 7.** Students are able to reflect on their own learning experiences, understand the ethics of teaching and interpreting English literature, and demonstrate a responsible and professional attitude in teaching literature. **(C5, A4, P2)**

**Core readings:**

1. Kennedy, X.J., & Gioia, D. (2016). *An Introduction to Fiction, Poetry, and Drama*. Pearson.
2. Meisner, S., & Longwell, D. (1987). *Sanford Meisner on acting*. New York, Vintage Books.
3. Brown, H.D. (2024). *Language Assessment: Principles and Classroom Practices*. Pearson.
4. Shakespeare, W. (1998). *The Complete Works of William Shakespeare*. Wordsworth Editions.
5. Poe, E.A. (1992). *Complete Stories and Poems*. Doubleday.
6. Nunan, D. (2024). *Task-Based Language Teaching*. Cambridge University Press
7. Mustofa, M. (2022). *Introduction to Prose, Poetry and Drama*. Literasi Nusantara

## Technology-Enhanced Language Learning (TELL)

<b>Module Number</b> PBI-6022	<b>Module Name</b> Technology-Enhanced Language Learning (TELL)	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case-Based Learning	<b>Prerequisites for attendance</b> Language Teaching	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3.00 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah SS.,M.Hum.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> Daviq Rizal M.Pd.		
<p><b>Syllabus</b></p> <p>The <b>Aims</b> of this course are to introduce students to the theoretical foundations, current tools, and practical applications of technology-enhanced language learning (TELL) and to enable them to integrate, adapt, and evaluate digital technologies effectively in language teaching and learning contexts; the <b>Competences</b> of this course are demonstrated when students are able to explain key concepts and research in TELL, apply appropriate digital tools and resources for language learning, analyse the effectiveness and limitations of technology in language education, evaluate technology-enhanced learning designs and strategies, and create comprehensive technology-enhanced language-learning modules or lessons tailored to specific learner needs and contexts; in this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting; he <b>Materials</b> of this course cover: the historical development and theoretical frameworks of TELL (including CALL, MALL, blended learning), digital tools and platforms for language learning (mobile apps, multimedia, MOOCs, VR/AR, chatbots), integrating technology with pedagogy for language teaching (language skills, sub-skills, learner autonomy, interaction), designing and implementing technology-enhanced tasks and assessments, challenges and affordances of technology in language learning (accessibility, digital divide, teacher</p>		

readiness, ethics, data privacy), current and emerging trends in TELL (gamification, AI in language learning, immersive environments, analytics) and research methods in TELL (design-based research, mixed methods, evaluation studies) so that learners can both conduct and critique technology-enhanced language-learning initiatives

**Learning goals and qualifications in this module, students learn to:**

1. **CLO 1:** Students are able to demonstrate responsibility, independence, and integrity in utilising technology for teaching English, based on academic ethics, Pancasila values, and the green campus principles. They also show sincerity, commitment, and seriousness in developing professional competencies through the use of digital platforms and AI for the benefit of education. (C5, A4, P3)
2. **CLO 2:** Students are able to master the theoretical concepts and principles of Technology Enhanced Language Learning (TELL), including pedagogy for technology-based English language learning, strategies for utilising digital tools for material development, technology-based assessment, and educational research methodologies supported by information technology and artificial intelligence. (C2, A2, P3)
3. **CLO 3:** Students are able to think logically, critically, systematically, and innovatively in analysing, designing, and evaluating technology-based language learning. They are also able to conduct educational research using digital tools for reference search, data analysis, and academic writing, and present research results scientifically while upholding academic integrity and avoiding plagiarism. (C5, A4, P4)
4. **CLO 4:** Students are able to design, implement, and evaluate English language learning based on TPACK (Technological Pedagogical Content Knowledge) by appropriately utilizing various learning technology platforms (Mendeley, Hot Potatoes, Google Form, Moodle), AI tools (chatbots, Quillbot, Grammarly, voice generators), and digital research tools (Consensus, Scite) to create effective, innovative learning experiences in line with the curriculum for primary and secondary education. (C4, A3, P4)

**Core readings:**

1. Ghanizadeh, A., Razavi, A., & Jahedizadeh, S. (2019). Technology-Enhanced Language Learning (TELL): A Review of Resources and Upshots.
2. Iberahim, A., Yunus, M. M., & Sulaiman, N. A. (2023). A Review on Technology Enhanced Language Learning (TELL). *International Journal of Academic Research in Business and Social Sciences*, 13(2), 1509–1519.
3. Mizumoto, A., & Thomas, M. (Eds.). (2022). *Emerging Technologies for Language Learning*. [Publisher]. — (A recent edited volume on TELL)
4. Stockwell, G. (2022). *Computer-Assisted Language Learning: Diversity in Research and Practice*. Cambridge University Press.
5. Godwin-Jones, R. (2018). Emerging technologies: Mobile-Assisted Language Learning. *Language Learning & Technology*, 22(3), 1-17.
6. Maharani, R. Z. (2024). The Utilizing of Mobile Assisted Language Learning (MALL) in improving effectiveness, flexibility, and convenience of English classes. *JOLLT: Journal of Languages and Linguistics Teaching*,

## Tawhid and Sufi Ethics

<b>Module Number</b> UIN-6006	<b>Module Name</b> Tawhid and Sufi Ethics	
<b>Type of Course</b> University Compulsory Course	<b>Semester / Rotation</b> 4/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Discussions, Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
Attendance (2.5%) Summary (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (5%) Paper/Essay Assesment (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Case Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Prof. Dr. H. Muslih, M.A.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> <p>The <b>aims</b> of this course are to introduce students to the core concepts of Tawhid (the Oneness of God) and Sufi Ethics within Islamic thought, focusing on how these concepts are interconnected and manifest in personal and social ethics. The course will enable students to critically engage with the theological, philosophical, and ethical implications of Tawhid in Sufism and explore how Sufi ethical principles guide personal conduct, spiritual development, and social responsibility. The <b>competences</b> of this course are demonstrated when students are able to explain the foundational principles of Tawhid, describe the key ethical teachings of Sufism, analyse how these teachings shape individual and community life, and evaluate the application of Sufi ethics in contemporary issues such as social justice, environmental stewardship, and interfaith relations. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: the concept of Tawhid in Islamic theology, Sufi metaphysics, the ethical teachings of prominent Sufi orders, the role of Sufi ethics in cultivating virtues</p>		

like humility, patience, and compassion, and the contemporary relevance of Sufi ethics in global spiritual practices and socio-political issues.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. **CLO 1:** Students are able to understand the concept of monotheism (Tauhid) in Islam and its theological foundations. (C2, A2, P1)
2. **CLO 2:** Students are able to apply the principles of Akhlak Tasawuf in personal and social contexts, guided by Islamic ethics. (C4, A4, P3)
3. **CLO 3:** Students are able to analyse contemporary issues through the lens of Tauhid and Akhlak Tasawuf, and reflect on their implications. (C4, A4)
4. **CLO 4:** Students are able to discuss the influence of Sufi practices and ethical implications on Islamic society. (C5, A3, P2)
5. **CLO 5:** Students are able to compare different Sufi practices and evaluate their ethical and spiritual significance. (C5, A3, P3)
6. **CLO 6:** Students are able to develop practical applications of Tasawuf in everyday life, reflecting Islamic values in their actions. (C6, A4, P4)
7. **CLO 7:** Students are able to recognise the primary ethical teachings in Tasawuf and integrate them into personal and social life. (C2, A4, P3)
8. **CLO 8:** Students are able to discuss contemporary issues in light of the teachings of Tasawuf, applying them to modern challenges. (C3, A3, P2)

**Core readings:**

1. Al-Ghazali. (1986). *Tahafut al-falasifah* (A. Thaha, Trans.). Pustaka Panjimas
2. Hanafi, A. (1991). *Pengantar ilmu tauhid* (Cet. ke-5). Bulan Bintang.
3. Iqbal, M. (2023). *The reconstruction of religious thought in Islam (Pembangunan kembali alam pikiran Islam)* (O. Raliby, Trans.). Bulan Bintang.
4. Leaman, O. (1989). *Pengantar ilmu tauhid abad pertengahan* (M. A. Abdullah, Trans.). Rajawali Press.
5. Madkour, I. (1995). *Aliran dan teori ilmu tauhid* (Y. W. Asmin, Trans.). Bumi Aksara.
6. Mahdi, M. (Trans.). (1962). *Alfarabi's philosophy of Plato and Aristotle*. The Macmillan Company.
7. Nasr, S. H. (1995). *Intelektual Islam: Teologi, tauhid, dan gnosis* (Suharsono & Jamaluddin MZ, Trans.). CIIS Press.
8. Said Syaikh, M. (2024). *Kamus ilmu tauhid*. Rajawali Press.
9. Soedjarwo, D. (1993). *Aljanibul illahi. Ikhlas*.
10. Syaifan Nur. (2022). *Tauhid wujud Mulla Sadra*. Pustaka Pelajar.

**5<sup>th</sup> Semester**  
**Odd**  
**2024/2025**

## Academic Listening and Speaking

<b>Module Number</b> PBI-6013	<b>Module Name</b> Academic Listening and Speaking	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Discussions, Case- Based Learning	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination: (15%) Final Examination: (15%) Discussion: (10%) Assignment/Quiz (5%) Attendance: (5%) Case-Based Learning: • Group Presentation: (10%) • Case Discussion: (15%) • Case Report Assessment: (25%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Daviq Rizal, M.Pd		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> Dr. Nadiah Ma'mun, M.Pd.		
<b>Syllabus</b>  <p><b>The Objective</b> of this course is to develop students' listening and speaking skills in academic contexts, enabling them to comprehend lectures, discussions, and presentations effectively, as well as express ideas clearly, confidently, and appropriately in formal and academic situations. The course aims to strengthen students' communicative competence through exposure to authentic academic materials and interactive speaking tasks. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to understand and interpret main ideas and details from academic audio materials, take effective notes during lectures, participate actively in group discussions and seminars, deliver structured oral presentations, and use academic vocabulary and expressions accurately. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Academic Listening Skills (identifying main ideas, supporting details, and note-taking strategies), II. Academic Speaking Skills (pronunciation, fluency, and discourse markers),</p>		

III. Interactive Communication (seminar discussions, debates, and group presentations), and  
IV. Academic Presentations (organisation, visual aids, and delivery techniques).

**Learning goals and qualifications in this module, students learn to:**

1. **CLO 1.** Students demonstrate respect and tolerance by actively listening, using polite expressions, and acknowledging different perspectives during academic discussions and presentations. **(C3, A4, P3)**
2. **CLO 2.** Students demonstrate responsibility and academic integrity by completing listening and speaking tasks independently, honestly, and in accordance with academic ethics. **(C3, A5, P2)**
3. **CLO 3.** Students are able to identify and explain key theories, concepts, and strategies of academic listening (e.g., note-taking, identifying main ideas, recognising arguments) and speaking (e.g., organising ideas, using formal language, turn-taking). **(C2, A2)**
4. **CLO 4.** Students are able to apply appropriate listening and speaking strategies in simulated academic contexts (e.g., lectures, seminars, discussions, debates, and presentations) to achieve effective communication. **(C3, A3, P3)**
5. **CLO 5.** Students analyse and evaluate academic oral discourse (e.g., lectures, seminars, debates) by identifying claims, evidence, reasoning, and rhetorical strategies, then formulate a reasoned response during discussion/Q&A. **(C4, A4)**
6. **CLO 6.** Students plan, deliver, and reflect on a 5–7 minute academic mini-presentation in English that advances a clear thesis, uses logical organisation and appropriate academic language, integrates cited evidence (including from oral sources), and includes a brief reflective self-evaluation on strengths and areas for improvement. **(C6, A4, P4)**
7. **CLO 7.** Students deliver academic oral tasks (discussion, presentation, debate) with critical ideas, clear structure, and ethical language use. **(C5, A5, P4)**
8. **CLO 8.** Students utilize digital tools (e.g., PowerPoint, video, online platforms) effectively to support and enhance academic oral performance. **(C3, A3, P4)**

**Core readings:**

1. Jakeman, Vanessa and McDowel, Claire. 1996. Cambridge Practice Test for IELTS 1. Melbourne: Cambridge University Press
2. Cambridge University Press
3. Cambridge University Press. 2018. Cambridge IELTS 4 with answers. Melbourne: Cambridge University Press
4. Cambridge University Press. 2019. Cambridge IELTS 5 with answers. Melbourne: Cambridge University Press
5. Cambridge University Press. 2020. Cambridge IELTS 6 with answers. Melbourne: Cambridge University Press
6. Cambridge University Press. 2021. Cambridge IELTS 7 with answers. Melbourne: Cambridge University Press
7. Cambridge University Press. 2022. Cambridge IELTS 8 with answers. Melbourne: Cambridge University Press
8. Jakeman, Vanessa and McDowel, Claire. 1996. Cambridge Practice Test for IELTS 2. Melbourne: Cambridge University Press

## Academic Reading and Writing

<b>Module Number</b> PBI-6014	<b>Module Name</b> Academic Reading and Writing	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) - 100 minutes Final Exam (15%) - 100 minutes Paper/Essay (15%) Assignment/Quiz (5%) Discussion: (10%) Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation (10%)</li> <li>• Case Discussion (10%)</li> <li>• Case Report Aseessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  <p><b>The Objective</b> of this course is to enhance students' proficiency in academic reading and writing by developing their ability to comprehend, analyze, and produce academic texts with clarity, coherence, and critical insight. The course aims to strengthen students' academic literacy through integrated practice in reading strategies and written composition, enabling them to engage effectively with scholarly materials and express their ideas in a structured academic format. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to identify main ideas, supporting details, and arguments in academic readings, evaluate sources critically, organize and synthesize information from multiple texts, construct clear and coherent academic essays, and apply appropriate citation and referencing styles to maintain academic integrity. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting.. <b>The Materials</b> to be delivered in this course include: I. Introduction to Academic Reading (reading purposes, strategies, and text structures), II. Critical Reading Skills (analyzing arguments, identifying bias, and evaluating evidence), III. Academic</p>		

Writing Skills (essay organization, paragraph development, and cohesion), and IV. Research-Based Writing (summarizing, paraphrasing, citation, and referencing techniques)

**Learning goals and qualifications in this module students learn to:**

1. **CLO 1.** Students demonstrate religious, moderate, and responsible attitudes, as well as social and environmental awareness (green campus) in academic contexts. **(C5)**
2. **CLO 2.** Students internalize Islamic values, Pancasila principles, and Green Campus awareness in academic literacy. **(C5)**
3. **CLO 3.** Students demonstrate honesty, responsibility, and collaboration in academic activities. **(C3/C5)**
4. **CLO 4.** Students are able to analyze and evaluate spoken and written English texts in academic and general contexts at the B2 CEFR level. **(C4/C5)**
5. **CLO 5.** Students identify main ideas and supporting details in academic texts (listening & reading). **(C2)**
6. **CLO 6.** Students critically evaluate arguments and information in English texts. **(C5)**
7. **CLO 7.** Students are able to communicate ideas in spoken and written English (speaking & writing) using appropriate grammar and vocabulary at the B2 CEFR level. **(C3)**
8. **CLO 8.** Students deliver oral arguments in a structured manner. **(C3/C4)**
9. **CLO 9.** Students write academic texts using appropriate grammar and vocabulary according to context. **(C3/C6)**
10. **CLO 10.** Students understand principles, strategies, and practices of academic reading and writing. **(C2)**
11. **CLO 11.** Students explain strategies of academic reading and writing. **(C2)**
12. **CLO 12.** Students apply techniques of critical reading and writing. **(C3/C4)**
13. **CLO 13.** Students produce academic works (essays, mini research reports) by utilizing ICT. **(C6)**
14. **CLO 14.** Students write academic essays in English. **(C6)**
15. **CLO 15.** Students develop mini research reports in accordance with academic ethics. **(C6)**

**Core readings:**

1. Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge.
2. Swales, J. M., & Feak, C. B. (2022). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). University of Michigan Press.
3. Partridge, B., & Starfield, S. (2019). *The Handbook of English for Specific Purposes*. Wiley.
4. Hyland, K. (2016). *Academic Publishing: Issues and Challenges in the Construction of Knowledge*. Oxford University Press.
5. Council of Europe. (2020). *CEFR Companion Volume*. Strasbourg: Council of Europe.
6. Grellet, F. (2020). *Developing Reading Skills*. Cambridge University Press.
7. Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.
8. Wallace, C. (2023). *Critical Reading in Language Education*. Palgrave Macmillan.
9. Cottrell, S. (2017). *Critical Thinking Skills* (3rd ed.). Red Globe Press.
10. Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). Pearson Longman.

12. Halliday, M. A. K., & Hasan, R. (2014). *Cohesion in English*. Routledge.
13. American Psychological Association. (2020). *Publication Manual of the APA* (7th ed.).
14. Keck, C. (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers. *Journal of Second Language Writing*, 15(4), 261–278.
15. Hamp-Lyons, L., & Heasley, B. (2006). *Study Writing*. Cambridge University Press.
16. Jordan, R. R. (2022). *Academic Writing Course*. Pearson Education.
17. Coxhead, A. (2020). The Academic Word List. *TESOL Quarterly*, 34(2), 213–238.
18. Swales, J. M., & Feak, C. B. (2009). *Abstracts and the Writing of Abstracts*. University of Michigan Press.
19. Graetz, N. (2004). *Writing for Academic Purposes*. Pearson.
20. Weissberg, R., & Buker, S. (1990). *Writing Up Research*. Prentice Hall.
21. Paltridge, B., & Starfield, S. (2022). *Thesis and Dissertation Writing in a Second Language*. Routledge.
22. American Psychological Association. (2020). *Publication Manual of the APA* (7th ed.).
23. Lynch, T., & Anderson, K. (2013). *Study Speaking*. Cambridge University Press.
24. Gillett, A., Hammond, A., & Martala, M. (2009). *Successful Academic Writing*. Pearson.
25. APA (2020). *Publication Manual*.
26. Any journal articles students used in their projects.
27. Council of Europe. (2020). *CEFR Companion Volume*. Strasbourg: Council of Europe.
28. Integrating collaborative strategic reading with learning logs: An alternative method to develop reading comprehension, NM Dewi, W Warsono, A Faridi, *English Education Journal* 8 (2), 169-177
29. Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy, S Mariam, *Indonesian EFL Journal*
30. ENHANCING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT WITH MULTIMODAL DIGITAL LITERACY, S Mariam, C Kepirianto, S Fadlilah, AF Izza, *Indonesian EFL Journal* 11 (1), 41-52

## Academic Essay Writing

<b>Module Number</b> PBI-6016	<b>Module Name</b> Academic Essay Writing	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case Based Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Discussion (10%) Paper/Essay (10%) Assignment/Quiz (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation (15%)</li> <li>• Case Discussion (10%)</li> <li>• Case Case Report Aseessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 3 (39 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hours of Independent Assignments = Total 135 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (30 Hours of In-Class Sessions + 48 Hours of Structured Assignments + 48 Hour = Total 135 Hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, M.Hum.		<b>Semester Week Hours:</b> 135 hours
<b>Additional Teacher Involved:</b> .		
<b>Syllabus</b>  <p><b>The Objective</b> of this course is to equip students with the knowledge and skills necessary to write coherent, well-structured, and academically sound essays in English, focusing on the development of critical thinking, organisation, argumentation, and clarity of expression. The course aims to enhance students' ability to engage with academic texts, construct logical arguments, and present ideas effectively in written form. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to identify and apply the key components of academic writing, formulate thesis statements and topic sentences, organise essays logically with appropriate transitions, use academic sources accurately through proper citation and referencing, and produce essays that demonstrate coherence, cohesion, and academic integrity. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting., while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Introduction to Academic Writing (purpose, structure, and characteristics), II. Essay Organisation (types of essays, thesis statements, and paragraph development), III. Writing Process (planning, drafting, revising, and editing), and IV. Academic Style and Integrity (citation, referencing, paraphrasing, and avoiding plagiarism).</p>		

**Learning goals and qualifications in this module, students learn to:**

1. **CLO 1:** Students are able to demonstrate disciplined and responsible behaviour in academic activities. **(C3, A5, P3)**
2. **CLO 2:** Students are able to identify the characteristics of academic and non-academic writing and use them to evaluate the appropriacy of academic writing critically. **(C4, A3, P2)**
3. **CLO 3:** Students are able to differentiate accurately between an argumentative and an expository essay. **(C4, A2, P2)**
4. **CLO 4:** Students are able to identify and explain the components of academic writing and use them effectively in their essay assignments. **(C2, A3, P3)**
5. **CLO 5:** Students are able to apply paraphrasing, quoting, summarizing, and referencing techniques properly. **(C3, A3, P4)**
6. **CLO 6:** Students are able to write cohesive academic essays, including appropriate introduction, body paragraph structure, and conclusion. **(C6, A4, P5)**
7. **CLO 7:** Students are able to attend lectures on time and show commitment to learning. **(C3, A5, P2)**
8. **CLO 8:** Students are able to demonstrate sincerity and responsibility when attending lectures and completing assignments. **(C3, A5, P3)**

**Core readings:**

1. Jordan, R. R. (2003). *English for Academic Purposes* (6th ed.). Pearson Education Limited.
2. Zemach, D. E., & Rumisek, L. A. (2023). *Academic Writing from Paragraph to Essay*. Macmillan Publishers Limited. Wilson, J. R. (2022). *Academic Writing*. (Draft).
3. Alice, Oshima & Ann Hogue. (2006). *Writing Academic English*. Longman: Pearson.
4. Bailey, Stephen. (2011). *Academic Writing; A Handbook for International Students*. New York: Routledge.
5. Hewings, Martin. (2022). *Cambridge Academic English*. Cambridge: Cambridge University Press.
6. Jolongo, Mary Rench & Olivia N. Saracho. (2016). *Writing for Publication*. Switzerland: Springer.

## Current Issues in ELT

<b>Module Number</b> PBI-6017	<b>Module Name</b> Current Issues in ELT	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations, Project-Based Learning.	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (20%) - 100 minutes Final Exam (20%) - 100 minutes Summary (10%) Discussion (5%) Assignment/Quiz (5%) <b>Project-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation (15%)</li> <li>• Discussion (10%)</li> <li>• Report Aseessment (15%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Lulut Widyaningrum, M.Pd		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  <p><b>The Objective</b> of this course is to provide students with an in-depth understanding of current trends, debates, and challenges in the field of English Language Teaching (ELT), enabling them to critically evaluate pedagogical theories, classroom practices, and educational policies in diverse linguistic and cultural contexts. The course aims to foster reflective and research-oriented thinking among students, preparing them to adapt to innovations and global developments in ELT. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to identify and analyze contemporary issues affecting ELT, evaluate current methodologies and teaching approaches, assess the impact of technology, globalization, and multilingualism on language education, and propose informed solutions or innovations to improve teaching and learning practices. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Overview of Current</p>		

Trends in ELT (globalisation, digital learning, and language policy), II. Innovations in Teaching Methodology (communicative, task-based, and blended learning approaches), III. Critical Issues in ELT (teacher identity, learner autonomy, assessment, and inclusivity), and IV. Future Directions in Language Education (AI integration, sustainability in education, and intercultural competence).

**Learning goals and qualifications in this module, students learn to:**

1. **CLO 1.** Students demonstrate discipline and responsibility (*Amanah*) in implementing Islamic values during the learning process, developing learning autonomy, managing study time effectively, and completing assignments on time throughout the semester. **(C3, A4, P3)**
2. **CLO 2.** Students demonstrate understanding of current research issues in English Language Teaching (ELT), including language research paradigms and methods, both nationally and globally. **(C2, A2)**
3. **CLO 3.** Students are able to navigate and identify current issues in ELT from trusted academic websites, compiling related topics and tables of references from reputable international journals published within the last 5–10 years. **(C3, A2, P2)**
4. **CLO 4.** Students demonstrate proficiency in summarising and critically analyzing academic articles, particularly in identifying research gaps and formulating problem statements. **(C4, A3, P3)**
5. **CLO 5.** Students are able to compose a complete research proposal draft (matrix) supported by relevant and reputable references. **(C6, A3, P4)**
6. **CLO 6.** Students present and defend their research proposal (matrix) orally in Academic English, demonstrating clarity, confidence, and academic communication competence. **(C6, A4, P4)**

**Core readings:**

1. Bataha, K. (2025). Village boundaries averment in Sangihe Islands Regency. Publik: Jurnal Ilmu Administrasi, \n <https://journal.umgo.ac.id/index.php/Publik/article/download/2870/2272>
2. Marupov, A. (2023). Procedure and method of marking administrative-territorial boundaries using digital technologies. E3S Web of Conferences, ?, ?-?. [https://www.e3sconferences.org/articles/e3sconf/pdf/2023/89/e3sconf\\_ipfa2023\\_03007.pdf](https://www.e3sconferences.org/articles/e3sconf/pdf/2023/89/e3sconf_ipfa2023_03007.pdf)
3. Ramaano, A. I. (2025). The essence of geographic information systems (GIS) in sustainable tourism. Journal of ..., 2(1), 25-? <https://www.emerald.com/jrpc/article/2/1/25/1267518>
4. Sobotkova, A. (2024). Validating predictions of burial mounds with field data: A machine learning approach. Journal of <https://www.emerald.com/insight/content/doi/10.1108/JD-05-2022-0096/full/html>

## Standardized Test for Language Learners (TOEFL)

<b>Module Number</b> PBI-6027	<b>Module Name</b> Standardized Test for Language Learners (TOEFL)	
<b>Type of Course</b> Compulsory	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations,	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination: (15%) Final Examination: (15%) Attendance: (5%) Discussion: (10%) <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation: (15%)</li> <li>• Case Discussion: (15%)</li> <li>• Case Report Aseessment: (25%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Prof. Dr. H. Muslih, M.A.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The <b>aims</b> of this course are to provide students with the knowledge and skills necessary to understand, prepare for, and succeed in standardized English proficiency tests, particularly the TOEFL, focusing on listening, reading, writing, and speaking components. The course seeks to develop students' test-taking strategies, language competence, and analytical skills to achieve high scores. <b>The competences</b> of this course are demonstrated when students are able to apply effective test strategies, demonstrate proficiency across all TOEFL sections, and critically evaluate their performance to identify areas for improvement. <b>The materials</b> of this course include: TOEFL test structure and scoring, listening comprehension strategies, reading comprehension techniques, academic writing and essay construction, speaking practice and pronunciation, vocabulary enhancement, time management and test-taking strategies, and practice tests with performance feedback..</p>		
<p><b>Learning goals and qualifications in this module students learn to:</b></p> <p><b>CLO</b></p> <ol style="list-style-type: none"> <li>1. CLO 1: Students possess comprehensive knowledge of the structure, components, and scoring systems of the TOEFL test (C2).</li> <li>2. CLO 2: Students are able to analyse question types and linguistic skills assessed in listening, reading, speaking, and writing sections (C4).</li> <li>3. CLO 3: Students can critically evaluate common difficulties and error patterns faced by language learners in TOEFL preparation (C5).</li> <li>4. CLO 4: Students are able to apply effective test-taking strategies and time-management techniques for each TOEFL section (C3).</li> </ol>		

5. CLO 5: Students can design targeted practice plans to improve individual language skills based on diagnostic results (C6).
6. CLO 6: Students demonstrate the ability to interpret TOEFL scores and use them to plan further language development (C3).

**Core readings:**

1. Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
2. Chapelle, C. A., Enright, M. K., & Jamieson, J. (2010). Does an integrated test provide more useful information about academic English ability? *The TOEFL iBT®*. *Language Testing*, 27(4), 471–498.
3. Educational Testing Service. (2023). *TOEFL iBT® test and score data summary*. Princeton, NJ: ETS.
4. Green, A. (2022). *Exploring language assessment and testing: Language in action*. Routledge.
5. Nurhayati, D., & Suryadi, B. (2021). Validitas dan reliabilitas TOEFL sebagai alat ukur kemampuan bahasa Inggris mahasiswa Indonesia. *Jurnal Pendidikan Bahasa Inggris*, 11(2), 145–158.
6. Ockey, G. J., & Wagner, E. (2021). *Assessing listening in a second language*. Routledge.
7. Purpura, J. E. (2014). *Assessing grammar*. Cambridge University Press.
8. Wang, Y., & Sun, C. (2024). Washback effects of TOEFL iBT preparation on EFL learners' academic skills. *Journal of Language Testing and Assessment*, 13(1), 25–42.

## Teaching English to Young Learners (TEYL)

<b>Module Number</b> PBI-6037	<b>Module Name</b> Teaching English to Young Learners (TEYL)	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Project- Based Learning, Presentations, Final Report	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> ASSIGNMENT (15%) Mid-Term Examination (15%) 150 minutes Discussion (15%) Project-Based Learning: <ul style="list-style-type: none"> <li>● Results Seminar (20%)</li> <li>● Project Discussion (10%)</li> <li>● Final Report Assessment (25%)</li> </ul>		<b>SKS (+Workload in hours)</b> 3 (39 hours of Learning Experience = Total 135 Hours)  <b>ECTS (+Workload in Hours)</b> 4.5 (39 hours of Learning Experience = Total 135 Hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, S.S., M.Hum,		<b>Semester Week Hours:</b> 135 Hours
<b>Additional Teacher Involved:</b> Vina Mariana, M.Pd.		
<b>Syllabus</b>  The <b>aims</b> of this course are to provide students with a comprehensive understanding of the theories, principles, and practices of teaching English to young learners (TEYL), and to equip them with the skills necessary to design and implement age-appropriate English language lessons. The course will explore how children acquire language, the challenges involved in teaching English to young learners, and the importance of creating a motivating, engaging, and supportive classroom environment. The <b>competences</b> of this course are demonstrated when students are able to apply developmental theories to language learning, design lesson plans that reflect best practices for young learners, use appropriate materials and activities, and evaluate their teaching strategies to enhance language acquisition in young learners. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course cover: language acquisition theories, teaching methods and approaches for young learners, lesson planning and material development, classroom management strategies, assessment methods for young learners, and practical applications of TEYL in various educational contexts.		
<b>Learning goals and qualifications in this module, students learn to:</b> <ol style="list-style-type: none"> <li>1. <b>CLO 1:</b> Students are able to analyse and apply approaches, methods, techniques, and scaffolding strategies in teaching English to young learners by considering their developmental stages, Islamic values, ethics, and local wisdom. (C6)</li> </ol> <b>LLO 1:</b> Students are able to identify child development characteristics (physical,		

cognitive, socio-emotional, moral, spiritual, and cultural) in the context of English language learning. (C2)

**LLO 2:** Students are able to analyse various methods, approaches, techniques, and scaffolding strategies in TEYL (e.g., TPR, Storytelling, Songs & Games, CLT). (C4)

**LLO 3:** Students are able to apply teaching and scaffolding strategies appropriately to meet learners' needs and contexts. (C3)

2. **CLO 2:** Students are able to analyse, adapt, and develop English teaching materials and media for young learners based on TPACK, while integrating religious values, ethics, and local wisdom. (C6)

**LLO 1:** Students are able to evaluate existing English teaching materials for children (textbooks, worksheets, online resources). (C5)

**LLO 2:** Students are able to design English teaching materials that are developmentally appropriate for young learners while integrating religious and local values. (C6)

**LLO 3:** Students are able to develop creative teaching media (digital and non-digital) to support children's active engagement in learning. (C6)

3. **CLO 3:** Students are able to design and implement English teaching for young learners through teaching practice (microteaching) in a communicative, creative, and responsible way based on the applicable curriculum. (C3)

**LLO 1:** Students are able to design lesson plans (RPP) for teaching English to young learners based on the applicable curriculum. (C6)

**LLO 2:** Students are able to conduct teaching practice (microteaching) by using appropriate methods, materials, and media. (C3)

**LLO 3:** Students are able to reflect on the teaching practice outcomes and provide constructive feedback based on academic ethics. (C5)

#### **Core readings:**

1. George Mason University. (2024). Teaching English to young learners module packet. Online Professional English Network (OPEN), U.S. Department of State, administered by FHI 360.
2. Cameron, Lynn (2021). Teaching Languages to Young Learners. Cambridge University Press
3. Moon, J. (2020). Children Learning English. Macmillan
4. Pinter, A. (2017). Teaching Young Language Learners. Oxford University Press
5. Halliwell, S. 1992. Teaching English in the Primary Classroom. Longman Handbooks for Language Teachers.
6. Scott A. Wendy LH Ytreberg. 1990. Teaching English to Children. New York: Longman Group UK Limited
7. Garten, Sue.& Copland, Fiona. 2019. The Routledge Handbook of Teaching English to Young Learner, Routledge, The Taylor and Francis Group

## English and Intercultural Communication (EIC)

<b>Module Number</b> PBI 6038	<b>Module Name</b> English and Intercultural Communication (EIC)	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Final Exam (20%) - 100 minutes Mid-Term Examination (15%) - 100 minutes Attendance (10%) Assignment/Quiz (5%) Discussion: (10%) <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation (15%)</li> <li>• Case Discussion (10%)</li> <li>• Case Report Assessment (15%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Prof .Dr. H Muslih, M.A.		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> Dr. Ahlis Qoidah Noor, S.Pd.,M.Pd.		
<p><b>Syllabus</b></p> <p><b>The Objective</b> of this course is to equip students with the knowledge and skills necessary to communicate effectively in English across diverse cultural contexts, fostering awareness, sensitivity, and adaptability in intercultural interactions. The course aims to develop students' ability to analyse cultural differences, understand the role of language in shaping social behaviour, and apply appropriate communication strategies to bridge cultural gaps.</p> <p><b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to identify and describe cultural norms and values that influence communication, analyse cross-cultural interactions and potential misunderstandings, apply effective verbal and non-verbal communication strategies in intercultural settings, and demonstrate intercultural competence through reflective and practical exercises. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Introduction to Intercultural Communication (concepts, theories, and importance), II. Language and Culture (cultural dimensions, pragmatics, and discourse patterns), III. Intercultural Communication Skills (verbal and non-verbal strategies, negotiation, and conflict resolution), and IV. Applications in Real Contexts (global workplace, academic settings, and digital communication).</p>		

**Learning goals and qualifications in this module, students learn to:**

1. **CLO 1.** Students are able to explain different cultural dimensions and how these influence intercultural communication. **(C2, A2)**
2. **CLO 2.** Students are able to analyse intercultural communication situations, identifying potential misunderstandings and obstacles that arise due to cultural differences. **(C4, A3)**
3. **CLO 3.** Students are able to apply effective communication strategies in intercultural contexts, including the use of culturally sensitive language and appropriate approaches. **(C3, A3, P3)**
4. **CLO 4.** Students are able to demonstrate awareness of the values, norms, and practices of other cultures and their impact on communication in a global context. **(C3, A4)**
5. **CLO 5.** Students are able to participate in intercultural dialogue by showing empathy, openness, and good listening skills. **(C3, A5, P4)**
6. **CLO 6.** Students are able to evaluate intercultural communication experiences, analyse successes and challenges faced, and formulate improvement strategies. **(C5, A3)**
7. **CLO 7.** Students are able to develop inclusive communication practices, ensuring that all voices and perspectives are valued and considered. **(C6, A5, P4)**
8. **CLO 8.** Students are able to utilize technology to support intercultural communication, including using social media and online platforms to share cross-cultural information. **(C3, A2, P3)**
9. **CLO 9.** Students are able to conduct research on intercultural communication issues and present their findings clearly and systematically. **(C5, A3, P4)**
10. **CLO 10.** Students are able to demonstrate attitudes as global citizens by respecting cultural diversity and committing to building mutually respectful relationships at the international level. **(C5, A5)**

**Core readings:**

1. Jandt, F. E. (2017). *An introduction to intercultural communication: Identities in a global community*. Sage Publications.
2. Samovar, P., McDaniel, R., & Jandt, F. (2010). *Communicating between cultures*. Boston, MA. Nüssel, Z., & Hofer, G. (2025). The intercultural potential of language activities—The case of Austrian EFL textbooks. *Intercultural Communication Education*.
3. Melles, M., Orenius, T., & Burdorf, A. (2021). Third Culture Kids' cultural identity shifts: A poetic-inquiry study.
4. Wang, Y., Yao, X., & Pan, J. (2024). "De-Westernizing" intercultural communication: Power, language, and epistemic justice. *Social Sciences*.
5. Mushaathoni, T. (2024). Workers' perceptions regarding approaches to intercultural communication in the workplace. *Journal of Intercultural Communication*.
6. Ceylan, R., & Şen, H. (2024). Culture shock among international students in Turkey: An analysis of its predictors and impacts. *BMC Psychology*.
7. Akkari, A., & Maleq, K. (2020). Global citizenship: Buzzword or new instrument for educational change?

## ICT-based Language and Materials Development

<b>Module Number</b> PBI-6032	<b>Module Name</b> ICT-based Language and Materials Development	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 5/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations., Case-Based Learning	<b>Prerequisites for attendance</b> Language Teaching	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) - 100 minutes Final Exam (15%) - 100 minutes Discussion (10%) Assignment/Quiz (5%) Paper/Essay (10%) <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation (20%)</li> <li>• Case Discussion (10%)</li> <li>• Case Report Aseessment (15%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Kartika Indah Permata, M.A.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The <b>Aims</b> of this course are to provide students with the theoretical foundations and practical skills required to design and develop language teaching materials using Information and Communication Technology (ICT). The course will explore the integration of digital tools, multimedia, and online platforms in the creation of language learning materials and resources, with a focus on enhancing learner engagement and improving language proficiency. Students will also learn to adapt existing materials to suit ICT environments, develop interactive and multimedia resources, and evaluate the effectiveness of ICT-based materials in language teaching. The <b>Competences</b> of this course are demonstrated when students are able to design and develop ICT-based language learning materials, integrate technology effectively into language instruction, evaluate the impact of these materials on language learning, and adapt materials for diverse learner needs. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>Materials</b> of this course cover: ICT tools for language learning and teaching, digital material design principles, multimedia content creation (audio, video, interactive content), web-based resources and apps for language learning, mobile-assisted language learning (MALL),		

computer-assisted language learning (CALL), and assessing the effectiveness of ICT-based materials in enhancing language skills.

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 1: Students are able to demonstrate religious, ethical, responsible, and professional attitudes in developing ICT-based teaching materials (A3).
2. CLO 2: Students are able to analyse theoretical frameworks, multimedia learning principles, and pedagogical models (SLA, TPACK, SAMR) to design ICT-based English learning materials aligned with curriculum and learner needs (C4, C5).
3. CLO 3: Students are able to develop, adapt, and evaluate ICT-based English teaching materials creatively, effectively, and innovatively, and critically reflect on the process and outcomes (C6, C5).

**Core readings:**

1. UNESCO (2018). ICT-Competency Framework for Teachers
2. Xuanyun, Zou et.al (2024). Global perspectives on Teacher ICT Competencies: diversity and commonalities in eight representative frameworks. *Journal of E-Learning and Knowledge Society*. Vol. 20, No. 2 .
3. Mayer, Richard E. (2024). The Past, Present, and Future of the Cognitive Theory of Multimedia Learning. *Educational Psychology Review*. Vol. 36 (8). <https://doi.org/10.1007/s10648-023-09842-1>.
4. Brian Tomlinson. (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
5. Ellis, Rod (2008). *Principles of Instructed Second Language Acquisition*. Washington: Center for Applied Linguistics.
6. Mishra, Punya & Matthew J. Koehler (2022). *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*. Teachers College Record
7. *Handbook of TPACK for Educators* (2023).
8. Puentedura, Ruben. (2024). SAMR & Bloom's Taxonomy: Assembling the Puzzle. <https://www.commonsense.org/education/articles/samr-and-blooms-taxonomy-assembling-the-puzzle>
9. SDGs No. 4: Quality Education
10. Permendikbudristek No. 12/2024
11. KMA No. 347/2022 Pedoman Implementasi Kurikulum Merdeka pada Madrasah

**6<sup>th</sup> Semester**  
**Even**  
**2024/2025**

## Critical Discourse Analysis (CDA)

<b>Module Number</b> PBI-6026	<b>Module Name</b> Critical Discourse Analysis (CDA)	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations and Project-Based Learning.	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Paper of Comparative Analysis (20%) Discussion (10%) Presentation (10%) Case Report (20%) Mid-Semester Exam (20%), 100 minutes Final Semester Exam (20%), 100 minutes		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Lulut Widyaningrum, M.Pd		<b>Semester Week Hours:</b> 90 Hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p><b>The Objective</b> of this course is to introduce students to the theories, principles, and methods of Critical Discourse Analysis (CDA), enabling them to examine the relationship between language, power, and ideology in various social, political, and media contexts. The course aims to develop students' critical awareness of how discourse shapes and reflects social realities, as well as their analytical skills in interpreting texts and communication practices.</p> <p><b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to explain key concepts and theoretical frameworks in CDA, identify and analyse linguistic features that convey power relations and ideology, apply CDA approaches to different types of discourse (media, political, institutional, and everyday communication), and produce critical analyses supported by theoretical justification. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Introduction to Critical Discourse Analysis (definition, scope, and development), II. Theoretical Foundations</p>		

(Fairclough, van Dijk, Wodak, and Foucault), III. Language, Power, and Ideology (representation, dominance, and resistance in discourse), and IV. CDA in Practice (text and context analysis, data collection, and critical interpretation of media and political texts).

**Learning goals and qualifications in this module, students learn to:**

1. **CLO 1.** Students are able to overview the definition and scope of Discourse Analysis. **(C2)**
2. **CLO 2.** Students are able to frame Discourse analysis–informed, empirical-based studies in English language education. **(C4, A3, P3)**
3. **CLO 3.** Students are able to write qualitative and quantitative research proposal drafts using Discourse Analysis tools. **(C6, A3, P4)**
4. **CLO 4.** Students are able to explain and apply key concepts and analytical tools from Halliday’s Systemic Functional Linguistics and Martin & White’s Appraisal Analysis in conducting Discourse Analysis research. **(C2, A2, P2)**
5. **CLO 5.** Students are able to critically analyse and evaluate different methodological orientations within qualitative and quantitative research related to language education. **(C4, A4, P3)**
6. **CLO 6.** Students are able to demonstrate critical awareness of how to integrate research tools into professional language teaching practice. **(C5, A4, P3)**
7. **CLO 7.** Students are able to implement Islamic values—such as *amanah*, *ihsan*, *fathanah*, *tawaduk*, humility, and wisdom—throughout the learning process and during task completion. **(C5, A5, P3)**
8. **CLO 8.** Students are able to identify their own learning skills and needs to develop learning autonomy, manage study time effectively, and take initiative in solving learning problems independently or collaboratively. **(C3, A4, P4)**
9. **CLO 9.** Students are able to conduct academic activities such as extensive reading, critical article framing, oral presentations, and research proposal drafting as part of their Discourse Analysis learning process. **(C3, A3, P4)**
10. **CLO 10.** Students are able to adopt appropriate research paradigms and methods in future research projects within the field of English language education. **(C6, A4, P4)**

**Core readings:**

1. Fairclough, N. (2023). *Analysing Discourse: Textual Analysis for Social Research*. Routledge
2. M. A. K. Halliday. (1994). *An Introduction to Functional Grammar*. Edward Arnold, London.
3. Martin, J. R. & White, P.R.R (2005). *Language of Evaluation: Appraisal in English*. Palgrave Macmillan.
4. Puspitasari, D., Widodo, H.P., Widyaningrum, I., Allamnakhrah, A., & Lestariyana, R. P. D. (2021). How do primary school English textbooks teach moral values? A critical discourse analysis. *Studies in Educational Evaluation*, 70, 1-11, <https://doi.org/10.1016/j.stueduc.2021.101044>

## Literary and Academic Translations

<b>Module Number</b> PBI-6028	<b>Module Name</b> Literary and Academic Translations	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case Studies, Group Presentations, Project-Based Learning	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Paper of Comparative Analysis (20%) Discussion (10%) Presentation (10%) Case Report (20%) Mid-Semester Exam (20%), 100 minutes Final Semester Exam (20%), 100 minutes		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dr. Nadiah Ma'mun, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b>  This <b>course aims to</b> provide an understanding of the basic concepts of literary and academic translation. Students will develop skills in translating literary and academic texts from the source language to the target language. Additionally, students will analyse the challenges that arise in translating these texts and study various techniques that can be employed to address these issues. The <b>competencies</b> are expected to apply translation theories in practical projects. The course covers techniques for translating poetry, prose, drama, as well as academic articles and journals. Reference materials include "The Translator's Handbook" by Morry Sofer and "In Other Words: A Coursebook on Translation" by Mona Baker. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. Learning <b>materials</b> include fundamental theories and principles of literary and academic translation to build students' conceptual understanding. Students also learn key		

translation strategies and practise applying them to various genres to produce accurate and coherent translations that preserve meaning and tone. In addition, materials cover evaluation and revision techniques to help students improve linguistic and stylistic quality in their translated work.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: Students are able to understand fundamental theories and principles of literary and academic translation (C2, A1).
2. CLO 02: Students are able to apply translation strategies to various genres of literary and academic texts (C3, A2, P2).
3. CLO 03: Students are able to produce accurate and coherent translations that maintain meaning and tone (C4, A3, P4).
4. CLO 04: Students are able to evaluate and revise translated works for linguistic and stylistic accuracy (C5, A4, P5).

**Core readings:**

1. Catford, J. C. (2017). *A Linguistic Theory of Translation*. London: Oxford University Press.
2. Hatim, B., & Munday, J. (2019). *Translation: An Advanced Resource Book*. London: Routledge.
3. Larson, M. L. (2023). *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. Lanham: University Press of America.
4. Nababan, M. R. (2018). *Teori dan Praktik Penerjemahan*. Yogyakarta: Pustaka Pelajar.
5. Suryawinata, Z., & Hariyanto, S. (2020). *Translation: Bahasan Teori dan Penuntun Praktis Menerjemahkan*. Malang: UMM Press.

## Sociolinguistics and English Education

<b>Module Number</b> PBI-6040	<b>Module Name</b> Sociolinguistics and English Education	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions and Presentations, and Case Study Methods	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Attendance and Participation: 10% Mid-Term Examination (MTE): 15%, 100 minutes Final Term Examination (FTE): 25%, 100 minutes Case-Based Learning: <ul style="list-style-type: none"> <li>● Group Presentation (20%)</li> <li>● Case Discussion (10%)</li> <li>● Paper Assessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dr. Ahlis Qoidah Noor, S.Pd.,M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> <p><b>The aims</b> of this course are to introduce students to the relationship between language, society, and education, focusing on how sociolinguistic factors influence English teaching and learning. The course explores concepts such as language variation, multilingualism, language policy, and identity in educational settings. Students will examine how social class, gender, ethnicity, and culture affect language use and learning outcomes in English education. <b>The competences</b> of this course are demonstrated when students are able to describe key sociolinguistic concepts, analyse language use in social and educational contexts, evaluate language policy and classroom interaction, and apply sociolinguistic insights to improve English teaching practices. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The materials</b> of this course cover language and society, speech communities, language variation, bilingualism and multilingualism, code-switching, language and identity, sociolinguistic issues in English language teaching, and the impact of globalization on English education.</p>		

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 01: The students are able to explain fundamental concepts of sociolinguistics and their relevance to language education. (C2, A2)
2. CLO 02: The students are able to analyse how social and cultural factors influence language use and learning in educational settings. (C4, A3)
3. CLO 03: The students are able to evaluate the implications of language variation and policy for English teaching. (C5, A4)
4. CLO 04: The students are able to apply sociolinguistic principles to create inclusive and effective English learning environments. (C6, A4, P3)

**Core readings:**

1. Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics*. Oxford: Wiley-Blackwell.
2. Holmes, J. (2013). *An Introduction to Sociolinguistics*. London: Routledge.
3. Spolsky, B. (2018). *Sociolinguistics*. Oxford University Press.
4. Canagarajah, A. S. (2023). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.
5. Crystal, D. (2012). *English as a Global Language*. Cambridge University Press.

## Literary and Academic Translation

<b>Module Number</b> PBI-6028	<b>Module Name</b> Literary and Academic Translation	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions and Presentations, and Case Study Methods	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) - 100 minutes Final Exam (15%) - 100 minutes Discussion (10%) Assignment/Quiz (5%) Paper/Essay (10%) <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation (20%)</li> <li>• Case Discussion (10%)</li> <li>• Case Report Aseessment (15%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dr. Ahlis Qoidah Noor, S.Pd.,M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The aims of this course are to develop students' understanding and skills in translating literary and academic texts from English into Indonesian and vice versa. The course introduces theories and principles of translation, focusing on linguistic accuracy, cultural equivalence, and stylistic fidelity. Students will explore translation strategies for various genres, including prose, poetry, and academic writing, and practise producing translations that preserve both meaning and tone. The competences of this course are demonstrated when students are able to explain core translation theories, identify translation problems in literary and academic contexts, apply appropriate translation, and evaluate the quality of translated texts using linguistic and cultural criteria. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The materials of this course cover the nature and scope of translation studies, equivalence and transference, literal and free translation, idiomatic and pragmatic translation, translation of literary style, translation of academic discourse, and critical analysis of published translations.		

**Learning goals and qualifications in this module, students learn to:**

**CLO**

1. CLO 01: The students are able to explain major theories and approaches in translation studies. (C2, A2)
2. CLO 02: The students are able to identify and analyse linguistic and cultural challenges in translating literary and academic texts. (C4, A3)
3. CLO 03: The students are able to apply appropriate translation strategies to produce accurate and natural target texts. (C5, A3, P3)
4. CLO 04: The students are able to evaluate the quality and effectiveness of translated works based on linguistic, cultural, and stylistic criteria. (C6, A4)

**Core readings:**

1. Nida, E. A. & Taber, C. R. (1982). *The Theory and Practice of Translation*. Leiden: Brill.
2. Bassnett, S. (2024). *Translation Studies*. London: Routledge.
3. Newmark, P. (1988). *A Textbook of Translation*. London: Prentice Hall.
5. Baker, M. (2018). In *Other Words: A Coursebook on Translation*. London: Routledge.
6. Venuti, L. (2022). *The Translation Studies Reader*. New York: Routledge.

## Psycholinguistics in ELT

<b>Module Number</b> PBI-6039	<b>Module Name</b> Psycholinguistics in ELT	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations, Papers	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Attendance (2.5%) ASSIGNMENT/QUIZZ (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 150 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3.00 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Dra. Hj. Ma'rifatul Fadhilah M.Ed		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The <b>Aims</b> of this course are to provide students with an understanding of the psychological processes involved in second language acquisition and teaching, focusing on how psychological theories and principles can inform and enhance language teaching practices in the ELT classroom. The course explores key areas of psycholinguistics, such as language processing, memory, perception, and cognitive development, and examines how these processes influence language learning and teaching. Students will also examine the role of individual differences in language learning, such as motivation, anxiety, and learning styles. The <b>Competences</b> of this course are demonstrated when students are able to explain psycholinguistic theories and their application in ELT, apply psychological concepts to language teaching strategies, evaluate how cognitive and affective factors impact language learning, and critically reflect on the role of psycholinguistics in developing effective teaching practices. . In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>Materials</b> of this course cover: key theories of language processing and production, the relationship between cognition and language		

acquisition, psycholinguistic approaches to teaching listening, speaking, reading, and writing, the role of working memory and attention in language learning, language learning strategies, the influence of motivation and emotion on language learning, and current trends in psycholinguistics and language teaching.

**Learning goals and qualifications in this module, students learn to:**

1. **CLO-01:** Students are able to explain key psycholinguistic theories and concepts related to language processing, memory, and language acquisition. (C2, A1, P1)
2. **CLO-02:** Students are able to apply psycholinguistic theories and principles to design effective language teaching strategies that cater to diverse learner needs. (C3, A3, P3)
3. **CLO-03:** Students are able to analyse how cognitive and affective factors, such as motivation, memory, and anxiety, influence language learning and teaching. (C4, A3, P2)
4. **CLO-04:** Students are able to evaluate the effectiveness of psycholinguistic approaches to language teaching, providing evidence-based recommendations for improvement. (C5, A4, P3)
5. **CLO-05:** Students are able to create a research proposal or teaching project that integrates psycholinguistic principles to improve language teaching practices and learner outcomes. (C6, A4, P4)

**Core readings:**

1. Steinberg, Danny D and Sciarini, Natalia V. 2006. *An Introduction to Psycholinguistics*. New York: Pearson
2. Traxler, Matthew J. *Introduction to Psycholinguistics: Understanding Language Science*. 2012. London: Wiley-Blackwell, A John Wiley & Sons, Ltd., Publication
3. Elman, J. L. 2024. An alternative view of the mental lexicon. *Trends in Cognitive Sciences*.
4. Gallese, V., & Lakoff, G. (2005). The brain's concepts: The role of the sensory-motor system in reason and language. *Cognitive Neuropsychology*,
5. Hutchison, K. A. 2023. Is semantic priming due to association strength or feature overlap? A microanalytic review. *Psychonomic Bulletin & Review*.
6. Lieberman, P. (2000). *Human language and our reptilian brain*. Cambridge, MA: Harvard University Press.

## Listening and Speaking

<b>Module Number</b> PBI-6005	<b>Module Name</b> Listening and Speaking	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Presentations, Discussions, Case Study, Role-Playing	<b>Prerequisites for attendance</b> None	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Performance role play (10%) Mid-Term Exam (10%), 100 minutes Final Exam (15%), 100 minutes Case-Based Learning: <ul style="list-style-type: none"> <li>• Group Presentation (20%)</li> <li>• Case Discussion (25%)</li> <li>• Paper Assessment (20%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90)  <b>ECTS (+Workload in hours)</b> 3 (26 hours of in-class sessions + 32 hours of structured assignments + 32 hours of independent assignments = total 90 hours)
<b>Module Coordinator</b> Daviq Rizal, M.Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> Dr. Nadiah Ma'mun, M.Pd.		
<b>Syllabus</b>  The <b>aims</b> of this course are to significantly enhance students' receptive (listening) and productive (speaking) skills, particularly in academic and professional contexts. The course focuses on developing students' ability to understand various spoken texts with different accents and to speak fluently, clearly, and persuasively. It also aims to cultivate critical listening and effective interaction strategies. The <b>competences</b> of this course are demonstrated upon completion when students can actively engage in academic discussions, deliver well-structured presentations, comprehend lectures and complex conversations, and employ appropriate rhetorical and linguistic devices in spoken communication. Students will master accurate pronunciation, stress, and intonation patterns, alongside a broad functional vocabulary necessary for effective oral interaction. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. The <b>materials</b> of this course include: Listening Strategies (Intensive, Extensive, Inferential); Understanding Accents and Intonation; Note-Taking Skills for Lectures; Techniques for Formal and Informal Discussions; Public Speaking and Presentation Skills; Pronunciation, Stress, and Rhythm Practice; Conversational Skills and Turn-Taking; and Analyzing Media and Podcasts for Comprehension.		

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to identify main ideas, specific details, and context in various types of conversations, presentations, and audio-visual media; (C2, A4, P3)
2. CLO 2: Students are able to apply effective listening strategies, such as intensive listening and extensive listening, to improve auditory comprehension; (C3, A2, P3)
3. CLO 3: Students are able to analyse and evaluate elements of oral communication, including intonation, accent, speed, and the use of idiomatic language in various social and academic contexts; (C4, A3, P2)
4. CLO 4: Students are able to produce oral presentations, participate in discussions, and interact effectively using accurate and context-appropriate grammar, vocabulary, and pronunciation; (C5, A3, P4)
5. CLO 5: Students are able to create and deliver coherent and structured arguments in both formal and informal oral situations, demonstrating fluency and confidence; (C6, A4, P4)

**Core readings:**

1. Rost, M. (2018). *Teaching and Researching Listening* (3rd ed.). Routledge.
2. Underwood, M. (2022). *Teaching Listening*. Longman.
3. Hughes, R. (2019). *Exploring Spoken English*. Cambridge University Press.
4. Thornbury, S. (2017). *How to Teach Speaking*. Longman.

## Independent Research / Final Project in ELT

<b>Module Number</b> PBI-6041	<b>Module Name</b> Independent Research / Final Project in ELT	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case Based Learning, Presentations	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (10%) Paper/Essay (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Report Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> This course <b>aims to</b> equip students with research knowledge and skills in English Language Teaching from a psycholinguistic perspective. Students are guided to identify and formulate relevant research problems in ELT while developing appropriate academic attitudes and basic research skills. <b>The competencies</b> developed in this course offer students the opportunity to undertake and conduct independent research related to English language teaching (ELT). Students will develop research skills that can be applied in ELT contexts and write a final research report that integrates theory and practice. The research project involves selecting a relevant topic, formulating a research question, collecting data, and analysing it. Reference materials for this course include "Research Methods in Education" by Louis Cohen, Lawrence Manion, and Keith Morrison, and "The Practice of English Language Teaching". In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. Learning materials cover an introduction to psycholinguistics-based research in ELT, research problem formulation, research design and		

methods, data collection and analysis techniques, academic writing and research presentation, as well as critical evaluation of research processes and outcomes.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: Students are able to identify and formulate research problems in English Language Teaching (C2, A2, P2).
2. CLO 02: Students are able to apply appropriate research methods to collect and analyse data (C3, A3, P3).
3. CLO 03: Students are able to write and present research findings in academic formats (C4, A3, P4).
4. CLO 04: Students are able to critically evaluate their research process and suggest improvements (C5, A4, P3).

**Core readings:**

1. Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). London: Sage Publications.
2. Gay, L. R., Mills, G. E., & Airasian, P. W. (2019). *Educational Research: Competencies for Analysis and Applications* (12th ed.). London: Pearson.
3. Sugiyono. (2022). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
4. Emilia, E. (2018). *Menulis Tesis dan Disertasi: Pendekatan Genre-Based*. Bandung: Rizqi Press.
5. Burns, A. (2022). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. London: Routledge.

## Reflective Practice in Micro Teaching

<b>Module Number</b> PBI - 6042	<b>Module Name</b> Reflective Practice in Micro Teaching	
<b>Type of Course</b> Compulsory course	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Presentations, Demonstration	<b>Prerequisites for attendance</b> Language Pedagogy Methodology	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Discussion and Class Participation (5%) Demonstration Speaking Assignment (15%) Listening Assignment (15%) Reading Assignment (15%) Writing Essay Assignment (15%) Mid-Semester Exam (15%), 100 minutes Final Semester Exam (20%), 100 minutes		<b>SKS (+Workload in hours)</b> 4 (52 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180)  <b>ECTS (+Workload in hours)</b> 6.00 (52 hours of in-class sessions + 64 hours of structured assignments + 64 hours of independent assignments = total 180 hours)
<b>Module Coordinator</b> Dr. Siti Tarwiyah, M.Hum		<b>Semester Week Hours:</b> 180 hours
<b>Additional Teacher Involved:</b> Nur Syafaáh, M.Pd.		
<b>Syllabus</b> <b>The Objective</b> of this course is to equip students with the knowledge and skills to engage in reflective practice during micro-teaching sessions, enabling them to critically evaluate their teaching strategies, classroom interactions, and instructional effectiveness. The course aims to foster self-awareness, professional growth, and continuous improvement in teaching practice. <b>The Competencies</b> to be achieved and mastered by students upon completion of this course are the ability to plan and deliver effective micro-teaching lessons, observe and analyse classroom dynamics, identify strengths and areas for improvement, and apply reflective techniques to enhance teaching performance. In this course, the learning process is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a> , while synchronously online using Zoom Meeting. <b>The Materials</b> to be delivered in this course include: I. Introduction to Reflective Practice (concepts, models, and importance), II. Micro-Teaching Techniques (lesson planning, delivery, and assessment), III. Observation and Feedback (peer review, self-evaluation, and reflection), and IV. Application of Reflective Practice (action plans for professional development and improvement in teaching skills)		

**Learning goals and qualifications in this module students learn to:****CLO**

1. CLO 1: Students are able to behave in a professional, ethical, and legal manner (A3, A4).
2. CLO 2: Students are able to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential (A4, C4).
3. CLO 3: Students are able to plan and implement best practices in the curriculum appropriate to students, grade level, and course objectives (C4, C5, P4).
4. CLO 4: Students are able to demonstrate effective communication skills when facilitating students' learning with or without technology (C3, A3, P3).
5. CLO 5: Students are able to utilise appropriate classroom management strategies (C3, C4, A3).
6. CLO 6: Students are able to utilise a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities (C4, C5, P4).
7. CLO 7: Students are able to reflect on teaching and learning that has been carried out (C4, C5, A4).

**Core readings:**

1. Dadang Sukirman, 2022, Pembelajaran Micro Teaching, Jakarta: Kementerian Agama RI, Direktorat Jenderal Pendidikan Islam.
2. Hasibuan J.J. dan Sulthoni, 2023, Kemampuan Dasar Mengajar (Bahan Sajian Program Pendidikan Akta Pengajar), Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.
3. Ismail SM, 2021, Strategi Pembelajaran PAI Berbasis PAIKEM, Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan, Semarang: Rasail & LSIS.
4. Ismail, Lift Anis Ma'shumah, 2010, Microteaching: Pengantar Menjadi Guru Profesional, Semarang: Rasail.
5. Klaimathi, H. & Julius, A., 2025, Micro Teaching: A Way to Build Up Skills. Laxmi Book Publication.
6. Siti Tarwiyah. 2025. Teaching English through Games and Songs. Semarang: CV. Karya Abadi Jaya.
7. S Tarwiyah, N Dewi, L Widyaningrum. 2018. "Coaching Program to Develop Teachers' Pedagogical Competence: A Description of Experience". Vision, 7 (2), 119-133
8. Siti Tarwiyah .2021. Implementing Portdolio Assessment in Micro Teaching Class. Pontianak: Yudha English Gallery
9. Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
10. Undang-Undang No. 14 Tahun 2005 tentang Guru dan Dosen. Peraturan Pemerintah No. 19 Tahun 2005 tentang Standar Nasional Pendidikan.
11. Permendiknas No. 16 Tahun 2007 tentang Standar Kompetensi Pendidik.
12. Permendikbud No. 20, 21, 22, 23, 24 tentang SKL, Standar Isi, Standar Proses, Standar Penilaian, Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 (revisi 2016)
13. Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan

## Indonesian Language for Speakers

<b>Module Number</b> PBI-6046	<b>Module Name</b> Indonesian Language for Speakers	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- based learning, Presentations	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> ASSIGNMENT/QUIZZ (5%) Mid-Term Examination (15%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Prof .Dr. H Muslih, M.A.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p><b>The aims</b> of this course are to help non-native speakers understand the basics of the Indonesian language. Students will learn pronunciation, basic vocabulary, and the structure of Indonesian grammar. <b>The competencies</b> developed include the ability to understand and use Indonesian language structures accurately, communicate orally and in writing in appropriate contexts, and produce coherent spoken and written texts. In addition, students are able to evaluate and reflect on their progress in linguistic skills and cultural understanding when using Indonesian. The learning process is conducted through interactive lectures, language practice activities, discussions, individual and group assignments, communication simulations, and presentations to integrate theory and practice. This approach supports balanced development of receptive and productive language skills. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. They will also practise speaking and writing in Indonesian in everyday contexts. The course also introduces Indonesian culture through the use of the language in various social situations. The main reference for this course is "Complete Indonesian: A</p>		

Teach Yourself Guide". **Learning materials** cover basic Indonesian grammar and functional vocabulary, listening, speaking, reading, and writing skills, and the use of Indonesian in social and academic contexts. Cultural aspects and self-reflection activities are also included to enhance students' overall communicative competence.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: Students are able to understand basic linguistic structures and vocabulary of the Indonesian language (C2, A1, P1).
2. CLO 02: Students are able to communicate effectively in Indonesian for daily and academic purposes (C3, A3, P4).
3. CLO 03: Students are able to produce written and spoken Indonesian texts appropriate to context (C4, A4, P4).
4. CLO 04: Students are able to evaluate and reflect on their linguistic and cultural competence in Indonesian (C5, A4, P3).

**Core readings:**

1. Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.
2. Bassnett, S. (2024). *Translation studies* (4th ed.). Routledge.
3. House, J. (2025). *Translation quality assessment: Past and present*. Routledge.
4. Munday, J. (2016). *Introducing translation studies: Theories and applications* (4th ed.). Routledge.
5. Venuti, L. (2017). *The translator's invisibility: A history of translation* (3rd ed.). Routledge.
6. Nida, E. A., & Taber, C. R. (2020). *The theory and practice of translation*. Brill.
7. Hatim, B., & Munday, J. (2019). *Translation: An advanced resource book for students* (2nd ed.). Routledge.
8. Catford, J. C. (2025). *A linguistic theory of translation*. Oxford University Press.
9. Newmark, P. (2011). *Approaches to translation*. Prentice Hall.
10. Pym, A. (2024). *Exploring translation theories* (2nd ed.). Routledge.
11. Venuti, L. (2018). *The translation studies reader* (4th ed.). Routledge.
12. Bassnett, S., & Lefevere, A. (2020). *Constructing cultures: Essays on literary translation*. Multilingual Matters.

## BIPA- Basic, Intermediate, Advanced

<b>Module Number</b> PBI-6046	<b>Module Name</b> BIPA- Basic, Intermediate, Advanced	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- based learning, Presentations	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (10%) 100 minutes Final Exam (10%), 100 minutes Attendance & Discipline in Practicum 10% Practical Skills Performance 30% Practicum Worksheets / Lab Reports 10% Final Practical Examination 30%		<b>SKS (+Workload in hours)</b> (+Workload in hours) 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Vina Mariana, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The objective of this course is to enable students to effectively communicate in Indonesian through progressive stages of linguistic and cultural immersion. It aims to build practical language skills, expand vocabulary and grammar mastery, and foster cultural fluency for both academic and real-world applications. Students will develop the ability to understand and use Indonesian accurately in daily, academic, and professional contexts. The competences of this course are reflected in students' ability to communicate fluently and appropriately in various situations, comprehend spoken and written Indonesian texts of increasing complexity, and construct grammatically correct and coherent sentences in both oral and written forms. Students are also expected to engage in conversations expressing opinions and arguments clearly, interpret cultural expressions and idioms within Indonesian communication, and apply language strategies suitable for academic discussions, essays, and presentations. Furthermore, students will demonstrate intercultural awareness and appreciation through the effective and respectful use of Indonesian in social interactions. The materials of this course are organised into three progressive levels: basic, intermediate, and advanced. The basic level introduces pronunciation, greetings, basic grammar, and everyday vocabulary related to family, time, food, and hobbies. It focuses on simple sentence construction and daily conversations such as introductions, directions, and shopping, along with reading and writing short descriptive texts. The intermediate level emphasises complex sentence formation, reading narratives and factual texts, and writing cohesive paragraphs and letters. Listening and summarising exercises include short talks and interviews, while cultural understanding is enhanced through exploration of Indonesian customs, festivals, and traditions. The advanced level develops mastery of formal and academic Indonesian through</p>		

reading analytical and argumentative texts, writing essays, and delivering presentations. It includes advanced grammar, idiomatic expressions, and discussions on sociolinguistic and cultural aspects of Indonesian society. Students will apply their knowledge through project-based and immersive language activities designed to strengthen linguistic competence and cultural literacy. In this course, the learning process is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id/>, while synchronously online using Zoom Meeting.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: Students are able to understand and use Indonesian vocabulary and grammar appropriate to their proficiency level (C2, A1, P2).
2. CLO 02: Students are able to express ideas clearly in spoken and written Indonesian (C3, A3, P4).
3. CLO 03: Students are able to apply Indonesian in real-life communication and academic tasks (C4, A4, P4).
4. CLO 04: Students are able to evaluate language use and demonstrate intercultural understanding through Indonesian (C5, A5, P3).

**Core readings:**

1. Alwasilah, A. C. (2023). *Pokoknya kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif*. Pustaka Jaya.
2. Chaer, A. (2015). *Pembinaan dan pengembangan bahasa Indonesia*. Rineka Cipta.
3. Chaer, A., & Agustina, L. (2020). *Sosiolinguistik: Perkenalan awal (Edisi ke-3)*. Rineka Cipta.
4. Dardjowidjojo, S. (2022). *Psikolinguistik: Pengantar pemahaman bahasa manusia*. Yayasan Obor Indonesia.
5. Djenar, D. N. (2023). *A student's guide to Indonesian grammar*. Oxford University Press.
6. Kurniawan, E., & Nurlaksana, H. (2018). *Strategi pembelajaran bahasa Indonesia bagi penutur asing (BIPA)*. UPI Press.
7. Mahsun. (2017). *Metode penelitian bahasa: Tahapan strategi, metode, dan tekniknya*. Rajawali Pers.
8. Moeliono, A. M., & Dardjowidjojo, S. (Eds.). (2003). *Tata bahasa baku bahasa Indonesia (Edisi ke-3)*. Balai Pustaka.
9. Muliastuti, L. (2017). *Pengajaran bahasa Indonesia bagi penutur asing (BIPA)*. Yayasan Pustaka Obor Indonesia.
10. Musgrave, S., & Hajek, J. (Eds.). (2018). *Linguistic diversity in Indonesia: A comprehensive survey*. Cambridge University Press.
11. Setiawan, T. (2020). *Metodologi pengajaran BIPA berbasis komunikasi interkultural*. Deepublish.
12. Sneddon, J. N. (2023). *Indonesian: A comprehensive grammar*. Routledge.
13. Sneddon, J. N., Adelaar, A., Djenar, D. N., & Ewing, M. C. (2010). *Indonesian: Reference grammar (Edisi ke-2)*. Routledge.
14. Sudjianto, & Dahidi, M. (2024). *Bahasa Indonesia untuk penutur asing: Tingkat menengah*. Pusat Pengembangan dan Pelindungan Bahasa dan Sastra.
15. Sugihastuti, S., & Suharti, T. (2010). *Bahasa Indonesia untuk penutur asing: Tingkat dasar*. Pusat Bahasa, Kementerian Pendidikan Nasional.

## Multimedia Design and Development in Education

<b>Module Number</b> PBI-6047	<b>Module Name</b> Multimedia Design and Development in Education	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- based learning, Presentations	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Attendance (2.5%) ASSIGNMENT/QUIZZ (5%) Mid-Term Examination (12.5%) 100 minutes Final Exam (15%), 100 minutes Discussion (15%) Case-Based Learning: • Group Presentation (20%) • Case Discussion (10%) • Paper Assessment (20%)		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Lulut Widyaningrum, M.Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<b>Syllabus</b> The objective of this course is to provide students with the knowledge and practical skills needed to design, develop, and implement multimedia materials for educational purposes. The course focuses on the integration of technology, pedagogy, and creativity in producing digital learning media that enhance student engagement and understanding. Students will learn how to plan instructional design, select appropriate multimedia tools, and apply design principles to create effective educational products. The competences of this course are demonstrated when students can identify the principles of multimedia learning, analyse the relationship between instructional objectives and media selection, and apply design thinking to educational content creation. Students are expected to design interactive learning materials that integrate text, images, audio, video, and animation in a pedagogically sound manner. They will also be able to evaluate the effectiveness of multimedia learning products, utilise authoring tools, and apply usability and accessibility standards. Additionally, students will develop collaboration, problem-solving, and critical thinking skills through project-based learning and media production. In this course, the learning process is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at		

<https://elearning.walisongo.ac.id/>, while synchronously online using Zoom Meeting. The materials of this course cover key concepts and applications of multimedia in education. Topics include the foundations of multimedia learning theory, instructional design models (ADDIE, SAM), elements and principles of visual design, and digital storytelling. Students will explore various software and tools for multimedia creation, such as image editing, video production, animation, and interactive content development. The course also includes discussions on user experience (UX) design, accessibility, copyright and ethics in digital education, and strategies for integrating multimedia into teaching and learning environments. Practical activities involve designing prototypes of educational media, conducting peer evaluations, and presenting final multimedia projects that align with specific learning objectives.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: Students are able to understand the theoretical principles of multimedia design in education (C2, A1, P1).
2. CLO 02: Students are able to apply design principles to create effective multimedia learning materials (C3, A3, P3).
3. CLO 03: Students are able to produce and implement digital media for educational purposes (C4, A4, p4).
4. CLO 04: Students are able to evaluate the quality and impact of multimedia products in learning contexts (C5, A4, P3).

**Core readings:**

1. Azuma, R. T. (2017). A survey of augmented reality. *Presence: Teleoperators and Virtual Environments*, 6(4), 355–385. <https://doi.org/10.1162/pres.1997.6.4.355>
2. Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). Wiley.
3. Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional media and technologies for learning* (7th ed.). Pearson Education.
4. Kozma, R. B. (Ed.). (2023). *Technology, innovation, and educational change: A global perspective*. International Society for Technology in Education.
5. Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.
6. Moreno, R., & Mayer, R. E. (2023). Interactive multimodal learning environments. *Educational Psychology Review*, 19(3), 309–326. <https://doi.org/10.1007/s10648-007-9047-2>
7. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2011). *Educational technology for teaching and learning* (4th ed.). Pearson.
8. Reiser, R. A., & Dempsey, J. V. (2023). *Trends and issues in instructional design and technology* (4th ed.). Pearson.
9. Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2025). *Instructional technology and media for learning* (11th ed.). Pearson.
10. Vaughan, T. (2011). *Multimedia: Making it work* (8th ed.). McGraw-Hill.
11. Williams, R., & Sawyer, S. (2015). *Using information technology: A practical introduction to computers and communications* (11th ed.). McGraw-Hill.

## Tahfidzul Qur'an

<b>Module Number</b> PBI-6048	<b>Module Name</b> Tahfidzul Qur'an	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussion, Practice Memorisation	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination (10%) 100 minutes Final Exam (10%), 100 minutes Attendance & Discipline in Practicum 10% Practical Skills Performance 30% Practicum Worksheets / Lab Reports 10% Final Practical Examination 30%		<b>SKS (+Workload in hours)</b> (+Workload in hours) 2 (Laboratory Activity 90 hours = total 90 hours)  <b>ECTS (+Workload in hours)</b> 3 (Laboratory Activity 90 hours = total 90 hours)
<b>Module Coordinator</b> Nur Syafa'áh, M.Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The objective of this course is to guide students in memorising selected portions of the Qur'an with correct pronunciation, rhythm, and understanding of meaning. The course aims to develop students' discipline, consistency, and spiritual connection through systematic memorisation supported by proper tajwid application. Students are encouraged to internalise Qur'anic values and apply them in daily life while strengthening their recitation skills and comprehension. The competences of this course are demonstrated when students can memorise designated Qur'anic verses or chapters accurately, recite them fluently according to tajwid rules, and understand their general meanings. Students are also expected to develop self-discipline in maintaining and reviewing memorised portions, demonstrate respect and reverence for the Qur'an, and cultivate spiritual awareness through consistent engagement with its verses. In addition, students will be able to apply effective memorisation techniques, manage time efficiently, and assist peers in improving recitation accuracy. In this course, the learning process is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The materials of this course include the study and memorisation of selected surahs or sections of the Qur'an based on level and instructor guidance. Topics include the principles of tajwid (articulation points, elongation, pauses, and rules of recitation), techniques for effective memorisation and retention, methods for revision (muraja'ah), and understanding the thematic content of the memorised verses. Students will participate in regular recitation sessions, peer practice, and assessment through individual and group performances. The course also incorporates reflection on the moral and spiritual</p>		

lessons derived from the memorised verses, encouraging students to embody Qur'anic teachings in attitude and conduct.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: The students are able to memorise selected chapters of the Qur'an accurately with proper tajwid and pronunciation (P3, A2, C2).
2. CLO 02: The students are able to demonstrate discipline and consistency in memorising and reviewing Qur'anic verses (C3, A3, P3).
3. CLO 03: The students are able to apply memorised verses in daily worship and da'wah contexts (C3, A4, P4).

**Core readings:**

1. Al-Ghazali. (2025). *Ihya' 'Ulum al-Din* (Vol. 1–4). Dar al-Ma'rifah.
2. Al-Qaradawi, Y. (2023). *How to memorize the Qur'an*. Islamic Book Trust.
3. Bin Baz, A. A. (2018). *Guidelines for Qur'an memorization and recitation*. Darussalam Publishers.
4. Ibn Kathir, I. (2023). *Tafsir al-Qur'an al-'Azhim* (Abridged ed.). Darussalam.
5. Mujahid, H. (2020). *Metodologi tahfiz Al-Qur'an modern: Integrasi tradisi dan teknologi*. UIN Press.
6. Rahman, F. (2017). Effective memorization techniques in Qur'anic learning. *Journal of Islamic Education*, 2(1), 45–58.
7. Shihab, M. Q. (2016). *Membumikan Al-Qur'an: Fungsi dan peran wahyu dalam kehidupan masyarakat*. Lentera Hati.
8. Zarkasyi, H. F. (2014). *Metode menghafal Al-Qur'an yang efektif dan efisien*. Gema Insani.

## Technology and Tourism

<b>Module Number</b> PBI-6049	<b>Module Name</b> Technology and Tourism	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Experiential Learning, Reflection and Discussion	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Collaboration & Active Participation/ Hands-On Practice (50%) Activity Reports & Reflections and Discussion (20%) Assessment from Field Supervisor (30%)		<b>SKS (+Workload in hours)</b> 2 (26 hours of Learning Experience = total 180)  <b>ECTS (+Workload in Hours)</b> 3 (26 hours of Learning Experience = Total 90 Hours)
<b>Module Coordinator</b> Dr. Suwahono, M.Pd		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p><b>The objective</b> of this course is to introduce students to the integration of technology within the tourism industry and its role in enhancing tourism services, promotion, and management. The course aims to develop students' understanding of how digital tools, information systems, and online platforms transform tourism experiences, marketing strategies, and operational efficiency. Students will explore the impact of emerging technologies such as artificial intelligence, virtual reality, and mobile applications on global and local tourism development. <b>The competences</b> of this course are demonstrated when students can identify and explain the role of technology in various sectors of tourism, including hospitality, transportation, destination management, and marketing. Students will be able to analyse digital trends, evaluate tourism websites and applications, and apply technological tools for tourism planning and promotion. They will also gain skills in developing digital content, managing online engagement, and utilising data-driven decision-making in tourism services. Additionally, students will demonstrate awareness of digital ethics, sustainability, and responsible use of technology in promoting cultural and environmental preservation. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. <b>The materials</b> of this course include topics such as the evolution of technology in tourism, digital transformation in hospitality management, e-tourism and online travel agencies, and the use of social media for destination branding. Students will study information systems in tourism, geographic information systems (GIS) for travel analysis, and the role of mobile technology in tourist behaviour. Other topics cover smart tourism, virtual and augmented reality applications, digital marketing strategies, and data analytics for tourism management. Practical sessions involve case studies, digital project</p>		

design, and analysis of technology-based tourism innovations to prepare students for real-world application in the tourism sector.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: The students are able to explain the relationship between technology and the development of the tourism industry (C2, A2, P1).
2. CLO 02: The students are able to use digital tools and platforms to promote tourism effectively (C3, A3, P3).
3. CLO 03: The students are able to analyse the impact of technological innovation on sustainable tourism management (C4, A4, P2).

**Core readings:**

1. uhalis, D., & Amaranggana, A. (2025). Smart tourism destinations: Enhancing tourism experience through digital technologies. In I. Tussyadiah & A. Inversini (Eds.), *Information and communication technologies in tourism 2015* (pp. 377–389). Springer.
2. Buhalis, D., & Law, R. (2008). Progress in information technology and tourism management: 20 years on and 10 years after the Internet. *Tourism Management*, 29(4), 609–623. <https://doi.org/10.1016/j.tourman.2008.01.005>
3. Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2025). Smart tourism: Foundations and developments. *Electronic Markets*, 25(3), 179–188. <https://doi.org/10.1007/s12525-015-0196-8>
4. Leung, D., Law, R., van Hoof, H., & Buhalis, D. (2013). Social media in tourism and hospitality: A literature review. *Journal of Travel & Tourism Marketing*, 30(1–2), 3–22. <https://doi.org/10.1080/10548408.2013.750919>
5. Mariani, M. M., Di Felice, M., & Mura, M. (2016). Facebook as a destination marketing tool: Evidence from Italian regional destination management organizations. *Tourism Management*, 54, 321–343. <https://doi.org/10.1016/j.tourman.2025.12.008>
6. Sigala, M. (2018). Social media and customer engagement in the tourism industry. In R. Schegg & B. Stangl (Eds.), *Information and communication technologies in tourism 2018* (pp. 273–287). Springer.
7. Xiang, Z., Magnini, V. P., & Fesenmaier, D. R. (2025). Information technology and consumer behavior in travel and tourism: Insights from travel planning using the Internet. *Journal of Retailing and Consumer Services*, 22, 244–249. <https://doi.org/10.1016/j.jretconser.2014.08.005>

## English for Business

<b>Module Number</b> PBI-6050	<b>Module Name</b> English for Business	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Experiential Learning, Reflection and Discussion	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Collaboration & Active Participation/ Hands-On Practice (50%) Activity Reports & Reflections and Discussion (20%) Assessment from Field Supervisor (30%)		<b>SKS (+Workload in hours)</b> 2 (26 hours of Learning Experience = total 180)  <b>ECTS (+Workload in Hours)</b> 3 (26 hours of Learning Experience = Total 90 Hours)
<b>Module Coordinator</b> Dra. Nuna Mustikawati Dewi, M.Pd.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p>The objective of this course is to equip students with the language skills and communication strategies necessary for effective business interaction in English. The course focuses on developing students' proficiency in speaking, listening, reading, and writing for professional and corporate settings. It aims to enhance students' confidence in using English for business correspondence, meetings, presentations, negotiations, and cross-cultural communication. The competences of this course are demonstrated when students can communicate clearly and professionally in various business contexts, both orally and in writing. Students will be able to write business letters, emails, reports, and proposals using appropriate tone and structure. They will develop the ability to participate in meetings, deliver presentations, and engage in negotiations using effective business language. Students will also demonstrate an understanding of business vocabulary, formal expressions, and intercultural communication skills essential in global business environments. Additionally, students will be able to analyse authentic business texts, interpret data in English, and apply communication strategies for teamwork and problem-solving. In this course, the learning process is carried out using a blended learning method. Blended learning is conducted offline in class and online, asynchronously using the UIN Walisongo LMS platform at <a href="https://elearning.walisongo.ac.id/">https://elearning.walisongo.ac.id/</a>, while synchronously online using Zoom Meeting. The materials of this course cover essential topics in business communication and language use. These include business vocabulary and terminology, formal and informal communication styles, business correspondence, report and proposal writing, and presentation techniques. Students will also study topics related to international trade, marketing, management communication, and workplace culture. Practical activities include role plays, business case discussions, report writing, and oral presentations to simulate real-world business situations.</p>		

The course emphasises clarity, professionalism, and cultural awareness in all aspects of business communication, preparing students for global professional engagement.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: The students are able to understand and use business-related vocabulary in oral and written communication (C2, A2, P2).
2. CLO 02: The students are able to write professional business documents such as emails, memos, and reports (C3, A3, P3).
3. CLO 03: The students are able to communicate effectively in business meetings and presentations using English (C3, A3, P4).

**Core readings:**

1. Bhatia, V. K. (2024). *Worlds of written discourse: A genre-based view*. Continuum.
2. Hargie, O., & Tourish, D. (2009). *Communication in management: A critical review*. In *Managing communication* (pp. 10-28). Routledge.
3. Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
4. Crystal, D. (2003). *English as a global language*. Cambridge University Press.
5. Guffey, M. E., & Loewy, D. (2022). *Business communication: Process and product* (9th ed.). Cengage Learning.
6. St. John, M., & St. John, R. (2023). *Business English: A critical introduction*. Palgrave Macmillan.
7. O'Keefe, A., Clancy, B., & Adolphs, S. (2021). *Introducing pragmatics in use*. Routledge.
8. Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
9. Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). Routledge.
10. Gerson, S. J., & Gerson, S. M. (2014). *Business communication: Process and product* (8th ed.). Pearson.
11. Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
12. Taylor, S., & Snell, S. A. (2009). *Managing human resources* (16th ed.). Pearson.
13. Mayer, R. E. (2014). *The Cambridge handbook of multimedia learning*. Cambridge University Press.
14. Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
15. Holmes, J., & Stubbe, M. (2023). *Power and politeness in the workplace: A sociolinguistic analysis of talk at work*. Longman.

## Arabic IMKA

<b>Module Number</b> PBI-6051	<b>Module Name</b> Arabic IMKA	
<b>Type of Course</b> Elective	<b>Semester / Rotation</b> 6/even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Lectures, Discussions, Case- Based Learning, Presentations,	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Mid-Term Examination: (15%) Final Examination: (20%) Discussion: (10%) <b>Case-Based Learning:</b> <ul style="list-style-type: none"> <li>• Group Presentation: (15%)</li> <li>• Case Discussion: (15%)</li> <li>• Case Report Assessment: (25%)</li> </ul>		<b>SKS (+Workload in hours)</b> 2 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90)  <b>ECTS (+Workload in Hours)</b> 3 (26.67 Hours of In-Class Sessions + 32 Hours of Structured Assignments + 32 Hours of Independent Assignments = Total 90 Hours)
<b>Module Coordinator</b> Silviatul Hasanah, M.Stat.		<b>Semester Week Hours:</b> 90 hours
<b>Additional Teacher Involved:</b> -		
<p><b>Syllabus</b></p> <p><b>The objective</b> of this course is to develop students' proficiency in Arabic for academic, communicative, and religious purposes within the IMKA (Intensive Arabic for Communication and Academic Purposes) framework. The course aims to build strong foundations in Arabic grammar, vocabulary, and pronunciation while enhancing students' ability to understand, speak, read, and write in standard Arabic. It also encourages students to use Arabic effectively in academic discussions, religious contexts, and intercultural communication. <b>The competences</b> of this course are demonstrated when students can read and comprehend Arabic texts of moderate to advanced difficulty, construct grammatically correct sentences, and engage in structured conversations on various topics. Students will be able to write short essays, reports, and dialogues using appropriate vocabulary and expressions. They are also expected to understand and apply key grammatical rules (nahwu and sharaf), recite and interpret selected religious or classical texts, and demonstrate listening comprehension of native Arabic speech. Moreover, students will develop confidence in public speaking and presentations in Arabic while showing awareness of linguistic and cultural nuances in communication. In this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in class</p>		

and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id/>, while synchronously online using Zoom Meeting. **The materials** of this course include essential topics in Arabic language learning, such as Arabic phonology, morphology, and syntax, supported by vocabulary building and reading comprehension exercises. Students will study thematic dialogues and texts covering daily communication, academic topics, and religious themes. Grammar lessons focus on noun-adjective agreement, verb conjugations, sentence structures, and connectors. Writing activities include composing paragraphs, summaries, and reflections. Listening and speaking exercises use audio and video materials from authentic Arabic sources. The course also integrates translation practice and conversation drills to strengthen fluency and comprehension. Through interactive sessions and task-based learning, students will achieve balanced skills in understanding and using Arabic effectively for communication and academic engagement.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 01: The students are able to read and comprehend Arabic texts with correct pronunciation and understanding (C3, A2, P3).
2. CLO 02: The students are able to write short Arabic passages accurately using correct grammar and spelling (P3, C3, A3).
3. CLO 03: The students are able to engage in basic Arabic conversations fluently and appropriately in various contexts (A3, C3, P4).

**Core readings:**

1. Al-Harbi, A. (2024). The role of Arabic language in global communication. *Journal of Modern Languages*, 25(3), 60-75.
2. Ali, S., & Zubair, M. (2025). The impact of modern technology on Arabic language learning. *Journal of Language Teaching and Research*, 6(4), 812-818.
3. Al-Momani, S. (2020). Arabic language and technology: Enhancing learning and communication. *International Journal of Linguistics*, 22(5), 450-462.
4. Saeed, H., & Mansour, A. (2018). Arabic as a global language: Challenges and opportunities. *Arabic Language Journal*, 12(1), 34-45.
5. Al-Khalil, M. (2016). Arabic language teaching in the digital age. *TESOL Arabic Journal*, 13(2), 132-145.
6. Abu-Rabia, S. (2002). The relationship between Arabic literacy and cognitive skills. *Language Learning*, 52(2), 200-210.
7. Al-Sadi, S., & Kassem, S. (2021). Arabic language acquisition and bilingualism: A comparative study. *Journal of Applied Linguistics*, 30(6), 65-80.
8. Salhi, A. (2023). Arabic-English language teaching methods and issues. *Journal of Language Studies*, 35(4), 211-230.
9. Al-Jabri, F. (2013). The role of Arabic language in the cultural development of the Arab world. *Arab Studies Quarterly*, 35(1), 22-36.
10. Al-Qudah, K. (2019). Arabic in the digital age: The rise of e-learning in Arabic language education. *Journal of Educational Technology*, 5(1), 50-60.
11. El-Dali, M. (2017). Arabic language learning in the context of globalisation. *Journal of Modern Arabic Linguistics*, 12(2), 122-134.
12. Alsalami, S. (2018). E-learning and Arabic language instruction: Challenges and perspectives. *International Journal of Educational Development*, 20(3), 150-162.
13. Al-Shammari, K. (2024). The use of technology in enhancing Arabic language skills. *Language Education Review*, 7(2), 120-130.

14. Bakr, A., & El-Shafie, R. (2025). Arabic literacy in the context of globalization and technology. *International Journal of Arabic Linguistics*, 23(1), 45-56.
15. Zahrani, H. (2016). Arabic as a lingua franca in the digital world: Impacts and challenges. *Journal of Digital Arabic Studies*, 2(3), 202-214.

**7<sup>th</sup> Semester**  
**Odd**  
**2024/2025**

## PLP (School Observation and Teaching Internship)

<b>Module Number</b> PBI-6043	<b>Module Name</b> PLP (School Observation and Teaching Internship)	
<b>Type of Course</b> Compulsory course	<b>Semester / Rotation</b> 7/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Experiential Learning, Collaboration, Reflection and Discussion	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> At Observation (10%) Collaboration & Active Participation/ Hands-On Practice (40%) Activity Reports & Reflections and Discussion (20%) Assessment from Field Supervisor (30%)		<b>SKS (+Workload in hours)</b> 6 (174 hours of Learning Experience = total 270)  <b>ECTS (+Workload In Hours)</b> 9 (174 hours of Learning Experience = total 270)
<b>Module Coordinator</b> All Lecturer's Related Expertise		<b>Semester Week Hours:</b> 270 hours
<b>Additional Teacher Involved:</b> All Lecturer's Related Expertise		
<p><b>Syllabus</b></p> <p>The objective of this course is to provide students with practical teaching experience through school observation and internship activities. The course aims to bridge theoretical knowledge from education and pedagogy courses with real classroom practice. It enables students to understand the dynamics of teaching and learning in school settings, develop professional teaching skills, and cultivate a reflective attitude toward the teaching profession. The competences of this course are demonstrated when students can plan, implement, and evaluate teaching activities effectively in accordance with curriculum standards and learners' needs. Students will be able to prepare lesson plans, design learning materials, and apply appropriate teaching strategies and classroom management techniques. They will also demonstrate communication skills, professionalism, and ethical behaviour in interacting with students, teachers, and school staff. In addition, students are expected to observe classroom practices critically, reflect on their teaching experiences, and make continuous improvements based on feedback and self-evaluation. The materials of this course include introduction to school culture and educational environment, observation of teaching and learning processes, lesson planning and instructional design, teaching methodology and classroom management, assessment and evaluation techniques, and professional ethics in education. Students will engage in both observation and practicum phases: observing experienced teachers to understand effective classroom practices, and then conducting supervised teaching sessions. Activities include preparing teaching portfolios, reflective journals, and final teaching demonstrations. Through these experiences, students will strengthen their pedagogical competence, adaptability, and readiness to become professional educators.</p>		

**Learning goals and qualifications in this module students learn to:**

**CLO:**

1. CLO 01: The students are able to observe and identify the characteristics of school culture, management, and classroom environment effectively. (C2, A2, P2)
2. CLO 02: The students are able to analyse the roles and responsibilities of teachers in managing learning activities and student behaviour. (C4, A3, P2)
3. CLO 03: The students are able to design lesson plans that integrate pedagogical, linguistic, and technological knowledge. (C6, A4, P4)
4. CLO 04: The students are able to implement teaching practices using appropriate instructional methods and classroom management strategies. (P4, A3, C3)
5. CLO 05: The students are able to demonstrate professional attitude, responsibility, and collaboration during school observation and teaching practice. (A3, C3, P3)
6. CLO 06: The students are able to evaluate their teaching performance through reflective practice and constructive feedback. (C5, A4, P3)

**Core readings:**

1. Guidelines for the Implementation of Internships in the English Department, Faculty of Tarbiyah and Teacher Training, UIN Walisongo

## KKN (Community Service)

<b>Module Number</b> PBI-6044	<b>Module Name</b> KKN (Community Service)	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 7/Odd	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Experiential Learning, Reflection and Discussion	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Collaboration & Active Participation/ Hands-On Practice (50%) Activity Reports & Reflections and Discussion (20%) Assessment from Field Supervisor (30%)		<b>CREDIT HOURS</b> (+Workload in hours) 4 (180 hours of Learning Experience = total 180)  <b>ECTS (+Workload in hours)</b> 6 (180 hours of Learning Experience = total 180)
<b>Module Coordinator</b> All Lecturer's Related Expertise		<b>Semester Week Hours:</b> 180 hours
<b>Additional Teacher Involved:</b> All Lecturer's Related Expertise		
<p><b>Syllabus</b></p> <p>The objective of this course is to provide students with direct experience in applying academic knowledge to real community settings through service, empowerment, and development programs. The course aims to cultivate students' sense of social responsibility, leadership, teamwork, and problem-solving skills by engaging in community-based projects that promote local development and well-being. It encourages students to integrate theory and practice while contributing positively to society. The competences of this course are demonstrated when students can identify community needs, design and implement appropriate service programs, and collaborate effectively with local stakeholders. Students will be able to apply interdisciplinary knowledge to address social, economic, educational, environmental, or cultural issues. They will demonstrate planning and organizational skills, effective communication, and adaptability in diverse community contexts. In addition, students are expected to document project activities, evaluate their outcomes, and present findings that reflect critical analysis and commitment to sustainable community development. The materials of this course include community empowerment concepts, participatory approaches in development, project planning and management, communication and teamwork in community engagement, ethics of service learning, and methods of program evaluation. Students will undergo several stages of activity, including orientation and briefing, community observation, program design, field implementation, and reporting. During fieldwork, students will collaborate with community members to execute projects that align with local priorities. The course concludes with the preparation of a comprehensive report and presentation reflecting the impact and lessons learned from the community service experience.</p>		

**Learning goals and qualifications in this module students learn to:**

**CLO:**

1. CLO 01: The students are able to identify community potentials, problems, and needs through field observation and participatory approaches. (C2)
2. CLO 02: The students are able to analyse social, cultural, and environmental contexts to design relevant community empowerment programmes. (C4)
3. CLO 03: The students are able to plan and implement community service projects collaboratively and responsibly. (P4)
4. CLO 04: The students are able to apply interdisciplinary knowledge and skills to solve real community problems. (C3)
5. CLO 05: The students are able to communicate effectively with community members and stakeholders during programme implementation. (A3)
6. CLO 06: The students are able to evaluate the impact of community service activities and produce a reflective report. (C5)

**Core readings:**

1. Guidelines for the Implementation of Community Service Programme (KKN) in the English Department, Faculty of Tarbiyah and Teacher Training, UIN Walisongo

**8<sup>th</sup> Semester**  
**Even**  
**2024/2025**

## Thesis / Final Project

<b>Module Number</b> PBI-6045	<b>Module Name</b> Thesis / Final Project	
<b>Type of Course</b> Compulsory Course	<b>Semester / Rotation</b> 8/Even	<b>Student Capacity:</b> 40
<b>Teaching Methods</b> Seminar Results Final Report Assessment	<b>Prerequisites for attendance</b>	<b>Language</b> Indonesian (regular) English (international)
<b>Type of Examination (Final Grade Composition)</b> Thesis Proposal and Revision (20%) Research Progress and Supervision (30%) Thesis Report and Results (40%) Thesis Presentation and Examination (10%)		<b>Credit Hours (+Workload In Hours)</b> 6 (270 hours of Final project= total 270)  <b>ECTS (+Workload In Hours)</b> 9 (270 hours of final project= total 270)
<b>Module Coordinator</b> All Lecturer's Related Expertise		<b>Semester Week Hours:</b> 270 hours
<b>Additional Teacher Involved:</b> All Lecturer's Related Expertise		
<p><b>Syllabus</b></p> <p><b>The objective</b> of this course is to guide students in conducting independent research or a final project that demonstrates their mastery of academic knowledge, methodological skills, and critical analysis in their field of study. The course aims to develop students' ability to identify relevant research problems, review the literature, apply appropriate research methods, and present coherent findings that contribute to both academic and practical understanding. It also fosters integrity, responsibility, and professionalism in academic writing and project execution. <b>The competences</b> of this course are demonstrated when students can formulate a clear research question or project objective, design a systematic research framework, and apply suitable qualitative or quantitative methods. Students will be able to collect and analyses data, interpret results logically, and draw evidence-based conclusions. They are also expected to write a comprehensive academic report or thesis following formal standards of structure, citation, and language. Additionally, students must demonstrate critical thinking, problem-solving ability, and independence in managing their research timeline under academic supervision. n this course, <b>the learning process</b> is carried out using a blended learning method. Blended learning is conducted offline in office and online, using Zoom Meeting and through UIN Walisongo's Learning Management System (LMS), accessible at <a href="https://elearning.walisongo.ac.id">https://elearning.walisongo.ac.id</a>. <b>The materials</b> of this course include research design and methodology, literature review techniques, data collection and analysis, academic writing and citation styles, ethical considerations in research, and presentation of findings. Students will engage in several stages: proposal preparation and seminar, data gathering, analysis and interpretation, thesis writing, and final defense or presentation. The</p>		

course emphasizes systematic planning, originality, and academic rigor, preparing students to contribute meaningfully to their discipline through well-structured and ethically conducted research.

**Learning goals and qualifications in this module students learn to:**

**CLO**

1. CLO 1: Students are able to independently formulate a relevant research problem, show commitment to academic rigor, and organise the thesis structure; (A4, P4)
2. CLO 2: Students are able to execute a rigorous and ethical research project (data collection/analysis), value empirical evidence, and manage data resources; (C4, A3, P4)
3. CLO 3: Students are able to interpret findings in relation to existing scholarship, show commitment to objective analysis, and produce a coherent and professional thesis manuscript; (C5, A4, P5)
4. CLO 4: Students are able to making a defensible, high-quality scholarly manuscript, uphold anti-plagiarism standards, and defend their work orally before an academic committee; (C4, A5, P5)
5. CLO 5: Students are able to apply relevant theories and methods to the problem, respond constructively to supervisor feedback, and demonstrate effective presentation of research findings; (C3, A2, P3)

**Core readings:**

1. Final Project Handbook of the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang