

**DEVELOPING ASSESSMENT SPECIFICATIONS ON THE  
BASIS OF EUROPEAN PROFILLING GRID (EPG) DIGITAL  
MEDIA ENABLING COMPETENCES FOR UNDERGRADUATE  
ENGLISH EDUCATION PROGRAM.**





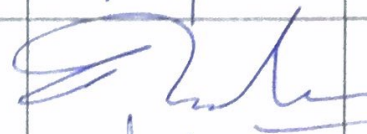
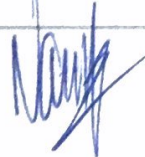

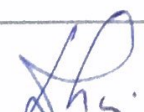
**A Thesis Submitted in Partial Fulfilment of the Requirements  
for the Degree of Master  
Program of English Language Education**

**Neni Nurkhamidah  
2236159107**

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STATE UNIVERSITY OF JAKARTA  
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**PERSETUJUAN PANITIA UJIAN  
ATAS HASIL PERBAIKAN TESIS**

Nama : Neni Nurkhamidah  
 Nomor Registrasi : 2236159107  
 Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		21 Agustus 2017
2	Dr. Ratna Dewanti, M.Pd. Koordinator Program Magister Pendidikan Bahasa Inggris		21 Agustus 2017
3	Dr. Ifan Iskandar, M.Hum. Pembimbing I		15 Agustus 2017
4	Dr. Ratna Dewanti, M.Pd. Pembimbing II		21 Agustus 2017
5	Dr. Siti Drivoka Sulistyningrum, M.Pd. Ketua Penguji		10 Agustus 2017
6	Dr. Darmahusni, M.A. Anggota Penguji		21 Agustus 2017

## ABSTRAK

Neni Nurkhamidah. 2017. Mengembangkan Kerangka Penilaian Berdasar pada European Profiling Grid (EPG) pada Kemampuan Menggunakan Digital Media untuk Program Studi S-1 Bahasa Inggris. Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta..

Penelitian ini bertujuan untuk mengembangkan kerangka penilaian berdasar pada European Profiling Grid (EPG) pada kemampuan menggunakan digital media untuk Program Studi S-1 Bahasa Inggris. Data yang digunakan pada penelitian ini adalah kemampuan digital media yang ada di silabus lima universitas di Indonesia dan kemampuan digital media menurut pandangan EPG. Penelitian ini menggunakan metode penelitian desain dan pengembangan. Yang diadaptasi dari Nunamakers (1991). Tahap penelitian desain dan pengembangan terdiri dari mengidentifikasi masalah, mendeskripsikan tujuan, mendesain dan mengembangkan produk, Fokus Grup Diskusi, dan revisi desain. bertujuan untuk mengembangkan kerangka penilaian, dua sub-pertanyaan diajukan. Jawaban dari sub-pertanyaan pertama adalah tiga universitas memiliki mata kuliah yang bertujuan untuk membekali mahasiswa nya dengan kemampuan menggunakan digital media. Ketiga universitas ini juga memasukan pada kemampuan menggunakan digital pada mata kuliah lain. Dua universitas tidak memyertakan kemampuan menggunakan digital media pada mata kuliah apapun. Jawaban dari sub-pertanyaan kedua adalah rata-rata tingkat kesamaan kemampuan menggunakan digital media di lima universitas sangat rendah. Rata-rata tingkat kesamaan kemampuan menggunakan digital media ini dijadikan sebagai dasar untuk mengembangkan kerangka penilaian. Lima belas soal dan sembilan topic ada di kerangka penilaian yang dikembangkan peneliti. Jenis penilaian yang dikembangkan adalah penilaian praktik. Topik yang dimasukan adalah Ms. Words, search engine application, file dan folder, Photoshop, PowerPoint, Excel, Instagram / Facebook/ Twitter, Google drive dan Edmodo. Kompetensi yang dinilai berada di tingkat menggunakan dan membuat.

*Kata kunci : EPG; kemampuan menggunakan digital media; kerangka penilaian*

## **ABSTRACT**

Neni Nurkhamidah. 2017. Developing Assessment Specifications on the Basis of European Profiling Grid (EPG) Digital Media Enabling Competences for Undergraduate English Education Program. A Thesis. Jakarta: Master Program of English Language Education, The Faculty of Language and Art, State University of Jakarta.

This research aims at developing assessment specifications on the basis of European Profiling Grid (EPG) digital media enabling competences for undergraduate English education program. The data used in this research are digital media enabling competence in the syllabi of five universities in Indonesia and digital media enabling competence in EPG document. This research applies Design and Development following the procedures adapted from Nunamakers (1991). The phases of DDR are identify the problem, describe the objective, design and develop the artifact, Focus Group Discussion (FGD) and design revision. To develop assessment specifications, two sub-questions are applied. Finding of the first question is three universities have independent course that equip students with digital media enabling competences. They also insert this competence in other courses. Two universities do not have this competence at all in their courses. Finding of the second sub-question shows that the level of similarity of digital media enabling competences in the existing syllabi and in EPG perspective is very low. The data of similarity level of digital media enabling competences in the existing syllabi and in EPG perspective then used by researcher to develop assessment specifications on the basis of EEPG digital media enabling competences. There are 15 item and 9 topics covered in this assessment specification. The assessment is in the form of performance assessment. The topics are covered are Ms. Words, search engine application, file and folder, Photoshop, PowerPoint, Excel, Instagram / Facebook/ Twitter, Google drive and Edmodo. The competence are assessed in the assessment specification are mostly in the level creating and applying.

*Keywords: EPG; digital media enabling competences; test specification*

## DECLARATION

I declare that this research paper entitled Developing Assessment Specifications on the Basis of European Profiling Grid (EPG) Digital Media Enabling Competences for Undergraduate English Education Program submitted for Magister Pendidikan degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta 15 August 2017



Neni Nurkhamidah

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Jakarta, 15 August 2017

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of Study**

Digital media have become an essential part for most people in the world. From the vital functions like financial, banking, social networking and recreational activities, the existence of digital media rapidly transforms many aspects of our lives. In the education field, digital media is considered as a potential tool that promise educational opportunities in both formal and non-formal ways. Indonesian Ministry of Education in the regulation No 16 Year 2007 about Qualification Academic Standard and Teachers' Competences even emphasizes technology literacy as important skill to develop teacher's pedagogic and professional competence. In the pedagogic competence standard it is mentioned that teacher should utilize information and communication technology to conduct and develop teaching activities. Moreover in professional competence standard, teacher are required possess the ability to use information and communication technology for their professional development.

Indonesia also have Indonesia Qualification Framework (IQF) or is usually called as Kerangka Kualifikasi Nasional Indonesia (KKNI) to determine what minimum qualification must be achieve by the graduates of every level of education. In the level of undergraduate or bachelor degree of English education program, it is stated that the graduates should be able

to use relevant information and communication technology to develop education quality.

Although digital media skill is a complementary competence for teachers, it does not mean that this competence is not important (North: 2009). Evidence shows that students of education institutions and programs are likely not prepared to integrate digital competence in their learning subject. Digital competence is often neglected even reduced (Ottestad, et all, 2014). To be relevant and adaptable to future changes, teacher candidate and teacher in service must be equipped to meet the opportunities in the use of digital media in planning a course, conducting a lesson, assessment of learning and administration. In this regard it is need to train the students of educational program to acquire greater competency in the use of digital media because teachers' pedagogical concept will influence them in the use digital media, teachers' digital media use will significantly impacts student achievement ( Ministry of Education and Vocational training of United Republic of Tanzania , 2016)

Since teachers have vital role in digital media integration in education, some organizations and countries have established comprehensive teacher competences framework in digital media literacy. In 2008 UNESCO published ICT to help countries to develop their national ICT competency policies and standards for teachers. Technology Standard for Teachers with ICT issued in China in 2014. Australia also established

Australian Professional Standards for Teachers (APST) to determine teachers' position regard to their technology competences. .

Faculties of education have become the primary interest for Indonesian. The program aims at educating students to be a teacher. Based on the data from Indonesian Ministry Of Research, Technology and Higher Education in 2017 Indonesia has 429 universities consist of state and private universities that conduct education program. Every year the amount of the graduates are increasing. In the education, pre-service teacher have to finish their bachelor in education program of a university. During the study, they are prepared to achieve pedagogical, social, personality and professional competence. Started from 2013 Professional Teacher Education Program or Pendidikan Profesi Guru (PPG) was conducted by some state universities as one of the education program required to take by S1 education program graduates to become a teacher.

Hammond (2006, p. 276) mentioned that to achieve good quality of teachers in education programs, there should be an integration of courses that create a coherent experience throughout the program, well defined standards of practices and performance , well defined standards of teachers' professional knowledge and practice, a core curriculum by emphasizing on student learning, assessment and content pedagogy, an inquiry approach that connects theory and practice, strong institution partnerships, use of problem-based teaching methods and assessment based on international standards.



There are various reasons for people to assess teachers' competences. Rossner (2009, p.6) proposed two main important reasons to assess teachers' competences. The first reason is for supporting professional development and the second is as an assurance of the standard quality, that is mean checking whether the teachers being assessed is up to the particular standard agreed or not.

Developing digital media competence as an integral part of the overall English teacher competence standards is a comprehensive, for it allows digital media competencies to be trained, assessed and monitored as part of the overall performance of teachers. On the other hand in Indonesian context, English teacher education program focuses in developing four competencies. That is why it is necessary to provide a clear concept of what digital competence for English teachers to be assessed.

European Profiling Grid (EPG), is an evaluation form for prospective language teachers as the result of a project by the European Commission. It is commonly used in Europe for teacher education program. This instrument describes the current competences of language teachers. Six tabular are presented to indicate teachers' development (Bergil and Saricoban, 2016). Mainly EPG aim at supporting language teachers in their own professional development. This grid is also an applicable tool for managers and coordinators of teaching institution who are responsible for assuring the quality of language education, and for trainers and mentors who provide support and in-service development opportunities for language

teachers, ten countries in Europe, the British Council, the Goethe Institut, a French research agency, CIEP, and Instituto Cervantes. This project was developed in 9 languages, was tested with over 2000 teachers, over 60 managers and 100 trainers. This project also attached the used guide to make easy the user using the grid.

There strong reason of the use of EPG for English pre-service teacher in the educational program because EPG has current phase of language teachers' competence development. EPG is in the form of a grid or table. One axis is a list of categories of teacher competence; the other is a series of six 'phases of development' ranging from novice teacher to experience and expert teacher. Each cell of the grid contains descriptors for one area of competence at one phase of development. There are thirteen subcategories under the four big categories. One of the sub categories describe the digital media competence for teacher.

Since English undergraduate programs in Indonesia do not have detail framework to assess pre-service teacher performance in digital media enabling competences, EPG based assessment is used to develop assessment specification to assess teachers' digital media competence as the demand of the technology development in education.

## **1.2 Research Questions**

Based on the explanation above, the main research question of the study is:

How are EPG-based digital media enabling competences for undergraduate English education program in Indonesia?

The main research question are divided into following sub questions:

1. How are the digital media enabling competences in the existing syllabi of undergraduate English education program in Indonesia?
2. How do the standard of digital media enabling competences in the existing syllabi and in EPG share similarities and differences?

## **1.3 Purposes of Study**

Based on the research questions presented above, the main purpose of the study is:

To develop EPG based digital media enabling competences assessment specifications for undergraduate English education program in Indonesia

The sub purposes of the study are:

1. To identify digital media enabling competences in the existing syllabi of undergraduate English education program in Indonesia
2. To analyze the standard of digital media enabling competences in the existing syllabi and in EPG share similarities and differences.

#### **1.4 Scope of study**

The study focuses on EPG-based digital media enabling competences assessment specification for undergraduate English education program in Indonesia. The digital media enabling competences program is adapted from the existing syllabi from five undergraduate study programs in University in Indonesia. In further, the proposed of digital media enabling competence assessment specification is aimed to provide the appropriate assessment specification for undergraduate English education program in Indonesia.

#### **1.5 Significance of study**

Since it is important to develop digital media enabling competence standard for English teacher, the result of this study are expected as the reference to the stakeholders in assessing English teachers' digital media enabling competence based on EPG standard. Other researchers and undergraduate education program in Indonesia are also hoped to refer the result of this study to develop better research related to digital media enabling competence for English teacher that can be utilize to the development of education.

## **1.6 Definition of Key Term.**

To prevent the misunderstanding, some technical terms are defined as follows:

1. Digital media is any media (text, graphics, audio, and video) that has been encoded in a machine-readable format and can be transmitted over the internet or computer networks.
2. Enabling digital media competence describes the skills and competence of using digital media and technologies. Other terms interchangeably with the term enabling digital media competence are ICT skills, technology skills, information technology skills, 21st century skills, information literacy, digital literacy, and digital skills. ( Adeyemon, 2009; Krumsvik, 2008).
3. European Profiling Grid (EPG) is a framework with 'development phases' to provide language teachers or teacher-trainers outline of current competences.
4. Assessment Specification is a tool being used as the specification in constructing digital media competence for students of English education program
5. Design and Development Research (DDR) is a research related to designing, developing and evaluating as the basis to create new instructional and non-instructional products (Richey and Klein, 2007)

## **1.7 Previous Studies**

Bergil and Saricoban (2014) on his research entitled “How to Use European Profiling Grid in the Assessment of Prospective EFL Teachers' Qualifications” exemplified how to use EPG for assessing English teachers' qualification. The research applied qualitative and quantitative method and included 56 English teacher as the participants. The result of the research concluded that EPG has significant effect on the perspective English teacher and the grid is proposed to be used for teacher education assessment.

Another research was conducted by Rossner (2013). He developed EPG in the form of Electronic grid or e-grid that designed not only for language teachers to assess their language teaching competences periodically but also trainers and managers who have responsibility to assist teachers' professional development.

Kolbakova (2014) conducted a survey to English teacher from Estonia as well as several other countries in Europe and Asia in to find out ICT they use when teaching ordinary students and students with language differences. The finding showed that teacher use different kinds of ICT in their teaching.

Some studies have been conducted related to developing assessment specification. Margareta (2016) developed Common European Framework of Reference (CEFR)-based writing assessment for undergraduate English education program in Indonesia. The finding showed that some universities have lack of the completeness of the syllabus

components which lead to the need of the standardized of both syllabus and assessment.

Correos (2014) tried to determined ICT literacy of the English teachers, their utilization of ICT and the challenges encountered by them in using ICT in language teaching. The result showed that that the teachers' ICT literacy was moderate. The findings provided evidence that there was only a limited use of ICT in language teaching. The result of questionnaires also showed that teacher face many challenge that demotivate them to use ICT.

Safitri (2016) conducted a research entitles "Designing Common European Framework of Reference (CEFR) for Language Based English Speaking Assessment Spesification for S-1 of English Study Program". It is found that the five universities taken part in her research had follow the level difficulties of procedure regarding to the standard competence, material and lexico-grammar. Yet, in designing the speaking assessment specification some points were still need to be developed.

CEFR is used as the basic to develop assessment specification in the previous study. CEFR is the standard of language syllabuses, curriculum guidelines, examinations and textbooks commonly used in Europe. The previous researches and this research have the same pattern. They aim at the developing assessment specification based on the particular standard.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 European Profiling Grid (EPG)**

The EPG is a project result of validating and developing European Association for Quality Language Services (EAQUALS) by Brian North that also develop Common European Framework Reference and Galya Mateva, a distinguished Bulgarian teacher trainer

When EAQUALS Profiling Grid for teacher was developed, two other frameworks of language teaching competences were also developed. The first is the European Portfolio for Student Teachers of Languages (EPOSTL) by Newby et al in 2006, and the second is European Profile for Language Teacher Education by Kelly and Grenfell in 2005. However both of the frameworks were created with trainees, not experienced teachers

Following various presentations and workshops outside EAQUALS, a consortium was formed to further develop the EAQUALS Profiling Grid for Language Teaching Professionals. The consortium was led by the Centre International d'Études Pédagogiques (CIEP) in France and consisted of five other main partners consisting of Evaluation and Accreditation of Quality in Language Services (EAQUALS) in UK, the British Council in UK, Instituto Cervantes in Spain, Bulgarian Association for Quality Language Services (OPTIMA) in Bulgaria, and Goethe-Institut e.V. in Germany. The consortium also consisted of five subsidiary partners: Center für Berufsbezogen Sprachen (CEBS) in Austria, ELS-Bell Education Ltd (ELS Bell) in Poland,



Università per Stranieri di Siena in Italy, Hogeschool van Amsterdam DOO in the Netherlands, and Sabanci Üniversitesi in Turkey.

The purpose of EPG instrument is to provide pre-service language teacher, in service language teacher, teacher trainer and managers with a reliable outline of current competences of language teacher. EPG is also designed for some specific purpose 1) assisting self-assessment and mapping the range of current competences, 2) outlining the profile of language teacher, 3) stating the teachers' levels of competence based on categories and descriptors, and 4) helping an institution to identify their need, foster teaching standards transparency, and facilitating teaching staff mobility.

Mateva, Vitanova and Tashevskva (2013) stated that the EPG is an outline that contains a series of competence descriptors for language teachers. The descriptors in the grid represent a gradual stages of teachers' qualifications and competences. There are six main levels that are signed with number 1, 2 and 3. Every level are divided in to two sub-phases. The phases are written in the document are 1.1, 1.2, 2.1, 2.2, 3.1, 3.2. The level starts from pre-service teacher and novice teachers, teachers with considerable practice, and experienced language teachers.

The phases cover four broad categories of language teachers' competences and thirteen sub-categories under the big categories. The first main category is training and qualifications. This category consists of four sub-categories describing the teachers' level of proficiency in the target

language, their education and training, assessed practice teaching as well as the scope and length of their teaching experience. The second category, key teaching competences encompasses four sub categories, which aim to incorporate teachers' knowledge and skills in methodology, lesson and course planning, assessment, interaction management and monitoring. The third category, enabling competences includes three sub categories: intercultural competence, language awareness and the use of digital media. The last category, professionalism encompasses two sub categories of professional conduct and administration, including the administrative duties, teamwork and the teacher's commitment to personal professional growth, and the development of the institution. Some basic principles underpin the EPG are:

1) The can do principle

The same as the CEFR, the principle of EPG is viewed from the positive side. It focus on what teachers should know and do on their career stage.

2) The incremental character of descriptors

EPG descriptors are divided in to three main phases of development which each of main phase has two sub-phases

3) The assessment and self-assessment principles

In this principle, teachers are motivated to assess their competence with an objective perspective. Trainers and managers also can use EPG to assess and ensure the quality of their institution.

4) The reflection principle

By reflecting on the result of EPG-based assessment, teachers can decide on what competence are still lack and need to be developed.

5) The EQUAL value of languages principle

Learning second language will always deal with mother tongue and target language. This grid assumes that in paying attention to learners' individual and collective needs, language teachers will ensure through their planning, methodology, interaction management and intercultural competence that the equal value of languages is affirmed.

6) The need for common standards

EPG is a standard that commonly used in the Europe. This standard will be benefit for the mobility of teachers and expertize from one to another country.

7) The need for continuing professional development

EPG can be used to identify teacher's needs, assure the development and quality of an institution.

8) The modular character of the grid

The grid in EPG is flexibly open to further developments. Researchers or users may complement with update or new categories and descriptors.

## **2.2 Digital Media**

Using digital media can be beneficial for many field of life. This is why the use of digital media in education field is increasing. This part is going to discuss what digital media is and its' importance for teachers.

### **2.2.1 What is Digital Media?**

Any kind of media that are digitally pressed or encoded in a machine readable format is called digital media (Microsoft: 2011). Text audio, video, and photo is form of digital media. Digital media can not only be created and presented on digital electronics devices, it is also can be transmitted over the internet or computer networks. Some example of digital media may be used by teachers are computer programs and software, digital imagery, digital video, websites, data and databases; digital audio such mp3, and e-books.

Sometimes people misunderstand that digital media is hardware technology. Some people might judge that the computer or mobile phone they use belongs to digital media. In fact they are digital electronic devices. Digital media is the media that has been digitally pressed in the digital electronic devices like games, social media, video animation, mobile application and website.

Many studies of the use of digital media in Education have been carried out. Wikan and Molster (2011) in Kolbakova (2014) on their research found that many school in Scandinavian countries tried to implement digital media in the curriculum by providing digital media enabling competences for teachers. There are significant increasing amount of computer, laptops, tablet, interactive white board in many school in Europe, However, teachers have lack of confidence on the use of digital media.

Kolbakova (2014) stated that in Asia context, school are still on the effort of integrating digital media in education field. The members of Asian Ministry of education (SEAMEO) have committed financial support for this case. Ministry Education of turkey has invested for improving teacher ability in the use of educational software. Malaysia and Singapore conducted workshops and training to provide teachers for having greater competence in utilizing digital media. Taiwan conducted a program to improve teachers' ability in digital media skill such as word processing, multimedia and website editing, digital media design and evaluation. Indonesia with some countries such as Philippines, Thailand and Vietnam have developed ICT plans and policies in education.

### 2.2.2 The Examples of Digital Media

To facilitate teachers' ability on the use of technology, there should be access for teacher to use digital media in the variety of setting. It is necessary for teachers to think, play and make mistake as the opportunity to learn. There are many kinds of digital media can be used. The selection of digital media will depend on the purposes. Based on DEEP project (2005) and the type of digital media and their function will be shown in this following part.

Table 2.1  
Type of Digital Media and Their Function

Group	Type of Digital Media	Functions
Software	<ul style="list-style-type: none"> <li>▪ Word processor</li> <li>▪ Spreadsheet</li> <li>▪ Presentation software</li> </ul>	<b>Personal and Professional Development</b> <ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ CVs, job applications</li> <li>▪ <i>Pursuing personal interests</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ E-mail</li> <li>▪ Web browser</li> <li>▪ (including audio, video and animation viewing)</li> <li>▪ Image viewer</li> <li>▪ Audio player</li> <li>▪ Games</li>   <li>▪ Document transfer)</li> <li>▪ Docking station for hand-helds</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Supporting own children's learning</i></li> <li>▪ Professional study</li> <li>▪ Course materials</li> <li>▪ Subject knowledge</li> <li>▪ Examples of practice</li> <li>▪ Planning tools</li> <li>▪ Classroom resources</li> <li>▪ Reference information</li> <li>▪ Independent research</li> </ul> <p><b>Personal &amp; professional communication</b></p> <ul style="list-style-type: none"> <li>• Collaborative working</li> <li>• Document sharing/development</li> <li>• Displaying work (teachers and students) to parents and teachers</li> </ul> <p><b>Classroom uses</b></p> <ul style="list-style-type: none"> <li>▪ Learning resource</li> <li>▪ Reference library</li> </ul> <p><b>Serving the school and broader community</b></p> <ul style="list-style-type: none"> <li>▪ School and school principal administration (e.g. minutes of meetings, letters, policy documents, test papers, time-tables, school events, assessment records)</li> <li>▪ Adult literacy</li> <li>▪ CVs and job applications</li> <li>▪ Community announcements</li> <li>▪ Community projects</li> <li>▪ Entrepreneurial development</li> <li>▪ Correspondence with official bodies (telecoms, local authorities,</li> </ul> <p><b>Curriculum uses</b></p> <ul style="list-style-type: none"> <li>▪ Composing texts and multimedia</li> <li>▪ Presentation to authentic audiences</li> <li>▪ Transforming texts</li> <li>▪ Information literacy</li> <li>▪ Scientific literacy</li> <li>▪ Knowledge of language (e.g. spelling/grammar/meaning/genre)</li> <li>▪ Open-ended investigations</li> <li>▪ Bilingual reading and writing</li> <li>▪ Bilingual on-line dictionaries)</li> <li>▪ Collaborative learning</li> <li>▪ Problem solving</li> <li>▪ Peer tutoring</li> <li>▪ Communication</li> <li>▪ Photographic work</li> <li>▪ Developing cultural understanding of world beyond local environment</li> <li>▪ through access to and engagement with images, information, people and</li> </ul>
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		<ul style="list-style-type: none"> <li>▪ institutions beyond the local context</li> <li>▪ Presenting work</li> </ul> <p><b>Intellectual tool</b></p> <ul style="list-style-type: none"> <li>▪ Critical thinking</li> <li>▪ Information handling</li> <li>▪ Higher-level conceptualization</li> <li>▪ Problem solving</li> <li>▪ Collaborative tasks</li> <li>▪ Joint decision making and reflection</li> <li>▪ Complex group interaction</li> <li>▪ Research</li> </ul>
Data projectors	<ul style="list-style-type: none"> <li>▪ Spreadsheet</li> <li>▪ Web browser (including audio, video and animation viewing)</li> <li>▪ Camera and image viewer</li> <li>▪ Audio recorder/player</li> <li>▪ Games</li> <li>▪ Diary</li> <li>▪ Contacts</li> <li>▪ 'Beaming' (infrared document transfer)</li> <li>▪ Docking station for hand-helds</li> </ul>	<p><b>Personal and professional development</b></p> <ul style="list-style-type: none"> <li>▪ Readily accessible learning resources</li> <li>▪ E-books enable personal learning, study, planning and information – material can be bookmarked, highlighted, annotated and text extracted.</li> <li>▪ Classroom use:</li> <li>▪ Use of the stylus input is resonant of a notepad and pen, extends the learners affordance of note taking from the familiar paper/chalkboard, into the handheld electronic notepad.</li> </ul> <p><b>Professional and curriculum uses</b></p> <ul style="list-style-type: none"> <li>▪ Mini-multimedia</li> <li>▪ Photography.</li> <li>▪ Support for field-work/school trips.</li> <li>▪ Facilitates collaborative work</li> <li>▪ Collaborative work encouraged by quick and simple facility of 'beaming'</li> <li>▪ electronic notes and other artefacts</li> </ul>
Digital camera and digital video camera		<ul style="list-style-type: none"> <li>▪ Photographing classroom work</li> <li>▪ Documenting student progress</li> <li>▪ Objectifying experiences (teacher and students) to help critical reflection</li> <li>▪ Scientific and social sciences project work and field-work</li> <li>▪ Photographing for display, presentations, and teacher and student portfolios</li> <li>▪ Displaying school work to teacher/student peers, principals, governors and inspectors)</li> </ul>
<b>Multi-function printer-scanner photocopier</b>	Printing, scanning and photocopying software	<ul style="list-style-type: none"> <li>▪ Facilitates printing multiples of resources, e.g. class worksheets/exam papers.</li> <li>▪ Student and teacher work can be printed or scanned for presentation purposes including self-assessment portfolios.</li> <li>▪ Scanner can be used to scan and copy data to scale, e.g. book of local herbs.</li> <li>▪ Useful for admin, e.g. class register/official correspondence</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Staff use for multiple copies, e.g. sports programs, minutes of staff meetings.</li> <li>▪ Income generator for school and community, e.g. printing of obituaries, CVs, validation of birth certs, etc.</li> </ul>
Mobile phone	<ul style="list-style-type: none"> <li>▪ Text</li> <li>▪ Video</li> <li>▪ Audio</li> <li>▪ Teleconference</li> <li>▪ Social media</li> <li>▪ Email</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal and Professional Communication, within the community of practice, via SMS messages and voice calls</li> <li>▪ Arranging cluster meetings and other face-to-face sessions</li> <li>▪ Arranging access to resources (such as the video camera and other shared project equipment).</li> <li>▪ Accessing technical support (such as notifying the project team of problems, signaling that further communication/support is required).</li> </ul>
Applications	<ul style="list-style-type: none"> <li>▪ Private Facebook group</li> <li>▪ Photo-based slide shows</li> <li>▪ MP3 Skype recorder</li> <li>▪ Edmodo</li> <li>▪ Voxopop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Telecollaboration</li> </ul>
Applications	<ul style="list-style-type: none"> <li>▪ Website creation tool</li> <li>▪ Fotobabble (<a href="http://www.fotobabble.com">www.fotobabble.com</a>) for uploading pictures</li> <li>▪ Animated cartoons using Go Animate</li> <li>▪ Cartoon strips using Toon Doo (<a href="http://www.toondoo.com">www.toondoo.com</a>) and Bit Strips (<a href="http://www.bitstrips.com">www.bitstrips.com</a>)</li> <li>▪ Voki (<a href="http://www.voki.com">www.voki.com</a>)</li> <li>▪ Quick Response (QR) codes</li> <li>▪ Audio blog software VocalPost (<a href="http://www.vocalpost.com">www.vocalpost.com</a>)</li> <li>▪ Online grammar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching and learning inside and outside of the classroom</li> </ul>

### 2.2.3 The Importance of Digital Media for English Teachers

Based on their study, Craig and Patten (2007) summarized that digital media in the form of digital learning resources could support learners'



verbal interaction skills, increasing vocabularies, and improving their reading comprehension. Moreover, Warschauer and Healey (1998 in Brown, 2001) stated that accessing internet and social media can develop students' intercultural skills and promote global awareness

Brinkley et al (1999) explained that the use of digital media can help teachers to cover their job in the case of routine administration, finding teaching resources or material, discussion and presentation. Typing and copying of the syllabus, copying assignment it can be more efficiently to use online discussion groups, and e-mail lists. Teacher can use audio or video sources and let the student's access the page related to the topic. A presentation software can provide a media with interesting outlines, slides, statistical charts, tables, images, animation, audio, and even video clips. Online discussion media such as e-mail, conferencing software, and on-line chat services can provide teachers' discussion with students, collage and parents.

Wikan & Molster (2011 in Kolbakova : 2014 ) applied that most teachers use digital media to prepare their lesson. They use a learning platform to get information from internet. In a line with the previous statement, Hsu (2011) added that the teacher utilize digital media to create an assessment, find out lesson plans and resources in the internet, create teaching and presentations. The further explanation also show that teachers often use digital media for more indirect reasons such as stimulate motivation or improve presentations.

Bhattacharjee and Dep (2016) stated that teacher use ICT as an assisting tool. For example for making assignments, communicating with students, collage, parents, and teacher communities, and conducting researches. Typically, ICT is used independently from the subject matter. Digital media usage also appears in many different forms of English teaching learning such as drill and exercise.

### **2.3 Enabling Digital Media Competences**

The concept of enabling digital media competence for teachers is central in this review. Enabling digital media competence can be broadly defined as “skills, knowledge, creativity, and attitudes that everybody needs in order to use digital media” (Kumvrik and Rokenes: 2014). Digital media competences is more than just the ability to use digital media but it involves cognitive, and motoric skill. To use it effectively. Several different terms and definitions of enabling digital media competence in this review such as “digital literacy (Buckingham, 2006; Lankshear & Knobel, 2006 in Krumsvik, 2008), computer literacy (Nawaz & Kundi, 2010 in Kumvrik and Rokenes: 2014), and media literacy (Hobbs & Jensen, 2009; Potter, 2014), and that these concepts have different meanings in different academic, cultural, historical, social, and educational contexts. Moreover, based on the vast number of studies on teachers’ use of ICT in the classroom (e.g, Almås & Krumsvik, 2007; Blikstad-Balas, 2012; Cox et al., 2004; Karaseva, Pruulmann-Vengerfeldt, & Siibak, 2013)” in Kumvrik and Rokenes: 2014)

Krumsvik (2007:68) defines digital media competence as teacher's ability to use ICT with a good pedagogical-didactic ICT understanding. This means that the teacher must make decisions about what kind of digital tools should be used, how they should be used and why they use it.

Tømte, Kårstein and Olsen (2013) in Ottestad (2014) stated that there are only a few explicit written literature and accounts related to teachers' digital media competence in the courses and curricula of educational institution, although there have been many examples of ICT use in teacher education. At the same time, the report suggested that it is necessary to develop definitions of digital competence associated in different types of academic or occupational areas (e.g. sailor, nurse, receptionist, and teacher). For teachers, they put the definition of digital media competences or digital literacy as the ability of the use of ICT in preparing educational programs, the use of ICT in their teaching, administrative work, evaluation and research.

There are twenty basic technology skill that every teacher should possess (Turner: 2005). This table will show what the twenty basic technology skill are.

Table 2.2  
Basic Technology Skill

No	Skills	Functions
1	Words processing skill	Words processing skill is ability to type words and number. This ability is needed to help a teacher completing their task.
2	Spreadsheets skills	A teachers should have some spreadsheet program to compile data or grade.

3	Database	This skill is needed to help teacher to create tables, store and retrieve data, and query data.
4	Electronic presentation skills	The use of presentation software helps teacher to conduct interactive presentation.
5	World Wide Web (WWW) navigation skills	A teacher needs this skill to find out data or information from internet
6	Web site design skills	This skill is needed by a teacher to design, create and maintain a web.
7	E-Mail management skills	Because now days the use of email is very important, that is why teachers have to be able to maintain e-mail.
8	Digital cameras knowledge	A teachers need to know how to use digital camera and utilize digital imaginary.
9	Network knowledge	A teacher have to know the basic of computer network.
10	File management and windows explorer skills	A teacher should be able to manage files such as create, and delete files, move and copy files and folders in their computer.
11	Downloading software from web	A teacher should be able to download software based on the purpose
12	Installing software in computer	Installing software in the computer is important because software cannot be used before it is installed
13	WebCT or blackboard teaching skills	At teacher should know what are WebCT or blackboard how to use them and why a teacher use them.
14	Video conferencing skills	A teacher have to know the basic skill of the use of video conferencing and understand to teach with conferencing
15	Computer storage devices	A teacher have to know how to use USB drives, DVD, CD and zip disk
16	Scanner knowledge	A teacher should know how the use of scanner
17	PDA's knowledge	This skill related to teacher's understanding of what PDA and how to use it.
18	Deep web knowledge	A teacher have to know how to use it as a tool as a search tool
19	Educational copyright	A teacher have to have knowledge in the copyright related to the educational issue
20	Computer security knowledge	Computer security knowledge is important to protect teacher's data

## 2.4 Enabling Digital Media Competences for Teachers.

This chapter is going to discuss existing enabling competence digital media standard from various projects.

#### **2.4.1 UNESCO ICT Competency Standards for Teachers (ICT-CST)**

The purpose of the project is to improve teachers' technology competences in all areas of their work. Standards are designed for teachers who will use ICT skills and resources to improve their teaching, collaborate with colleagues, and other work related to their institutions. This standard focuses on teachers in primary and secondary schools. ICT competence in this framework describes various aspects of teachers' digital competences and levels of progress within them. The standard proposed by UNESCO is as follows:

##### **1. Understanding ICT in Education**

In this aspect, teacher are required to be able to identify main characteristics of their classroom practices and specify how the policies can be implemented in the class.

##### **2. Curriculum and Assessment**

Teacher have to have sufficient knowledge of curriculum standard and assessment strategies. Then teacher integrate particular curriculum with particular software packages and computer applications.

##### **3. Pedagogy**

Teachers know the setting, the time, the reason and the way to integrate ICT in classroom practice.

##### **4. Knowledge and skills**

Teacher should be able to explain how the integration of teaching and ICT can support students learning, incorporate appropriate ICT tools and activities into lesson plans, and use software and digital resources to support instruction.

#### 5. ICT

In ICT aspect, teacher are required to be able to use software and digital resources to support activities and instructions, describe and demonstrate the use of common hardware, word processors( type or entry the text, edit, format and print the text ), basic features of presentation software, graphic software and internet, use search engine, create and use email, use networked record keeping software to check students' attendance, submit grades, and maintain student achievement records and can use common communication and collaboration technologies (text messaging, video conferencing) and web-based collaboration and media social environments.

#### 6. Learning environments and administration

Teacher should be able to integrate the use of a computer in laboratory, plan and manage the use of supplemental ICT resources for individuals and small groups which does not disrupt main instructional activities in the class.

#### 7. Personal development and professional understanding

Teachers utilize ICT to enhance their own productivity and manage internet safety issues. (UNESCO, 2011).

### **2.4.2 Standard Technology for Teacher in National Educational Technology Standards (NETS)**

International Society for Technology in Education (ISTE) is a nonprofit organization which focus is in the use of technology in education. This organization is joined by USA, Australia, Canada and India. In 1993 the first edition of NETS's work, STE Technology Standards for All Teachers are published. And then in 2000 as the result of the revision, 23 indicators organized in six categories was released by ISTE as the standard technology for teachers. Kelly and McAnear (2002) describes six categories of using ICT in education with their indicators:

#### **1. Technology Operations and Concepts**

Generally this category stresses on teachers' understanding of the concept of technology. Teachers have to be able to demonstrate the basic knowledge, skills, and understanding of concepts related to the use of technology. Not stopping in the basic concept, are also should be able to demonstrate continual skill and knowledge in technology growth.

#### **2. Planning and Designing Learning Environments and Experiences**

Teachers design appropriate learning opportunities that incorporate technology to support students with different needs, apply teaching and learning with technology based on current study, identify and locate digital resources and devaluate whether they are accurate and suitable to be used and manage strategies to manage student learning activity in a technology-enhanced environment.

### 3. Teaching, Learning, and the Curriculum

Teachers facilitate students to experience learner-centered by using technology and apply technology to develop critical thinking, students' higher-order thinking skills and creativity

### 4. Assessment and Evaluation

Teachers should be able to apply technology to assess student learning, utilize technology resources to collect and analyze data, interpret results, and describe the findings to improve their instructional practice, apply various evaluation method by using technology.

### 5. Productivity and Professional Practice

Teacher are able to use technology resources for their professional development, evaluate and reflect on professional practice related to use of technology to support learning activities, apply technology to increase their productivity, use technology to communicate and collaborate with partners, other teachers, parents, and the bigger educational community

### 6. Social, Ethical, Legal, and Human Issues

Teacher are able to explain to their students about legal and ethical practice related to technology use, empower students by taking advantage of the use of technology without neglecting students' diversity, promote the information on how to use technology safely and healthily and facilitate equitable access for students to use technology resources.



### 2.4.3 Digital Media Competences in the Evaluation and Accreditation of Quality Language Services (EAQUALS) Profiling Grid for Language Teachers

Equal is a non-profit organization in England and Wales as a UK charity which main purpose is to foster excellence in language education by supporting and providing guidance for teaching education program. The EAQUALS is grid that summarizes the key features of qualifications and competences of a language teacher's development at different level (North: 2009). The level or stages of development consist of basic that refers to teachers in training, independent refers to teachers with minimum standard for teaching a language and proficient refers to more experienced teachers. The descriptors of the grid cover four key areas namely language, qualifications, core competencies and complimentary skill. In the grid, digital media competence is existed in the complimentary skill.

Table 2.3  
Digital Media Competences in EQUAL

Basic		Independent		Proficient	
T1	T2	T1	T2	T1	T2
- write a worksheet by following Conventions/standard -follow menus to operate software -download from resource sites	-search teaching material on the internet effectively -select and download material from Internet -organize the file of material in structured Folders	-conduct lesson by using projectors with internet, DVD -handle image and sound by using certainty software. -record students' performance and task use camcorder	-create lessons with downloaded pictures, text, graphics, table etc. -devise tasks using media internet such as wikis, blogs, web quests -set & evaluate students' CALL work -coordinate and integrate	-use PowerPoint including the animation feature for presentations, -teach students to find, select and use CALL exercises effectively - create CALLby using authorized program	-explain colleagues how to use new Soft and hardware, -design blended learning modules -use any standard Windows software,

		-conduct exercise with CALL Materials in the class	project work with media	-troubleshoot with basic equipment (e.g. data projector, printer).	including media, video editing troubleshoot hardware
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#### 2.4.4 ICT-Capacity Standards for Teachers in China

As the use of ICT and digital media in the education field China grows significantly in recent years, the government issues ICT standard for teachers (Miao: 2004). Based on the standard, every teacher in China should achieve the necessary knowledge, skills and ability on the use of ICT for their work. To meet this objective, all teachers receive training to pass assessments based on the standard. Miao (2004) explains that each area of training has its own performance indicators as explained in the following part.

##### 1. Awareness and Attitude

Teacher should be aware of technology values, evaluate themselves in the implementation and the effectiveness of technology use. Moreover teacher also have to realize that the existence of technology can support lifelong learning, teachers' professional development, and personal life.

##### 2. Knowledge and Skills

Teacher have to have strong concept of theory, skill, searching, selecting, processing, and presenting information, selecting and designing teaching activities, managing and evaluating teaching learning media and teaching material.

##### 3. Implementation and Innovation

Teachers are able to design and implement digital media and technology to support learning activities and teaching management. The technology also enhances teachers' research, professional development, collaboration and communication.

#### 4. Social Responsibilities

Teachers should apply technology to facilitate and empower learners with different characters, backgrounds and needs. It is also important for teachers to guide the students' safe use of technology resources and explain ethical practices related to the use of technology.

#### **2.4.5 ICT Competences in Australian Professional Standard for Teacher**

As teachers play a significant role in preparing Australian children to lead successful and productive lives, The Australian Professional Standards for Teachers (the Standards) is released in 2011. The flourishing of teachers' standards build on national and international evidence that a teacher's effectiveness has a powerful impact on students (Hattie: 2003). The Australian Professional Standards for Teachers explains standards that outline what Australian teachers should know and be able to do. There are seven standards described in the framework, those are:

1. "Standard 1: Know students and how they learn
2. Standard 2: Know the content and how to teach it
3. Standard 3: Plan for and implement effective teaching and learning

4. Standard 4: Create and maintain supportive and safe learning environments
5. Standard 5: Assess, provide feedback and report on student learning
6. Standard 6: Engage in professional learning
7. Standard 7: Engage professionally with colleagues, parents and the community” (ICT Competences in Australian Professional Standard for Teacher :2011)

ICT Competences in Australian Professional Standard for Teacher works under the supervision of Australian Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in 2011. The standards are grouped into three big domains of teaching namely professional knowledge, professional practice and professional engagement. The development of the standard are divided into four career stages namely; 1) graduate, 2) proficient, 3) highly accomplish and 4) lead teacher. The first stage graduate standards explain the standard of pre-service teacher in education programs. Graduates stage explain the standards for graduate students from accredited programs qualify for registration or accreditation in each state and territory. The proficient stages describes the standard for underpin processes of registration as a teacher and support the requirements of nationally consistent teacher registration. The last two stages, highly accomplished and lead are the basis of voluntary certification

Digital media and ICT competences do not stand alone in the standard. It is mentioned within the standard domain. The following table will show the ICT competences are required to achieve by Australian teacher based on the career stage.

Table 2.4  
ICT Competences in Australian Professional Standard for Teacher

Standard 2: Know the content and how to teach it				
Focus	Graduate	Proficient	Highly accomplish	Lead teacher
ICT	2.6.1 <ul style="list-style-type: none"> <li>▪ Implement teaching strategies for using ICT to expand curriculum</li> </ul>	2.6.2 <ul style="list-style-type: none"> <li>▪ Integrate ICT into teaching and learning to make relevant and meaningful content</li> </ul>	2.6.3 <ul style="list-style-type: none"> <li>▪ Use current ICT to improve teaching practice</li> </ul>	2.6.4 <ul style="list-style-type: none"> <li>▪ Lead and support collages within school in selecting and using ICT.</li> </ul>
Standard 3: Plan for and implement effective teaching and learning				
Focus	Graduate	Proficient	Highly accomplish	Lead teacher
Select and use resource	3.4.1 <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of a range of resources including ICT that engage students in learning</li> </ul>	3.4.2 <ul style="list-style-type: none"> <li>▪ Select, create and use a range of resources including ICT to engage students in learning</li> </ul>	3.4.3 <ul style="list-style-type: none"> <li>▪ Asses colleges in creating , selecting and using ICT to engage students in learning</li> </ul>	3.4.4 <ul style="list-style-type: none"> <li>▪ Lead collages in creating, selecting and using ICT for application by teacher within or beyond the school.</li> </ul>
4. Standard 4: Create and maintain supportive and safe learning environments				
Focus	Graduate	Proficient	Highly accomplish	Lead teacher
Use ICT safely, responsibility and ethically	4.5.1 <ul style="list-style-type: none"> <li>▪ Demonstrate understanding of the relevant issues and the strategies available to</li> </ul>	4.5.2 <ul style="list-style-type: none"> <li>▪ Incorporate strategies to promotes the safe, responsibl</li> </ul>	4.5.3 <ul style="list-style-type: none"> <li>▪ Model and support colleges in developing strategies to promotes</li> </ul>	4.5.4 <ul style="list-style-type: none"> <li>▪ Review or implement new policies and strategies to ensure</li> </ul>

	support safe, responsibility and ethical use of ICT in teaching and learning	e and ethical of ICT in teaching and learning	the safe, responsible and ethical of ICT in teaching and learning	safe, responsible and ethical of ICT in teaching and learning
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#### **2.4.6 Technology Competences in Japanese Portfolio for Teachers of Languages (J-POSTL).**

J-POSTL is result of the adapting and developing of the European Portfolio for Student Teachers of Languages (EPOSTL) for English pre- and in-service teachers in Japan. Hisamura (2014) contextualized the document so that it is appropriate for the Japanese teaching context. He claimed that this portfolio is more user friendly, more accessible and less time-intensive for users.

The form of this portfolio is self-assessment descriptor. In the current version of J-POSTL for pre service teacher, technology competences are also mentioned for several times. Those competences listed in the indicators are that t pre-service teacher should be able to: (1) design ICT materials and activities appropriately, (2) assess ICT learning programs and platforms critically (3) select and use ICT materials and activities appropriately, (4) effectively manage and use resources ( (6) efficiently manage and use instructional media (7) assist learners in the use of different kind of ICT both in and outside the classroom (8) use various ICT resources (9) set various kind of learning environments.

#### **2.5 Enabling Digital Media Competences in EPG Perspective**

Competence is the ability to apply and combine relevant knowledge, skill and the ability for practicing an appropriate manner (Belisle and Rosado: 2007). Therefore to be called having digital media competences, teachers have to able to use digital media appropriately based on the purpose and needs. Enabling digital media competences based on the EPG perspective are divided into three phase of development. The descriptor of every phase will be explained in the following section.

Table 2.5  
Digital Media Competences in EPG

Digital Media					
Development Phase 1		Development Phase 2		Development Phase 3	
1.1	1.2	2.1	2.2	3.1	3.2
1. Can use word-processing software to write a worksheet, following standard conventions 2. Can search for potential teaching material on the internet 3. Can download resources from websites	1. Can create lessons with downloaded texts, pictures, graphics, etc. 2. Can organize computer files in logically ordered folders	1. Can use software for handling images, DVDs, and sound files 2. Can use any standard Windows/Mac software, including media players 3. Can recommend appropriate online materials to students and colleagues 4. Can use a data projector for lessons involving the internet, a DVD etc	1. Can set and supervise on-line work for learners 2. Can use software for handling images, DVDs, and sound files	1. Can train students to select and use on-line exercises appropriate to their individual needs 2. Can edit and adapt sound and video files 3. Can show colleagues how to use new software and hardware 4. Can coordinate project work with digital media (using, for example, a camera, the internet, social networks) 5. Can troubleshoot most problems	1. Can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning 2. Can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources 3. Can design blended learning modules by using a learning

				with classroom digital equipment	management system (LMS) like Moodle
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Three competences are stated in the phase 1.1. The first is can use word-processing software to write a worksheet, following standard conventions. Word processing is software that is used to compose, edit, format, and print any written communication (Wood, 2012). Words processing software can manipulate a text document. The users enter text by typing, and the software provides tools for copying, deleting and various types of formatting. Some functions of word processing software include: creating, editing, copying, pasting, saving, formatting (italic, bold, red) and correcting (grammar and spelling). Words processing software that is most widely used Ms Word, which is part of Microsoft Office.

The next competence is the phase 1.1 is can download resources from websites. Language teachers have long been utilizing internet resources, because the online communication promotes language learning (Warschauer and Whittaker, 1997). Online resources are also could help inexperienced language teacher or teachers who are insecure about their English feel that video and audio material is a good way of providing the students with authentic and correct language. Internet provides materials for number of subject area and topics. Teachers may not totally rely on course books because the particular field or topic are not provided in the book, therefore the ability in downloading material from internet is important.



In development phase 2.1, two competences are mentioned. Can create lessons with downloaded texts, pictures, graphics, etc and can organize computer files in logically ordered folders. Teacher should be able not only download sources in the internet. They also use the source that they have download for teaching. In creating lesson, teacher can combine the text, pictures and graphic they download. Therefore the material will be more interesting for students.

Once teachers create, gather, or manipulate data and files, they can become disorganized. When the files or data are disorganized, it will not easy for teachers to find the data or files they need. And it will take their times. Therefore the skill in organizing computer files in logically ordered folders is needed. University of Cambridge (2017) suggest how the way to organize file.

The following tips should help you develop such a system:

- a) Using folders
- b) Naming the folders appropriately. Teacher may use vocabulary, dates or numbers to name their folder or files.
- c) Be consistent with the scheme of naming.
- d) Structuring folders hierarchically. It can be start with a limited number of folders for the broader topics, and then create more specific folders within these
- e) Backing up the files – ensure that your files, whether they are on your local drive, or on a network drive, are backed up.

In phase 2.1 three competence are mentioned. Can use software for handling images, DVDs, and sound files, can use any standard Windows/Mac software including media players and can recommend appropriate online materials to students, colleagues and can use a data projector for lessons involving the internet, a DVD etc. it has been analyzed that the competence in the phase 2.1 is middle low of digital media enabling competences. So the use of software is to take a picture, record sound, show, copy and share image and sounds file.

. Teachers can use software for handling images, DVDs, and sound files. In this phase, the teacher should be able to use software to show image, to play DVD and play the sounds. Teacher can use any standard Windows/Mac software including media player. The example of the software are Microsoft Office (Word, Excel, Outlook, PowerPoint), Web browser (Internet Explorer, Firefox and Chrome), Adobe Acrobat or Adobe Reader. Media player software is also must be used by teachers. The function is to play video and sounds. There are numbers of media player for Windows and Mac, but the most used in the word are Windows Media Player, GOM Player, VLC, and KMP Player.

In phase 2.2 there are two competences are mentioned. Can set and supervise on-line work for learners and use software for handling images, DVDs, and sound files. The teachers can utilize online assignment based on students' need. Some teachers use Moodle, Edmodo, blog, web, and even social media for the purpose of online task. Students also can

submitted their task online. It will save more time for both teachers and students because they do not need to be in the same place when giving, receiving and submitting the task. Teacher can use software for handling images, DVDs, and sound files. Actually this competence has been written in the phase 2.1. The researcher conclude that in this level has the same meaning with the competence in phase 2.1. Therefore the writer decided to put together development phase is 2.2 item 2 to development phase is 2.1 item 1 without omitting the item 2.

Five competences are mentioned in development phase 3.1. Can train students to select and use on-line exercises appropriate to their individual needs, can edit and adapt sound and video files, can show colleagues how to use new software and hardware, can coordinate project work with digital media (using, for example, a camera, the internet, social networks) and troubleshoot most problems with classroom digital equipment.

Free on-line exercises in the internet flourishes recently. It can be benefit for students to develop their ability and skill. The exercise covers various skill. Reading, listening, grammar, and vocabulary are the easiest online exercise that people can find in the internet. As teacher is the students' guide in learning, they have to be able to select the appropriate online exercise consider the skill and students level. Teacher also should be able to show the students how to use it and the benefit of this exercise.

Teachers can edit and adapt sound and video files. This skill belongs to high technological skill because edit and adapt sound and video is not easy task. The software that is mostly used for windows and Mac in the purpose of editing video and sounds are Windows Movie Maker and QuickTime. As the development of technology, free applications to edit and adapt audio and video are also easily to find in the internet.

Teacher can show colleagues how to use new software and hardware. Teachers not only be able to master of using new software and hardware but they also need to share that skill to their collages. To other teachers in the school, school staff and also teachers from different school. Because mastering the use of new software and hardware is necessity, keeping update with the new software and hardware is also a must.

Teacher can coordinate project work with digital media (using, for example, a camera, the internet, social networks). Teachers should utilize digital media with their work related to lesson planning, teaching, assessing, administering, and communicating with students and parents and professional developing. For example teacher use camera or camera video to record students' performance, teachers use internet as the material resources and lesson planning, teachers use social network for communicate with parents, teachers also may use social network to develop their professionalism such as join teacher organization and so on

The ability of using digital media equipment must be balanced with the ability in solving problem when problem occur. The ability of

troubleshoot most problems with classroom digital equipment will be benefit for teacher as teachers do not need to wait others to help them. This helps teachers to save the time effectively and efficiently.

In the last phase 3.1 competences are mentioned. They are can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning, can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources and can design blended learning modules by using a learning management system (LMS) like Moodle.

Teachers can train students to use any available classroom digital equipment (IWB incl.). The first explanation of this competences is IWB incl. IWB or Work-based Learning. Work-based learning is a learning program that provides internships, mentoring and workplace simulations with classroom-based (Dewey, 2013) Classroom instruction that is used in worked-based learning links with workplace skills. In learning process in the class, students need to be accustomed with the use of digital. The use of digital media is also need to be suitable with the recent enabling digital media skill in workplace.

Teacher can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources. There are many digital equipment and internet-based resources can be used by teachers. One teachers may have difference understanding and skill in the use of digital media. That is why sharing with other colleagues will be benefit.

Teachers can design blended learning modules by using a learning management system (LMS) like Moodle. Blended learning is using ICT and digital media in teaching and learning activities (Krause, 2007 in Bath and Bruke 2010). Blended learning usually uses Learning Management System (LMS). LMS is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. (Ellis, 2009) In this part, Moodle is mentioned as one of LMS can be utilized. There are numbers of LMS used in education field. LMS that mostly used by teacher are Moodle, Edmodo, Blackboard (Ferriiman, 2016)

Based on the analysis of EPG document the researcher summarized the material are covered in every development phase of digital media enabling competences. The summary can be seen in this following table

Table 4.2  
Material or Topics are covered in Every Development Phase

No	Development Phase	Material
1	1.1	words processing software and search engine software
2	1.2	file and folder
3	2.1	software for handling images, DVDs, and sound files, online material, Windows/Mac software and data projector
4	2.2	on-line work and software for handling images, DVDs, and sound files
5	3.1	on-line exercises, software to edit and adapt sound and video files, current software and hardware, project work with digital media (using, for example, a camera, the internet, social networks), troubleshoot most problems with classroom digital equipment
6	3.2	classroom digital equipment (IWB incl, digital equipment and internet-based resources, Blended learning (LMS)

## 2.6 Assessment

Since the purpose of this study is to develop an assessment specification, reviewing the literature related to assessment is a necessary. This part is going to discuss what assessment is, the purposes of assessment, the types of assessment and the validity and reliability of assessment

### **2.6.1 The Meaning of Assessment**

Many people have misunderstood about the term assessment and test and use those words interchangeably. In fact assessment and test are related each other because test is the part of assessment. As stated by Kizlik (2012) that test is a subsequent of assessment.

Assessment is a process to collect information through systematic and substantive procedure (Bachman and Palmer: 2010). Assessment is problem analysis solving and problem solving activities (Salvia, Yssdeike and Bolt: 2003). Assessment is also defined as a process conducted to gain information for making particular decision ( Nitho and Brookhart : 2011).

Assessment in a broad term refers to the process of gathering and synthesizing information to get better understand and describe characteristics of people (Jay and Ferrara: 2010). As assessment is the process to gain the information of individual performance, the technique is used can be different. The general technique used for gaining the informal are formal and non-formal observation, paper and pencil test, research project, lab project, students' performance on homework, oral questioning and analysis of students' record ( Nitho and Brookhart: 2011)

## **2.6.2 The Purposes of Assessment**

Although assessment might be defined in a similar manner across the literature, but the purpose is vary. The primary purpose of assessment as stated by Bachman (2010) is to gather information to for making decision that have consequence for the stakeholders. The purposes of assessment described in the literature include: 1) motivating learning, 2) identifying learning difficulties, 3) setting of state and national standards, 4) identifying and providing instructional resources and programs, 5) monitoring and evaluating teachers, 6) providing feedback, assigning a grade to students, 7) providing guidance for future educational and employment decisions, and 8) providing quality assurance within the school system (Airasian & Russell, 2008; Lambert & Lines, 2000; Newstead, 2003; Newton, 2007; Rust, 2002 in Nebling 2014).

In the educational context the assessment covers not only teachers' need but also other stakeholders. School administrators use assessments to monitor the teachers and to identify instructional needs and programs Teachers use assessment to monitor student progress, to monitor and adjust classroom instruction, to motivate students, to identify students with special needs, to improve their teaching, and to provide feedback for students. Parents and students use assessments to monitor academic progress, to judge teacher quality, to evaluate the students' strengths and



weaknesses, and to make educational and career decisions (Airasian & Russell, 2008).

### **2.6.3 Types of Assessment**

Assessment can be grouped into three general types: official, summative, and formative (Airasian, 2001). Official assessment are typically those used by a state or a country to determine whether students and schools are meeting state or national standards.

Summative assessment is kind of assessment that are given periodically to the students to determine what they know and do not know at a given point in time (Garrison & Ehringhaus, 2007). Summative assessment often takes in the end of chapters, unit, term and semester. It can also serve a dual purpose with official assessment in the form of interim or benchmark exams, state assessment, and standardized national assessments.

Formative assessment is typically a part of the ongoing instructional process and enable teachers to promote student learning through the process of identifying a student's current level of learning achievement and adapting instruction to help the student reach learning objective (Black & Wiliam, 2004; Frey & Schmitt, 2010; Heritage, 2007 in Parhusip (2015). Formative assessment takes a variety of forms, including observations, questioning strategies, discussion, self and peer assessments, graphic organizers, writing assignments, classroom quizzes and tests, homework, and projects Parhusip (2015). Formative and

summative assessment usually take place within the classroom and are sometimes referred to collectively as classroom assessments.

Miller et al (2009) categorized assessment based on the some categories:

1. Based on the nature of assessment.

This categorize including maximum performance and typical performance. Maximum performance is an assessment to determine students' ability or achievement, on the other hand typical performance is an assessment to determine individual will do rather than they can do. In other word this test prioritize test takers' respond rather that score.

2. Based on the form of assessment

There are two kind of assessment in this category. Fix choice test and complex performance assessment. Fix choice assessment is usually uses multiple choice standardize. This assessment can measure students' knowledge and skill. On the other hand, complex performance assessment is an assessment that conducted to measure performance in individual right. The instrument used in this kind of assessment is authentic assessment.

3. Method of interpreting result

Based on the Method of interpreting result there are two type of the assessment. The first is criterion referenced Interpretation and the second is Norm-referenced interpretations. Criterion-referenced interpretations allow the test holder to compare a student's performance to a well-defined standard rather than to rank students or compare them

to a norm group. The result of the test show students' knowledge and performance levels in a particular content area. Criterion-referenced interpretations also tells individual performance based on specific area of clear assessment goal.

Norm-referenced interpretations is described based on the relative position in some group. This assessment compares a student's score with other students in the norm group. The result of the assessment interpreted how well students have learned certain concept and skills as compared to other students in a norm group

#### **2.6.4 Validity and Reliability of Assessment**

The first standard that is usually mention in constructing an assessment is validity. Validity is regarded not only as the most complex criterion (Brown: 2007), but it is also known as the most important one (Fandel: 2010). Validity refers to how well a test measures what it is intended to measure (Phelan and Wren: 2006). Pope (2009) also define validity is whether the assessment is appropriate, given what should being measured. Some types of validity mentioned by Phelan and Wren (2006) is face validity, Construct Validity, Criterion-Related Validity, Formative Validity and )Sampling Validity

Reliability indicates whether instruments in an assessment give the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means consistent or dependable results (Sullivan: 2011). Reliability is the degree to which an assessment tool

produces stable and consistent results (Phelan and Wren (2006) to which different test items that probe the same construct produce similar results.

## **2.7 Model of Assessment Instruments.**

Broadly there are three kinds of assessment instrument in education namely process based, performance based and product based. Those three assessment instrument will be discuss in following section.

### **1. Process-based Assessment instrument.**

This instrument shows not only how learners solve the problem but also explain why certain strategic competence or steps are chosen and why the chosen steps are appropriate (i.e., principled knowledge) in an effort to improve a learner's understanding of the solution procedure (van Gog et al., 2006). The key is the determination of how well students apply knowledge and skills in practical situation.

Process-bases assessment instrument provides insight to students' thinking, reasoning, and motivation. The examples of the instruments are think-aloud, self/peer assessment checklists, surveys, and individual or pair conferences (McTighe & Ferrara, 1998).

### **2. Performance-based Assessment Instrument.**

This assessment instrument challenges learners to use their knowledge and skill to create a product or complete a process (Chun, 2010). It also allows students to show how they use knowledge and skills under the direct observation of the teacher. These are generally done in the classroom since

they involve teacher observation at the time of performance. Hilliard (2015) state that the characteristics of this assessment is open-ended and authentic. They include oral reports, presentation, short questions answer, and practical demonstration

### 3. Product-based Assessment Instrument.

Product is something produces by students as a result of the application of their knowledge. This assessment instrument will focus on the final product. The example of the products include reports, papers and multimedia clips, and they are typically completed by students as homework assignments.

## **2.8 Assessment Specification**

Assessment specification or table of specification or in some literatures referred as test blue print is a table that helps teachers to align objectives, instruction and assessment (Zuelk, Wilson and Yunker 2004. Akem (2006) described that the table of specification is a guide that assist a teacher or an examiner in the evaluation system. The table of specification shows the total number of items to be planned and allocated to each instructional objectives, suggest what might be covered in each item, and help to decide on what kind of items to be used.

The main purpose of a TOS is to improve the validity of a teacher's evaluation in relation to a particular assessment (Fives & DiDonato-Barnes, 2013). It is a fundamental to construct test which ensures a fair, complete, valid, reliable, and objective set of test questions (Cruz & Singun, 2014). TOS can be used as toll to help teachers related this issue. Variety of

assessment methods can be developed by using TOS but it is commonly used in summative tests. When teachers constructs a test, they have to concern that the test measures an adequate sampling of the class content at the cognitive level that the material was taught. TOS can also be used to conjunct lesson and unit planning to help teachers making clear connection between planning, instruction, activity and assessment.

Chase (1999) mentioned that table of specification is an assessment tool which interlinks what is taught and what is tested. He further mentioned that there are some steps have to be taken to construct TOS (1) determining the goal and domain (2) breaking the domain into independent part, term, procedure and application (3) constructing the table.

The classroom teacher will decide first on the number of test items or questions he intends to write. Once a decision has been taken on this, the teacher will proceed to preparing the table of specifications by listing the instructional objectives. Then list the major subject matter (topics), indicates number of items test that would be set for each objective level, the total number of questions for each subject matter and objective.

Fives et all (2013) stated that table of specification are designed for different purposes. Therefore, the formats of table of specification will be vary depend on the needs. A test blueprint can be used for formative assessments (Guskey, 2005) or for summative assessments (Fives et al., 2013;)

The design of table of specification for formative evaluation would include items that assess students' knowledge of relevant terms, facts, principles, and procedures, as well translating information skill. It would also include extended-response items that require students to apply their knowledge. Analysis and synthesis skills are tested for higher levels (Guskey, 2005).

To identify the types of items test are needed to include, test maker have to considered students' cognitive level, and the time spent on each objective is mapped, and also learning objective. The low level of thinking skill is recall, memorization, identification, and comprehension. Application, analyzing, evaluating, and synthesizing belong to the high level of thinking (Fives et al., 2013).

In developing a table of specification, the researcher of this study adapted the format proposed by Brones et al (2013) and Safitri (2016). The aspects are included are section part/ question number, objective, material, curriculum specification, question level (remembering, understanding, applying, analyzing, evaluating creating), question types, number of item mark allocation, and time allotment.

## **2.9 Writing Learning Outcome**

Learning outcome is certain knowledge, value, thinking skills, practical skill, and professional development that expected to develop, learn, or master during a course (Suskie, 2004). It is simply stated that learning outcome is a description of what students are expected to know or

demonstrate in the end of course of program. As a learning outcome simplifies the action of students, they have to be observable and measurable. Clear learning outcomes can provide the foundation of successful assessment

Clear statements of learning outcomes should explain what students will learn in a course or program. Learning outcomes also indicate what students are expected to demonstrate in examinations. The preparation of learning outcomes can assist an institution in designing course content, teaching and learning strategies and resources, and assessment methods.

Learning outcome is measurable when they can fulfill three components such as 1) focus on students' behavior 2) using specific action verb, 3) select appropriate assessment method and 4) stating performance criteria (Osters and Fiu , 2016). Moreover in writing learning outcomes, the writers have to be concern with the kind of knowledge and skills that are involved, the level of understanding is expected to achieve by students and how this learning is demonstrated.

Writing learning outcome should bear in mind these four aspects:

1. Audience:

Audience is the subject of the test. It could be the learners or test takers.

2. Behavior:

Behavior states measurable behavior. Bloom's taxonomy is common approach that usually used to refer this issue.



<b>ACTION VERBS</b>	
<i>Concrete verbs such as "define," "apply," or "analyze" are more helpful for assessment than verbs such as "be exposed to," "understand," "know," "be familiar with."</i>	
<b>Cognitive Learning</b>	<b>Action Verbs:</b>
Knowledge - to recall or remember facts without necessarily understanding them	arrange, define, duplicate, label list, memorize, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote
Comprehension – to understand and interpret learned information	classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report
Application – to put ideas and concepts to work in solving problems	apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover
Analysis – to break information into its components to see interrelationships and ideas	analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer
Synthesis – to use creativity to compose and design something original	arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, rewrite, integrate, create, design, generalize
Evaluation – to judge the value of information based on established criteria	appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize
<b>Affective Learning</b>	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support
<b>Psychomotor Learning</b>	bend, grasp, handle, operate, reach, relax, shorten, stretch, differentiate (by touch), express (facially), perform (skillfully)

Figure 2.1  
Action Verb of Taxonomy Bloom

### 3. Condition

Condition describes under what circumstances learners should be able to perform for example.

### 4. Degree

It indicates at what level the behavior needs to be performed for example how many percent. It has to be included a statement that indicates a degree of accuracy, a quantity or proportion

## 2.10 Theoretical Framework

To ensure the quality of pre-service teachers in undergraduate English education program, it is important to assess their competences. It has already stated in the Ministry of Education regulation that teacher in Indonesia have to achieve four competences namely, pedagogical, personality, social and professional competences. Teacher ability in the use of technology is also mentioned yet nonspecifically. It is stated that teacher have to be able to utilize technology for teaching and professional development.

As the significance of the digital media for English teacher related to their work, it is also important to define what kind of digital competences required to achieve by English teachers. Although many countries and organizations have developed the enabling digital media competences standard for teachers, EPG is used as the basic of the developing enabling digital media competences assessment specification in this research.

EPG is chosen a grid that outlines current teachers' competences. It is the common teachers' standard that is used in Europe. It also has developed in 9 languages and tested with over 2000 teachers, over 60 managers and 100 trainers. EPG user guide is also provided to make easy the user in using this grid. The grid is divided in to three phases of teacher development starting from the beginner, autonomous and expert.

In developing enabling digital media competences assessment specification, some points have to be considered. The first is deciding the

goal, analyzing the topic, unit or skills that are going to be assessed, and the last is elaborating and constructing the assessment specification. Since EPG has already widely used in the most of countries in the world hopefully the finding of this research can be useful to assess teachers' competences in enabling digital media.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Method and Design**

The method that is applied in this research is Design and Development Research (DDR). As mentioned by Cresswell (2009: 167) qualitative research “a form of interpretive inquiry in which researchers make an interpretation of what they see, hear and understand”. The content analysis will be used in this research where the researchers are seen as the main instrument that collect the data. DDR is systematic study of designing, developing and evaluating instructional program, process and product that must meet the criteria of consistency and effectiveness (Seels and Richey, 1994 p.127).

Some of the experts explain the procedure of conducting DDR in various development. The first is Wadden (2005) that suggested the procedure of the design as (1) problem identification, (2) identification of tentative product and design principles , (3)tentative products and theories , (5) problem resolution and advancing theory.

The next is the procedure of the design suggested by Wademan (2005). He suggested the steps of research design are (1) construct the conceptual framework, (2) identification of tentative product and design principles, (3) tentative products and theories, (4) prototyping and

assessment of preliminary products and theories and (5) Problem resolution and advancing theory.

Ellis and Levy (2010) mentioned five major significant procedure in DDR research (1) construct the conceptual framework (2) develop the system architecture (3) analyze and design the system (4) build a prototype (5) test and evaluate the prototype.

Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010) proposed the model of conducting DDR including: (a) identify the problem motivating the research; (b) describe the objectives; c) design and develop the artifact; d) subject the artifact to testing; e) evaluate the results of testing; and f) communicate those results. This following figure shows the major steps in Design and Development Research.

### 3.2 Research Procedure

This study applies the procedure of DDR proposed by Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010). The steps of the original phases can be seen in this following figure

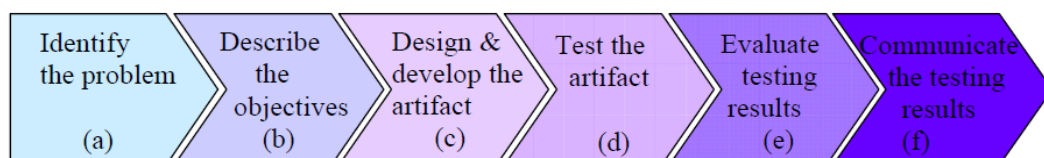


Figure 3.1  
Major Steps in Design and Development Research Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010)

The explanation of every steps will be discuss in this following part

#### 1. Identify the Problem

Identify the problem is important step to start research in general (Ellis & Levy, 2008), and design and development studies in specific (Nunamaker et al., 1991). But it must be noticed that not all problems are research-worthy and not all research-worthy and appropriate for design and development research methods (Ellis & Levy, 2008). Problems of a number of different types can drive design and development studies. The lack of a product or tool that could drive people to design and development research (Richey & Klein, 2007).

## 2. Describe the Objectives

Composing research questions must be related to the problem and the answer has not been already known. The research questions establish the framing for the study (Richey & Klein, 2007). The framing for design and development research is focused on the design, development, testing, and evaluation of an artifact (Peppers et al., 2007).

## 3. Design and Develop the Artifact

There are three important process that should be included in this phase. In general, the process usually taken by researcher are : building a conceptual framework, followed by designing the system architecture, and ending with building a prototype for testing and evaluation (Hasan, 2003; Nunamaker et al., 1991)

## 4. Test the Artifact

It is necessary for researcher to make sure that the artifact developed meets the functionalities and requirements. Another critical part of the test

is the validity of the artifact have to ensure that the product he or she has developed is applicable and in the line with proposed context.

#### 5. Evaluate Testing Result

Some of the common method are used methods to evaluate artifacts of design and development research activities are direct observations from pilot studies (Hasan, 2003) and indirect indicators from surveys, questionnaires, interviews, and other observations (Richey & Klein, 2007).

#### 6. Communicating the Testing Result

Communicate clear and complete results and conclusions of research is very important because the result of the study could give contribution to the body of knowledge. The results need to be documented and disseminated properly.

The results and conclusions are closely related to the research questions that drive the research. The results are, the answers and supporting evidence of research questions. The conclusions form the connection between those answers and the problem driving the research and constitute the contribution of the study to the body of knowledge. There are a number of different types of conclusions that can be drawn from DDR. The types will depend on both the research questions driving the study and the type of product – tool, model, or instantiation – being developed (Richey & Klein, 2007).

In this research the researcher modify research procedure proposed by Nunamaker et al. (1991) into five phase. This following figure show the modification steps were taken by the researcher.

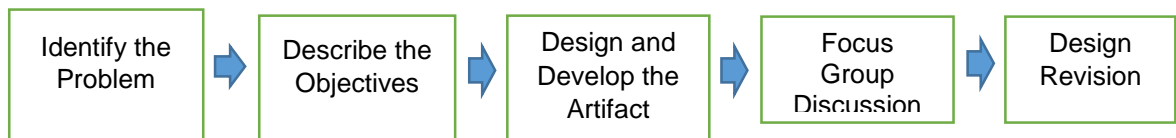


Figure 3.2  
The Step of DDR Modified by Researcher

The explanation of every phase will be discussed in this following part.

#### 1. Identify the Problem

The researcher included this steps as the first step as it is mentioned and explained by Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010).

#### 2. Describe the Objective

The second phase of the step that taken by researcher is the same as second step as it is proposed by Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010).

#### 3. Design and Develop the Artifact

For the third step, the researcher still follow the procedures proposed by Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010).

#### 4. Focus Group Discussion

Starting from this phase, the researcher did not follow the procedures from Nunamaker et al. (1991) and Hevner et al. (2004) in Ellis and Levy (2010). The researcher modified the procedures by eliminating three steps



namely: test the artifact, evaluate testing result and communicating the testing result. These three steps were replaced with Focus Group Discussion.

FGD is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest Misra (2016). It can be used to explore the meanings of survey findings that cannot be explained statistically, the range of opinions/views on a topic of interest. Moreover she explained that the function of FGD is to clarify, extend, qualify or challenge data collected through other methods and to feedback results to research participants.

FGD was held because of one consideration, the limit of time. If the researcher followed the procedure proposed by Nunamaker, the university would need to not only test the product but also evaluate the lack and the goodness. Therefore to save the time, the researcher decided to conduct FGD.

## 5. Design Revision

The last step, design revision, is also the modification step that applied by researcher. In this step, the result of the FGD were used as the basis to revise the product. The result of FGD were in the form of review and suggestion from other members of FGD.

### **3.4 Data Analysis Procedure**

The data analysis procedures of this research will be explained in these following steps:

## 1. Identify the Problem

The lack of a product or tool to assess digital media enabling competence in English education program of five universities in Indonesia is the problem that found by researcher. Then the researcher collected syllabi from five universities in Indonesia. It was not easy to get the syllabi from these universities as the syllabi are internal documents that are related to the quality of the academic. The researchers conducted a formal way to collect syllabi, she sent the research letter from UNJ that is objected to the head of English department of English education program. The syllabi were collected is the syllabi for all courses of English education undergraduate program. There are 56 Syllabi from University A, 58 Syllabi from University B, 45 Syllabi from University C, 66 Syllabi from University D and 65 Syllabi from University E

The researcher then analyzed data from the existing syllabi. The data is in the form of digital media competences standard. The data source is the syllabi from five universities in Indonesia. The purpose of this analysis is to find out digital media enabling competence in the existing syllabi. After that the researcher analyzed digital media competences standard based on EPG perspective. The data is digital media enabling competences on the EPG. Data sources of this data is EPG document.

After the digital media enabling competence found in the existing syllabi and EPG, then both data were analyzed to find out the similarities and differences of digital media enabling competences in the existing

competence and in the EPG document. The researcher then determined the level of EPG enabling competences digital media covered by each university.

## 2. Describe the Objective

The objective of this research is to develop digital media enabling competence based on EPG perspective

## 3. Design and Develop the Artifact

The level of EPG development phase were used as the basis in designing EPG based enabling competences digital media. The researcher developed assessment specification based on the Regional Language Centre (RELC) Singapore. This specification was chosen because it is simple and easy to adapt. The table of specification consists of: digital media enabling competence, development phase, materials, question level (which measured by Bloom"s Taxonomy), question types, number of items, and time allocation.

The researcher developed 13 items in the assessment specification. The topics are covered are Ms. Words, search engine application, file and folder, Photoshop, PowerPoint, Excel, Instagram / Facebook/ Twitter, Google drive and Edmodo. The competence are assessed in the assessment specification are mostly in the level creating and applying.

## 4. Focus Group Discussion (FGD)

The FGD was conducted on 31<sup>st</sup> of July 2017 in the Building O of State University of Jakarta. The FGD was conducted from 1 pm to 2 pm. It is

joined by four other friends that were conducted the same researches and two lecturers, Dr. Ratna Dewanti, M.Pd and Dr. Darmahusni, M.A. The result of the discussion was that the researcher should explain the methodology used in her research. The data and data sources had to be explained clearly. It should cover what kinds of data, how the researcher collect the data and how the data were analyzed. Every step of research procedure also had to be explained in detail way. The next result was in the discussion is that in the developing assessment specification, the topic learning outcomes had to be stated clearly. The topics are covered is also must be mention in the form.

#### 5. Design the Revision

After getting some review and suggestion in FGD, the researcher then make some revision for the assessment specification she developed to be the final product. The revision is related to the learning outcomes that were written by the researcher. The researcher write learning outcome more measurable than previous learning outcome by focusing on the action verb as proposed by Bloom in Taxonomy Bloom.

### 3.4 Data and Data Sources

This part is going to discuss the data and data source in this research. The data and data sources are shown in the following table:

Table 3.1  
Data and Data Sources

Sub-question no	Data	Data Sources
1	Digital media enabling competences in the courses	Existing syllabi of five undergraduate English education programs in Indonesia
2	Digital media enabling competences in EPG perspective	EPG document
3	Digital media enabling competences in the courses and in EPG document share similarities and differences	The result of analysis existing syllabi of five undergraduate English education programs in Indonesia and EPG document

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter is going to answer the main goal of research that consists of three sub-questions as they are mentioned in chapter one. The two sub questions are answer by analyzing existing syllabi from five different universities and EPG document. Case study and document analysis are applied to answer sub-research questions. The writer dissected the EPG enabling digital media competences into six development phases. Every digital media enabling competence in the syllabi also analyzed and dissected into six development phases. The six development phases in both EPG document and existing syllabi were reconciled subsequently to find their similarities and differences and to map the position of existing syllabi in the EPG level. That steps were taken in order to design appropriate assessment specifications on the basis of EPG digital media enabling competences

The writer collected syllabi from English education program of five universities in Indonesia. The syllabi are from first until the last semester or semester eighth. It is not an easy task to get the syllabi as they are the asset of a university. Some universities permit the syllabus to be analyzed and some do not regarding to the quality of the university. Syllabi in universities are different with the syllabi in lower education. In a university, the elements of a syllabi can be various. A university may have different components of syllabi with another university. Mostly the components of syllabi consist

learning objective, learning outcomes, topics and sub-topics, teaching learning technique, student and lecturer activities, learning media, assessment and references. Those elements of syllabi are analyzed whether they include digital media enabling competences as the learning outcome or not.

In the real fact, universities in Indonesia have different strategies to equip their students with digital media enabling competences. Some universities have an independent course related to ICT and digital media competences, some universities include digital media competences as the integral part of other courses.

The first phase of designing digital media enabling competence assessment specification is conducting need analysis. This phase is started by analyzing and synthesizing the existing syllabi of English study program from five universities in Indonesia. The writer prefers to use University A, University B, University C, University D, and University E than mention the name of universities because some universities do not want to their document are recognized in public.

#### **4.1. The Digital Media Enabling Competence in the Existing Syllabi of Undergraduate English Study Program**

There are five existing syllabi are from different universities in Indonesia are analyzed. The writer analyzes the six development phases of EPG document with the learning outcomes in every course. The

development phases are divided into some items. The explanation of the analysis of enabling digital media competence of every university will be present in this part.

### **1.1.1 UNIVERSITY A**

Fifty eight courses from University A were analyzed. Based on the result of the analysis, UNIVERSITY A has three courses that the purpose is to equip students with digital media enabling competences. Those courses are Pengantar Aplikasi Komputer, Learning Management System in ELT and ICT in English Language Education. Digital media enabling competences are also inserted in two courses, Advertising and Teaching English for Young Learners

The development phases 1.1 item 1, can use word-processing software to write a worksheet following standard conventions, is found in Pengantar Aplikasi Komputer. Development phase 1.1 item 1 match with one learning outcome of this course. The learning outcome is students are able to recognize and use Ms Words to create documents. The development phases 1.1 item 2, can search for potential teaching material on the internet was not found in the course. The researcher also did not find the development phase 1.1 item 3, can download resources from websites. In the development phase 1.2 both in item 1, can create lessons with downloaded texts, pictures, graphics, etc and item 2, can organize computer files in logically ordered folders were also not found.



The development phases 2.1 item 1, can use software for handling images, DVDs, and sound files could be found in Advertising. The learning outcome that is the same level with this phase is students are able to shape style in advertising. The advertisement focuses on printed advertisement. To shape the style of the advertisement the students need to be able to handling image with the software. Then the development phases 2.1 item 2, can use any standard Windows/Mac software, including media players was found in some learning outcomes of some courses. The first is in Pengantar Aplikasi Komputer. One learning outcomes of this course states that students are able to recognize and use PowerPoint to create a presentation and students are able to recognize and use Excel to create a project. Since both PowerPoint and Excel is the standard Windows/Mac software, development phases 2.1 item 2 covers these competences.

Can recommend appropriate online materials to students and colleagues is the development phase 2.1 items 3. In Learning Management System in ELT this development phase was found in learning outcome students are able to evaluate web resources, the researcher interprets that this learning outcome is in the development phase 2.1 items 3. People cannot just recommend appropriate material without knowing the goodness and the lack of it. To find if the material appropriate or not, evaluating is the important step have to be taken. Therefore this development phase 2.1 items 3 close and related to this learning outcome.

The last item or item four of development phases 2.1 is can use a data projector for lessons involving the internet, a DVD etc. This competence item can be found in ICT in English Language Education. Some learning outcomes of this course indicates the ability of using technology in the lesson. The first learning outcome of this course is students are able to integrate technology and language learning and students are able to integrate learning process with technology-based courseware.

The next development phase is 2.2. Two items are written in this phase. Can set and supervise on-line work for learners and can use software for handling images, DVDs, and sound files. Item 1 can be found in ICT in Teaching English for Young Learners that given in semester seven. In one of the learning outcome of this course it is written that students are able to identify and apply a variety of media that in teaching process EYL (online and offline). Item two is as the same as the development phase 2.1 point 1. The analysis of this item is written once in development phase 2.1 point 1.

There are five competences items in development phase 3.1. The first item is can train students to select and use on-line exercises appropriate to their individual needs. This item was found in ICT in English Language Education. The learning outcome that indicates this development phase is students are able to identify and select the type of technology-based media are properly used in the language classroom in accordance with existing

conditions. The researcher concluded that the position of the learning outcome has the closest meaning with development phase 3.1 because before train the students to select and use on-line exercise for the students they have to have the ability to identify and select the resources first.

The second item of development phase 3.1 is can edit and adapt sound and video files. The researcher could not find this phase in the courses. Next is the third item of development phase 3.1. This competence is not covered in any course of University A. Item 4 of development phase 3.1 is can coordinate project work with digital media (using, for example, a camera, the internet, social networks). This phase was found in Learning Management System in ELT. The learning outcomes cover this phase are students are able to use Google Drive, students are able to use Google Docs, students are able to use Google Sheets and students are able to use Google Slide. And the fifth item of development phase 3.1 is can troubleshoot most problems with classroom digital equipment. This competence is not covered in any courses in this university.

The next development phase is 3.2. There are three items in this phase. In the first item it is written that students can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning. The learning outcomes related to this phase are not found in the courses. The second item is can show colleagues how to exploit the teaching potential of available digital equipment and

internet-based resources. Some learning outcomes in some courses cover this item.

The first course is Learning Management System in ELT. Learning outcomes related to this item are students are able to elaborate classroom features in GC and Edmodo. In ICT in English Language Education the researcher also find learning outcomes related to this item. Students are able to elaborate and use the types of social software, procedure on the use of blogs, wikis and podcasts in learning English, students are able to explain the benefits and procedures of using online reference tools, students are able to explain the notion of e-learning and related e-learning, cite examples of the design of e-learning (for example, hybridization or blended learning, give examples of the use of e-learning in language learning and students are able to explain the concept of Web 2.0, the use of virtual learning applications, m-learning in language learning.

The last item is item 3. It is written that students can design blended learning modules using a learning management system e.g. Moodle. The result of analysis shows that Learning Management System in ELT covers this competence. It can be seen from the learning outcome students are able to create and manage virtual class.

### **1.1.2 UNIVERSITY B**

This university has fifty eight courses. The researcher analyzed 42 syllabi as she got from this university. The researcher analyzed if digital media

enabling competences in the EPG perspective are included in the course or not. Based on the analysis result, the researcher concluded that this university does not have independent course that equips students with digital media enabling competence. Furthermore the write also found digital media enabling competences in the EPG are not found in all courses in English education program in this university.

### **1.1.3 UNIVERSITY C**

The next analysis is the analysis of syllabi from University C. The amount of course is 58. The result of the analysis of syllabi of University C is the same as University B. It shows that University C does not have independent course that equips students with digital media enabling competence. Furthermore the write also found digital media enabling competences in the EPG are not found in all courses in English education program in this university.

### **1.1.4 UNIVERSITY D**

Forty Six from sixty six syllabi of University D were analyzed in this research. Based on the result of the analysis of syllabi, this university has a course that focus to equip students with enabling digital media competence. This course is ICT in Language Teaching. Digital media enabling competences are also inserted in Speaking for Academic Purposes and Public Speaking.

Development phase 1.1 item 1 is can use word-processing software to write a worksheet following standard conventions. University D does not

include this competence in the courses. Development phase 1.1 item 2, can search for potential teaching material on the internet is also not included in any course in UNIVERSITY D. Can download resources from websites as the last item in development phase 1.1 cannot be found in the syllabi.

In development phase 1.2 item 1, create lessons with downloaded texts, pictures, graphics, researcher cannot find that this item is included in the course of UNIVERSITY D. Then in item 2, can organize computer files in logically ordered folder the researcher also could not find this item in the syllabi of the course.

Development phase 2.1 item 1, can use software for handling images, DVDs, and sound files was not found. Development phase 2.1 item 2, can use any standard Windows/Mac software, including media players can be found in Public Speaking. This course cover some learning outcomes indicates to this development phase. The leaning outcomes are:

- a. Students are able to know & able to use linking words & Discourse markers in their speech, & utilize ICT in their presentation
- b. Students are able to know & able to use linking words & Discourse markers used in their speech & utilize ICT in their presentation
- c. Students are able to able to perform group presentation utilize ICT in their presentation
- d. Students are able to able to perform group presentation utilize ICT in their presentation

- e. Students are able to perform longer speech with various purposes & utilize ICT in their presentation
- f. Students are able to able to perform longer speech with various purposes & utilize ICT in their presentation

The conclusion of those six learning outcomes is the use of ICT in conducting presentation. To conduct a presentation, the application mostly used is Windows PowerPoint. This application is a standard application that can be found in Windows and Mac.

For development phase 2.2 item 1, can set and supervise on-line work for learners, University D provides this item in ICT in Language Teaching with learning outcome students are able to design English learning materials through website. When setting online work for students, teacher need ability to design online learning material. That is why both Development phase 2.2 item 1 and this learning outcome correlate each other. The development phase 2.2 item 2, can use software for handling images, DVDs, and sound files, is in the same point with development phase 2.1 point 1. And the result is written in development phase 2.1 point 1

Development phase 3.1 item 1 is can train students to select and use on-line exercises appropriate to their individual. This phase was not be found in the courses of this university. Next is development phase 3.1 item .2, can edit and adapt sound and video files can be found in in ICT in Language Teaching and Speaking for Academic Purposes. Learning outcomes that indicate this development phase in this ICT in Language

Teaching is students are able to create animation by using macromedia flash and students are able to design English learning materials by the use of macromedia flash. The learning outcomes related to this phase in Speaking for Academic Purpose is make digital story telling/biography using movie maker. Movie maker is video editing software. Based on the type of software used, this competence is in development phase 3.1 item 2. Can show colleagues how to use new software and hardware is the development phase 3. 1 item 3. This item could not be found in the course of this university. The next is item 4. It is can coordinate project work with digital media (using, for example, a camera, the internet, social networks). This item was also not found in the syllabi of the courses. Development phase 3.1 item 5, can troubleshoot most problems with classroom digital equipment, is also could not be found.

Based on the analysis of the syllabi, the researcher could not find development phase 3.2 item 1 can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning and item 2 can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources. Item 3 can design blended learning modules by using a learning management system (LMS) like Moodle is found in ICT in Language Teaching with learning outcome students are able to utilize some features of virtual learning.



#### **4.1.5 UNIVERSITY E**

Sixty five syllabi from UNIVERSITY E were analyzed, the researcher analyzed if digital media enabling competences are included on the course of this university or not. Based on the analysis result, UNIVERSITY B has an independent course that equips students with the ability of using digital media for teaching. This course is Computer Assisted Language Learning (CALL).

Development phase 1.1 item 1, can use word-processing software to write a worksheet following standard conventions, was not found in the course of this university. Development phase 1.1 item 2, can search for potential teaching material on the internet, was found in Curriculum and Material Development. The learning outcome that covers this competence is students are able to find interesting and suitable materials in the internet. Item 2 of this development phase was also found in Computer Assisted Language Learning (CALL). It is stated in one learning outcome of this course that students are able to access various sites in relation to CALL.

Development phase 1.2 item 1, create lessons with downloaded texts, pictures, graphics, etc, was not found in the syllabi. Development phase 1.2 item 2, can organize computer files in logically ordered folder, the researcher also could not find this item.

In the analysis result, the researcher did not find development phase 2.1 item 1, can use software for handling images, DVDs, and sound files and Development phase 2.1 item 2, can use any standard Windows/Mac

software, including media players. Development phase 2.1 item 3, can recommend appropriate online materials to students and colleagues, was found in Computer Assisted Language Learning (CALL). The learning outcome is students are able to evaluate CALL software. The step need to take before recommend online materials to students and colleagues is conducting evaluation first. Without conducting the evaluation, people can not judge whether the material is appropriate or not. The last item of this development phase is item for. In item 4 it is stated that student can use a data projector for lessons involving the internet, a DVD etc. This item could not be found in the syllabi of this university.

The next development phase is development phase 2.2 that consist of two items. The first item is can set and supervise on-line work for learners and the second item is 2, can use software for handling images, DVDs, and sound files. Both item were not found in the course.

Can train students to select and use on-line exercises appropriate to their individual needs, can edit and adapt sound and video files, can show colleagues how to use new software and hardware, can coordinate project work with digital media (using, for example, a camera, the internet, social networks) and can troubleshoot most problems with classroom digital equipment is the first to the fifth item of development phase 3.1. Based on the analysis result, the writer could not find this competences in any courses of this university.

The first to the third item of development phase 3.2 are can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning, can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources and can design blended learning modules by using a learning management system (LMS) like Moodle. From the three items, only item three that was found in the syllabi. This item was found in Computer Assisted Language Learning (CALL). The learning outcome indicates this competence is students are able to use CALL authoring systems to create computer-based English learning modules. Because blended learning corporates traditional learning and learning with technology, computer bases English module can be corporate with learning without technology. This corporation can create blended learning environment.

#### **4.2 The Standard of Digital Media Enabling Competences in the Existing Syllabi and in EPG Share Similarities and Differences**

After analyzing digital media enabling competences in the existing syllabi, writer compares the components attained from extracting the existing syllabi and EPG documents to determine how each university already cover digital media enabling competence in EPG perspective. It is conducted in order to appropriately determine the level of the courses and the universities. Thus, the design of the test specifications for English enabling digital media competences can be accurately made.

The first step to find how existing syllabi and in EPG share similarities and differences is by finding out the standard competences of EPG range level. The summary of the level is shown in this following table.

Table 4.1  
The Summary of Digital Media Enabling Competence based on the Development Phase of EPG Perspective University A

UNIVERSITY A	Found	Item	Course dan semester	Number of LO	LO	
Development Phase	1.1	v	1	Pengantar Aplikasi Komputer 7	1	Students are able to recognize and use Ms Word to create documents
	1.2	-				
	2.1	v	1	Advertising 7	1	Students are able to shape style in advertising
			2	Pengantar Aplikasi Komputer 7	2	Students are able to recognize and use PowerPoint to create a presentation Students are able to recognize and use Excel to create a project
			3	Learning Management System in ELT 7	1	Students are able to evaluate web resources
			4	ICT in English Language Education 6	2	Students are able to integrate technology and language learning Students are able to integrate learning process with technology-based courseware.
	2.2	v	1	English For Young Learners 7	1	Students are able to identify and apply a variety of media that in teaching process EYL (online and offline).
	3.1	v	1	ICT in English Language Education 6	1	Students are able to identify and select the type of technology-based media are properly used in the language classroom in accordance with existing conditions
	3.2	v	2	ICT in English	4	Students are able to elaborate and use the types of social software, procedure

				Language Education 6		on the use of blogs, wikis and podcasts in learning English, Students are able to explain the benefits and procedures of using online reference tools, Students are able to explain the notion of e-learning and related e-learning, cite examples of the design of e-learning (for example, hybridization or blended learning, give examples of the use of e-learning in language learning and Students are able to explain the concept of Web 2.0, the use of virtual learning applications, m-learning in language learning.
			2	Learning Management System in ELT 6	1	Students are able to elaborate classroom features in GC and Edmodo
			3			Students are able to create and manage virtual class

University A covers five development phase of EPG. They are 1.1, 2.1, 2.2, 3.1 and 3.2. This development phase were found in the course that are conducted in semester six and seven.

Table 4.4  
The Summary of Digital Media Enabling Competence based on the Development Phase of EPG Perspective in University D

UNIVERSITY D	Found	Item	Course and Semester	Number of LO	LO
Development Phase	1.1				
	1.2				
	2.1				

	<b>2.1</b>	V	2	Public Speaking 4	6	Students are able to know & able to use linking words & Discourse markers in their speech, & utilize ICT in their presentation Students are able to know & able to use linking words & Discourse markers used in their speech & utilize ICT in their presentation Students are able to able to perform group presentation utilize ICT in their presentation Students are able to able to perform group presentation utilize ICT in their presentation Students are able to perform longer speech with various purposes & utilize ICT in their presentation Students are able to able to perform longer speech with various purposes & utilize ICT in their presentation
	<b>2.2</b>		1	ICT in Language Teaching 6	1	Students are able to design English learning materials through website
	<b>3.1</b>		2	Speaking for Academic Purposes 3	1	Make digital story telling/biography using movie maker
	<b>3.2</b>		2	ICT in Language Teaching 6	2	Students are able to create animation by using macromedia flash and Students are able to design English learning materials by the use of macromedia flash.
			3	ICT in Language Teaching	1	Students are able to utilize some features of virtual learning

The courses that cover digital media enabling competence is conducted in semester 3, 4 and 6. The placement of development phase is not in order from the low to high phase.

Table 4.5

The Summary of Digital Media Enabling Competence based on the  
Development Phase of EPG Perspective in University E

UNIVERSITY E	Found	Item	Course and Semester	Number of LO	LO	
	1.1	v	2	Curriculum and Material Development 4	1	Students are able to find interesting and suitable materials in the internet.
	1.2					
	2.1	v	3	Computer-Assisted Language Learning (CALL) 7	1	Students are able to evaluate CALL software
	2.2					
	3.1					
	3.2	v	3	Computer-Assisted Language Learning (CALL) 7	1	Students are able to use CALL authoring systems to create computer-based English learning modules

This university has development phase 1.1, 2.1 and 3.2. The courses that cover digital media enabling competence is conducted in semester 4 and 7.

Table 4.6  
Analysis Result of EPG Development Phase of Syllabi from Five University

UNIVERSITY	RANGE OF EPG LEVEL
A	1.1, 2.1, 2.2, 3.1, 3.2
B	-
C	-
D	2.1, 2.2, 3.1, 3.2
E	1.1, 2.1, 3.2

The table shows that University A covers development phase 1.1, 2.1, 2.2, 3.1 and 3.2. Both University B and University C do not cover all development phase of EPG. University D cover development phase 2.1, 2.2, 3.1 and 3.2. And the last University E covers development phase 1.2, 2.1 and 3.2.

The percentage of digital media enabling competences development phase for every course is shown in this following table.

Table 4.7  
The Percentage of Digital Media Enabling Competences Development Phase of Every University

UNIVERSITY	DEVELOPMENT PHASE					
	1.1	1.2	2.1	2.2	3.1	3.2
A	5,3%	0%	21,1%	5,3%	5,3%	15,8%
B	0,0%	0%	0%	0%	0%	0%
C	0%	0%	0%	0%	0%	0%
D	0%	0%	0%	5,3%	5,3%	10,5%
E	5,3%	0%	5,3%	0%	0%	5,3%

After finding the percentage of digital media enabling competences in every university then the researcher found out the percentage of development of EPG for every development phase of five university. The result can be seen in the following table.

Table 4.8  
The Percentage of Digital Media Enabling Competence for Every Development Phase

Development Phase	Percentage
-------------------	------------



1.1	2,1%
1.2	0%
2.1	5.3%
2.2	2,1%
3.1	2,1%
3.2	6,3%

The average percentage of digital media enabling competence of EPG for every development phase of five universities is the basic for the writer to develop digital media assessment specification based on EPG perspective.

#### **4.3 The Design of Digital Media Enabling Competence Test Specifications on the basis of EPG Perspective**

The assessment specification that is going to be developed is based on EPG, the type of test specification will be in the form of formal one. The model of assessment specification is prepared for summative assessment. This kind of assessment is purposed to measure or summarize what a student has grasped and it is typically occurs at the end of a course or unit of instructions (Brown, 2003). The researcher also decided that the assessment is a performance assessment not paper and pencil assessment. Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by

performing or producing something (Wisconsin Education Association Council;1996)

Table 4.8 shows that the average of development phase 1.1 is 2.1%, the average of development phase 1.2 is 0% the average of development phase 2.1 is 5.3%, the average of development phase 2.2 is 2.1%, the average of development phase 3.1 is 2.1%and the average of development phase 3.2 is 6.3%. After determine the percentage of the development phase the next step is determining the type of test is going to be composed.

The table format of digital media assessment specifications used by the researcher were taken from Regional Language Centre (RELC) Singapore. This specification was chosen because it is simple and easy to adapt. The table of specification consists of: digital media enabling competence, development phase, materials, question level (which measured by Bloom's Taxonomy), question types, number of items, and time allocation.

Since the percentage of every development phase in the syllabi is extremely low, researcher decided to develop the digital media enabling competence assessment specification by including all development phases except development phase. After determining the development phase, the researcher determined the skill and topics that are going to be assessed. There are 15 item and 9 topics covered in this assessment specification.

The next is matching the skill with cognitive level of Bloom Taxonomy. This assessment specification item mostly are in the level creating and applying. The assessment specification of digital media enabling competence on the basis of EPG perspective can be seen in this following table.

**Table. 4.9 Digital Media Enabling Competence Assessment Specification on the Basis of EPG Perspective****Assessment Specification : Digital Media Enabling Competence**

No	Digital Media Enabling Competence	Development Phase	Materials	Question Level						Type of Assessment	Number Of Items	Time Allocation (in minutes)
				Remeber	Understand	Apply	Analyse	Evaluate	Create			
1	Students are able to use Ms Word to create documents with determined format	1.1	Ms. Words						v	Performance	1	5
2	Students are able to insert the pictures they downloaded in the words document		Ms. Words			v				Performance	2	5
3	Students are able to download suitable		Search Engine Application			v				Performance	3	5

	material from internet based on the given clues											
4	Students are able to create and organize files by naming the files based on number, word, or date	1.2	File and Folder			v			v	Performance	4	5
5	Students are able to use Photoshop to add word in image	2.1	Photoshop						v	Performance	5	15
6	Students are able to design PowerPoint presentation with determined style		PowerPoint						v	Performance	6	5
7	Students are able to create hyperlink in PowerPoint		PowerPoint						v	Performance	7	5

8	Students finish projects use Excell with certain formula		Excell						v	Performance	8	5
9	Students are able to create graphic in Excell with determined data		Excel						v	Performance	9	5
10	Students are able to set an online learning by using social media ( based on the provided clues and materials )	2.2	Instagram / Facebook/ Twitter						v	Performance	10	5
11	Students are able to share documents with Google Drive	3.1	Google Drive				v			Performance	11	5
12	Students are able to download the document in Google Drive	3.1	Google Drive				v			Performance	12	5

13	Students are able to download and install Edmodo		Edmodo						v	Performance	13	5
14	Students are able to create Edmodo account		Edmodo						v	Performance	14	5
15	Students are able to give score and feedback in Edmodo	3.2	Edmodo						v	Performance	15	5
											Total of time	85 minutes

Note : The teacher prepare text and documents that will be used by students in the assessment

**Table. 4.10 Scoring Rubric for Performance Assessment Adapted from Jones and Vicker (2011)**

<b>Explanation</b>	<b>Score</b>
0	Can not demonstrate understanding
0-10	Demonstrates minimal understanding
10-20	Demonstrates adequate understanding
20-30	Demonstrates complete and clear understanding

The scoring of this assessment is adapted from from Jones and Vicker (2011). The minimum score for each item is 0 and the maximum score is 30. The maximum score for this assessment is 100. This score is gotten from  $(15 \times 30) / 45$ .



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The chapter of this research presents the conclusion of the study from the data findings on the previous chapters and some recommendations for future research.

#### **1.1 Conclusion**

This study is aiming at developing digital media enabling competences on the basis of EPG perspective. This research uses Developmental Design Research (DDR) and applied qualitative method in the form of the document analysis. On the process of conducting the research, the researcher found problems, cases and results that is going to be presented in this part.

The first sub-question is how the digital media enabling competences in the existing syllabi of undergraduate English education program in Indonesia English study program. To answer the first sub-question, the researcher conducted need analysis by collecting syllabi from five universities in Indonesia. It is not easy for collecting the syllabi from university because syllabi is formal documents that directly relates to the quality of the university. The researcher then analyzed learning outcomes of the course related to digital media enabling competence. After that researcher dissected the syllabi into six development phase of EPG.

The result of the analysis shows that two universities do not include digital media enabling competence in their courses. Three universities have independent courses that the purpose is to equip students with digital media skill. They also inserted digital media in some courses.

Sub- question 2 is answer by identifying the EPG range level on the data in the existing English syllabi from each university. The researcher tried to find out the five universities position in development phase of EPG. The result shows that development phase 1.1 (in-service teacher to novice teacher) is 2.1%, the average of development phase 1.2 (in-service teacher to novice teacher) is 0% the average of development phase 2.1 (teacher with considerable practice) is 5.3%, the average of development phase 2.2 (teacher with considerable practice) is 2.1%, the average of development phase 3.1 (experience and expert teacher) is 2.1% and the average of development phase 3.2 (experience and expert teacher) is 6.3%. The placement of the phases is also random. Some low development phases were put in the high semester. Some high development phases were put in the low semester.

Since the percentage of every development phase was very small, and even phase 1.2 is 0%, the researcher decided to refer to d assessment specification based on all development phase. The table specification of this research is developed by adapting the format from Regional Language Centre (RELC) Singapore. There are 15 item and 9 topics covered in this assessment specification. The test assessment is in the form of

performance assessment. The topics are covered are Ms. Words, search engine application, file and folder, Photoshop, PowerPoint, Excel, Instagram / Facebook/ Twitter, Google drive and Edmodo. The assessment items in the assessment specification are mostly in the level creating and applying.

## **1.2 Suggestion**

In this part the researcher is going to propose some suggestion upon conducting this research. Digital media enabling competences is important skill for teachers. That is why universities in Indonesia should not ignored this competences to be taught to the students. This competence can be given to the students in independent course related to digital media or inserted in other courses.

The university can refer EPG document as the basis in assessing students' competences in enabling digital media. Because EPG is in the form of development phase, when a university teaches the competence, it should be arranged orderly from the low to the high competence in the line with the semester of study. Therefore the higher the semester, the higher the competence to be taught.

Since the study of EPG is very limited, the researcher hopes that this study may also be helpful for the universities or curriculum developers who are interested in designing EPG -based assessment specification especially in digital media enabling competence.

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# THE EUROPEAN PROFILING GRID



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## THE EUROPEAN PROFILING GRID – A BRIEF INTRODUCTION

### **What is the European Profiling Grid?**

The European Profiling Grid (EPG) is an instrument that describes the competences of language teachers and presents them in tabular form spanning six phases of development. It is available in nine languages.

The aim of the EPG is to support language teachers, whichever language they teach, in their own professional development. It is also a tool for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support and in-service development opportunities for language teachers.

As its name suggests, the EPG is in the form of a grid or table. One axis is a list of categories of teacher competence; the other is a series of six 'phases of development' ranging from novice teacher to experienced and expert teacher. Each cell of the grid contains descriptors for one area of competence at one phase of development.

### **What view of language teacher development is the EPG based on?**

The EPG results from a project co-funded by the European Commission which ran from 2011 to October 2013 and involved partners from nine countries which are leading national and international authorities on language education. The partners and their representatives are listed in the acknowledgements (page 34).

From the perspective of partners in the EPG Project, teacher development is primarily 'bottom up': teachers develop themselves based on the training they participate in, their own personal career experiences, and their interests (see Mann 2005<sup>1</sup>). Depending on the circumstances, teacher development may be triggered by all kinds of events: participating in a training course, attending a workshop organised within the language centre, reading, being observed by or observing a colleague, teaching a new type of course, feedback and discussion with a trainer or manager, exchanging ideas with a colleague on teaching materials, and so on.

Employers for their part have a responsibility to support and foster development both of individual teachers and the team through a process of consultation and positive initiatives. Academic managers and trainers or mentors responsible for providing this support will also have in mind the language centre's need to assure the quality of its courses, and to achieve its objectives as an organisation. In this sense, teacher development is a crucial shared responsibility that impacts on learners, teachers and employers alike.

An important and useful part of teacher development is reflection on professional experiences, especially (but not only) day-to-day teaching. Assessing one's own competences in specific areas of language teaching is a reflective task that can be particularly useful in identifying areas for further development. The EPG, with its sets of descriptors covering key aspects of language teaching

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<sup>1</sup> Mann S. (2005): 'The language teacher's development' in *Language Teaching* vol. 38.2  
[http://www2.warwick.ac.uk/fac/soc/al/staff/teaching/mann/mann\\_s/stateof.pdf](http://www2.warwick.ac.uk/fac/soc/al/staff/teaching/mann/mann_s/stateof.pdf)

competence organised over successive 'phases of development', aims to provide a means of making such self-assessment easier and more methodical. It also aims to encourage discussion of development needs between teachers and their managers and/or trainers, who can use the EPG as a guide when making their own assessments of teachers' competences. Use of the common criteria in the form of descriptors that the Grid contains helps to reduce the subjectivity and selectiveness that arises in the assessment and self-assessment processes.

### ***What is the background to the EPG?***

The aims of the EPG project were to:

- validate and develop the original Profiling Grid, first created in 2006 for internal use by the language centres accredited against EAQUALS' comprehensive quality criteria;
- to produce a final version of the Grid in nine languages (English, French, German, Spanish, Italian, Bulgarian, Dutch, Turkish, Polish), and an electronic version in four languages (English, French, German and Spanish);
- to prepare a User Guide to support various kinds of users in a range of teaching contexts.

Around the same time the EAQUALS Grid was being created by Brian North and Galya Mateva, two other descriptions of language teaching competences were developed (by Newby et al 2006, and by Kelly & Grenfell 2005<sup>2</sup>), but both of these – the first a 'profile' for teacher education in Europe, the second in the form of a portfolio for student teachers – were initially created with trainees, not experienced teachers, in mind. The EAQUALS Grid, on the other hand, was intended to support the assessment of language teaching competences among practising language teachers with varying degrees of experience, and the same is true of its successor, the EPG. Moreover, as the EPG is multilingual, it can be used equally successfully by and with teachers of any foreign language.

### ***How have the Grid and its descriptors been validated?***

As part of the EPG project, the Grid in five language versions was tested with nearly 2000 teachers, mainly from 20 countries in Europe, and over 60 managers and 100 trainers from a wide range of contexts in 11 European countries. The purpose was to validate the descriptors in the Grid, ensuring that they worked in all the five languages, and to identify changes that needed to be made in the final version. This is available in nine languages via <http://www.epg-project.eu>, together with a User Guide. In addition, the interactive e-Grid is available at <http://egrid.epg-project.eu/en>.

It must be stressed that the EPG does not set out to be set of standards or rules to be imposed on language teachers. The partners in the EPG Project are firm in their belief that the EPG should not be used as an instrument to direct, impose, restrict, harmonise, reward or penalise teachers. Rather, its aim is to inform, make suggestions, offer advice, share insights, assist in identifying individual strengths and gaps, and offer guidance.

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<sup>2</sup> Newby, D., Allan, R., Fenner, A., Jones, B., Komorowska, H. and Soghikyan, K (2006): *The European Portfolio for Student Teachers of Languages, EPOSTL* [http://archive.ecml.at/mtp2/fte/pdf/C3\\_Epostl\\_E.pdf](http://archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf)

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## THE EUROPEAN PROFILING GRID

### TRAINING AND QUALIFICATIONS

	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
	1.1	1.2.	2.1	2.2	3.1	3.2
<b>Language proficiency</b>	<ul style="list-style-type: none"> <li>is studying the target language at tertiary level</li> <li>has achieved B1 proficiency in the target language</li> </ul>	<ul style="list-style-type: none"> <li>is studying the target language at tertiary level</li> <li>has achieved B2 proficiency in the target language</li> </ul>	<ul style="list-style-type: none"> <li>has gained a B2 examination certificate in the target language and has oral competence at C1 level</li> </ul>	<ul style="list-style-type: none"> <li>has gained a C1 examination certificate in the target language, <b>or:</b></li> <li>has a degree in the target language and proven proficiency at C1 level</li> </ul>	<ul style="list-style-type: none"> <li>has gained a C2 examination certificate, <b>or:</b></li> <li>has a degree in the target language and proven proficiency at C2 level</li> </ul>	<ul style="list-style-type: none"> <li>has a language degree or C2 examination certificate plus a natural command of the target language, <b>or:</b></li> <li>has native speaker competence in the target language</li> </ul>
<b>Education &amp; Training</b>	<ul style="list-style-type: none"> <li>is undertaking preliminary training as a language teacher at a teacher training college, university or a private institution offering a recognised language teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>has completed part of her/his initial training in language awareness and methodology, enabling her/him to begin teaching the target language, but has not yet gained a qualification</li> </ul>	<ul style="list-style-type: none"> <li>has gained an initial qualification after successfully completing a minimum of 60 hours of documented structured training in teaching the target language, which included supervised teaching practice <b>or:</b></li> <li>has completed a number of courses or modules of her/his degree in the target language and/or language teaching pedagogy without yet gaining the degree</li> </ul>	<ul style="list-style-type: none"> <li>has a degree in the target language with a language pedagogy component involving supervised teaching practice, <b>or:</b></li> <li>has an internationally recognised (minimum 120 hour) certificate in teaching the target language</li> </ul>	<ul style="list-style-type: none"> <li>has a degree or degree module in teaching the target language involving supervised teaching practice, <b>or:</b></li> <li>has an internationally recognised (minimum 120 hour) certificate in teaching the target language and <b>also:</b></li> <li>has participated in at least 100 hours of further structured in-service training</li> </ul>	<ul style="list-style-type: none"> <li>has completed a master's degree or degree module in language pedagogy or applied linguistics, involving supervised teaching practice if this was not part of earlier training, <b>or:</b></li> <li>has a post graduate or professional diploma in language teaching (min. 200 hours course length)</li> <li>has had additional training in specialist areas (e.g. teaching the language for specific purposes, testing, teacher training)</li> </ul>
<b>Assessed Teaching</b>	<ul style="list-style-type: none"> <li>is gaining experience by teaching parts of lessons and sharing experience with a colleague who is providing feedback</li> </ul>	<ul style="list-style-type: none"> <li>has had experience of being supervised, observed and positively assessed while teaching individual lessons</li> <li>has had experience of running teaching activities with small groups of students or fellow trainees ('micro-teaching')</li> </ul>	<ul style="list-style-type: none"> <li>in initial training, has had a total of at least 2 hours of successful documented, assessed teaching practice at at least two levels</li> <li>in real teaching has been observed and had positive documented feedback on 3 hours of lessons</li> </ul>	<ul style="list-style-type: none"> <li>in training, has had a total of at least 6 hours of successful documented, assessed teaching practice at at least two levels</li> <li>in real teaching has been observed and had positive documented feedback on 6 hours of lessons at three or more levels</li> </ul>	<ul style="list-style-type: none"> <li>has been observed and assessed for at least 10 hours during teaching practice and real teaching at various levels and with different types of learner, and has received positive documented feedback on this</li> </ul>	<ul style="list-style-type: none"> <li>has been observed and assessed for at least 14 hours during teaching practice and real teaching, and has received documented feedback on this</li> <li>has been assessed as a mentor or observer of less experienced teachers</li> </ul>
<b>Teaching Experience</b>	<ul style="list-style-type: none"> <li>has taught some lessons or parts of lessons at one or two levels,</li> </ul>	<ul style="list-style-type: none"> <li>has own class(es) but only experience at one or two levels</li> </ul>	<ul style="list-style-type: none"> <li>has between 200 and 800 hours, documented unassisted teaching experience</li> <li>has taught classes at several levels</li> </ul>	<ul style="list-style-type: none"> <li>has between 800 and 2,400 hours, documented teaching experience:               <ul style="list-style-type: none"> <li>at various levels</li> <li>in more than one teaching and learning context</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>has between 2,400 and 4,000 hours of documented teaching experience, including:               <ul style="list-style-type: none"> <li>at all levels except C2</li> <li>in several different teaching and learning contexts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>has at least 6,000 hours, documented teaching</li> <li>has taught in many different teaching and learning contexts</li> <li>has experience of mentoring/training other teachers</li> </ul>

## KEY TEACHING COMPETENCES

Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
<b>Methodology: knowledge and skills</b>	<ul style="list-style-type: none"> <li>▪ is learning about different language learning theories and methods</li> <li>▪ when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using</li> </ul>	<ul style="list-style-type: none"> <li>▪ has basic understanding of different language learning theories and methods</li> <li>▪ can select new techniques and materials, with advice from colleagues</li> <li>▪ can identify techniques and materials for different teaching and learning contexts</li> </ul>	<ul style="list-style-type: none"> <li>▪ is familiar with language learning theories and methods</li> <li>▪ is familiar with techniques and materials for two or more levels</li> <li>▪ can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts</li> <li>▪ can take into account the needs of particular groups when choosing which methods and techniques to use</li> </ul>	<ul style="list-style-type: none"> <li>▪ is well acquainted with language learning theories and methods, learning styles and learning strategies</li> <li>▪ can identify the theoretical principles behind teaching techniques and materials</li> <li>▪ can use appropriately a variety of teaching techniques and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials</li> <li>▪ can use a very wide range of teaching techniques, activities and materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ has a detailed knowledge of theories of language teaching and learning and shares it with colleagues</li> <li>▪ can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques</li> <li>▪ can select and create appropriate tasks and materials for any level for use by colleagues</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ can conduct and mark end of unit tests from the course book</li> </ul>	<ul style="list-style-type: none"> <li>▪ can conduct and mark progress tests (e.g. end of term, end of year ) when given the material to do so</li> <li>▪ can conduct oral tests when given the material to do so</li> <li>▪ can prepare and conduct appropriate revision activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ can conduct regular progress tests including an oral component,</li> <li>▪ can identify areas for students to work on from the results of tests and assessment tasks</li> <li>▪ can give clear feedback on the strengths and weaknesses identified and set priorities for individual work</li> </ul>	<ul style="list-style-type: none"> <li>▪ can select and conduct regular assessment tasks to verify learners' progress in language and skills areas</li> <li>▪ can use an agreed marking system to identify different types of errors in written work in order to increase learners' language awareness</li> <li>▪ can prepare for and coordinate placement testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ can design materials and tasks for progress assessment (oral and written)</li> <li>▪ can use video recordings of learners' interactions to help them recognise their strengths and weaknesses</li> <li>▪ can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ can develop assessment tasks for all language skills and language knowledge at any level</li> <li>▪ can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so.</li> <li>▪ can create valid formal tests to determine whether learners have reached a given CEFR level.</li> <li>▪ can run CEFR standardisation</li> </ul>
<b>Lesson and course planning</b>	<ul style="list-style-type: none"> <li>▪ can link a series of activities in a lesson plan, when given materials to do so</li> </ul>	<ul style="list-style-type: none"> <li>▪ can find activities to supplement those in the textbook</li> <li>▪ can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next</li> <li>▪ can adjust lesson plans as instructed to take account of learning success and difficulties</li> </ul>	<ul style="list-style-type: none"> <li>▪ can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group</li> <li>▪ can plan phases and timing of lessons with different objectives</li> <li>▪ can compare learners' needs and refer to these in planning main and supplementary objectives for lessons</li> </ul>	<ul style="list-style-type: none"> <li>▪ can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials</li> <li>▪ can design tasks to exploit the linguistic and communicative potential of materials</li> <li>▪ can design tasks to meet individual needs as well as course objectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision</li> <li>▪ can design different tasks based on the same source material for use with learners at different levels</li> <li>▪ can use analysis of learner difficulties in order to decide on action points for upcoming lessons</li> </ul>	<ul style="list-style-type: none"> <li>▪ can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism</li> <li>▪ can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons</li> <li>▪ can take responsibility for reviewing the curriculum and syllabuses for different courses</li> </ul>
<b>Interaction management and monitoring</b>	<ul style="list-style-type: none"> <li>▪ can give clear instructions and organise an activity, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ can manage teacher-class interaction</li> <li>▪ can alternate between teaching the whole class and pair or group practice giving clear instructions</li> <li>▪ can involve learners in pair and group work based on activities in a course book</li> </ul>	<ul style="list-style-type: none"> <li>▪ can set up and manage pair and group work efficiently and can bring the class back together</li> <li>▪ can monitor individual and group activities</li> <li>▪ can provide clear feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ can set up a varied and balanced sequence of class, group and pair work in order to meet the lesson objectives</li> <li>▪ can organize task-based learning</li> <li>▪ can monitor learner performance effectively</li> <li>▪ can provide /elicit clear feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ can set up task-based learning in which groups carry out different activities at the same time</li> <li>▪ can monitor individual and group performances accurately &amp; thoroughly</li> <li>▪ can provide/ elicit individual feedback in various ways</li> <li>▪ can use the monitoring and feedback in designing further activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ can set up, monitor and provide support to groups and individuals at different levels in the same classroom working on different tasks</li> <li>▪ can use a wide range of techniques to provide/elicit feedback</li> </ul>

ENABLING COMPETENCES						
Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
<b>Intercultural competence</b>	<ul style="list-style-type: none"> <li>understands that the relationship between language and culture is an important factor in language teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>is learning about the relevance of cultural issues in teaching</li> <li>can introduce learners to relevant differences in cultural behaviour and traditions</li> <li>can create an atmosphere of tolerance and understanding in classes where there is social and cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>understands and is able to take account of relevant stereotypical views</li> <li>can use own awareness to expand students' knowledge of relevant cultural behaviour, e.g. politeness, body language etc.</li> <li>can recognize the importance of avoiding intercultural problems in the classroom and promotes inclusivity and mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>can help learners to analyse stereotypical views and prejudices</li> <li>can integrate into lessons key areas of difference in intercultural behaviour (e.g., politeness, body language, etc.)</li> <li>can select materials that are well matched to the cultural horizon of learners and yet extends this further using activities appropriate to the group</li> </ul>	<ul style="list-style-type: none"> <li>can use web searches, projects and presentations to expand own and learners understanding and appreciation of intercultural issues</li> <li>can develop learners' ability to analyse and discuss social and cultural similarities and differences</li> <li>can anticipate and manage effectively areas of intercultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>can use her/his extensive knowledge of intercultural issues when this is appropriate to assist less experienced colleagues</li> <li>can develop colleagues' ability to deal with cultural issues, suggesting techniques to defuse disagreements and critical incidents if they arise</li> <li>can create activities, tasks and materials for own and colleagues' use and CAN seek feedback on these</li> </ul>
<b>Language awareness</b>	<ul style="list-style-type: none"> <li>can use dictionaries and grammar books etc as reference sources</li> <li>can answer simple questions about language that are frequently asked at levels she/he is teaching</li> </ul>	<ul style="list-style-type: none"> <li>can give correct models of language form and usage adapted to the level of the learners at lower levels</li> <li>can give answers to language queries that are not necessarily complete but that are appropriate for lower level learners</li> </ul>	<ul style="list-style-type: none"> <li>can give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2)</li> <li>can give answers to questions about the target language appropriate for the level concerned, except at advanced levels (C1-2)</li> </ul>	<ul style="list-style-type: none"> <li>can give correct models of language form and usage, for all levels up except at C2 on almost all occasions</li> <li>can recognize and understand the language problem that a learner is having</li> <li>can give answers to questions about the target language that are appropriate for the level concerned except at C2</li> </ul>	<ul style="list-style-type: none"> <li>can select and give correct models of language form and usage on almost all occasions at all levels</li> <li>can answer almost all language queries fully and accurately and give clear explanations,</li> <li>can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors</li> </ul>	<ul style="list-style-type: none"> <li>can always give full, accurate answers to queries from students about different aspects of language and usage</li> <li>can explain subtle differences of form, meaning and usage at C1 and C2 levels</li> </ul>
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>can use word-processing software to write a worksheet, following standard conventions</li> <li>can search for potential teaching material on the internet</li> <li>can download resources from websites</li> </ul>	<ul style="list-style-type: none"> <li>can create lessons with downloaded texts, pictures, graphics, etc.</li> <li>can organize computer files in logically ordered folders</li> </ul>	<ul style="list-style-type: none"> <li>can use software for handling images, DVDs, and sound files</li> <li>can use any standard Windows/Mac software, including media players</li> <li>can recommend appropriate online materials to students and colleagues</li> <li>can use a data projector for lessons involving the internet, a DVD etc</li> </ul>	<ul style="list-style-type: none"> <li>can set and supervise on-line work for learners</li> <li>can use software for handling images, DVDs, and sound files</li> </ul>	<ul style="list-style-type: none"> <li>can train students to select and use on-line exercises appropriate to their individual needs</li> <li>can edit and adapt sound and video files</li> <li>can show colleagues how to use new software and hardware</li> <li>can coordinate project work with digital media (using, for example, a camera, the internet, social networks)</li> <li>can troubleshoot most problems with classroom digital equipment</li> </ul>	<ul style="list-style-type: none"> <li>can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning</li> <li>can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources</li> <li>can design blended learning modules using a learning management system e.g. Moodle</li> </ul>



## PROFESSIONALISM

Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
<b>Professional conduct</b>	<ul style="list-style-type: none"> <li>▪ seeks feedback on her/his teaching practice and other work</li> <li>▪ seeks advice from colleagues and handbooks</li> </ul>	<ul style="list-style-type: none"> <li>▪ acts in accordance with the mission and regulations of the institution.</li> <li>▪ liaises with other teachers about students and lesson preparation</li> <li>▪ acts on trainers' feedback after lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ welcomes opportunities to share class teaching (team-teach) with colleagues at one or two levels</li> <li>▪ acts on feedback from colleagues who observe her/his teaching</li> <li>▪ contributes to the institution's development and good management and reacts positively to changes and challenges in the institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ welcomes opportunities to be observed by managers and colleagues and receive feedback on teaching</li> <li>▪ prepares for and participates actively in professional development activities</li> <li>▪ actively participates in the development of the institution and its educational and administrative systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ acts as mentor to less experienced colleagues</li> <li>▪ leads training sessions with support from a colleague or when given material to use</li> <li>▪ observes colleagues and provides useful feedback</li> <li>▪ when the opportunity arises, takes responsibility for certain projects related to the development of the institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ creates training modules for less experienced teachers</li> <li>▪ runs teacher development programmes</li> <li>▪ observes and assesses colleagues who are teaching at all levels</li> <li>▪ organises opportunities for colleagues to observe one another</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>▪ completes routine tasks like taking the attendance register, giving out/ collecting/returning materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ delivers required plans and records of lessons correctly completed and on time</li> <li>▪ marks homework and tests efficiently</li> </ul>	<ul style="list-style-type: none"> <li>▪ handles marking and report writing efficiently</li> <li>▪ keeps clear, well-organised records of lessons</li> <li>▪ hands in documents and feedback by time requested</li> </ul>	<ul style="list-style-type: none"> <li>▪ handles administrative tasks around the job efficiently</li> <li>▪ anticipates regular but less frequent tasks and completes them in good time</li> <li>▪ deals with students' issues, enquiries, feedback appropriately</li> </ul>	<ul style="list-style-type: none"> <li>▪ coordinates administrative tasks with others; collates information, reports, opinions, etc. if asked to do so</li> <li>▪ takes responsibility for certain administrative tasks such as organising teachers' meetings, gathering, analysing and reporting on end of course feedback etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ acts as course coordinator if asked to do so</li> <li>▪ liaises with enrolment dept / finance dept / sponsors / parents etc. as necessary</li> <li>▪ contributes actively to the design or review of administrative systems</li> </ul>

## GLOSSARY OF TERMS USED IN THE GRID

**Assessed teaching:** teaching that has been observed and evaluated in a formal way by a senior teacher, mentor or academic manager.

**Blended learning:** combination of face-to-face classroom methods with computer-mediated activities.

**CEFR (Common European Framework of Reference for Languages):** the CEFR is a document which provides descriptors (can-do statements) and prioritises the communicative competences of learners of foreign languages at different levels (A1, A2; B1, B2; C1, C2). These provide a basis for standardised assessment of a learner's language proficiency.

**Certificate in teaching the target language:** document which certifies that a person has successfully completed a structured course on teaching the target language.

**Context:** factors in the teaching environment that have an influence on the teaching and the learning process of learners, for example: country, age of the students (primary, secondary, adults), kind of school (public, private), etc.

**Course coordinator:** person responsible for the development and day to day operation of a specific language course.

**Curriculum:** overall description of the aims, content, length, organisation, methods and evaluation of an educational course.

**Degree module:** self-contained unit that is part of a degree course.

**Digital media:** digitised content (text, graphics, audio, and video) for teaching that can be transmitted over the Internet or computer networks.

**Documented:** evaluative or factual information recorded in writing; examples of what can be: documented feedback given by the tutor / academic manager who has observed a teacher's lesson; documented teaching practice that has been observed and assessed in writing by a tutor or academic manager; documented teaching experience number of hours a teacher has taught at an institution as formally recorded by employers.

**Examination certificate:** document that certifies a level of language proficiency usually following a set of agreed standards (in Europe according to CEFR).

**Group work:** classroom interaction which involves various groups of students simultaneously doing a task together.

**IWB (interactive white board):** large interactive display that connects to a computer and projector.

**Language awareness:** teacher's knowledge about the target language (form, meaning and use) and understanding of how the target language – and communication in general – works

**Language learning theories:** accounts of the psycholinguistic, cognitive and affective processes involved in learning a language and of the conditions that need to be met in order for these processes to take place.

**Language pedagogy:** the principles and methods of instruction applied when teaching students a foreign language.

**Language proficiency:** level of the student's linguistic knowledge of the language and ability to use it.

**Learning management system (LMS):** software for the administration, documentation, tracking, reporting and delivery of education courses or training programs e.g. Moodle.

**Learning strategies:** a learner's approach to learning and to using information; the ways in which a learner attempts to work out the meanings and uses of words, grammar rules and other aspects of the language they are learning.

**Learning styles:** learners' individual and habitual ways of acquiring information and skills.

**Marking code:** use of different symbols to indicate a type of mistake made in written work, e.g. WO – for wrong word order, S – for wrong spelling, etc.

**Mentor:** an experienced teacher, tutor or academic manager who shares knowledge, skills, and perspectives to support the personal and professional growth of a less experienced teacher (the mentoree).

**Micro-teaching:** method of teacher training in which trainees practise teaching for a short period of time with peers or volunteer students, usually with a trainer observing them

**Models of language form and usage:** accurate and appropriate examples of language structures that students can imitate, practise with and learn from.

**Needs analysis:** procedure for identifying why students need or wish to study the target language, including the purposes for which and contexts in which they will use it.

**Outcomes:** results of the learning process (what students have actually learned), which may differ from the objectives planned.

**Pair work:** classroom interaction in which each student works simultaneously on language learning tasks with a partner.

**Placement testing:** procedure which aims to assess the language level of students prior to starting a course in order to place them in the right group.

**Professional development:** the professional growth a teacher achieves in the process of gaining experience and knowledge and reflecting on his / her teaching.

**Professional diploma:** document showing that you have undergone assessment and successfully completed a teacher training or language course.

**Progress test:** Procedure designed to assess learners' developing language and skills in relation to the course they have been following.

**Reference sources:** dictionaries, grammar books, teacher's books, encyclopaedias, etc.

**Standardisation sessions:** training designed to ensure that the teachers at the same institution use the same criteria, such as those specified in CEFR scales, when assessing their learners' speaking and writing skills.

**Stereotypical views:** fixed and / or simplistic ideas that people have of a particular type of person or culture or way of behaving, etc.

**Syllabus:** written outline and summary of the content of a course of instruction and the order in which language skills and / or knowledge are to be taught, usually including an indication of how the time should be allocated.

**Task-based learning:** classroom language learning in which learners work on communicative and interactive activities

**Teaching approach:** the way in which a teacher or institution applies principles and methods of language teaching.

**Teaching technique:** a specific way of handling a classroom activity.

**Team-teach:** to work with a colleague to plan and conduct language lessons for the same group of learners.

**Test:** procedure for measuring ability, knowledge or performance. There are four basic types: diagnostic, placement, achievement / progress, and proficiency.

**Troubleshoot:** analyse and solve problems, identify and correct faults in classroom equipment.

**Usage:** the way language forms and vocabulary are actually used in speaking and writing.

# EUROPEAN PROFILING GRID

## USER GUIDE



**Authors:**

Galya Mateva, Albena Vitanova, Svetla Tashevska

On behalf of OPTIMA (project partner)

**Consultant and Editor:**

Richard Rossner

On behalf of EAQUALS (project partner)

## AIMS OF THE USER GUIDE

**The User Guide is a valuable companion to the EPG. It aims to:**

- ❖ present the concept and purpose of the EPG
- ❖ describe the structure and contents of the EPG
- ❖ explain the underlying principles and assumptions behind the EPG
- ❖ define the broader areas of application of the EPG and the e-Grid
- ❖ offer specific guidance to the three major groups of users of the EPG and the E-Grid:  
Teachers, Trainers and Managers
- ❖ answer some Frequently Asked Questions related to the use of the Grid
- ❖ provide a Glossary of Terms

## AIMS OF THE EUROPEAN PROFILING GRID

The European Profiling Grid (EPG) is an innovative instrument, the **main purpose** of which is to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education. The ultimate aim is to increase the quality and efficiency of the training and professional development of language teachers.

**More specifically the EPG is intended to:**

- ❖ assist self-assessment and mapping of a range of current language teaching skills and competences;
- ❖ outline individual and group profiles of language teachers in an institution, stating the levels of competence attained according to a set of categories and descriptors;
- ❖ help to identify development needs and training programmes;
- ❖ serve as an additional tool for staff selection and appraisal;
- ❖ assist in understanding of and communication between different pedagogical systems and educational traditions in Europe;
- ❖ foster transparency of teaching standards, facilitating teacher mobility.

The EPG is **not** meant to be a checklist for observations, for job interviews or performance reviews. It can only serve as an additional reference point for aspects of appointing and assessing staff. **Its main aim** is to provide a snapshot of the current phases of professional development of teachers in various European countries and help them realise their potential for growth.



## THE EPG: UNDERLYING PRINCIPLES AND ASSUMPTIONS

### **The following basic principles and assumptions underpin the EPG:**

#### The "CAN DO" principle

In line with the Common European Framework of Reference for Languages (CEFR), teacher competences are viewed from a positive perspective, i.e. focusing on what teachers know and are able to do at a particular moment of their career. The principle also reflects the action-oriented approach promoted by the CEFR in the areas of learning, teaching and assessment.

#### The INCREMENTAL CHARACTER of descriptors

In line with the continuity of teachers' professional growth, the progression of descriptors in the EPG spans three main phases of development and six sub-phases. Each successive phase incorporates features of the preceding one and builds upon it by adding more advanced competences.

#### The SELF-ASSESSMENT / ASSESSMENT principle

The EPG assumes the existence of - or stimulates the establishment of - a culture of self-assessment in the language teaching institution. Teachers are empowered to judge their own performance in a more informed and objective way. They become motivated to carry out self-assessment in order to monitor and enhance their own development. Trainers and managers, on the other hand, can use the EPG as an additional tool for assessing the developmental needs of their staff and for ensuring the progress of their institution.

#### The REFLECTION principle

This is closely related to the previous principle: if they reflect on the results of self-assessment ( as well as on the outcomes of assessment carried out by peers, trainers and managers) teachers are less likely to overestimate or underestimate their capabilities. They become more aware of their specific needs and areas for development. Using the EPG descriptors is a powerful stimulus for reflection and action planning.

#### THE EQUAL VALUE of languages principle

Language teaching necessarily involves at least two languages – the language being taught and the mother tongue of the learner. In a modern multicultural world it is highly likely that within a group of learners there may be several mother tongues as well as competence in more than one foreign language. The Grid does not deal with this issue directly. However, it is assumed that, in paying attention to learners' individual and collective needs, language teachers will ensure through their planning, methodology, interaction management and intercultural competence that the equal value of languages is affirmed. Learners will be encouraged to explore and reflect on the similarities and differences between languages and develop their plurilingual competence."

#### The need for COMMON STANDARDS

The EPG proposes common European standards related to qualifications, language proficiency and awareness, key teaching competences and the professional conduct of language teachers. It thus facilitates the mobility of teaching staff within Europe. It also fosters the transfer of expertise and best practices locally and internationally.

### The need for CONTINUING PROFESSIONAL DEVELOPMENT

Most importantly, the EPG, based as it is on research, with its wide range and progression of competences can be reliably used to identify teachers' needs and, alongside other quality assurance procedures, to guarantee the sustainable development of individuals and institutions.

### THE MODULAR CHARACTER OF THE GRID

The Grid itself is open to further developments. It can be complemented with new categories and descriptors, thus creating opportunities for continuous updating and creativity.

## THE STRUCTURE OF THE EPG

The EPG is a tool which contains a series of **descriptors** of the *can-do* type, outlining the multi-faceted activity of language teachers. The descriptors represent a gradual progression of teachers' qualifications and competences from teachers-in-training, through novice teachers, teachers with considerable practice, to experienced modern language professionals.

Thus, horizontally, the Grid distinguishes between **six phases** of development, which, for convenience purposes, are grouped into three main phases, 1.1 and 1.2, 2.1 and 2.2, 3.1 and 3.2 to encompass teachers of different experience and degrees of competence.



The phases are related to **four** broad categories of language teachers' professional practice: *Training and Qualifications*, *Key Teaching Competences*, *Enabling Competences* and *Professionalism*. Developing vertically, the EPG features **thirteen categories**, grouped in the above mentioned four categories. For a detailed description, the reader is referred to the Grid itself.

(picture from <http://www.epg-project.eu/grid/>)

The first main category, *Training and Qualifications*, consists of **four sub categories**, describing the level of proficiency of teachers in the target language, their education and training, assessed teaching practice as well as the scope and length of their teaching experience. It aims to incorporate the wide range of language proficiency and training backgrounds of teachers in Europe, including both native and non-native speaking teachers. The category, *Key Teaching Competences*, encompasses **four sub categories**, which aim to incorporate teachers' knowledge and skills in methodology, lesson and course planning, assessment, interaction management and monitoring. The category, *Enabling Competences* includes **three sub categories**: intercultural competence, language awareness and the use of digital media. The final category, *Professionalism*, is dedicated to the **two sub categories** professional conduct and administration, including the approach to administrative duties, teamwork and the teacher's commitment to personal professional growth, as well as to the development of the institution.

## AREAS OF APPLICATION OF THE EPG

### Self-assessment

Teachers can use the EPG descriptors to assess their own competences in the respective areas at any time during their career. **They need to check the relevant descriptors and tick the blank Grid or parts of it (see the blank Grids and samples of completed Grids in the Appendix).** They can also identify developmental pathways and seek professional advice from teacher trainers as to how to develop further. Teachers can continue self-assessing their competences over time and monitor their own progress and professional growth. A printout of the results of self-assessment can be a useful supplement to one's CV.

### Assessment

The EPG can facilitate the description and analysis of both individual teachers at the school and the staff as a whole. **The E-Grid** provides a quick, visually attractive and effective presentation of the teaching staff's competences through graphs and tables. On the basis of the results of their assessments of teachers and teachers' own self-assessment, teacher trainers can assess the evolving competences and the developmental needs of the staff.

### Training

The individual and group profiles that are generated enable teacher trainers to provide specific professional advice and guidance to teachers, to design different pre-service and in-service training programmes, to recommend different training events outside the school and to encourage individual teachers to do courses leading to qualifications. Trainers can use the existing expertise of experienced teachers by involving them in guiding less experienced colleagues or by encouraging them to lead some training sessions at the school. For their part, managers can create the necessary conditions (attitudinal, financial, etc.) for the further development of their staff and to support in-service teacher training.

### Management

Even though the EPG has not been designed for the purposes of appraising staff, managers can use it as an additional tool that will facilitate the process by focusing on relevant categories and descriptors. The EPG also sets some common standards and thus provides greater objectivity when managers select new teachers for their school (bearing in mind the profile of their existing team) or when they delegate new responsibilities to their teachers.

### Quality assurance

The EPG proposes a common framework for assessing teachers' qualifications, knowledge, skills and experience and as such it is a reliable tool for guaranteeing the quality of teaching in different institutions and contexts, as language teachers will be assessed by the same criteria elsewhere.

### Certification

The EPG, together with carefully designed procedures and additional instruments, can be used to certify staff competences.



## **MAIN GROUPS OF USERS**

### **Users as individuals:**

- ❖ Language teachers in the private sector as well as in the state sector
- ❖ Inexperienced / novice teachers
- ❖ Experienced teachers
- ❖ In-service teacher trainers and mentors
- ❖ Pre-service teacher trainers and mentors
- ❖ Academic coordinators and Directors of study
- ❖ Managers of language institutions

### **Users as institutions:**

- ❖ Language schools and Language centres
- ❖ Language departments of schools
- ❖ Language departments of universities
- ❖ Associations for quality language services
- ❖ Quality assurance institutions
- ❖ Ministries of education
- ❖ Teacher training institutions
- ❖ HR departments

## **GUIDANCE FOR USE: TEACHERS**

You want to become a teacher or you are a practising teacher. **The EPG** and its electronic version (**the e-Grid**) will provide valuable support in **self-assessing** your performance and tracking the stages of your professional growth. **Here are some possible scenarios in which you could use the Grid to help you reach an informed decision rapidly.**

### Getting the right qualification

You decide to **become a language teacher**. You are not a native speaker and have studied the target language but you have no language certificate or teaching qualification. The EPG makes you aware of what you need to do to get a teaching job (see Education and Training). You will probably consider sitting an international exam testifying to your level of language proficiency, and also looking for teacher training options that offer documented and supervised teaching practice. If you are a native speaker you will look for centres that offer an internationally recognized teaching qualification.

### Accumulating assessed teaching practice

You are **a trainee teacher**. You realize the importance of teaching practice and feedback. You will try to make use of opportunities such as team-teaching, microteaching and teaching at different levels. You will start welcoming the opportunities to be observed by a tutor as well as to observe your peers. You will keep a record of the feedback given and try to incorporate the advice offered in your teaching practice. You will try to be proactive and ask for documented feedback once you begin real classroom teaching (see Assessed Teaching).

### Becoming aware of specific needs

You are **a recently qualified teacher**. You realize that you need to further expand your knowledge of language learning theories and methods, learning styles and learning strategies (see Methodology: Knowledge and skills) and you start to participate regularly in the in-service training events at your school as you want to get first to Development Phase 2.2. and later 3.1 which requires in-service training. You become aware of the variety of skills you need to have. Later on, to improve for example your assessment skills you can ask to be trained and involved in conducting placement and progress testing at your school (see Assessment).

### Acquiring new skills

You are **an experienced teacher**. For the first time you need to teach a multilingual group, and you realize you need to develop your intercultural competence. You will start to prepare classroom activities to expand your own and your learners' understanding of intercultural issues. You will start to plan for discussions of social and cultural similarities and differences. You will do some reading on the cultural background of your learners to anticipate and manage effectively areas of intercultural sensitivity (see Intercultural competence).

You are **an experienced teacher**. You have been teaching for more than 10 years. You realize, however, that there are areas that have developed only recently. You will seek to avoid burn-out by trying to improve your digital media skills. You will try to use different software programmes, learn how to use the IWB, if one is available in your school, make PowerPoint presentations, and involve your learners in digital projects using platforms like Moodle or Wiggio (see Digital Media).

### Growing professionally

You are **an experienced teacher**. You feel prepared to get to Development Phase 3.2 and become a teacher trainer. You will plan to study for an MA degree or a recognized professional diploma (e.g. Cambridge DELTA for teachers of English) (see Education and Training). You will ask to be actively involved in in-service training events as well as run teacher development programmes on your own. You will also ask to be involved in the school's observation scheme so as to observe less experienced colleagues (see Professional conduct).

### **GUIDANCE FOR USE: TRAINERS**

You are an academic coordinator/trainer in a language education institution. Your main responsibility is the professional development of the teaching team. You need to design and run individual and group training programmes that meet the specific needs of your teachers. **Here are some possible scenarios in which you could use the Grid to help you reach an informed decision rapidly.**

### Assessing individual teachers' performance

You can use the EPG or parts of it to assess the competences of each individual teacher in your team throughout the academic year. You can do this by exploring first their own self-assessments. Then you can compare these with the results of your lesson observations and post-lesson discussions. Lastly, you can conduct interviews with individual teachers to analyse their stronger and weaker areas and reconcile any differences of opinion. You can focus on a relevant category, a sub category or even a descriptor. Thus, you can permanently keep track and a record of the range of competences and the phases of development of each teacher.

### Drawing up the collective profile of the teaching team

By collating the individual profiles of teachers you can outline the group profile of your team and represent it in a table or through a series of graphs. It is a document usually required during internal and external quality assurance procedures in language education institutions. More importantly, in this way you will be, at any moment, aware of the collective strengths and weaknesses in your team. The information will help you to decide to what extent teachers can help each other by sharing best practice. It will also provide useful hints regarding your own involvement as well as how to involve outside experts in the training programmes that you are expected to organise.

### Designing and running in-service teacher training programmes

The assessment results based on the EPG can serve as a useful guide for designing individual and group training programmes. For example, when the self-assessment and assessment outcomes reveal that a teacher experiences difficulties with setting up and managing group work (see Interaction Management and Monitoring), you can provide extra help by planning more observations with post-lesson feedback, by guiding her/him to observe more experienced colleagues, to do some relevant reading, etc. If you realize on the basis of the collective profile that the majority of teachers struggle with applying CEFR criteria to assessing learners' speaking and writing skills (see Assessment) then you can plan some CEFR standardization sessions, video observations, practical work on assessing written papers, etc.

### Adjusting pre-service teacher training programmes

The EPG categories and descriptors can provide useful insights for pre-service syllabus design. For example, pre-service teacher training programmes can increase the number of hours for observed and assessed teaching practice (see Assessed Teaching). They can extend the scope of competences to be developed by including in a more systematic way intercultural and digital skills (see Intercultural Competence, Digital Media).

In addition, they can contribute to the process of developing a self-assessment culture by encouraging the prospective teacher to use the Grid as an instrument for self-reflection and action planning.

### Encouraging the development of specific needs and competences

By using the Grid the trainer pays special attention to individual teachers' strengths. If a teacher is particularly interested in methodology issues and theories of learning (see Methodology: Knowledge and Skills) she/he can be encouraged to prepare a more theoretical session for colleagues, and also to do an MA in a specific area. If another teacher is good at explaining/modelling language (see Language Awareness) or at using a specific marking code for correcting errors (see Assessment) she/he can be invited to run a practical session on these topics. If a teacher displays a high level of technical competence (see Digital Media) she/he may be asked to lead a Special Interest Group on computer-mediated language learning. Thus, some teachers will gradually assume the role of teacher trainers at phase 3.2.

### Assisting the School Manager in taking decisions

By making systematic use of the Grid descriptors trainers will be able to assist their managers in taking decisions on staff recruitment and development. The EPG can be used by trainers as a reference point when new appointments are needed, when observing novice and experienced teachers and when appraising aspects of staff performance in order to provide a boost for team building, for individual and institutional growth.

## **GUIDANCE FOR USE: MANAGERS**

You are the manager of a language institution and your major responsibility is staff recruitment and development. You work in close cooperation with your academic coordinator who is also a teacher trainer. **Here are some possible scenarios in which you could use the Grid to help you reach an informed decision rapidly.**

### *Employing a new teacher*

You have to decide on the profile of a new teacher you are planning to employ. You are looking for specific levels of language proficiency combined with methodological competence and relevant experience (see Language Proficiency, Teaching Experience and Key Teaching Competences). The Profiling Grid will guide you in the selection of teaching competences and experience to match your present needs. It will help you to formulate some additional questions during the screening and interview process.

### *Balancing the teaching team*

You want to have a clear overview of the collective profile of your teaching team in order to make it more balanced and versatile in terms of competences so that you are better able to meet the needs of your clients. You can complete individual teacher profiles using the EPG or the e-Grid. By collating the individual profiles of your teachers, you can create a clear graphic representation of the teaching team's profile. You will then have a good basis for allocating more resources to developing certain competences in the team, to delegating new responsibilities to teachers or employing additional teachers with the skills needed.

### *Benchmarking performance*

You decide to update your knowledge of quality standards in language teaching and improve quality assurance procedures. You need to compare your teaching team's general or specific capabilities (lesson planning, assessment) with the capabilities offered by competing institutions. In this case the benchmarks in the EPG can provide a reliable guide (see Key Teaching Competences, Enabling Competences). You and your staff will need to become familiar with the standards and norms suggested by the various categories and sub-categories in the Grid. These common standards will help you learn from the best but also encourage you to identify the unique features of your team.

### *Assisting appraisals*

The use of the EPG for self-assessment and assessment purposes cannot replace your appraisal procedure but it can assist you in making it more effective. You can utilize the self-assessment results of teachers in specific areas and compare them with the results of your own and your academic coordinator's assessments. The discussion will facilitate the process of action planning based on mutual agreement.

During the appraisal you could highlight areas of strategic importance for the institution. For example, unexpectedly you have to deal with unusually diverse groups (different nationalities, educational cultures, religious backgrounds). In such a case your discussion/recommendations could focus on the Intercultural Awareness section of the EPG rather than the whole Grid.

In line with the needs of your institution for the purpose of appraisal you can add a new sub category and new descriptors (for example, relating to the interpersonal skills of teachers, to the specific competences of teachers teaching young learners or teaching corporate clients, etc.)

### Matching teacher competences to course type

You are asked to send a teacher with a specific profile to a corporate/institutional client. The teacher is required to have strong competences in course planning for a business context (see Lesson and Course Planning) or more specific competences in the area of digital media for an IT company (see Digital Media) or more advanced competences in the area of assessment for an academic institution (see Assessment). Focusing on these sections of the Grid you can examine the individual profiles of teachers, consult your academic coordinator and make an informed decision.

### Supporting teacher development

You need to decide on next year's budget for staff development and wish to concentrate on raising the level of qualifications within the teaching team. You explore the needs of your language institution but also the needs of individual teachers. The individual profiles of teachers based on self-assessment using the EPG will reveal their stronger but also weaker areas. You are particularly interested in the Qualification and Training and Professionalism sections. You look at the self-assessment results and talk to your teachers about their expectations, current needs as well as plans for the future. The discussion based on the EPG will assist you in your decision as to how to support their professional growth through further qualification (e.g. MA or Diploma programmes), through taking specialist courses or participating in national/international seminars and conference events.

## APPENDICES TO THE USER GUIDE

### SOME FREQUENTLY ASKED QUESTIONS

**What's the difference between language proficiency and language awareness?** Language proficiency refers to your level of knowledge and ability to use the target language while language awareness refers to your knowledge of how the language works- its structure, meaning, communicative functions, etc. (see the Glossary).

**If I am a proficient user of the language, why do I need language awareness?** To be able to select, analyze and explain language items for teaching / learning purposes in a way that is appropriate for the level being taught (A1-C2) .

**Can I assess myself as 3.1/3.2 under the sub-category of education and training if I have a Master's degree in English Language or in Applied Linguistics but I haven't completed a language pedagogy module?** As specified, you need to have a degree or a degree module in teaching the target language involving supervised teaching practice or an internationally recognized certificate in teaching the target language.

**I studied methodology at university and we had teaching practice followed by oral feedback. Does it count as assessed teaching practice?** If it was part of a language pedagogy module and you were formally assessed, then it can be considered as valid assessed teaching practice.

**There are no systematic observations or teacher trainers at my school. How can I obtain documented/structured feedback?** You need to be observed by a qualified teacher trainer or a senior teacher at your school. If there are observations at the school, even though not systematic, you might request some written feedback from your observer.

**If I specialize in teaching young learners, does it mean that I can't assess myself as 3.1 because I haven't taught in at least 4 different contexts?** You might consider previous experiences in different contexts, e.g. state vs. private school, intensive vs. extensive courses, teaching different age groups or teaching one-to-one at some point in your career (see the Glossary).

**I am experienced enough and I feel that I am ready to take on new responsibilities and move to development phase 3.2. What do I do?** You need to contact your teacher trainer or academic manager so as to discuss together what responsibilities you can take on or how you can be involved in guiding less experienced teachers or in leading some in-service workshops.

**How many of the descriptors under a category need to be applicable to me in order for me to assess myself as being at that phase of development?** The EPG does not suggest a numerical approach to your competences. It aims at making you aware of your competences and at helping you identify your development needs. It shows where you are at any stage of your career. You can self-assess on an on-going basis so that you can follow your own progress and professional development. You need to tick only the descriptors that apply to you at a given time.

**Is it OK if I assess myself as 3.2 under some categories (e.g. education and training) but as 2.2 under the others (e.g. digital media)?** It is normal for any teacher to have different levels of competences in different categories, i.e. to have a jagged profile.

**Can a non-native speaker be assessed as 3.2 under the sub-category of language proficiency?** Yes, if the teacher has native speaker competence in the target language (because s/he has lived or studied in the country for a number of years) **or** has a C2 certificate plus a natural command of the target language.

**Does the sub-category of intercultural competence apply to me if I teach only monolingual classes in my country and I do not have personal experience of teaching the target language in multi-cultural groups or in a foreign country?** Yes, even if you do not have the experience yet, you need to be culturally aware and be able to anticipate and prevent any intercultural incidents. Also, it is highly likely that you will have some international or migrant students in your class, or students with different ethnic or religious backgrounds. In addition, if you teach adults who work in foreign companies, you need to select materials that are matched to the cultural horizon of learners as well as to develop their ability to discuss and analyze cultural similarities and differences. Also, teachers of different nationality may be teaching at your school.

**Could I use the Grid as an observation checklist to observe my colleagues?** The EPG is not intended to be used as an observation tool. However, you may use some of the descriptors as a reference point for observing certain aspects of a lesson, for example, those in “interaction management and monitoring”.



## BLANK GRID FOR SELF-ASSESSMENT OR ASSESSMENT

TEACHER'S NAME:

DATE:

		DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
<b>QUALIFICATIONS &amp; EXPERIENCE</b>	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

<b>KEY TEACHING COMPETENCES</b>	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

<b>ENABLING COMPETENCES</b>	Intercultural competence						
	Language awareness						
	Digital media						

<b>PROFESSIONALISM</b>	Professional conduct						
	Administration						

<b>Teacher A</b>	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
	1.1	1.2.	2.1	2.2	3.1	3.2

<b>QUALIFICATIONS &amp; EXPERIENCE</b>	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

**SAMPLE PROFILES**

<b>KEY TEACHING COMPETENCES</b>	Methodology – knowledge & skills						
	Lesson & course planning						
	Interaction management & monitoring						
	Assessment						

<b>ENABLING COMPETENCES</b>	Intercultural competence						
	Language awareness						
	Digital media						

<b>PROFESSIONALISM</b>	Professional conduct						
	Administration						

	<b>Teacher B</b>	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
<b>QUALIFICATIONS &amp; EXPERIENCE</b>	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

<b>KEY TEACHING COMPETENCES</b>	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

<b>ENABLING COMPETENCES</b>	Intercultural competence						
	Language awareness						
	Digital media						

<b>PROFESSIONALISM</b>	Professional conduct						
	Administration						

	Trainee A	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2.	2.1	2.2	3.1	3.2
QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

KEY TEACHING COMPETENCES	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

ENABLING COMPETENCES	Intercultural competence						
	Language awareness						
	Digital media						

PROFESSIONALISM	Professional conduct						
	Administration						

## USING THE e-GRID

The e-Grid is an interactive on-line version of the EPG in four languages (English, French, German and Spanish) and can be found at <http://egrid.epg-project.eu/en>. Its main aim is to make the EPG more easily accessible and to assist users in getting the best out of it.

1. The main page (<http://egrid.epg-project.eu/en>) enables users to
  - a. **Review the content of the Grid in nine different languages** section by section by clicking on '**access the e-Grid**'. This version of the Grid contains links to definitions of terms in the glossary. When the mouse hovers over a term highlighted in green, a definition appears (no need to click).
  - b. **Download a PDF version of the whole Grid**, with or without the glossary in list form
  - c. **Download the User Guide** (also contained in this document).

At any time, you can return to the main page by clicking on the e-Grid logo (top left).

2. At the bottom of the main page there are **three separate areas**:
  - One for **teachers** to enable them to assess their own competences
  - One for **trainers** to carry out formative assessments of teachers or trainees they are working with
  - One for **managers, directors of studies or coordinators** who wish to record an assessment of the teachers in their team.

Clicking on or tapping one of these areas will take you to a screen where you can choose either to **start a new assessment** or to **import a previously saved assessment**.

- a. If you choose to start a new assessment/self assessment you will be taken to an on-line form in which to record the details of the teacher whose competences are being assessed, including where he or she works. If you are a teacher you can also upload a photo of herself/himself. If you enter as a trainer or manager you will also need to record some details about yourself. **None of this information is kept on the website or transferred to anyone else: it is merely stored locally on your device for as long as you don't empty your browser's cache and/or click on 'clear all data'** (accessible at any time at the top centre of the screen, even if you leave the assessment half-way through). The site allows you to download the results of your formative assessment/self assessment in pdf or in *.egrid* format, a digital format which enables you to save your profile on your computer and update it at any time.
- b. If you choose to import an existing assessment or self-assessment that was saved in the *.egrid* format, you first need to browse to that file on the computer or tablet that you are using. Please note that you can't open or modify the *.egrid* files with any application other than the e-Grid web-tool itself.

### **You are a TEACHER and wish to start a first or new self-assessment**

- a. After you have recorded the information requested about yourself and your employer (only those items with asterisks are required), you will be taken to a version of the Grid in which you can scroll through groups of descriptors one category and one phase of development at a time. When you find the descriptors that best describe your competence at present, click on it or tap

it. The phase of development you have selected will be recorded in the summary on the right or below.

- b. You can go back to any category by clicking the item in this summary, and you can change it if you think you have been too strict or generous in your assessing yourself! You can skip any category that you don't need to consider or wish to think about later by clicking on/tapping '*skip this step*'.
- c. When you have assessed yourself in all the categories you wish to, you can click on '*go to results*' to see a summary of your self assessment as a bar chart. This will include your name and other details entered, as well as your photo if you uploaded one. It can be exported and saved as a PDF or in the *.egrid* format. If you wish to go back to the self-assessment and change it in the future, choose the *.egrid* format. Remember, the self-assessment cannot be saved on the website. You can also send the self-assessment as a PDF or an *.egrid* file attached to an e-mail, to yourself or to someone else, for example your Director of Studies. You can also simply print it. The data will automatically be stored by the browser: if you wish to delete it, don't forget to click on '*clear all data*' afterwards.

**You are a TEACHER and wish to use a previously saved self-assessment:**

- a. After uploading your profile in *.egrid* format you will be taken to the summary form with your personal details and your profile in form of a bar chart. If you want just to change your self-assessment because of having developed greater competence since the last occasion, simply click on the relevant category in the list on the right or below. This can be especially useful when you assess your competences regularly, say every six or twelve months.
- b. When you save the self-assessment, the new date will be recorded on the summary (bottom left) and can be printed or e-mailed again.

**You are a TRAINER and wish to begin a new assessment of a teacher, trainee or someone you are mentoring:**

- a. You will first need to fill in their details, including where they work, and your own name, e-mail address and the position you hold.
- b. You can then begin the assessment basing your comments on your lesson observations, your discussions with the teacher, what you know of their work and background, etc. You simply scroll through the categories of the Grid selecting the descriptors that in your opinion are appropriate for the teacher or trainee at the time of your assessment. You can miss out any categories that you can't or don't wish to complete by selecting '*skip this step*'.
- c. When you have finished, select '*go to results*' and you will see the profile of the teacher or trainee in bar chart and summary form which results from your assessment. If you are unhappy or, on second thoughts, wish to change your assessment, you can simply click on any category in the summary list on the right or below and change your assessment.
- d. When you have finished you can save the assessment in PDF or *.egrid* format. Remember to choose the latter if you want to go back at a later date and complete the assessment. This is especially useful if you decide that you need to focus on certain categories in further observations and feedback discussions. When you have completed the process, you can print and sign the assessment and give it to the teacher or trainee, or e-mail it to them so they have it for a later discussion. Don't forget to select '*finish and clear data*' when you have saved the file.

- e. You may find it useful in the discussion to compare your assessment with the self-assessment that the teacher or trainee has done using the teacher's area of the e-Grid. The discussion should help you to understand where the teacher/trainee considers he or she needs to develop further as well as any differences between their self-assessment and your own assessment. It is usually worthwhile to try to work out between you why the differences exist, as teachers and trainees sometimes underestimate or overestimate themselves. It may be that, as a result of talking it through and discussing the evidence, you decide to revise your assessment – or the teacher/trainee may decide to revise their self-assessment.

**You are a TRAINER and you wish to return to an assessment you began or completed previously:**

- a. You will first need to upload the file in *.egrid* format that you (or a trainer colleague) saved previously.
- b. You will be taken to the profile of the teacher or trainee that resulted from the previous assessment. As before, you can select any category in the summary list on the right or below. If you have now been able to form an opinion on the basis of more observation and discussion or other evidence, you can add your assessment to complete the profile. Alternatively, you can amend previous assessments in relevant categories. This is especially useful if you are carrying out regular assessments of trainees or teachers you are working with.
- c. When you have completed your revised assessment, you can select '*go to results*' to see the revised profile. If you are happy with it, you can save it as PDF or in *.egrid* format, and/or you can e-mail it to the person you have assessed, or/and you can print out and sign the profile as a more formal record. Don't forget to select '*finish and clear data*' when you have saved the file.

**You are a MANAGER, DIRECTOR OF STUDIES OR COORDINATOR, and you wish to begin a new assessment of one of the members of your teaching team:**

- a. You will first need to fill in their details, including where they work, and your own name, e-mail address and the position you hold.
- b. You can then begin the assessment basing your comments on your lesson observations, your discussions with the teacher, their work outside the classroom, their CV and other evidence. You simply scroll through the categories of the Grid selecting the descriptors that in your opinion are appropriate for the teacher at the time of your assessment. You can miss out any categories that you can't or don't wish to complete by selecting '*skip this step*'.
- c. When you have finished select '*go to results*' and you will see the profile of the teacher in bar chart and summary form that results from your assessment. If you are unhappy or, on second thoughts, wish to change your assessment, you can simply click on any category in the summary list on the right or below and change your assessment.
- d. When you have finished you can save the assessment in PDF or *.egrid* format. Remember to choose the *.egrid* format if you want to go back at a later date and complete or update the assessment. This is especially useful if you need to focus on certain categories in further observations or want to consider other aspects of the teacher's performance. When you have completed the process you can print, sign and stamp the assessment and give it to the teacher. This is especially useful if the teacher is leaving her or his job after a period of employment: they can use your printed, signed assessment, which is dated, as a supplement to their C.V. when applying for another job. For teachers who are continuing their employment, you can e-mail it to them so they have it for a later discussion with you. Don't forget to select '*finish and clear data*'

when you have saved the file. You may find it useful in the discussion to compare your assessments with the self-assessments done by your teachers using the teacher's area of the e-Grid (see the 'trainer' section above).

- e. When you have finished an assessment you can then simply select '+ new assessment' at the top of the summary list on the right or below to begin assessing another member of your teaching team, going through the same steps as before. You can continue this process until assessments of all members of the teaching team have been completed.
- f. A useful additional facility for managers is the ability to produce reports which provide a profile of the whole team or of groups of teachers. To do this, select 'reports' at the top of the summary list on the last profile that you produce. You can then choose to generate a report which puts the summary profiles of all members of the team side by side in one document, and/or to produce a report which is an overview of the competences of the whole team. Such team profiles are useful when considering who to select for teaching work that requires greater competence in certain areas, or when deciding what competences to look for when recruiting additional teachers. Examples of each kind of team profile are provided below.

**Institution** Imaginary Language Services

**Manager** Jean Le Guen

**Date** 14 October 2013

## Report by teacher



Jean Dupont

### TRAINING & QUALIFICATIONS

Language proficiency	1.1
Education & Training	2.2
Assessed teaching	3.2
Teaching experience	1.2

### KEY TEACHING COMPETENCES

Methodology: knowledge and skills	2.2
Assessment	3.1
Lesson and course planning	2.2
Interaction, management and monitoring	1.1

### ENABLING COMPETENCES

Intercultural competence	2.2
Language awareness	2.1
Digital Media	3.1

### PROFESSIONALISM

Professional conduct	2.2
Administration	1.2



Juliane Henri

### TRAINING & QUALIFICATIONS

Language proficiency	3.2
Education & Training	3.2
Assessed teaching	1.1
Teaching experience	3.2

### KEY TEACHING COMPETENCES

Methodology: knowledge and skills	3.1
Assessment	1.2
Lesson and course planning	2.2
Interaction, management and monitoring	3.2

### ENABLING COMPETENCES

Intercultural competence	3.2
Language awareness	3.2
Digital Media	2.1

### PROFESSIONALISM

Professional conduct	2.2
Administration	2.1



Marianne Martin

### TRAINING & QUALIFICATIONS

Language proficiency	3.2
Education & Training	3.2
Assessed teaching	3.1
Teaching experience	2.2

### KEY TEACHING COMPETENCES

Methodology: knowledge and skills	3.1
Assessment	2.1
Lesson and course planning	1.1
Interaction, management and monitoring	3.1

### ENABLING COMPETENCES

Intercultural competence	1.2
Language awareness	2.2
Digital Media	1.2

### PROFESSIONALISM

Professional conduct	3.1
Administration	3.2



## Report by competence

	1.1	1.2	2.1	2.2	3.1	3.2
Language proficiency	J. DUPONT					J. HENRI / M. MARTIN
Education & Training				J. DUPONT		J. HENRI / M. MARTIN
Assessed teaching	J. HENRI				M. MARTIN	J. DUPONT
Teaching experience		J. DUPONT		M. MARTIN		J. HENRI
Methodology: knowledge and skills				J. DUPONT	J. HENRI / M. MARTIN	
Assessment		J. HENRI	M. MARTIN		J. DUPONT	
Lesson and course planning	M. MARTIN			J. DUPONT / J. HENRI		
Interaction, management and monitoring	J. DUPONT				M. MARTIN	J. HENRI
Intercultural competence		M. MARTIN		J. DUPONT		J. HENRI
Language awareness			J. DUPONT	M. MARTIN		J. HENRI
Digital Media		M. MARTIN	J. HENRI		J. DUPONT	
Professional conduct				J. DUPONT / J. HENRI	M. MARTIN	
Administration		J. DUPONT	J. HENRI			M. MARTIN

**You are a MANAGER, DIRECTOR OF STUDIES OR COORDINATOR, and wish to complete or update a previous assessment of a teacher:**

- You will first need to upload the file in *.egrid* format that you (or another member of the management team) saved previously.
- You will be taken to the profile of the teacher that resulted from the previous assessment. As before, you can select any category in the summary list on the right or below. If you have now been able to form an opinion on the basis of more observation and discussion or other evidence, you can add your assessment to complete the profile. Alternatively, you can update previous assessments in relevant categories. This is especially useful if you are carrying out regular (e.g. annual) performance reviews or appraisals of teachers you are working with. The assessment that you make, together with teachers' assessment of their own competences, can form a useful part of the performance review meeting, especially when discussing individual teacher development plans.
- When you have completed or updated your assessment, you can select *'go to results'* to see the revised profile. If you are happy with it, you can save it as PDF or in *.egrid* format, and/or you can e-mail it to the person you have assessed, or/and you can print out and sign the profile as a more formal record. Don't forget to select *'finish and clear data'* when you have saved the file.



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[Centre International d'études pédagogiques \(CIEP\), France](#) (management and dissemination)

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Elena Verdía Lleó, Marta Higuera García, Conchi Rodrigo Somolinos, Margarita Hornillos Jerez, Àngels Ferrer Rovira

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Galya Mateva, Daniela Rainova, Svetla Tashevskva, Albena Vitanova

[Goethe-Institut e.V., Germany](#) (exploitation)

Karin Ende, Imke Mohr, Rafael Descka

### Additional Project Partners:

[Center für berufsbezogene Sprachen \(CEBS\), Austria](#): Helmut Renner

[ELS-Bell Education Ltd \(ELS Bell\), Poland](#) : Ludka Kotarska, Małgorzata Imbierowicz

[Università per Stranieri di Siena \(UNISTRASI\), Italy](#): Pierangela Diadori, Roberto Tomassetti

[Hogeschool van Amsterdam DOO \(HvA\), Netherlands](#): Aad Sinke

[Sabanci Üniversitesi \(SU\), Turkey](#): Deniz Kurtoglu-Eken

### Translation credits:

	GRID	USER GUIDE	GLOSSARY	e-GRID website
<b>BULGARIAN</b>	Galya Mateva Daniela Rainova, Svetla Tashevskva, Albena Vitanova	Galya Mateva Svetla Tashevskva, Albena Vitanova		
<b>DUTCH</b>				
<b>ENGLISH</b>				Tim Phillips, Phil White, Martin Heineberg
<b>FRENCH</b>				
<b>GERMAN</b>	Imke Mohr, Rafael Deschka, Karin Ende	Imke Mohr, Rafael Deschka, Karin Ende	Imke Mohr, Rafael Deschka, Karin Ende	Imke Mohr, Rafael Deschka, Karin Ende
<b>ITALIAN</b>				
<b>POLISH</b>	Ludka Kotarska, Małgorzata Imbierowicz			
<b>SPANISH</b>	Margarita Hornillos Jerez Elena Verdía Lleó Marta Higuera García Àngels Ferrer Rovira Conchi Rodrigo Somolinos Sonia Izquierdo Ramón	Margarita Hornillos Jerez Elena Verdía Lleó	Margarita Hornillos Jerez Elena Verdía Lleó Marta Higuera García Conchi Rodrigo Somolinos	Margarita Hornillos Jerez Elena Verdía Lleó Juan Francisco Urbán Parra
<b>TURKISH</b>	Deniz Kurtoglu-Eken			

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Austria	Foreign Language Centre Graz; University of Vienna
Bosnia & Herzegovina	Anglia V, Bijeljina
Bulgaria	Avo-Bell, Sofia; British-Bulgarian Information and Language Centre, Sofia; Matevi Language Centre, Sofia; New Bulgarian University, Sofia
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Germany	Eurocentres Berlin; Ludwig-Maximilian-University, Munich; Friedrich-Schiller-University, Jena; University of Flensburg Foreign Languages Department; Georg-August University, Göttingen
Ireland	International House Dublin
Italy	Torre di Babele; Università' Upter
Romania	Institut Français de Roumanie
Spain	CLIC Sevilla; International House Madrid; Instituto Hemingway (Bilbao); Universidad Internacional Menéndez Pelayo; Inhispania; Alcelenguas; Esade language centre univ. Ramon Llull; Escuela Oficial de Idiomas Barcelona-Drassanes; Babylon Idiomas; Don Quijote Tenerife; Enforex Valencia; Fundación José Ortega y Gasset;; Universidad de Las Palmas de Gran Canaria; Universidad de Vigo - Facultad de Filología y Centro de Linguas; Academia Atlántika; Escuela Superior de Español de Sagunto; Universidad de Zaragoza, UIMP, Fundación Comillas, Universidad de La Rioja
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Daftar Mata Kuliah Universitas Esa Unggul

Tahun Akademik 2016/2017

Semester 1	
1	Bahasa Indonesia
2	Pengantar Ilmu Pendidikan
3	Psikologi Perkembangan
4	Basic Grammar
5	Basic Listening
6	Basic Speaking (Speaking For general Context)
7	Basic Reading Comprehension
Semester 2	
8	Pendidikan Agama
9	Filsafat Ilmu dan logika
10	Teori Belajar dan Pembelajaran
11	Basic Writing (Introduction to Writing)
12	Intermediate Grammar
13	Intermediate Speaking (Speaking for Academic Purposes)
14	Introduction to Linguistic
Semester 3	
15	Pendidikan Pancasila
16	Introduction to Literature
17	Intermediate Writing(Writing for general Purpose)
18	Intermediate Reading (Reading for Academic Purpose)
19	Advance Listening (Interpretative Listening)
20	TEFL Methodology
21	English Articulatory Phonetics and Phonology
Semester 4	
22	Pendidikan Kewarganegaraan
23	Pengembangan Kurikulum
24	Profesi Kependidikan
25	Advanced Grammar
26	Advanced Reading (Critical Reading)
27	Advanced writing (Academic Writing)
28	Cross and Multicultural Understanding
Semester 5	
29	Metodologi penelitian
30	English Morphology and Syntax.
31	Introduction to ELT Research

	32	Sociolinguistics
	33	English Language Assessment
	34	Learning Material Development and Evaluation
	35	ELT Curriculum and Syllabus
Semester 6		
	36	Motivasi Usaha
	37	Advance Speaking (Speaking for Professional Contexts)
	38	Introduction to Semantics and Pragmatics
	39	Microteaching
	40	ICT in English Language Education
	41	ELT Research Methodology
	42	American Culture
	43	Prosaic Studies
	44	Phonetic Studies
	45	Cinema Studies
Semester 7		
	46	Pengantar Aplikasi Komputer
	47	Statistika
	48	Translation
	49	Current Issues in English Language Education
	50	ELT Management
	51	Learning Management System in ELT
	52	English For Young Learners
	53	Broadcasting
	54	Journalism
	55	Advertising
	56	English for Tourism
	57	Public speaking
Semester 8		
	58	Skripsi

**Distribusi Mata Kuliah  
Program Studi Bahasa Inggris  
UIN Syarif Hidayatullah Jakarta**

<b>Semester 1</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1	Fiqh	2
2	Pendidikan Kewarganegaraan	2
3	Bahasa Indonesia	2
4	Grammar 1	2
5	Vocabulary 1	2
6	Reading 1	2
7	Listening 1	2
8	Speaking 1	2
9	Pronunciation 1	2
10	Psikologi Perkembangan Anak Sekolah Dasar	2
11	Belajar dan Pembelajaran	2
<b>Total</b>		<b>22</b>
<b>Semester 2</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1	Sejarah Peradaban Islam	2
2	Pengantar Studi Islam	4
3	Ilmu Alamiah Dasar	2
4	Grammar 2	2
5	Vocabulary 2	2
6	Reading 2	2
7	Listening 2	2
8	Speaking 2	2
9	Pronunciation 2	2
<b>Total</b>		<b>22</b>
<b>Semester 3</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1	Ilmu Pendidikan Islam	2
2	History of English	2
3	Phonology 1	2
4	Reading 3	2
5	Listening 3	2
6	Writing 1	2
7	Speaking 3	2
8	Introduction to Linguistics	2
<b>Total</b>		<b>16</b>
<b>Semester 4</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>

1	Administrasi Pendidikan	2
2	Reading 4	2
3	Listening 4	2
4	Writing 2	2
5	Speaking 4	2
6	Grammar 4	2
7	Phonology 2	2
8	Curriculum Development	2
9	Method of Teaching	2
10	Psycholinguistics	2
<b>Total</b>		<b>20</b>
<b>Semester 5</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1	Tafsir Tardawiy	2
2	Hadist Tarbawiy	2
3	Extensive Reading	2
4	Curriculum Analysis	2
5	TEFL 1	2
6	Writing 3	2
7	Introduction to Literature	2
8	Morphology	2
9	Translation 1	2
<b>Total</b>		<b>18</b>
<b>Semester 6</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1	Translation 2	2
2	Writing 4	2
3	TEFL 2	2
4	Cross Cultural Understanding	2
5	Lesson Planning	2
6	Metodologi Penelitian Pendidikan	2
7	Language Testing 1	3
<b>Total</b>		<b>15</b>
<b>Semester 7</b>		
<b>No</b>	<b>Nama Mata Kuliah</b>	<b>SKS</b>
1	Contrastive and Error Analysis	2
2	Language Testing 2	2
3	Academic Writing	2
<b>Total</b>		<b>6</b>
<b>Semester 8</b>		
1	Skripsi	6
<b>Total</b>		<b>6</b>



**Sebaran Mata Kuliah Universitas Negeri Jakarta (UNJ)**

No.	Courses
<b>Semester I</b>	
1.	Agama
2.	English for Interpersonal Comm
3.	Estetika Bahasa dan Seni
4.	Grammar for Interpersonal & Soc Comm
5.	Diction in Discourse
6.	Eng. in Social Discourse
7.	Landasan Kependidikan
<b>Semester II</b>	
8.	Pancasila
9.	Perkembangan Peserta Didik
10.	English in Business Discourse
11.	English Phonetics & Phonology
12.	English in Literary Works
13.	Eng. for Social Communication
14.	Introduction to Language
15.	Personality Dev & Interpl Skills
<b>Semester III</b>	
16.	Ilmu Alamiah Dasar
17.	Filsafat Ilmu
18.	Eng. for Business Comm
19.	Grammar for Business Comm
20.	English Morphology
21.	Kewarganegaraan
22.	Lang. Learn. & Teach. Theories
23.	Teori Belajar & Pembelajaran
<b>Semester IV</b>	
24.	Bahasa Indonesia
25.	Pengembangan Profesi Kependidikan
26.	Public Speaking
27.	English in Academic Discourse
28.	Intro. to Functional Grammar
29.	Introduction to Translation
30.	Introduction to Research
31.	ELT Methodology

<b>Semester V</b>	
32.	English for Academic Comm.
33.	Practicum of Translation
34.	English Language Assessment
35.	Cross Culture Understanding
36.	Introduction to Disc Analysis
37.	Curr & Materials Development
38.	Grammar for Academic Comm.
<b>Semester VI</b>	
39.	Statistika
40.	Peer Teaching & Microteaching
41.	English Syntax
42.	Eng. Lang. Edu. Management
43.	Elective 1 (Discourse Analysis atau Literary Appreciation)
44.	Elective 2 (Functional Grammar atau Prose)
45.	KKL
46.	Language Education Research Methodology
<b>Semester VII</b>	
47.	Current Issues & Policies in Edu.
48.	Internship/PKM
49.	KKN/ Translation management
50.	Elective 3 (Sociolinguistics atau Poetry)
<b>Semester VIII</b>	
51.	Skripsi*
52.	Tugas Akhir Makalah Kompre **
<b>Daftar Mata Kuliah Elective 1</b>	
53.	Discourse Analysis
54.	Literary Appreciation
<b>Daftar Mata Kuliah Elective 2</b>	
55.	Functional Grammar
56.	Prose
<b>Daftar Mata Kuliah Pilihan Elective 3</b>	
57.	Sociolinguistics
58.	Poetry

## **SEBARAN MATA KULIAH UNTIRTA TAHUN AKADEMIK 2016/2017**

### **1. Semester 1**

2. Pendidikan Agama I
3. Pendidikan Pancasila
4. Bahasa Indonesia
5. Pendidikan Kepramukaan
6. Literal Listening
7. Basic Reading
8. Basic English Grammar
9. Pronunciation Practice
10. Introduction to Linguistics
11. Pengantar Pendidikan

### **Semester 2**

12. Pendidikan Agama II
13. Pendidikan Kewarganegaraan
14. Speaking for Social Discourse
15. Social Discourse Comprehension
16. Sentence based Writing
17. Complex English Grammar
18. Phonetics and Phonology
19. Introduction to Literature
20. Psikologi Pendidikan dan Bimbingan Peserta Didik

### **Semester 3**

21. Filsafat Pendidikan
22. Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan
23. Critical Listening
24. Speaking for Academic Purposes
25. Critical Reading
26. Paragraph based Writing
27. Structure for TOEFL
28. Morphology and Syntax
29. Prose and Poetry
30. English for Specific Purposes
31. Kurikulum dan Pembelajaran

### **Semester 4**

32. Extensive Listening
33. Public Speaking

34. Genre based Writing
35. Functional Grammar
36. Semantics and Pragmatics
37. Translation I
38. Statistical Analysis
39. Pengelolaan Pendidikan
40. English for Business\*
41. English for Tourism\*

### **Semester 5**

42. Academic writing
43. Sociolinguistics
44. Translation II
45. Cross Cultural Understanding
46. Etika Profesi Pendidik dan Kependidikan
47. English Learning Strategy
48. Learning Planning on English Language Teaching
49. English for Young Learners\*
50. English for Journalism\*
51. Discourse Analysis\*

### **Semester 6**

52. Psycholinguistics
53. ICT in Language Teaching
54. TEFL
55. Evaluation on English Language Teaching
56. Media and Learning Source Development
57. Introduction to Research on ELT
58. Pembinaan Kompetensi Mengajar (PKM)
59. Editing\*
60. Entrepreneurship\*

### **Semester 7**

61. KKM
62. Research Paper
63. Research Methodology on ELT
64. Seminar on ELT
65. PPLK

### **Semester 8**

66. Research Paper

**Universitas Widya Mandala**

No.	Courses
<b>Semester I</b>	
1.	Intensive course
2.	Pronunciation
3.	Structure I
<b>Semester II</b>	
4.	Listening I
5.	Speaking I
6.	Reading I
7.	Writing I
8.	Structure II
9.	Vocabulary I
10.	Pendidikan Pancasila
11.	Pendidikan Agama
<b>Semester III</b>	
12.	Listening II
13.	Speaking II
14.	Reading
15.	Writing II
16.	Structure
17.	Introduction to Linguistics
18.	Pedagogy
19.	Developmental Psychology I
<b>Semester IV</b>	
20.	Speaking III
21.	Reading III
22.	Writing III
23.	Structure IV
24.	English Phonology
25.	Developmental Psychology II
26.	TEFL I
27.	Curriculum & Material Development
<b>Semester V</b>	
28.	Speaking IV
29.	Reading IV
30.	Writing IV
31.	TEFL II
32.	TEYL

33.	Morphology & Syntax
34.	Language Testing
<b>Semester VI</b>	
35.	Micro-Teaching
36.	Discourse Analysis
37.	Scientific Writing
38.	Research Methodology
39.	Professional Ethics
40.	Drama
41.	Written Translation
42.	Etika Sosial
<b>Semester VII</b>	
43.	Teaching Practice
44.	Prose and Poetry
45.	Filsafat Manusia
46.	Seminar on Thesis Proposal
47.	Electives (Mata Kuliah Pilihan)
<b>Semester VIII</b>	
48.	Thesis/ Non-Thesis
49.	Non Thesis (electives)
<b>Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)</b>	
50.	Business Correspondence
51.	Presentation Skills
52.	Entrepreneurship
<b>Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)</b>	
53.	Oral Translation
<b>Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)</b>	
54.	Teaching Science in English
55.	Teaching Math in English
56.	Child Education
57.	English Language Teaching Across Curriculum
<b>Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)</b>	
58.	Computer-Assisted Language Learning (CALL)
59.	Language Proficiency Test Preparation
60.	Pedagogical
<b>Mata Kuliah Pilihan Lintas Prodi</b>	

<b>61.</b>	<b>Komunikasi Lintas Budaya</b>
<b>62.</b>	<b>Fotografi</b>
<b>63.</b>	<b>Desain Grafis</b>
<b>64.</b>	<b>Dasar-dasar Jurnalistik</b>
<b>65.</b>	<b>Dasar-dasar Public Relations</b>



**COURSE PROGRAM OF ACADEMIC SESSION 2015/2016**  
**ENGLISH EDUCATION DEPARTMENT**  
**ESA UNGGUL UNIVERSITY**

<b>Subject</b>	: ICT in English Language Education	<b>Subject Code</b>	: PSB-447
<b>Prerequisite</b>	: -	<b>Credit</b>	: 4 SKS
<b>Lecturer</b>	: Dr. Siti Yulidhar Harunasari, M.Pd.	<b>Lecturer Code</b>	:
<b>Time Allocation</b>	: 14 meetings x 200 minutes		

<b>Learning Objectives</b>	: After completing this course, students are expected to be able to:		
	<ol style="list-style-type: none"> <li>1. Develop technology-based language learning plan effectively and efficiently;</li> <li>2. Identify the type of technology that is appropriate for use in language learning in the classroom;</li> <li>3. Engage actively in technology-based learning during the lecture takes place;</li> <li>4. Implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail through the use of learning platforms.</li> </ol>		

Week	Learning Outcomes	Topic/Subtopic	Classroom Activities & Media	References	Indicators for Assessment
1	Students are able to explain the course outline and the class regulations	1. Course outline 2. Class regulations	Presentation. Discussion and lecturing  Media : class, computer, <i>LCD</i> and <i>whiteboard</i>	1. Course Outline 2. Dudeney, G., &Hockly, N. (2007). <i>How to teach English with technology</i> . Essex: Pearson Education Limited.	Students elaborate the course outline and the regulations of the class
2	Students are able to explain the principles used in the preparation of effective and efficient technology-based learning	Principles in Designing Instruction	Student explain the basic concept and principles used in the preparation of effective and efficient technology-	Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i> . Francisco: Jossey-Bass.  Clark, R.K., & Mayer, R.E. (2011).	Students' comprehension to explain the principles used in the preparation of



			<p>based learning</p> <p>Paper writing, presentation and discussion</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p><i>E-learning and the science of instruction</i>. San Francisco: Pleiffer</p> <p>Dudeny, G., &amp;Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</p>	<p>effective and efficient technology-based learning</p>
3	<p>Students are able to identify and select the type of technology-based media are properly used in the language classroom in accordance with existing conditions</p>	<p>Effective Learning-Teaching Media ICT in ELT</p>	<p>Students recognize and choose appropriate technology-based media are properly used in the language classroom in accordance with existing conditions</p> <p>Paper writing, presentation and lecturing</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p>Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i>. Francisco: Jossey-Bass.</p> <p>Clark, R.K., &amp; Mayer, R.E. (2011). <i>E-learning and the science of instruction</i>. San Francisco: Pleiffer</p> <p>Dudeny, G., &amp;Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</p>	<p>Students' competency to determine and choose the type of technology-based media are properly used in the language classroom in accordance with existing conditions</p>
4	<p>Students are able to elaborate the benefits of technology-based</p>	<p>Advantages and Disadvantages to integrate</p>	<p>Students explain the advantages and disadvantages of</p>	<p>Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i>. Francisco: Jossey-</p>	<p>Students' competency to explain</p>

	language learning to the development of students	Technology into Language Classroom	<p>using technology-based language learning to the development of students</p> <p>Paper writing, watching video, presentation and discussion</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p>Bass.</p> <p>Clark, R.K., &amp; Mayer, R.E. (2011). <i>E-learning and the science of instruction</i>. San Francisco: Pleiffer</p> <p>Dudeny, G., &amp;Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</p>	<p>advantages and disadvantages of using technology-based language learning to the development of students</p>
5-7	Students are able to integrate technology and language learning	Technology or ICT based teaching	<p>Students demonstrate teaching integrated with technology or ICT</p> <p>Teaching demonstration, presentation and discussion</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p>Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i>. Francisco: Jossey-Bass.</p> <p>Clark, R.K., &amp; Mayer, R.E. (2011). <i>E-learning and the science of instruction</i>. San Francisco: Pleiffer</p> <p>Dudeny, G., &amp;Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</p>	<p>Students' performance to integrate learning process and with technology or ICT</p>
8	<b>MID-TERM TEST</b>				

9	Students are able to elaborate and use the types of social software, procedure on the use of blogs, wikis and podcasts in learning English	<ol style="list-style-type: none"> <li>1. Blogs,</li> <li>2. Wikis</li> <li>3. Podcasts</li> </ol>	<p>Students explain and apply appropriate soft wear (blogs, wikis, and so on) to support their teaching process</p> <p>Paper writing, presentation and lecturing</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p>Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i>. Francisco: Jossey-Bass.</p> <p>Clark, R.K., &amp; Mayer, R.E. (2011). <i>E-learning and the science of instruction</i>. San Francisco: Pleiffer</p> <p>Dudeny, G., &amp;Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</p>	Students' competence and performance to explain and use social software that can be adapted and applied in the classroom language
10	Students are able to to explain the benefits and procedures of using online reference tools,	<ol style="list-style-type: none"> <li>1. Dictionaries and thesaurus,</li> <li>2. Concordances and coruses,</li> <li>3. Online translator engines and online encyclopedias.</li> </ol>	<p>Students elaborate the benefits and procedures of using online reference tools,</p> <p>Paper writing, presentation and discussion</p> <p>Media : multimedia class, computer, LCD and whiteboard</p>	<p>Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i>. Francisco: Jossey-Bass.</p> <p>Clark, R.K., &amp; Mayer, R.E. (2011). <i>E-learning and the science of instruction</i>. San Francisco: Pleiffer</p> <p>Dudeny, G., &amp;Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</p>	Students' understanding to provide an explanation of the procedure using the online dictionaries and thesaurus, concordances and coruses, online translator engines and online encyclopedias.
11-12	Students are able to integrate learning process with	1. CD-ROMs, DVDs, computer-based testing,	Students demonstrate a teaching process	Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i> . Francisco: Jossey-	Students' competence and performance to

	technology-based courseware.	electronic portfolios, and interactive whiteboards. 2. Examples of the use of technology-based courseware. 3. Evaluation of the use of media technology-based courseware.	with technology-based courseware.  Teaching demonstration, presentation and discussion  Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>	Bass.  Clark, R.K., & Mayer, R.E. (2011). <i>E-learning and the science of instruction</i> . San Francisco: Pleiffer  Dudenev, G., & Hockly, N. (2007). <i>How to teach English with technology</i> . Essex:	teach integrated with technology-based courseware (CD-ROMs, DVDs, computer-based testing, electronic portfolios, and interactive whiteboards).  Students' competence to show examples of the use of technology-based courseware.  Students' performance to give an evaluation of the use of media technology-based courseware.
13	Students are able to explain the notion of e-learning and related e-learning, cite examples of the design of e-learning (for example, hybridization or	1. E-learning: Online Teaching and Training 2. LMS, VLE, SNS and ESNS	Students explain the notion of e-learning and related e-learning, cite examples of the design of e-learning (for example, hybridization or	Paloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i> . Francisco: Jossey-Bass.  Clark, R.K., & Mayer, R.E. (2011). <i>E-learning and the science of instruction</i> . San Francisco: Pleiffer	Students' comprehension to explain the notion of e-learning and related e-learning such as LMS, VLE, SNS and

	blended learning, give examples of the use of e-learning in language learning.		blended learning, give examples of the use of e-learning in language learning  Paper writing, presentation, and lecturing  Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>	Dudenev, G., &Hockly, N. (2007). <i>How to teach English with technology</i> . Essex:	ESNS  Students can cite examples of the design of e-learning (for example, hybridization or blended learning).  Students can give examples of the use of e-learning in language learning.
14	Students are able to explain the concept of Web 2.0, the use of virtual learning applications, m-learning in language learning.	1. Web 2.0 2. Virtual learning application 3. m-learning in language learning.	Students elaborate basic concept of Web 2.0, the use of virtual learning applications, m-learning in language learning.  Paper writing, presentation, and discussion  Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>	Palloff. R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i> . Francisco: Jossey-Bass.  Clark, R.K., & Mayer, R.E. (2011). <i>E-learning and the science of instruction</i> . San Francisco: Pleiffer  Dudenev, G., &Hockly, N. (2007). <i>How to teach English with technology</i> . Essex:	Students' comprehension to elaborate the concept of Web 2.0  Students can identify the use of virtual learning applications  Students can identify the use of m-learning in language learning.

15	Students are able to explain the materials being learned	Materials review	Students review the topics being learned  Discussion and lecturing  Media : multimedia class, computer, <i>LCD</i> and <i>whiteboard</i>		Students' comprehension to review the topics being learned
<b>UJIAN AKHIR SEMESTER</b>					



## Scoring

### ASSESSMENT SCHEME AND CRITERIA

- Assignments the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.
- Presentations the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the presenters are well prepared and manage to present the materials clearly with at least 80% mastery.
- Mid-term test the weight of which is 25% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- Written end-of-term test the weight of which is 40% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- End-of-term academic paper the weight of which is 15% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.

- Attendance, in-class behavior, participation in discussions	5 %
- Quizzes	10 %
- Midterm	25 %
- Final exam	40 %
- Project :	20 %

This course follows the university standard for grading :

A – excellent , B – above average, C – average, D – below average, E - failure

Approved by,  
Head of Study Program

Jakarta, January 2016  
Lecturer

Dr. Rokiah Kusumapradja, MHA

Dr. Siti Yulidhar Harunasari, M.Pd.



Table Analysis of Digital Media Enabling Competence

No	Course	The EPG's Development Phase 2.1				Statements of Learning Outcomes in the Existing Curricula	Remarks
		Item 1	Item 2	Item 3	Item 4		
		Can use software for handling images, DVDs, and sound files	Can use any standard Windows/Mac software, including media players	Can recommend appropriate online materials to students and colleagues	Can use a data projector for lessons involving the internet, a DVD etc		
Semester 1							
1	Bahasa Indonesia	-	-	-	-	-	-
2	Pengantar Ilmu Pendidikan	-	-	-	-	-	-
3	Psikologi Perkembangan	-	-	-	-	-	-
4	Basic Grammar	-	-	-	-	-	-
5	Basic Listening	-	-	-	-	-	-
6	Basic Speaking (Speaking For general Context)	-	-	-	-	-	-
7	Basic Reading Comprehension	-	-	-	-	-	-
Semester 2							
8	Pendidikan Agama	-	-	-	-	-	-
9	Filsafat Ilmu dan Logika	-	-	-	-	-	-
10	Teori Belajar dan Pembelajaran	-	-	-	-	-	-
11	Basic Writing (Introduction to Writing)	-	-	-	-	-	-
12	Intermediate Grammar	-	-	-	-	-	-
13	Intermediate Speaking (Speaking for Academic Purposes)	-	-	-	-	-	-
14	Introduction to Linguistic	-	-	-	-	-	-
Semester 3							
15	Pendidikan Pancasila	-	-	-	-	-	-
16	Introduction to Literature	-	-	-	-	-	-
17	Intermediate Writing (Writing for general Purpose)	-	-	-	-	-	-
18	Intermediate Reading (Reading for Academic Purpose)	-	-	-	-	-	-

19	Advance Listening (Interpretative Listening)	-	-	-	-	-	-
20	TEFL Methodology	-	-	-	-	-	-
21	English Articulatory Phonetics and Phonology	-	-	-	-	-	-
Semester 4							
22	PendidikanKewarganegaraan	-	-	-	-	-	-
23	PengembanganKurikulum	-	-	-	-	-	-
24	ProfesiKependidikan	-	-	-	-	-	-
25	Advanced Grammar	-	-	-	-	-	-
26	Advanced Reading (Critical Reading)	-	-	-	-	-	-
27	Advanced writing (Academic Writing)	-	-	-	-	-	-
28	Cross and Multicultural Understanding	-	-	-	-	-	-
Semester 5							
29	Metodologipenelitian						
30	English Morphology and Syntax.	-	-	-	-	-	-
31	Introduction to ELT Research	-	-	-	-	-	-
32	Sociolinguistics	-	-	-	-	-	-
33	English Language Assessment	-	-	-	-	-	-
34	Learning Material Development and Evaluation	-	-	-	-	-	-
35	ELT Curriculum and Syllabus	-	-	-	-	-	-
Semester 6							
36	Motivasi Usaha						
37	Advance Speaking (Speaking for Professional Contexts)	-	-	-	-	-	-
38	Introduction to Semantics and Pragmatics	-	-	-	-	-	-
39	Microteaching	-	-	-	-	-	-
40	ICT in English Language Education					Students are able to integrate technology and language learning Students are able to integrate learning process with technology-	

						based courseware.	
41	ELT Research Methodology	-	-	-	-	-	-
42	American Culture	-	-	-	-	-	-
43	Prosaic Studies	-	-	-	-	-	-
44	Phonetic Studies	-	-	-	-	-	-
45	Cinema Studies	-	-	-	-	-	-
Semester 7							
46	Pengantar Aplikasi Komputer		v			Students are able to recognize and use PowerPoint to create a presentation and Students are able to recognize and use Excell to create a project	
47	Statistika	-	-	-	-	-	-
48	Translation	-	-	-	-	-	-
49	Current Issues in English Language Education	-	-	-	-	-	-
50	ELT Management						
51	Learning Management System in ELT			v		Students are able to evaluate web resources	
52	English For Young Learners	-	-	-	-	-	-
53	Broadcasting	-	-	-	-	-	-
54	Journalism	-	-	-	-	-	-
55	Advertising	v				Students are able to shape style in advertising	
56	English for Tourism	-	-	-	-	-	-
57	Public speaking	-	-	-	-	-	-
Semester 8							
58	Skripsi						

## Digital Media Enabling Competence Share Similarities and Differences

UNIVERSITY A	Found	Item	Course dan semester	Number of LO	LO	
Development Phase	1.1	v	1	Pengantar Aplikasi Komputer 7	1	Students are able to recognize and use Ms Word to create documents
	1.2	-				
	2.1	v	1	Advertising 7	1	Students are able to shape style in advertising
			2	Pengantar Aplikasi Komputer 7	2	Students are able to recognize and use PowerPoint to create a presentation Students are able to recognize and use Excell to create a project
			3	Learning Management System in ELT 7	1	Students are able to evaluate web resources
			4	ICT in English Language Education 6	2	Students are able to integrate technology and language learning Students are able to integrate learning process with technology-based courseware.
	2.2	v	1	English For Young Learners 7	1	Students are able to identify and apply a variety of media that in teaching process EYL (online and offline).
	3.1	v	1	ICT in English Language Education 6	1	Students are able to identify and select the type of technology-based media are properly used in the language classroom in accordance with existing conditions
	3.2	v	2	ICT in English Language Education 6	4	Students are able to elaborate and use the types of social software, procedure on the use of blogs, wikis and podcasts in learning English, Students are able to explain the benefits and procedures of using online reference tools, Students are able to explain the notion of e-learning and

						related e-learning, cite examples of the design of e-learning (for example, hybridization or blended learning, give examples of the use of e-learning in language learning and Students are able to explain the concept of Web 2.0, the use of virtual learning applications, m-learning in language learning.
			2	Learning Management System in ELT	1	Students are able to elaborate classroom features in GC and Edmodo
			3	6		Students are able to create and manage virtual class

UNIVERSITY D		Found	Item	Course and Semester	Number of LO	LO
Development Phase	1.1					
	1.2					
	2.1					
	2.1	V	2	Public Speaking 4	6	Students are able to know & able to use linking words & Discourse markers in their speech, & utilize ICT in their presentation Students are able to know & able to use linking words & Discourse markers used in their speech & utilize ICT in their presentation Students are able to able to perform group presentation utilize ICT in their presentation Students are able to able to perform group presentation utilize ICT in their presentation Students are able to perform longer speech with various purposes & utilize ICT in their presentation Students are able to able to perform longer speech with various purposes & utilize ICT in their presentation
	2.2		1	ICT in Language	1	Students are able to design English learning materials

			Teaching 6		through website	
	3.1		2	Speaking for Academic Purposes 3	1	Make digital story telling/biography using movie maker
	3.2		2	ICT in Language Teaching 6	2	Students are able to create animation by using macromedia flash and Students are able to design English learning materials by the use of macromedia flash.
			3	ICT in Language Teaching	1	Students are able to utilize some features of virtual learning

UNIVERSITY E	Found	Item	Course and Semester	Number of LO	LO	
	1.1	v	2	Curriculum and Material Development 4	1	Students are able to find interesting and suitable materials in the internet.
	1.2					
	2.1	v	3	Computer- Assisted Language Learning (CALL) 7	1	Students are able to evaluate CALL software
	2.2					
	3.1					
	3.2	v	3	Computer- Assisted Language Learning (CALL) 7	1	Students are able to use CALL authoring systems to create computer- based English learning modules



**Neni Nurkhamidah** adalah putra pertama dari Kornen dan Siti Nuriyah yang dilahirkan di Wonosobo pada tanggal 17 November 1988. Jenjang pendidikan formal yang telah dilalui penulis antara lain SDN Blederan, tahun 1995 – 2001, SMP N 1 Mojotengah tahun 2001 – 2004, SMK N 1 Wonosobo tahun 2004 – 2007, Universitas Negeri Semarang tahun 2007-2011 jurusan Pendidikan Bahasa Inggris, dan Pendidikan Profesi Guru (PPG) tahun 2013 -2014 di Universitas Negeri Jakarta. Pada tahun 2015 penulis diterima sebagai mahasiswa Program Magister Pendidikan Bahasa Inggris, Universitas Negeri Jakarta.

Penulis adalah alumni Sarjana Mendidik di Tempat Terdepan, Terluar dan tertinggal (SM3T) pada tahun 2011 sampai 2013 di Kabupaten Kupang, Nusa Tenggara Timur. Penulis aktif di organisasi Masyarakat SM3T Indonesia (MSI) yang bertujuan untuk menggalakkan pemerataan pendidikan di seluruh Indonesia. Penulis juga aktif menjadi volunteer bersama Yayasan Sapa Indonesia di bidang hak-hak perempuan dan anak. Saat ini penulis mengajar privat Bahasa Inggris untuk semua level pendidikan.