

<b>Module/Course Title: Language Policy and Management</b>					
<b>Module/ course code (if used)</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
MIL820034	8.5 hours per week	2 CU x 1.5 = 3 ECTS	1st	2 CU x 16 = 32	16 meetings
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>Contact hours</b> 2 CU x 50 minutes = 100 minutes = 1.7 hours per week		<b>Class size</b> 17 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b> --				
<b>3</b>	<p><b>Learning outcomes (PLO + CLO)</b></p> <p><b>Course Description</b> This course discusses various concepts, theories and methods in the policy and design of language education in Indonesia and abroad. Students will study the factors that influence language education development policies such as multilingualism, language status, social power, and the relationship between linguistic culture, ideology, and language policy. This course also provides students with insight into language teaching management which includes planning and developing language teaching programs. With the theory learned, students are expected to be able to identify and analyze real cases related to the development of language education in formal and informal educational institutions and provide solutions to problems faced.</p> <p><b>Program Learning Outcomes:</b> A1. Able to adhere to professional ethics of linguists MK1. Being able to obtain in-depth knowledge in micro and applied linguistics (macro)</p> <p><b>Course Learning Outcomes:</b> On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Introduce course participants with the concept of language policy and language planning.</li> <li>2. Demonstrate understanding and ability to translate the concept of language planning into a specific language program/course</li> <li>3. Demonstrate ability to conduct a need analysis to prepare for a language program/course.</li> <li>4. Demonstrate the ability to write a syllabus for a language program/course</li> </ol> <p>Demonstrate the ability to design an evaluation for language program/course</p>				
<b>4</b>	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1-3: a. Course Overview</b> Students are able to understand the course outline of the Language Policy and Management</p>				

	<p><b>b. Introduction to Language Policy</b> Students are able to understand about the basic concepts of Language Policy</p> <p><b>c. The emergence of Language Policy</b> Students are able to understand about the emergence of language policy</p> <p><b>Meeting 4-7: a. Status, Corpus and Acquisition Planning</b> Students are able to understand about Status, Corpus and Acquisition Planning</p> <p><b>b. Family Language Policy</b> Students are able to understand about key concepts of Family Language Policy</p> <p><b>c. Tensions in Language Policy</b> Students are able to understand about tensions in Language Policy.</p> <p><b>d. Language Management</b> Students are able to understand about basic ideas on Language Managements</p> <p><b>Meeting 8-9: a. Management of a Language Program</b> Students are able to understand about how to manage a language program</p> <p><b>b. Need Analysis</b> Students are able to understand about how to conduct need analysis</p> <p><b>Meeting 10: Mid-term Assessment: Group Project</b> Students are assigned to conduct a need analysis to design a language program</p> <p><b>Meeting 11: Syllabus for a language program</b> Students are able to understand about how to design a syllabus for a language program</p> <p><b>Meeting 12-15: a. Discussion, Q&amp;A, highlight</b> Students are able to:</p> <ul style="list-style-type: none"> <li>a. synthesize ideas from closely related previous studies about Language Management</li> <li>b. synthesize ideas from the proses of Need Analysis</li> <li>c. synthesize ideas in the proses of making a syllabus for a language program</li> </ul> <p><b>b. Program Evaluation</b> Students are able to understand about Program Evaluation</p> <p><b>Meeting 16: Final Assessment: Group Project</b> Students are assigned to design a complete Language Program</p>
5	<p><b>Teaching methods</b> Lectures, group discussion, presentation</p>
6	<p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>1. Class Participation (E-Participation) Students pose and respond to questions using an online platform specially created by the course tutor</li> <li>2. Group Presentation Students synthesize an article related to previous studies about the assigned topic and give a 15-minute class presentation with their group.</li> </ol>

	<p>3. E-Written assignment Students are required to reflect on their knowledge on the current topics each week in a short essay of 250-300 words and then submit it individually.</p> <p><b>Assessment Summary:</b></p> <table border="1" data-bbox="330 376 1530 680"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and participation</td> <td>Formative</td> <td>Through the semester</td> <td>10%</td> </tr> <tr> <td>Presentation</td> <td>Formative</td> <td>Week 12, 13, 14</td> <td>15%</td> </tr> <tr> <td>Written Assignment</td> <td>Formative</td> <td>Week 1, 2, 3, 4, 6, 7, 8, 9, 11, 15</td> <td>20%</td> </tr> <tr> <td>Mid-term Assessment</td> <td>Formative</td> <td>Week 10</td> <td>25%</td> </tr> <tr> <td>Final Project</td> <td>Formative</td> <td>Week 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>TOTAL</b></td> <td>100%</td> </tr> </tbody> </table> <p>Note that attendance at lectures is compulsory.</p>	Assessment Task	Task Type	Due	Weighting	Attendance and participation	Formative	Through the semester	10%	Presentation	Formative	Week 12, 13, 14	15%	Written Assignment	Formative	Week 1, 2, 3, 4, 6, 7, 8, 9, 11, 15	20%	Mid-term Assessment	Formative	Week 10	25%	Final Project	Formative	Week 16	30%	<b>TOTAL</b>			100%
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7	<p><b>This module/course is used in the following study programme/s as well</b></p> <p>Not Applicable</p>																												
8	<p><b>Module Coordinator</b> Hamamah, M.Pd., Ph.D</p>																												
9	<p><b>Resources</b></p> <p>A = Johnson, D. C., 2013. <i>Language Policy</i>. New York: Palgrave Macmillan.  B = Macalister, J. &amp; Nation, I.S.P. 2011. <i>Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World</i>. New York: Routledge.  C = Ferguson, G. 2006. <i>Language Planning and Education</i>. Edinburg: Edinburg UP  D = Canagarajah, S. 2009. <i>Reclaiming the Local in Language Policy and Practice</i>. New Jersey: Lawrence Erlbaum Association. E = Nation, ISP., &amp; Macalister, J. 2010. <i>Language Curriculum Design</i>. New York: Routledge.  F = Macalister, J., &amp; Mirvahedi, S. H. (Eds.). (2017). <i>Family language policies in a multilingual world: Opportunities, challenges, and consequences</i>. New York &amp; London Routledge.</p>																												