Appendix 1. Theoretical Key Teaching Competences Courses Indicators

Category	Name of Course	Explanation	Sources
Theory of Theoretical Key Teaching Competences courses	**English Language Teaching Methodology**	This course focuses on understanding of teaching methods and teaching skills for four English skills, lesson and course planning, and the evaluation and comparison of teaching methods.	**Nunan (1991), Richards & Renandya (2002), Alvarez, 2014)**
	Curriculum and Material Development	This course covers the concept of curriculum, its program design and implementation. In this course, the students are introduced to the concept of curriculum in general and the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practices to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents.	**Olivia (1992, in (Isyaka, 2006) and Tomlinson, (2013); Richards (2001); Brown (1995)**
	Language Learning Strategies	This course covers various strategies of teaching productive and receptive skills and components based on the theories in language learning. Through this course, students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice. Therefore, this course will discuss a number of different theoretical views and concepts as well as principles of EFL methodology that become the	**Oxford (1992); Reid (1995, in Lessard-Clouston, 1997); Rigeney (1978 in Hardan, 2013)**

		sources and foundations for classroom practices.	
	Digital Literacy in English Language Education	The course emphasizes on developing students' ability to use basic digital skills, create and communicate information, find and evaluate information, and solve problems in technology-rich environments. This course also gives the students the opportunity to develop students' ability and creativity to utilize varieties of media to facilitate language teaching and design media for language teaching in the following categories such as, word processor, digital audio production, digital video production, and some internet facilities for learning.	**UNESCO Institute for Information Technologies in Education (2011); Martin (2005 in Lankshear & Knobel); Son, Park, & Park (2017)**
Goals of Theoretical Key Teaching Competences courses	**English Language Teaching Methodology**	Students are expected to understand different teaching and learning theories and methods and can select and use appropriately the variety of technique and activities.	• **Conclusion from theories ((Alvarez, 2014; H. D. Brown, 2004; Hardan, 2013; Isyaka, 2006; Lankshear & Knobel, n.d.; Lessard-Clouston, 1997; Nunan, 1991; Richards & Renandya, 2002; Richards, 2001; Son et al., 2017; Tion, Educa, Ssess, Nal, & Ning, 2011; Tomlinson, 2013)** • **Kemeneterian Pendidikan Nasional Republik Indonesia (2007)**
	Curriculum and Material Development	Students are expected to be able to understand and analyse the skills of designing curriculum and to develop and evaluate learning materials being used in teaching learning process before design it.	
	Language Learning Strategies	Students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice.	
	Digital Literacy in English Language Education	Students are expected to have a conceptual knowledge and have a positive attitude to develop the media in accordance with the rules of scientific learning English Education.	
Objectives of Theoretical Key Teaching Competences courses learning	**English Language Teaching Methodology**	• Students are able to understand the different language learning theorist and strategies • Students are able to apply techniques and materials for differed teaching and learning context • Students are able to evaluate from practical perspective the	**European Profiling Grid (2011) – Key Teaching Competences and (Methodology: Knowledge and Skill and Lesson Planning) and Enabling Competences (Digital Media)**

		suitability of techniques and materials for differed teaching contexts • Students are able to develop the appropriate teaching techniques and activities	
	Curriculum and Material Development	• Students are able to develop students' knowledge, principles, practical skills for developing and analyzing curriculum and syllabus • Students are able to design syllabus based on the grade and the curriculum being used • Students are able to evaluate learning teaching program • Students are able to understand basic concepts about the use learning materials in teaching learning process • Students are able to apply knowledge, principles, practical skills for developing and evaluating learning materials being used in teaching learning process. • Students are able to evaluate and develop ELT materials • Students are able to design ELT materials	
	Language Learning Strategies	• Students are able to understand the students' characteristics (physical, moral, spiritual, social, cultural, emotional, and intellectual) • Students are able to understand the students' potential and needs • Students are able to understand language learning theories and methods, learning styles and learning strategies • Students are able to understand the theoretical principles behind teaching techniques and materials	

		• Students are able to design the course and tasks based on the students' need	
	Digital Literacy in English Language Education	• Students are able to identify the type of technology that is appropriate for use in language learning in the classroom • Students are able to develop technology-based learning plan effectively and efficiently • Students are able to engage actively in technology-based learning during the lecturer takes place • Students are able to implement technology-based learning in the classroom	

Appendix 2. The ICT competences for Theoretical Key Teaching Competences

No	Code	ICT Competencies Indicators	Sources	UNESCO's Approach			Theoretical Key Teaching Competences Courses			
				TL	KD	KC	ELTM	CMD	DL in ELE	LLTS
1	**TL1**	Use the Internet and the World Wide Web	**(UNESCO, 2011)**	v			v	v	v	v
2	**TL4**	Implement the several ICT resources for online reading.		v			v	v	v	V
3	**TL5**	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)		v			v	v	v	v
4	**TL7**	Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker		v			v	v	v	v
5	**TL8**	Use presentation software and digital resources to support instruction, such as: PPT and Prezi		v			v	v	v	v

6	**TL12**	Use of ICT resources for individuals and small groups of students in the regular classroom such as • Digital classroom platforms (Google classroom, Edmodo) • Social sites Email, whatsapp, facebook, flickr, blogspot)		v			v	v	v	v
7	**TL16**	Search for potential teaching material on the internet.		v			v	v	v	v
8	**TL17**	Download resources from websites.		v			v	v	v	v
9	**TL21**	Use online technology as available to deliver instructional or support material	**Healey, 2008**	v			v	v	v	v
10	**TL24**	Choose a technology environment that is aligned with the goals of the class.		v			v	v	v	v
11	**TL28**	Implement mobile device that employ a computer at their core such as cell phones, etc.	**Celce Murcia, 2014**	v			v	v	v	v
12	**TL31**	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	**Dilek Cakiki, 2006**	v			v	v	v	v
13	**TL33**	Provide graded and non-graded practice reviews,	**Tomei, 2005**	v			v	v	v	v

		quizzes, and examinations								
14	**KD1**	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	**European Union, 2011**		v		v	v	v	v
15	**KD2**	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources			v		v	v	v	v
16	**KD3**	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress			v		v	v	v	v
17	**KD4**	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**ISTE, 2008**		v		v	v	v	v
18	**KD5**	Use online technology available to deliver teaching or support material.			v		v	v	v	v

19	**KD7**	Use an electronic forum (e.g., blog) to post information for students about the class	**Healey, 2008**		v		v	v	v	v
20	**KD10**	Use of ICT tools to organize and retrieve materials and students' data.			v		v	v	v	v
21	**KD13**	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.			v		v	v	v	v
22	**KD14**	Use computer-based diagnostic, formative, and summative testing where feasible.			v		v	v	v	v
23	**KD19**	Provide learning opportunities outside the classroom for individual differences through ICT.			v		v	v	v	v
24	**KD20**	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.			v		v	v	v	v
25	**KD21**	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).	**Tomei, 2005**		v		v	v	v	v

26	**KD22**	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning			v		v	v	v	v
27	**KD23**	Implement the ICT tools to support learner centered strategies based on the needs of the students			v		v	v	v	v
28	**KD24**	Implement ICT tools to develop students' higher order skills and creativity.			v		v	v	v	v
29	**KD25**	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			v		v	v	v	v
30	**KD26**	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			v		v	v	v	v
31	**KD29**	Design online materials that support students' deep understanding of key concepts and their application to real world problems			v		v	v	v	v
32	**KD32**	Apply ICT to access and share resources to support their activities and their own professional learning.			v		v	v	v	v
33	**KC1**	Create lessons with downloaded texts, pictures, graphics, etc.	**European Union, 2011**			v	v	v	v	v

34	**KC2**	Design blended learning modules using a learning management system.				v	v	v	v	v
35	**KC3**	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	**ISTE, 2008**			v	v	v	v	v
36	**KC5**	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	**Dilek Cakiki, 2006**			v	v	v	v	v
37	**KC7**	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.				v	v	v	v	v
39	**KC10**	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				v	v	v	v	v
40	**KC12**	Prepare teaching materials using basic technological tools (e.g., word-processing software,	**Healey, 2008**			v	v	v	v	v

		presentation software, and software that creates Internet resources).								
41	**KC13**	Adapt digital resources that are found to be applied in learning.				v	v	v	v	v

Appendix 3. The Analysis of ICT Competences in the Existing Model of Teaching

Model of Teaching Components		
Approach	**Method**	**Technique**
~~Theory of Course~~	~~Objectives~~	Procedure
~~Theory of Learning~~	Content	
~~Goal~~	Teaching and Learning Activities	
	Teacher Roles (Observation)	
	Student Roles (Observation)	

Code	MOT component	Names of ICT tools	UNESCO's ICT level	Remarks
UA1	Method			
	Content	SCHOOLOGY	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Schoology) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	SCHOOLOGY, PPT, Projector, laptop	TL, KD	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8) 3. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28)

				4. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) 5. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) 6. Implement ICT tools to develop students' higher order skills and creativity.(KD24)
	Teacher Roles	Facilitator	KD	1. Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives. (KD20) 2. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
	Student Roles	Independent Learner	KD	1. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (KD3) 2. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 3. Implement ICT tools to develop students' higher order skills and creativity. (KD24)
	Technique			
	Procedure	SCHOOLOGY, PPT, Projector, laptop, smartphone,	TL	1. Use the common hardware in supporting teaching learning activity, such as:

		reading software (Adobe reader)		Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UA2	Method			
	Content	EMAIL	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	PPT, Projector, laptop	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8)
	Technique			
	Procedure	PPT, Projector, laptop	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UB1	Method			
	Content	SPADA UNTIRTA	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email

				• Digital classroom platforms (SPADA UNTIRTA) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	PPT, Projector, laptop	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8)
	Technique			
	Procedure	PPT, Projector, laptop	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UB2	Method			
	Content	SPADA UNTIRTA	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (SPADA UNTIRTA) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using

				basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	SPADA UNTIRTA, PPT, Projector, laptop	TL, KD	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8) 3. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (SPADA UNTIRTA) (TL12) 4. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28) 5. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) 6. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) 7. Implement ICT tools to develop students' higher order skills and creativity.(KD24)
	Teacher Roles	Facilitator	KD	1. Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives. (KD20)

				2. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
	Student Roles	Independent Learner	KD	1. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (KD3) 2. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 3. Implement ICT tools to develop students' higher order skills and creativity. (KD24)
	Technique			
	Procedure	PPT, Projector, laptop, smartphone, reading software/app (adobe reader)	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UB3	Method			
	Content	SPADA UNTIRTA	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (SPADA UNTIRTA) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software,

				presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, PPT/Prezi	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, PPT/Prezi	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UB4	Method			
	Content	SPADA UNTIRTA	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (SPADA UNTIRTA) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, laptop	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to

				support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, laptop	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UC1	Method			
	Content	EMAIL, GOOGLE CLASSROOM	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Google classroom) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Teacher Roles	Teacher as source of knowledge	-	-
	Student Roles	Dependent student	-	-
	Technique			
	Procedure	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as:

				Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UD1	Method			
	Content	EDMODO	TL, KD, KC	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Edmodo) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	EDMODO, Laptop, projector, PPT	TL, KD	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8) 3. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28) 4. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) 5. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13)

				6. Implement ICT tools to develop students' higher order skills and creativity.(KD24)
	Technique			
	Procedure	EDMODO, Laptop, projector, PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UD2	Method			
	Content	EMAIL	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to

				support instruction, such as: PPT and Prezi (TL8)
UE1	Method			
	Content	EMAIL	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UE2	Method			
	Content	EMAIL, WHATSAPP	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email and WhatsApp (TL12) 2. Search for potential teaching material on the internet. (TL16)

				3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT, smartphone	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, LCD and PPT, smartphone, reading software/app	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UF1	Method			
	Content	EMAIL	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as:

				Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UG1	Method			
	Content	EMAIL	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)

				2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UH1	Method			
	Content	EMAIL	TL, KD	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
	Teaching and Learning Activities	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	Technique			
	Procedure	Laptop, projector, LCD and PPT	TL	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)

Appendix 4. Table Analysis of European Profiling Grid (EPG) – Theoretical Key Teaching Competences Courses

1. English Language Teaching and Methodology (ELTM)

Course Code	Learning Outcomes	Topic	Developmental Phase															Notes
			1.1		1.2			2.1				2.2			3.1		3.2			
			Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	
Univ. A	- Students are able to comprehend the history of language teaching - Students are able to elaborate approaches and methods in ELT - Students are able to identify principles of language learning and teaching - Students are able to identify and analyze appropriate assessment in ELT - Students are able to elaborate theories of Second Language Acquisition - Students are able to apply teaching	- History of language teaching - Approaches and methods in ELT - Principles of language learning and teaching - Assessment in ELT - Second Language Acquisition theories - Teaching listening - Theories of teaching reading - Theories of teaching speaking - Theories of teaching writing			√		√					√	√	√						This course is development phase 1.2 and 2.2 in EPG standard

	listening to junior high school and senior high school students - Students are able to elaborate theories to teach reading - Students are able to apply how to teach reading to junior high school and senior high school students - Students are able to apply theories to teach speaking - Students are able to apply how to teach speaking to junior high school and senior high school students - Students are able to elaborate theories to teach writing - Students apply how to teach writing to junior high school and senior high school students																				
Univ. **B**	- Students are intended to comprehend the concepts and characteristics of communicative approach. - Students are intended to recognize the	- Introducing the concept of communicative approach. - The concept of eclectic approach - Stage of Language communicative				√															This course is development phase 1.2 in EPG standard

	process of ecelectic approach and comprehend its strategies - Students tell and recognize the stage of using communicative language teaching. They are intended to describe children language competence in language acquisition by the concept of communicative language teaching. - Students describe the definition of community language learning and process of acquisition the factor in language acquisition, the stage of first language acquisition, the stage of second language acquisition in community language learning. - Students are intended to tell the situation of language acquisition by using direct method	language teaching. - The development of language acquisition in community language learning. - Situation and the development in direct method. - Concept of silent way and the effectiveness using it. - Quantum teaching and learning - Technique in teaching by using audio language methodology. - Inquiry method in teaching and learning. - Conctructivism methodology as a way to know the phenomenn in language teaching and learning. - Sugggestopedia as a concept in teaching learning activities. - Constructivisme method.																			

	and effectiveness of direct method. - Students need to understand and describe silent way learner how they improve their target language or foreign language by reading and practicing conversation. - Students are intended to know and find out the meaning of quantum teaching and learning. Its method, technique, the students, and evaluation - Students are intended to describe about audio as a media for teaching learning process. Its technique in foreign language teaching. - Students are able to analyze the concept of methodology in inquiry system. Telling again the some aspect that influence language acquisition in inquiry method.																				

	- Students need to recognize concept of constructivism methodology. - Students need to describe the characteristics of suggestopedia and background of language acquisition in suggestopedia. - Students are intended to tell the theories supported, they are able to describe concept and strategies in constructivisme method.																			
Univ. **D**	- Students can identify the fundamental reasons of those kinds of methods - The students can explain the differences of the three terms The students find the expalanation of the all methods - Students are able to make lesson plan based on teaching purposes stated - Students understand and do	- Historical view of language teaching method - Approach, methods, and technique - Making a lesson plan - Interactive language teaching - Classroom management - Structural Approach - Communicative Approach - Teaching Listening	√				√			√		√		√						This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard

	interactive language teaching - Students are able to manage class to get the goal of teaching - Students get understanding of principles of structural approach - Students gets understanding of Communicative Approach principles - Students gets understanding of Communicative Approach principles - Students gets understanding of listening skills principles - Students are able to teach listening - Students gets understanding of speaking skills principles - Students are able to teach speaking - Students gets understanding of reading skills principles - Students are able to teach reading - Students gets understanding of	- Teaching Speaking - Teaching Reading - Teaching Writing - Assessing Language Skills																			

	writing skills principles - Students are able to teach writing																			
Univ. **E**	- Students are able to comprehend the history of language teaching - Students are able to elaborate approaches and methods in ELT - Students are able to identify principles of language learning and teaching - Students are able to identify and analyze appropriate assessment in ELT - Students are able to elaborate theories of Second Language Acquisition - Students are able to apply teaching listening to junior high school and senior high school students - Students are able to elaborate theories to teach reading - Students are able to apply how to teach reading to junior high school and	- History of language teaching - Approaches and methods in ELT - Principles of language learning and teaching - Assessment in ELT - Second Language Acquisition theories - Teaching listening - Theories of teaching reading - Theories of teaching speaking - Theories of teaching writing	√		√			√				√		√						This course is development phase 1.2 and 2.2 in EPG standard

	senior high school students - Students are able to apply theories to teach speaking - Students are able to apply how to teach speaking to junior high school and senior high school students - Students are able to elaborate theories to teach writing - Students apply how to teach writing to junior high school and senior high school students																			

2. Curriculum and Material Development (CMD)

University	Learning Outcomes	Topic	Developmental Phase														Note
			1.1	1.2			2.1			2.2			3.1		3.2		
			Descriptor 1	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	
Univ. A	- Students are able to overview of learning materials - Students are able to identify and analyze authentic materials in ELT - Students are able to evaluate fabricated materials in ELT - Students are able to classify taxonomy and its relevance to learning materials design - Students are able to overview the concept and	- Overview of learning materials in ELT - Authentic materials in ELT - evaluate and develop fabricated materials in ELT - Learning taxonomy - Overview of textbook - Textbook evaluation - Adapting and adopting textbook into learning process - Textbook evaluation case studies	√	√		√	√			√	√							This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard

	use of textbooks - Students are able to evaluate textbook evaluation - Students are able to evaluate the use of textbooks into learning process - Students are able to evaluate result of various researches about textbook evaluation - Students are able to create learning materials for listening - Students are able to produce learning materials for reading - Students are able to produce learning materials for speaking - Students are able to produce learning	- Learning materials for listening - Learning materials for reading - Learning materials for speaking - Learning materials for writing - Learning materials evaluation -																			

	materials for writing - Students are able to evaluate the learning materials being produced by other students																	
Univ. **B**	Tujuan yang diharapkan setelah mahasiswa mengikuti setiap tahapan perkuliahan pada mata kuliah ini adalah Mahasiswa memiliki pengetahuan dan penguasaan Mata Kuliah Kurikulum dan Pembelajaran baik secara teoritis maupun praktis. Antara lain meliputi: kedudukan, Konsep, fungsi dan peranan kurikulum; landasan-landasan pengembangan kurikulum; prinsip-prinsip dan produk pengembangan	- Pengertian dan Konsep Kurikulum - Landasan-landasan Pengembangan Kurikulum - Komponen-komponen kurikulum dan pengembangannya - Prinsip-prinsip Pengembangan Kurikulum - Pendekatan, Model, dan Prosedur Pengembangan Kurikulum - Evaluasi Kurikulum - Perkembangan Kurikulum di Indonesia - **Pembaharuan kurikulum** - Konsep Dasar Pembelajaran	√		√				√	√								This course is development phase 1.1, 1.2, and 2.1 in EPG standard

	kurikulum; komponen-komponen kurikulum dan pengembanganny a; sejarah perkembangan dan profil kurikulum di 155ndonesia; pengembangan kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pendekatan pembelajaran; komponen-komponen pembelajaran; dan inovasi dalam pelaksanaan pembelajaran.	- Komponen-komponen pembelajaran - Prinsip-prinsip belajar dan pembelajaran - Pendekatan dan Model Pembelajaran - **Inovasi Pembelajaran**																

Univ. **C**	- Have demonstrated their knowledge and understanding on the principles of English curriculum and materials development. - Apply their knowledge and understanding on the principles of English curriculum and materials development to review the existing language programs available in their surroundings. - Have the ability to integrate knowledge and handle complexity, formulate judgments with limited information, as well as to solve problems in the	- Principles of language Curriculum/syllabus development - Principles of language Curriculum/syllabus development - Principles of language Curriculum/syllabus development - Principles of language Curriculum/syllabus development - Procedures in English Curriculum/syllabus development - Procedures in English Curriculum/syllabus development - Procedures in English Curriculum/syllabus development - Procedures in English Curriculum/syllabus development.	√			√		√		√								This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard

	application of principles in the English curriculum and materials development. - Communicate their conclusion, the knowledge and rationale underpinning the English curriculum and materials development they are dealing with. - Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	- Principles in English Materials Development																
Univ. D	- Students can identify the fundamental reasons of those kinds of methods - The students find the expalanation of the all methods - Students understand	- Historical view of Language Curriculum and Development - Component of curriculum - Kurikulum 2013 - Kinds of Syllabuses - Lesson plan	√			√			√									This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard

	kurikulum 2013 - Students recognize and understand the kinds of syllabus - Students are able to arrange the syllabus - Students are able to arrange the lesson plan Students are able to recognize or select the instructional material using the relevant sources such as : internet, articles, books newspapers, and magazines - Students are able to make assessment	- Material Development - Assessment																
Univ. **F**	- Mampu menganalisis berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai - Dapat menggunakan berbagai	- Description of the course, the competence students should acquire, the teaching and learning process, and assignments - Roles of materials in the learning process	√					√		√								This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard

	macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai. - Mendesain berbagai macam materi pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris - Terampil dalam menggunakan berbagai macam materi pembelajaran bahasa Inggris	Materials to develop - Explanation of the stages including the design, development, evaluation, and revision - Analyzing needs and learners and setting the objectives - Content outline and development and delivery methods - Reviewing objectives, evaluating strategies, and collecting and analysing data - Developing and implementing revision plan - Designing students' own Materials																	

3. Language Learning Theories and Strategies (LLTS)

University	Learning Outcomes	Topic	Developmental Phase															Notes
			1.1		1.2			2.1				2.2			3.1		3.2			
			Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	

Univ. B	At the end of the course students are expected to be able to: - identify the basic concepts in TEFL; - explain and discuss the basic concepts in EFL; - to identify the principles of teaching and learning EFL; - to explain and discuss the principles of teaching and learning EFL; - identify principles of approaches and methods in EFL teaching; - explain and discuss approaches and methods in EFL teaching; - compare approaches and methods in EFL teaching; - identify the teaching	- The concepts of teaching and teaching methodology - The Learners and their characteristics—theories, styles and strategies of learning - A Methodical History of Language Teaching - The principles of language teaching and learning—cognitive, affective, and linguistic principles - Lesson planning & classroom management - Teaching Listening: Theories and Modeling - Teaching Speaking:			√				√			√	√						This course is development phase 1.2, 2.1 and 2.2 in EPG standard

	practices at Junior High Schools, Senior High Schools, and Vocational Schools as Models for their Teaching Practices for teaching demonstration in the Micro Teaching; - Apply the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom. - Write a lesson plan to be used for teaching demonstration in the micro teaching; and - Evaluate his/her peer in the micro teaching.	Theories and Modeling - Teaching Reading: Theories and Modeling - Teaching Writing using Genre-based Approach: Theories and Modeling - Teaching Integrated Skill: Theories and Modeling																			

Univ. H	At the end of the course students are expected to be able to: - identify the basic concepts in TEFL; - explain and discuss the basic concepts in EFL; - to identify the principles of teaching and learning EFL; - to explain and discuss the principles of teaching and learning EFL; - identify principles of approaches and methods in EFL teaching; - explain and discuss approaches and methods in EFL teaching; - compare approaches and methods in EFL teaching; - identify the teaching	- The concepts of teaching and teaching methodology - The Learners and their characteristics—theories, styles and strategies of learning - A Methodical History of Language Teaching - The principles of language teaching and learning—cognitive, affective, and linguistic principles - Lesson planning & classroom management - Teaching Listening: Theories and Modeling - Teaching Speaking:			√		√		√											This course is development phase 1.2, 2.1 and 2.2 in EPG standard

	practices at Junior High Schools, Senior High Schools, and Vocational Schools as Models for their Teaching Practices for teaching demonstration in the Micro Teaching; - Apply the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom. - Write a lesson plan to be used for teaching demonstration in the micro teaching; and - Evaluate his/her peer in the micro teaching.	Theories and Modeling - Teaching Reading: Theories and Modeling - Teaching Writing using Genre-based Approach: Theories and Modeling - Teaching Integrated Skill: Theories and Modeling																			

4. Digital Literacy in English Language Education

University	Learning Outcomes	Topic	Developmental Phase																		Notes
			1.1			1.2		2.1				2.2		3.1					3.2			
			Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 1	Descriptor 2	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 5	Descriptor 1	Descriptor 2	Descriptor 3	
Univ. F	- Mampu menganalisis berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai - Dapat menggunakan berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai. - Mendesain berbagai macam media pembelajaran untuk menyelesaikan permasalahan	- General overview of the course - What is teaching media? - Media, technology and learning - Technology for learning - Media and material - Visual principles - Visual Audio - Visual Computer - Multimedia - Internet and intranet - Distance learning								√												This course is development phase 2.1 in EPG standard

	dalam pembelajaran bahasa Inggris - Terampil dalam menggunakan berbagai macam media pembelajaran bahasa Inggris																					
Univ. **G**	- Memahami konsep, manfaat, jenis dan klasifikasi media pembelajaran - Mengkaji inovasi pemebelajaran dengan ICT sebagai sumbernya - Memahami konsep ICT dan pengaplikasiannya - Mampu mengembangkan media berbasis ICT	- Pengertian media pembeljaran, menfaat media pembelajaran, jenis dan klsifikasi media pembelajaan - Media pembelajaran yang dibutuhkan dijenjang sekolah formal - Pengertian inovasi pembeljaran dan pengaruh ICT terhadap media								√		√										This course is development phase 2.1 and 2.2 in EPG standard

		pembelajaran - Internet sebagai sumber utama sebagai media pembelajaran sebagai cara berpikir kritis - Mempelajari social networking sebagai media pembelajaran - Memilih media pallete pembelajaran - Menerapkan ICT dalam pembelajaran - Mengembangkan media berbasis ICT dan menjelaskan secara prinsip aplikasi-aplikasi																			

		internet yang popular saat ini - Pengenalan kebutuhan untuk informasi dan menentukan sifat dan luasnya informasi yang dibutuhkan - Mempersiapkan desain pembelajaran berbasis ICT																				

Appendix 5. Model of Teaching Observations

1. Observation I

Course Name	Curriculum and Material Development (UC1)
University	C
Date	October, 22 2019

Category	Notes	ICT Competences
- **Content/Material** - *Use textbook - *Use others resources	- Curriculum 2013 (material was prepared by lecturer)	5. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Google classroom) (TL12) 6. Search for potential teaching material on the internet. (TL16) 7. Download resources from websites. (TL17) 8. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
- **Types of Learning and Teaching Activities**		
Preparation	- Material has been sent by email before class started and lecturer gives the instruction to students to read the material.	1. Search for potential teaching material on the internet. (TL16) 2. Download resources from websites. (TL17)
Delivery	- Starting the class by inform the students about the objective of learning (she wrote it on the board) - Presenting the materials by explaining it in detailed, step by step. In this phase, the	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8)

	lecturer confirms the students about the terms and her explanation related to document to check their understanding and give the illustration to make her explanation understandable.	
Closure	- Review and summarize related to her explanation	
Teacher Roles *The lecturer is well prepared for classes. *The lecturer is knowledgeable and current in the subject area *The lecturer presents facts and concepts from related fields *The lecturer suggests additional resources to facilitate student learning *The lecturer explains concepts clearly	- Lecturer is a centered in the classroom - The lecturer is well prepared for classes. - The lecturer is knowledgeable and current in the subject area - The lecturer presents facts and concepts from related fields - The lecturer suggests additional resources to facilitate student learning - The lecturer explains concepts clearly	-
Student Roles	Dependent Learner	-

2. Observation II

Course Name	Material Development (UA1)
University	A
Date	November, 18 2019

Category	Notes	ICT Competences
Content/Material *Use textbook *Use others resources	- Textbook - - other resources which are downloaded by students through internet	5. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Schoology) (TL12) 6. Search for potential teaching material on the internet. (TL16) 7. Download resources from websites. (TL17) 8. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
Types of Learning and Teaching Activities		
Preparation	- Material has been sent by email before class started and lecturer gives the instruction to students to read the material and write the summary. (Schoology)	7. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 8. Use presentation software and digital resources to support instruction, such as: PPT (TL8) 9. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Schoology) (TL12) 10. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28) 11. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1)
Delivery	- Starting the class by inform the students about the objective of learning. - Asking the students randomly to check how far they understand about the material and give the clarification related to students; answers. - Starting to explain the materials, but it is still general (main topic) - Divide the students into groups and ask them to discuss the sub-topics with their	

	group members (discussion) students are allowed to search the information by using internet to find more information. - While students are discussing, the lecturer walk around, visits every groups and asks the progress and difficulties, if they have. - Asking students to present their result of discussion (other students are allowed to ask if they do not understand; lecturer confirm the answers) - Asking the students to send their result of discussion in Schoology.	12. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) 13. Implement ICT tools to develop students' higher order skills and creativity.(KD24)
Closure	- Review and summarize related to their class discussion	
Teacher Roles *The lecturer is well prepared for classes. *The lecturer is knowledgeable and current in the subject area *The lecturer presents facts and concepts from related fields *The lecturer suggests additional resources to facilitate student learning *The lecturer explains concepts clearly	- Lecturer is facilitator (The lecturer is well prepared for classes; The lecturer is knowledgeable and current in the subject area; The lecturer presents facts and concepts from related fields; The lecturer suggests additional resources to facilitate student learning; The lecturer explains concepts clearly)	3. Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives. (KD20) 4. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
Student Roles	Independent learner	4. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (KD3) 5. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 6. Implement ICT tools to develop students' higher order skills and creativity. (KD24)

3. Observation III

Course Name	English Learning Strategies (UB2) – Part 1
University	B
Date	November, 13th 2019

Category	Notes	ICT Competences
Content/Material - *Use textbook - *Use others resources	- Texbook (E-book) - - Other sources (students downloaded by themselves)	5. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (SPADA UNTIRTA) (TL12) 6. Search for potential teaching material on the internet. (TL16) 7. Download resources from websites. (TL17) 8. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
Teaching and Learning Activities		
Preparation	- Material has been sent by email before class started and lecturer gives the instruction to students to work in groups to writing paper related to material and send it in their platform (a week before class)	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8) 3. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Spada Untirta) (TL12) 4. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28)
Delivery	- Lecturer re-informs students about the learning objectives - Lecturer gives general explanation related to material. - Lecturer asks students present their result of discussion in group one by one. - After the presentation, lecturer allows the students to ask if they have a questions.	

Closure	- After all the presentations, the lecturer review the result of discussion while confirming unclear parts of explanations.	5. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) 6. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) 7. Implement ICT tools to develop students' higher order skills and creativity.(KD24)
- **Teacher Roles** *The lecturer is well prepared for classes. *The lecturer is knowledgeable and current in the subject area *The lecturer presents facts and concepts from related fields *The lecturer suggests additional resources to facilitate student learning *The lecturer explains concepts clearly	- Lecturer is a facilitator (The lecturer is well prepared for classes; The lecturer is knowledgeable and current in the subject area; The lecturer presents facts and concepts from related fields; The lecturer suggests additional resources to facilitate student learning; The lecturer explains concepts clearly)	3. Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives. (KD20) 4. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
- **Student Roles**	Independent learner	4. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (KD3) 5. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 6. Implement ICT tools to develop students' higher order skills and creativity. (KD24)

7. Observation IV

Course Name	English Learning Strategies (UB2) – Part 2
University	B
Date	November, 20th 2019

Category	Notes	ICT Competences
Content/Material - *Use textbook - *Use others resources	- Texbook (E-book) - - Other sources (students downloaded by themselves)	1. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (SPADA UNTIRTA) (TL12) 2. Search for potential teaching material on the internet. (TL16) 3. Download resources from websites. (TL17) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4)
Teaching and Learning Activities		
Preparation	- Material has been sent by email before class started and lecturer gives the instruction to students to write summary and list questions related to material. - (a week before class)	1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT (TL8) 3. Use of ICT resources for individuals and small groups of students in the regular classroom such as • Social site: Email • Digital classroom platforms (Spada Untirta) (TL12) 4. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28)
Delivery	- Lecturer informs learning objectives. - Lecturer does Q and A, related to material he has sent before (Lecturer – Student, Student – Lecturer, and Student – Student) - Lecturer explains the material systematically – terms, concept, examples. - After the explanation, lecturer allows the students to ask if they have a questions.	

Closure	- Lecturer asks the students to log in to their Spada Untirta accounts through computers which have been provided in the laboratory. - Laecturer asks students to write summaries (conclusion) related to material, lecturer's explanation, and questions that have been confirmed by lecturer and submits their summary on the platform. - Lecturer informs the students about the next material and asks them to work in groups.	5. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) 6. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) 7. Implement ICT tools to develop students' higher order skills and creativity.(KD24)
- **Teacher Roles** *The lecturer is well prepared for classes. *The lecturer is knowledgeable and current in the subject area *The lecturer presents facts and concepts from related fields *The lecturer suggests additional resources to facilitate student learning *The lecturer explains concepts clearly	- Lecturer is a facilitator (The lecturer is well prepared for classes; The lecturer is knowledgeable and current in the subject area; The lecturer presents facts and concepts from related fields; The lecturer suggests additional resources to facilitate student learning; The lecturer explains concepts clearly)	1. Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives. (KD20) 2. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
Student Roles	Independent learner	1. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (KD3) 2. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 3. Implement ICT tools to develop students' higher order skills and creativity. (KD24)

Appendix 6. ICT Competences Integration in Model of Teaching Components

ICT Competence Indicator Analysis for Model of Teaching Components

Model of Teaching Components and Sub-components Codes		
Approach (A)	**Method (M)**	**Technique (T)**
~~Theory of Course~~	Objectives (LO)	Procedure (P)
~~Theory of Learning~~	Content (C)	
~~Goal~~	Teaching and Learning Activities (TLA)	
	Teacher Roles (TR)	
	Student Roles (SR)	

Course 1: English Language Teaching and Methodology

No	Code	ICT Competencies Indicators	Sources	UNESCO's Approach			EPG						Infusion (in) MOT Components					
													M					T
				TL	KD	KC	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	P
1	**TL1**	Use the Internet and the World Wide Web	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
2	**TL4**	Implement the several ICT resources for online reading.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
3	**TL5**	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, -Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)	**(UNESCO, 2011)**	v			v	v	v	v	v		v			v		

4	**TL7**	Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker	**(UNESCO, 2011)**	v			v	v	v	v	v			v	v			v
5	**TL8**	Use presentation software and digital resources to support instruction, such as: PPT and Prezi	**(UNESCO, 2011)**	v			v	v	v	v				V	v			v
6	**TL12**	Use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo) Social sites Email, whatsapp, facebook, flickr, blogspot)	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
7	**TL16**	Search for potential teaching material on the internet.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
8	**TL17**	Download resources from websites.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
9	**TL21**	Use online technology as available to deliver	**Healey, 2008**	v			v	v	v	v				v	v			v

		instructional or support material																
10	**TL24**	Choose a technology environment that is aligned with the goals of the class.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v	v		v
11	**TL28**	Implement mobile device that employ a computer at their core such as cell phones, etc.	**Celce Murcia, 2014**	v			v	v	v	v				v	v			v
12	**TL31**	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	**Dilek Cakiki, 2006**	v			v	v	v	v					v			v
13	**TL33**	Provide graded and non-graded practice reviews, quizzes, and examinations	**Tomei, 2005**	v			v	v	v	v					v			v
14	**KD1**	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	**European Union, 2011**		v		v	v	v	v				v	v			v
15	**KD2**	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	**European Union, 2011**		v		v	v	v	v				v	v	v		v
16	**KD3**	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress	**European Union, 2011**		v		v	v	v	v				v	v	v		v

17	**KD4**	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**ISTE, 2008**		v		v	v	v	v				v	v			v
18	**KD5**	Use online technology available to deliver teaching or support material.			v		v	v	v	v				v	v			v
19	**KD7**	Use an electronic forum (e.g., blog) to post information for students about the class	**Healey, 2008**		v		v	v	v	v				v	v			v
20	**KD10**	Use of ICT tools to organize and retrieve materials and students' data.	**Healey, 2008**		v		v	v	v	v				v				
21	**KD13**	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	**Healey, 2008**		v		v	v	v	v					v			
22	**KD14**	Use computer-based diagnostic, formative, and summative testing where feasible.	**Healey, 2008**		v		v	v	v	v								
23	**KD19**	Provide learning opportunities outside the classroom for individual differences through ICT.	**Healey, 2008**		v		v	v	v	v				v	v			v
24	**KD20**	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be	**Healey, 2008**		v		v	v	v	v				v	v	v	v	v

		risk takers to practice target language as they are digital natives.																
25	**KD21**	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).	**Tomei, 2005**		v		v	v	v	v				v	v			v
26	**KD22**	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	**Tomei, 2005**		v		v	v	v	v					v			v
27	**KD23**	Implement the ICT tools to support learner centered strategies based on the needs of the students	**Tomei, 2005**		v		v	v	v	v					v	v	v	v
28	**KD24**	Implement ICT tools to develop students' higher order skills and creativity.	**Tomei, 2005**		v		v	v	v	v					v	v	v	v
29	**KD25**	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	**Tomei, 2005**		v		v	v	v	v					v			v
30	**KD26**	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.	**Tomei, 2005**		v		v	v	v	v					v			v
31	**KD29**	Design online materials that support students' deep understanding of key concepts and their application to real world problems	**Tomei, 2005**		v	v	v	v	v	v				v	v			v

32	**KD32**	Apply ICT to access and share resources to support their activities and their own professional learning.	**Tomei, 2005**			v	v	v	v	v				v				
33	**KC1**	Create lessons with downloaded texts, pictures, graphics, etc.	**European Union, 2011**			v	v	v	v	v				v				
34	**KC2**	Design blended learning modules using a learning management system.	**European Union, 2011**			v	v	v	v	v			v	v	v	v	v	v
35	**KC3**	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	**ISTE, 2008**			v	v	v	v	v			v	v	v	v	v	v
36	**KC5**	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
37	**KC7**	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	**Dilek Cakiki, 2006**			v	v	v	v	v					v	v	v	v
39	**KC10**	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				

40	**KC12**	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**Healey, 2008**			v	v	v	v	v				v				
41	**KC13**	Adapt digital resources that are found to be applied in learning.	**Healey, 2008**			v	v	v	v	v			v		v			v

Course 2: Curriculum and Material Development

No	Code	ICT Competencies Indicators	Sources	UNESCO's Approach			EPG						Infusion (in) MOT Components					
													M					T
				TL	KD	KC	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	P
1	**TL1**	Use the Internet and the World Wide Web	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
2	**TL4**	Implement the several ICT resources for online reading.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
3	**TL5**	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, -Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)	**(UNESCO, 2011)**	v			v	v	v	v	v		v			v		
4	**TL7**	Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker	**(UNESCO, 2011)**	v			v	v	v	v	v			v	v			v
5	**TL8**	Use presentation software and digital resources to support instruction, such as: PPT and Prezi	**(UNESCO, 2011)**	v			v	v	v	v				V	v			v

6	**TL12**	Use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo) Social sites Email, whatsapp, facebook, flickr, blogspot)	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
7	**TL16**	Search for potential teaching material on the internet.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
8	**TL17**	Download resources from websites.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
9	**TL21**	Use online technology as available to deliver instructional or support material	**Healey, 2008**	v			v	v	v	v				v	v			v
10	**TL24**	Choose a technology environment that is aligned with the goals of the class.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v	v		v
11	**TL28**	Implement mobile device that employ a computer at their core such as cell phones, etc.	**Celce Murcia, 2014**	v			v	v	v	v				v	v			v
12	**TL31**	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	**Dilek Cakiki, 2006**	v			v	v	v	v					v			v

13	**TL33**	Provide graded and non-graded practice reviews, quizzes, and examinations	**Tomei, 2005**	v			v	v	v	v					v				v
14	**KD1**	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	**European Union, 2011**		v		v	v	v	v				v	v				v
15	**KD2**	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	**European Union, 2011**		v		v	v	v	v				v	v	v			v
16	**KD3**	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress	**European Union, 2011**		v		v	v	v	v				v	v	v			v
17	**KD4**	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**ISTE, 2008**		v		v	v	v	v				v	v				v
18	**KD5**	Use online technology available to deliver teaching or support material.			v		v	v	v	v				v	v				v
19	**KD7**	Use an electronic forum (e.g., blog) to post information for students about the class	**Healey, 2008**		v		v	v	v	v				v	v				v

20	**KD10**	Use of ICT tools to organize and retrieve materials and students' data.	**Healey, 2008**		v		v	v	v	v				v				
21	**KD13**	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	**Healey, 2008**		v		v	v	v	v					v			
22	**KD14**	Use computer-based diagnostic, formative, and summative testing where feasible.	**Healey, 2008**		v		v	v	v	v								
23	**KD19**	Provide learning opportunities outside the classroom for individual differences through ICT.	**Healey, 2008**		v		v	v	v	v				v	v			v
24	**KD20**	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.	**Healey, 2008**		v		v	v	v	v				v	v	v	v	v
25	**KD21**	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).	**Tomei, 2005**		v		v	v	v	v				v	v			v
26	**KD22**	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	**Tomei, 2005**		v		v	v	v	v					v			v
27	**KD23**	Implement the ICT tools to support learner centered	**Tomei, 2005**		v		v	v	v	v					v	v	v	v

		strategies based on the needs of the students																
28	**KD24**	Implement ICT tools to develop students' higher order skills and creativity.	**Tomei, 2005**		v		v	v	v	v					v	v	v	v
29	**KD25**	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	**Tomei, 2005**		v		v	v	v	v					v			v
30	**KD26**	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.	**Tomei, 2005**		v		v	v	v	v					v			v
31	**KD29**	Design online materials that support students' deep understanding of key concepts and their application to real world problems	**Tomei, 2005**		v	v	v	v	v	v				v	v			v
32	**KD32**	Apply ICT to access and share resources to support their activities and their own professional learning.	**Tomei, 2005**			v	v	v	v	v				v				
33	**KC1**	Create lessons with downloaded texts, pictures, graphics, etc.	**European Union, 2011**			v	v	v	v	v				v				
34	**KC2**	Design blended learning modules using a learning management system.	**European Union, 2011**			v	v	v	v	v			v	v	v	v	v	v
35	**KC3**	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	**ISTE, 2008**			v	v	v	v	v			v	v	v	v	v	v

36	**KC5**	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
37	**KC7**	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	**Dilek Cakiki, 2006**			v	v	v	v	v					v	v	v	v
39	**KC10**	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
40	**KC12**	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**Healey, 2008**			v	v	v	v	v				v				
41	**KC13**	Adapt digital resources that are found to be applied in learning.	**Healey, 2008**			v	v	v	v	v			v		v			v

Course 3: Language Learning Strategies

No	Code	ICT Competencies Indicators	Sources	UNESCO's Approach			EPG						Infusion (in) MOT Components					
													M					T
				TL	KD	KC	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	P
1	**TL1**	Use the Internet and the World Wide Web	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
2	**TL4**	Implement the several ICT resources for online reading.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
3	**TL5**	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, -Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)	**(UNESCO, 2011)**	v			v	v	v	v	v		v			v		
4	**TL7**	Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker	**(UNESCO, 2011)**	v			v	v	v	v	v			v	v			v
5	**TL8**	Use presentation software and digital resources to support instruction, such as: PPT and Prezi	**(UNESCO, 2011)**	v			v	v	v	v				V	v			v

6	**TL12**	Use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo) Social sites Email, whatsapp, facebook, flickr, blogspot)	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
7	**TL16**	Search for potential teaching material on the internet.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
8	**TL17**	Download resources from websites.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
9	**TL21**	Use online technology as available to deliver instructional or support material	**Healey, 2008**	v			v	v	v	v				v	v			v
10	**TL24**	Choose a technology environment that is aligned with the goals of the class.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v	v		v
11	**TL28**	Implement mobile device that employ a computer at their core such as cell phones, etc.	**Celce Murcia, 2014**	v			v	v	v	v				v	v			v
12	**TL31**	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	**Dilek Cakiki, 2006**	v			v	v	v	v					v			v

13	**TL33**	Provide graded and non-graded practice reviews, quizzes, and examinations	**Tomei, 2005**	v			v	v	v	v					v				v
14	**KD1**	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	**European Union, 2011**		v		v	v	v	v				v	v				v
15	**KD2**	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	**European Union, 2011**		v		v	v	v	v				v	v	v			v
16	**KD3**	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress	**European Union, 2011**		v		v	v	v	v				v	v	v			v
17	**KD4**	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**ISTE, 2008**		v		v	v	v	v				v	v				v
18	**KD5**	Use online technology available to deliver teaching or support material.			v		v	v	v	v				v	v				v
19	**KD7**	Use an electronic forum (e.g., blog) to post information for students about the class	**Healey, 2008**		v		v	v	v	v				v	v				v

20	**KD10**	Use of ICT tools to organize and retrieve materials and students' data.	**Healey, 2008**		v		v	v	v	v				v				
21	**KD13**	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	**Healey, 2008**		v		v	v	v	v					v			
22	**KD14**	Use computer-based diagnostic, formative, and summative testing where feasible.	**Healey, 2008**		v		v	v	v	v								
23	**KD19**	Provide learning opportunities outside the classroom for individual differences through ICT.	**Healey, 2008**		v		v	v	v	v				v	v			v
24	**KD20**	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.	**Healey, 2008**		v		v	v	v	v				v	v	v	v	v
25	**KD21**	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).	**Tomei, 2005**		v		v	v	v	v				v	v			v
26	**KD22**	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	**Tomei, 2005**		v		v	v	v	v					v			v
27	**KD23**	Implement the ICT tools to support learner centered	**Tomei, 2005**		v		v	v	v	v					v	v	v	v

		strategies based on the needs of the students																
28	**KD24**	Implement ICT tools to develop students' higher order skills and creativity.	**Tomei, 2005**		v		v	v	v	v					v	v	v	v
29	**KD25**	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	**Tomei, 2005**		v		v	v	v	v					v			v
30	**KD26**	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.	**Tomei, 2005**		v		v	v	v	v					v			v
31	**KD29**	Design online materials that support students' deep understanding of key concepts and their application to real world problems	**Tomei, 2005**		v	v	v	v	v	v				v	v			v
32	**KD32**	Apply ICT to access and share resources to support their activities and their own professional learning.	**Tomei, 2005**			v	v	v	v	v				v				
33	**KC1**	Create lessons with downloaded texts, pictures, graphics, etc.	**European Union, 2011**			v	v	v	v	v				v				
34	**KC2**	Design blended learning modules using a learning management system.	**European Union, 2011**			v	v	v	v	v			v	v	v	v	v	v
35	**KC3**	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	**ISTE, 2008**			v	v	v	v	v			v	v	v	v	v	v

36	**KC5**	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
37	**KC7**	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	**Dilek Cakiki, 2006**			v	v	v	v	v					v	v	v	v
39	**KC10**	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
40	**KC12**	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**Healey, 2008**			v	v	v	v	v				v				
41	**KC13**	Adapt digital resources that are found to be applied in learning.	**Healey, 2008**			v	v	v	v	v			v		v			v

Course 4: Digital Literacy in English Language Education

No	Code	ICT Competencies Indicators	Sources	UNESCO's Approach			EPG						Infusion (in)					
													MOT Components					
													M					T
				TL	KD	KC	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	P
1	TL1	Use the Internet and the World Wide Web	(UNESCO, 2011)	v			v	v	v	v			v	v	v			v
2	TL4	Implement the several ICT resources for online reading.	(UNESCO, 2011)	v			v	v	v	v			v	v	v			v
3	TL5	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, -Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)	(UNESCO, 2011)	v			v	v	v	v	v		v			v		
4	TL7	Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker	(UNESCO, 2011)	v			v	v	v	v	v			v	v			v
5	TL8	Use presentation software and digital resources to support instruction, such as: PPT and Prezi	(UNESCO, 2011)	v			v	v	v	v				V	v			v

6	**TL12**	Use of ICT resources for individuals and small groups of students in the regular classroom such as Digital classroom platforms (Google classroom, Edmodo) Social sites Email, whatsapp, facebook, flickr, blogspot)	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v			v
7	**TL16**	Search for potential teaching material on the internet.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
8	**TL17**	Download resources from websites.	**(UNESCO, 2011)**	v			v	v	v	v				v	v			v
9	**TL21**	Use online technology as available to deliver instructional or support material	**Healey, 2008**	v			v	v	v	v				v	v			v
10	**TL24**	Choose a technology environment that is aligned with the goals of the class.	**(UNESCO, 2011)**	v			v	v	v	v			v	v	v	v		v
11	**TL28**	Implement mobile device that employ a computer at their core such as cell phones, etc.	**Celce Murcia, 2014**	v			v	v	v	v				v	v			v
12	**TL31**	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	**Dilek Cakiki, 2006**	v			v	v	v	v					v			v

13	**TL33**	Provide graded and non-graded practice reviews, quizzes, and examinations	**Tomei, 2005**	v			v	v	v	v					v				v
14	**KD1**	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	**European Union, 2011**		v		v	v	v	v				v	v				v
15	**KD2**	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	**European Union, 2011**		v		v	v	v	v				v	v	v			v
16	**KD3**	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress	**European Union, 2011**		v		v	v	v	v				v	v	v			v
17	**KD4**	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**ISTE, 2008**		v		v	v	v	v				v	v				v
18	**KD5**	Use online technology available to deliver teaching or support material.			v		v	v	v	v				v	v				v
19	**KD7**	Use an electronic forum (e.g., blog) to post information for students about the class	**Healey, 2008**		v		v	v	v	v				v	v				v

20	**KD10**	Use of ICT tools to organize and retrieve materials and students' data.	**Healey, 2008**		v		v	v	v	v				v				
21	**KD13**	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	**Healey, 2008**		v		v	v	v	v					v			
22	**KD14**	Use computer-based diagnostic, formative, and summative testing where feasible.	**Healey, 2008**		v		v	v	v	v								
23	**KD19**	Provide learning opportunities outside the classroom for individual differences through ICT.	**Healey, 2008**		v		v	v	v	v				v	v			v
24	**KD20**	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.	**Healey, 2008**		v		v	v	v	v				v	v	v	v	v
25	**KD21**	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).	**Tomei, 2005**		v		v	v	v	v				v	v			v
26	**KD22**	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	**Tomei, 2005**		v		v	v	v	v					v			v
27	**KD23**	Implement the ICT tools to support learner centered	**Tomei, 2005**		v		v	v	v	v					v	v	v	v

		strategies based on the needs of the students																
28	**KD24**	Implement ICT tools to develop students' higher order skills and creativity.	**Tomei, 2005**		v		v	v	v	v					v	v	v	v
29	**KD25**	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	**Tomei, 2005**		v		v	v	v	v					v			v
30	**KD26**	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.	**Tomei, 2005**		v		v	v	v	v					v			v
31	**KD29**	Design online materials that support students' deep understanding of key concepts and their application to real world problems	**Tomei, 2005**		v	v	v	v	v	v				v	v			v
32	**KD32**	Apply ICT to access and share resources to support their activities and their own professional learning.	**Tomei, 2005**			v	v	v	v	v				v				
33	**KC1**	Create lessons with downloaded texts, pictures, graphics, etc.	**European Union, 2011**			v	v	v	v	v				v				
34	**KC2**	Design blended learning modules using a learning management system.	**European Union, 2011**			v	v	v	v	v			v	v	v	v	v	v
35	**KC3**	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	**ISTE, 2008**			v	v	v	v	v			v	v	v	v	v	v

36	**KC5**	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
37	**KC7**	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.	**Dilek Cakiki, 2006**			v	v	v	v	v					v	v	v	v
39	**KC10**	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.	**Dilek Cakiki, 2006**			v	v	v	v	v				v				
40	**KC12**	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	**Healey, 2008**			v	v	v	v	v				v				
41	**KC13**	Adapt digital resources that are found to be applied in learning.	**Healey, 2008**			v	v	v	v	v			v		v			v

Appendix 7. Concept of Designing ICT Competence-Integrated Theoretical Key Teaching Competences Courses Models of Teaching

APPROACH		
Theories of Theoretical key teaching competences courses	Theoretical key teaching competences is the part of pedagogical competence which becomes a basis for pre-service teachers and teachers' practice to gain the fundamental knowledge relates to the teachers' ability in choosing the appropriate teaching methods and strategies; managing the teaching and learning process; designing and developing syllabuses; planning assessment; evaluating the teaching and learning process and integrating the teaching and learning process with the use of technology.	
	ELTM	This course focuses on understanding of teaching methods and teaching skills for four English skills, lesson and course planning, and the evaluation and comparison of teaching methods.
	CMD	This course covers the concept of curriculum, its program design and implementation. In this course, the students are introduced to the concept of curriculum in general and the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practices to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents.
	LLTS	This course covers various strategies of teaching productive and receptive skills and components based on the theories in language learning. Through this course, students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice. Therefore, this course will discuss a number of different theoretical views and concepts as well as principles of EFL methodology that become the sources and foundations for classroom practices.
	Digital Literacy in ELE	The course emphasizes on developing students' ability to use basic digital skills, create and communicate information, find and evaluate information, and solve problems in technology-rich environments. This course also gives the students the opportunity to develop students' ability and creativity to utilize varieties of media to facilitate language teaching and design media for language teaching in the following categories such as, word processor, digital audio production, digital video production, and some internet facilities for learning.
Theory of theoretical key teaching competences subjects learning	1. Cognitive Approach 2. Humanistic Approach 3. Behavioral Approach	

Goals	ELTM	Students are expected to understand different teaching and learning theories and methods and can select and use appropriately the variety of technique and activities.
	CMD	Students are expected to be able to understand and analyse the skills of designing curriculum and to develop and evaluate learning materials being used in teaching learning process before design it.
	LLS	Students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice.
	Digital Literacy	Students are expected to have a conceptual knowledge and have a positive attitude to develop the media in accordance with the rules of scientific learning English Education.

METHOD			ICT Competences
Objectives of Theoretical Key Teaching Competences subjects learning	**ELTM**	• Understand the different language learning theorist and strategies • Apply techniques and materials for differed teaching and learning context • Evaluate from practical perspective the suitability of techniques and materials for differed teaching contexts • Develop the appropriate teaching techniques and activities	• Use the Internet and the World Wide Web (TL1) • Implement the several ICT resources for online reading (TL4) • Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, - Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL) (TL5) • Choose a technology environment that is aligned with the goals of the class. (TL24) • Implement the ICT tools to develop students' higher order thinking skills and creativity (KD24) • Design blended learning using a learning management system. (KC2) • Design and adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (KC3) • Adapt digital resources that are found to be applied in learning (KC13)
	CMD	• Develop students' knowledge, principles, practical skills for developing and analyzing curriculum and syllabus • Design syllabus based on the grade and the curriculum being used • Evaluate learning teaching program • Understand basic concepts about the use learning materials in teaching learning process • Apply knowledge, principles, practical skills for developing and evaluating learning materials being used in teaching learning process. • Evaluate and develop ELT materials • Design ELT materials	
	LLTS	• Understand the students' characteristics (physical, moral, spiritual, social, cultural, emotional, and intellectual) • Understand the students' potential and needs • Understand language learning theories and methods, learning styles and learning strategies • Understand the theoretical principles behind teaching techniques and materials	

		• Design the course and tasks based on the students' need	
	Digital Literacy in ELE	• Identify the type of technology that is appropriate for use in language learning in the classroom • Develop technology-based learning plan effectively and efficiently • Engage actively in technology-based learning during the lecturer takes place • Implement technology-based learning in the classroom	
Content of Theoretical Key Teaching Competences Subjects	ELTM	1. History of language teaching 2. Approaches and methods in ELT 3. Principles of language learning and teaching 4. Assessment in ELT 5. Second Language Acquisition Theories 6. Teaching Listening 7. Theories of teaching reading 8. Teaching Reading 9. Theories of teaching Speaking 10. Teaching Speaking 11. Theories of teaching writing 12. Teaching writing	1. Search for potential teaching material on the internet. (TL16) 2. Download resources from websites. (TL17) 3. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. (KD2) 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KD4) 5. Design online materials that support students' deep understanding of key concepts and their application to real world problems. (KD29) 6. Apply ICT to access and share resources to support their activities and their own professional learning. (KD32)
		References **1. Main Readings:** - Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.	

		- Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson - Brown, H.D. 2003. *Teaching by Principles*. London: Longman Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. **2. Supplementary Readings:** - Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press. - Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media. - Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall. - Maxom Michelle. (2009). *Teaching English as a Foreign language for Dummie*s. England: John Wiley & Sons, Ltd - Hahger Diane., Janette. K.K., Terese. C.C. (2010). *How to Teach English Language Learners*. San Francisco: Jossey-Bass. - https://www.academia.edu/ - https://www.researchgate.net/ - https://eric.ed.gov/	7. Create lessons with downloaded texts, pictures, graphics, etc. (KC1) 8. Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used. (KC5) 9. Design online materials and activities that engage students in collaborative problem-solving, research or creating art. (KC10) 10. Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources). (KC12)
	CMD	1. Curriculum, syllabus, lesson plans, and learning materials, 2. *Kurikulum 2013*,	

		3. Bloom's Learning Taxonomy, 4. The analysis of a textbook, 5. A lesson plan and learning material design.	
		References - **Main Readings:** - Richards, Jack. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. - Tomlinson. B. (2008). *English Language Learning Materials: Critical Review*. New York: Continuum International Publishing Group. - Gray, John. (2013). *Critical Perspectives on Language Teaching Materials*. London: Palgrave Macmillan. - Garton Sue and Kathleen Graves. (2014). *International Perspectives on Material in ELT*. London: Palgrave Macmillan. - Nation, I.S.P. (2010). *Language Curriculum Design.* UK: Taylor and Francis. - **Supplementary Readings:** - Harmer, Jeremy. 2001. *How to Teach English*. England: Adison Wesley Longman. - Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson - https://www.academia.edu/ - https://www.researchgate.net/ - https://eric.ed.gov/	

		- https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html	
	LLS	1. Approaches, Methods, Techniques in English language teaching. 2. The principles of language teaching and learning—cognitive, affective, and linguistic principles. 3. The teaching and learning process 4. Teaching pronunciation. 5. Teaching vocabulary 6. Teaching grammar 7. Teaching listening and reading 8. Teaching speaking and writing 9. Teaching integrated skills	
		References **1. Main Readings:** - Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. - Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson - Brown, H.D. 2003. *Teaching by Principles*. London: Longman - Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. **2. Supplementary Readings:** - Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.	

		- Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media. - Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall. - https://www.academia.edu/ - https://www.researchgate.net/	
	Digital Literacy	1. ICT as the learning and teaching innovation, 2. The concept and implementation of ICT in teaching and learning processes, 3. The advantages and disadvantages of ICT, 4. The popular applications found in the Internet, 5. Distance learning, 6. The design of the ICT-based teaching and learning process, 7. The demonstration of the ICT-based teaching and learning process.	
		References **1. Main Readings:** - Dudeney, Gavin dan Nicky Hockley. 2007. *How to Teach English with Technology*. Essex: Pearson Education Limited. - Harmer, Jeremy. 2007. *The Practice of Language Teaching*. China: Pearson Education Limited. - Sharon E. Smaldino, Deborah L. Lowther, James D. Russel. (2014). *Instructional*	

		Technology & Media for Learning. Prentice hall: Ohio. **2. Supplementary Readings:** - Jochems, W., Mettienboer , J., & Koper, R. 2004. *Integrated E-Learning*. Canada: Routledge.	
	Teaching Media	1. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc. 2. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), LMS (Padlet, Gmail, Google Classroom, ect	
Kinds of Activities	Types of Method	1. Scaffolding 2. Project Based 3. Computer Assisted Instruction	
	Types of Activities	discussion and presentation	9. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 10. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8) 11. Use of ICT resources for individuals and small groups of students in the regular classroom such as 12. Digital classroom platforms (Google classroom, Edmodo) 13. Social sites Email, whatsapp, facebook, flickr, blogspot) (TL12) 14. Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28) 15. Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1)

			16. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (KD3) 17. Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) 18. Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives. (KD20) 19. Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 20. Implement ICT tools to develop students' higher order skills and creativity.(KD24) 21. Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication. (KC7) 22. Design online materials and activities that engage students in collaborative problem-solving, research or creating art. (KC10)
Teacher Roles	Teacher becomes a facilitator		
Student Roles	Student – centered (students do not depend on the teacher to control the learning experience, students play a more active role in the classroom - creating and participating in the construction of knowledge)		

Technique				How to integrate	ICT Competences
Procedure of Syntax					
Name of Technique	**Preparation**	**Delivery**	**Closure**		
	- Choose the topic - Set specific learners' objectives - Collect, review subject matter and useful material - Plan the presentation - Prepare handouts	- Get the students attention - Present students with the learning objectives - Use advanced organizer - Present information in an organized, step by step manner - Provide the explanation that are complete, accurate, and clear - Use the examples or illustrations to make things clearer - Monitor understanding by promoting	- Review and summarise - Secure new learning to previous knowledge - Check for ability to apply what was learned and to use new knowledge at higher cognitive level	The integration of ICT competences do not change the activities of the sequences, but it becomes additional tools which support the activities to be more efficient and effectives.	1. Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL) (TL5) 2. Use of ICT resources for individuals and small groups of students in the regular classroom such as 3. Digital classroom platforms (Google classroom, Edmodo) 4. Social sites Email, whatsapp,

		questions and comments.			facebook, flickr, blogspot) (TL12) 5. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources (KD3) 6. Implement ICT tools in solving simple and complex explanation in teaching and learning activities. (KD21) 7. Implement the ICT tools to develop students' higher order thinking skills and creativity. (KD24) 8. Design units of study and classroom activities that integrate a range of ICT tools and devices to help the students acquire the skills of reasoning, planning, reflective learning, knowledge building and
Scaffolding	Building background knowledge	Thinking and discoursing through the topic or activity	Reconstructing and realizing knowledge to scaffold students to organize and consolidate new understandings and to realize them		
Project Based	Selecting topic and Making Plans	Doing Research and Sharing results with other and making presentation	Evaluation		
Computer Assisted Instruction	Planning Phase - Recognize the participants' needs - Describe and analyse the present institutional situation and resources - Develop goals and objectives (Drill and Practice, Tutorial, Games, Simulation, Discovery, and Problem Solving)	Development/Delivery of content - Deliver the instruction	Consolidation Phase - Evaluate and Revise (It is concluding phase where teacher know about the progress of their student, their problem and gives solution for their appropriate modifications)		

	- Design the appropriate material and activities				communication. (KC10)

Appendix 8. Designed ICT Competence-Integrated Theoretical Key Teaching Competences Courses Models of Teaching

1. English Language Teaching and Methodology Course Model of Teaching

Course Title : English Language Teaching and Methodology
Credit : 3 SKS
Semester : 4
Time Allocation : 16 Meetings x 150 Minutes

A. Course Description:

This course covers major theories of or approaches and methods to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context. It is therefore both theoretical and practical. This course also allows students to develop students' ability and creativity in implementing methods derived from the philosophy and principles of teaching English language art indifferent levels of educational institutions. The topics to be covered include: (1) the principles of approaches, methods, and techniques, (2) the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century, the Mid-to-Late-20th Century, Post method Era, and (3) the scientific approach. To achieve the effective results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access the digital classroom platform in maintaining independent learning, and encourage students to involve various ICT tools creatively in their learning process.

B. Goal

After completing this course, students are supposed to understand and gain the knowledge on teaching English, get the experience as a future reflective teacher, be competent in running an English lesson and get the experience about utilizing the ICT tools.

C. Objectives

The objectives of this course are adapted from EPG's descriptors of methodology: knowledge and skills in development phase 1.1 until 2.2, that at the end of the course, students are expected to be able to: (1) Identify different language learning theories and methods, (2) Understand different language theories and methods, (3) Analyze techniques and materials for two or more levels, (4) Evaluate a practical perspective of the suitability of techniques and materials for different teaching contexts, and (5)Apply a variety of teaching methods, techniques and activities with the support of various ICT tools such as LCD, computer, laptop, cell phone, speakers, internet, Ms. Office, Ms. PowerPoint, websites, emails, etc. that can provide learning opportunities outside the classroom, initiate independent learning for students, and improve students' creativity in learning this course by employing ICT tools.

D. Contents/Materials

The materials will be taught:

1. History of language teaching
2. Approaches and methods in ELT
3. Principles of language learning and teaching
4. Assessment in ELT
5. Second Language Acquisition Theories
6. Teaching Listening
7. Theories of teaching reading
8. Teaching Reading
9. Theories of teaching Speaking

10. Teaching Speaking
11. Theories of teaching writing
12. Teaching writing

References

3. Main Readings:

- Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson
- Brown, H.D. 2003. *Teaching by Principles*. London: Longman Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

4. Supplementary Readings:

- Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.
- Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media.
- Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall.
- Maxom Michelle. (2009). *Teaching English as a Foreign language for Dummies*. England: John Wiley & Sons, Ltd
- Hahger Diane., Janette. K.K., Terese. C.C. (2010). *How to Teach English Language Learners*. San Francisco: Jossey-Bass.
- https://www.academia.edu/
- https://www.researchgate.net/
- https://eric.ed.gov/

E. Teaching Media

3. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.
4. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc
5. Online Applications: Schoology, Gmail, Prezi, etc.

F. Method

1. Scaffolding, Project Based, Computer Assisted Instruction
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Procedure in teaching and learning activity:

Preparation	- Choose the topic - Set specific learners' objectives - Collect, review subject matter and useful material - Plan the presentation - Prepare handouts
Delivery	- Get the students attention - Present students with the learning objectives - Use advanced organizer - Present information in an organized, step by step manner - Provide the explanation that are complete, accurate, and clear

	- Use the examples or illustrations to make things clearer - Monitor understanding by promoting questions and comments.
Closure	- Review and summarise - Secure new learning to previous knowledge - Check for ability to apply what was learned and to use new knowledge at higher cognitive level

H. Assessment

1. Presentation
2. Summary
3. Performance assessment (teaching simulation)

English Language Teaching and Methodology Course Model of Teaching (Prototype Per-Meeting)

Course Title : English Language Teaching and Methodology
Credit : 3 SKS
Semester : 4
Meeting : 2nd

A. Course Description:

This course covers major theories of or approaches and methods to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context. It is therefore both theoretical and practical. This course also allows students to develop students' ability and creativity in implementing methods derived from the philosophy and principles of teaching English language art indifferent levels of educational institutions. The topics to be covered include: (1) the principles of approaches, methods, and techniques, (2) the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century, the Mid-to-Late-20th Century, Post method Era, and (3) the scientific approach.

B. Goal

After completing this course, students are supposed to understand and gain the knowledge on teaching English, get the experience as a future reflective teacher, be competent in running an English lesson and get the experience about utilizing the ICT tools.

C. Objectives

In this meeting the students are expected to be able to identify and explain the differences of approaches, methods, and techniques in English language teaching, analyze the approaches, methods and techniques of English teaching and learning on the 19th and

Early to Mid-20th Century, access educational websites in finding more references, create slides for the presentation, and employ a reference management tool such as Mendeley and utilizing the digital platform (Schoology) as a media to discuss among the students.

D. Contents/Materials

- Approaches and methods in ELT

References

1. Main Readings:

- Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson
- Brown, H.D. 2003. *Teaching by Principles*. London: Longman Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

2. Supplementary Readings:

- Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.
- Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media.
- Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall.
- Maxom Michelle. (2009). *Teaching English as a Foreign language for Dummie*s. England: John Wiley & Sons, Ltd
- Hahger Diane., Janette. K.K., Terese. C.C. (2010). *How to Teach English Language Learners*. San Francisco: Jossey-Bass.
- https://www.academia.edu/

- https://www.researchgate.net/
- https://eric.ed.gov/

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers.
2. Software: Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), digital library (Mendeley)
3. Online Applications: Schoology

F. Method

1. Scaffolding, project based and Computer Assisted Instruction
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Stages of Learning	Activity	ICT Competence level	Communication	Media	Purpose
Preparation	- Lecturer informs the students about the learning objectives. - Lecturer provides the students with the books/journals/ articles related to approach and method in ELT that will be shared in Schoology before the class started.	- (KD7) - (KD5, KD19, KD20, KC1)	T - S	- Schoology, to share the materials.	- Make the students aware about what the goals of this topic - Give the students the general ideas about what the topic will be discussed

	- Lecturer also shares teaching video/link and asks the students to identify what the approach and method that lecturer uses in that video. The students can write their answer/opinion in discussion box provided in Schoology before the class started.	- (KD2, KD19, KD20, KC1, KC10, KC12)			
Delivery	- Lecturer reinforms the students about the learning		T – S and S - S	- Laptop, LCD projector and Ms. Power Point, to support the	- Give the clarificatio n and clear understand

	objectives of learning approach and method in ELT. - Lecturer and students discuss about the teaching video that has been shared in Schoology. - Lecturer explains the material – approach and method in ELT. - Lecturer divides students into	- (TL1, TL4, TL5, TL7, TL8) - (KD1, KD2, KD3, KD24, KD32)		lecturer's presentation.	ing for the students about the topic that they are discussing.

	groups and asks them to search videos related to 'Approach and Method in ELT'. - Then, the students will identify and analyze the videos related to the sources they have.	- (KD1, KD2, KD3, KD24, KD32)			
Closure	- Lecturer reviews the material that has been presented by the True/False questions which provided in Schoology	- (KD25, KD26, KC5)	T - S	- Schoology, - Laptop/smartphone, to access the platform.	- To make sure student still remember what they learn today

	- Lecturer asks the students to log in to their Schoology account and starts to answer the questions. The result will come out after the students finish answering the questions. Based on the results of students' answers, the lecturer will review the question where the students are mostly wrong.	- (KD25, KD26, KC5)			

H. Assessment

1. Presentation
2. Summary
3. Performance assessment (teaching simulation)

2. Language Learning Theories and Strategies Model of Teaching

Course Title : Language Learning Theories and Strategies
Credit : 3 SKS
Semester : 5
Time Allocation : 16 Meetings x 150 Minutes

A. Course Description

This course covers various strategies of teaching productive and receptive skills and components based on the theories in language learning. Through this course, students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice. Therefore, this course will discuss a number of different theoretical views and concepts as well as principles of EFL methodology that become the sources and foundations for classroom practices. The topics to be covered include: (1) learning strategies and national curriculum standard, (2) approaches, methods, and techniques in English language teaching, (3) initiating classroom interaction, and giving feedbacks, (4) the observation of teaching and learning process, (5) the principles of teaching pronunciation and vocabulary, (6) the principles of teaching listening and speaking, (7) the principles of teaching integrated skills, and (8) the teaching demonstration. To maximize the results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access the digital classroom platform and other educational websites in maintaining independent learning, and encourage students to integrate various ICT tools creatively in their learning process.

B. Goal

After completing this course, students are supposed to understand and gain the knowledge on teaching English, get the experience as a future reflective teacher, be competent in running an English lesson and get the experience about utilizing the ICT tools.

C. Objectives

The objectives of this course are adapted from EPG's descriptors lesson and course planning in development phase 1.1 until 2.2, that at the end of the course, students are expected to be able to: (1) Identify different language learning theories and methods, (2) Understand different language theories and methods, (3) Analyze techniques and materials for two or more levels, (4) Apply a variety of teaching methods, techniques and activities (5) Evaluate a practical perspective of the suitability of techniques and materials for different teaching contexts with the assistance of various ICT tools such as LCD, computer, laptop, cell phone, speakers, internet, Ms. Office, Ms. PowerPoint, websites, emails, etc. that can provide learning opportunities outside the classroom, initiate independent learning for students, and improve students' creativity in learning this course by employing ICT tools.

D. Contents/Materials

The materials will be taught:

1. Approaches, Methods, Techniques in English language teaching.
2. The principles of language teaching and learning—cognitive, affective, and linguistic principles.
3. The teaching and learning process
4. Teaching pronunciation.
5. Teaching vocabulary
6. Teaching grammar
7. Teaching listening and reading
8. Teaching speaking and writing
9. Teaching integrated skills

References

5. Main Readings:

- Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson
- Brown, H.D. 2003. *Teaching by Principles*. London: Longman
- Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

6. Supplementary Readings:

- Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.
- Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media.
- Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall.
- https://www.academia.edu/
- https://www.researchgate.net/

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.
2. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc
3. Online Applications: Padlet, Gmail, Google Classroom, ect.

F. Method

1. Apply Scaffolding, Project Based and Computer Assisted Instruction

2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Procedure in teaching and learning activity:

Preparation	- Choose the topic - Set specific learners' objectives - Collect, review subject matter and useful material - Plan the presentation - Prepare handouts
Delivery	- Get the students attention - Present students with the learning objectives - Use advanced organizer - Present information in an organized, step by step manner - Provide the explanation that are complete, accurate, and clear - Use the examples or illustrations to make things clearer - Monitor understanding by promoting questions and comments.
Closure	- Review and summarise - Secure new learning to previous knowledge - Check for ability to apply what was learned and to use new knowledge at higher cognitive level

H. Assessment

1. Presentation
2. Summary
3. Written report
4. Teaching simulation

Language Learning Theories and Strategies Course Model of Teaching (Prototype Per-Meeting)

Course Title : Language Learning Theories and Strategies
Credit : 3 SKS
Semester : 5
Meeting : 2nd

A. Course Description

This course covers various strategies of teaching productive and receptive skills and components based on the theories in language learning. Through this course, students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice. Therefore, this course will discuss a number of different theoretical views and concepts as well as principles of EFL methodology that become the sources and foundations for classroom practices. The topics to be covered include: (1) learning strategies and national curriculum standard, (2) approaches, methods, and techniques in English language teaching, (3) initiating classroom interaction, and giving feedbacks, (4) the observation of teaching and learning process, (5) the principles of teaching pronunciation and vocabulary, (6) the principles of teaching listening and speaking, (7) the principles of teaching integrated skills, and (8) the teaching demonstration. To maximize the results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access the digital classroom platform and other educational websites in maintaining independent learning, and encourage students to integrate various ICT tools creatively in their learning process.

B. Goal

After completing this course, students are supposed to understand and gain the knowledge on teaching English, get the experience as a future reflective teacher, be competent in running an English lesson and get the experience about utilizing the ICT tools.

C. Objectives

In this meeting the students are expected to be able to identify and explain the differences of approaches, methods, and techniques in English language teaching and access educational websites in finding more references, create slides for the presentation and employ a digital library such as Mendeley and accessing the digital classroom platform as media to share ideas and discussion – student and student, teacher and student.

D. Contents/Materials

- Approaches and methods in English Language Teaching

References

1. **Main Readings:**
   - Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
   - Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson
   - Brown, H.D. 2003. *Teaching by Principles*. London: Longman
   - Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
2. **Supplementary Readings:**
   - Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.

- Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media.
- Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall.
- https://www.academia.edu/
- https://www.researchgate.net/

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers.
2. Software: Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox) and digital library (Mendeley)
3. Classroom digital platform: Padlet

F. Method

1. Scaffolding, Project Based, Computer Assisted Instruction
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Phase	Activity	ICT Competence level	Communication	Media	Purpose
Preparation	- Lecturer informs the students about the learning objectives of learning approach and method in ELT. - Lecturer provides the students with the books/journals/articles related to approach and method in ELT that will be shared in Padlet before the class.	- (KD7) - (KD5, KC1)	T - S	- Padlet, to be a platform used by the lecturer to share the materials. Meanwhile, it is used for students to discuss.	- Make the students aware about what the goals of this topic - Give the students the general ideas about what the topic will be discussed

	- Lecturer also shares teaching video/link and asks the students to identify what the approach and method that teacher uses in that video. The students can write their answer/opinion in discussion box provided in Padlet before the class.	- (KD2, KD19, KD20, KC1, KC10, KC12)			
Delivery	- Lecturer plays the teaching video and asks the students to identify what the approach and	- (TL1, TL4, TL5, TL7, TL8, KD2, KD3, KD13)	T – S and S - S	- Laptop, LCD projector and Ms. Power Point, to support his/her presentation.	- Give the clarification and clear understanding for the students about the topic

	method that teacher uses in that video. - Lecturer clarifies and engage the students to discuss the approach and method in the teaching video. - Lecturer explains the material – approach and method in ELT.			- Video player, to play the video.	that they are discussing.
Closure	- Lecturer reviews the material about approach and method in ELT. - Lecturer divides students into groups and each	- (KD1, KD2, KD3, KD24, KD32)	T – S and S - S	- Youtube and Website, to find the videos. - Padlet, to share the videos.	- To make sure students have their own concept about the topic – approach and method in ELT.

	group should find the other teaching videos. - Students make their own hypothesis related to the videos that they have gotten. - Lecture asks each group to share the videos that they have been identified and analyzed on Padlet. - Lecturer asks each group to pick the other group videos and	- (KD1, KD2, KD3, KD24) - (KD32) - (KD1, KD2, KD3, KD24)		- Laptop, LCD and projector and Video Player, to play the videos.	

	try to identify and analyze what the approach and method include in the videos. - After analyzing the videos, the students will share their result of analysis while the group that has the video will listen and compare their result of analysis to find the similarities and differences. In this activity, the lecturer will be a	- (TL1, TL4, TL5, TL7, TL8)			

	guide and give the feedback. - The last, lecturer reviews the material and the result of discussion.				

H. Assessment

1. Presentation
2. Summary
3. Written report
4. Teaching simulation

UNIVERSITAS NEGERI JAKARTA

3. Curriculum and Material Development Course Model of Teaching

Course Title : Curriculum and Material Development
Credit : 3 SKS
Semester : 5
Time Allocation : 16 Meetings x 150 Minutes

A. Course Description

This course covers the concept of curriculum, its program design and implementation. In this course, the students are introduced to the concept of curriculum in general and the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practices to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents. The topics to be covered include: (1) curriculum, syllabus, lesson plans, and learning materials, (2) *Kurikulum 2013,* (3) Bloom's Learning Taxonomy, (4) the analysis of a textbook, (5) a lesson plan and learning material design. To achieve the effective results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access digital classroom platform (Schoology, Edmodo, Google Classroom, etc) in maintaining independent learning, and encourage students to integrate various ICT tools creatively in their learning process.

B. Goal

After completing this course, students are supposed to understand the knowledge on Curriculum and Material Development and has the competences to plan, design, and evaluate lesson plan and material by utilizing the ICT tools.

C. Objectives

The objectives of this course are adapted from EPG's descriptors lesson and course planning in development phase 1.1 until 2.2, that at the end of the course, students are expected to be able to: (1) Understand the principles of curriculum and materials development, (2) List a series of activities in a lesson plan, (3) Apply lesson plans as instructed to take account of learning success and difficulties, (3) **A**nalyze a syllabus and specified materials to prepare lesson plans, (4) Design a course or part of a course taking account of the syllabus, (5) Design tasks to exploit the linguistic and communicative potential of materials with the integration of various ICT tools such as LCD, computer, laptop, cell phone, speakers, internet, Ms. Office, Ms. PowerPoint, educational websites, digital classroom platform (Schoology. Edmodo, Gopgle Classroom, Padlet, etc), Social Sitess (Facebook, WhatsApp, Email, etc) etc. that can provide learning opportunities outside the classroom, initiate independent learning for students, and improve students' creativity in designing materials by employing ICT tools.

D. Contents/Materials

The materials will be taught:

1. Curriculum, syllabus, lesson plans, and learning materials.
2. *Kurikulum 2013.*
3. Bloom's Learning Taxonomy
4. The analysis of chapters in a textbook.
5. Designing a lesson plan
6. Designing learning materials.

References

- **Main Readings:**
  - Richards, Jack. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
  - Tomlinson. B. (2008). *English Language Learning Materials: Critical Review*. New York: Continuum International Publishing Group.
  - Gray, John. (2013). *Critical Perspectives on Language Teaching Materials*. London: Palgrave Macmillan.
  - Garton Sue and Kathleen Graves. (2014). *International Perspectives on Material in ELT*. London: Palgrave Macmillan.
  - Nation, I.S.P. (2010). *Language Curriculum Design.* UK: Taylor and Francis.
- **Supplementary Readings:**
  - Harmer, Jeremy. 2001. *How to Teach English*. England: Adison Wesley Longman.
  - Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson
  - https://www.academia.edu/
  - https://www.researchgate.net/
  - https://eric.ed.gov/
  - https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.
2. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), digital library (Mendeley)
3. Digital Classroom Platform (Schoology, Edmodo, Google Classroom, etc)

F. Method

1. Apply Scaffolding and Computer Assisted Instruction
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Procedure in teaching and learning activity:

Preparation	- Choose the topic - Set specific learners' objectives - Collect, review subject matter and useful material - Plan the presentation - Prepare handouts
Delivery	- Get the students attention - Present students with the learning objectives - Use advanced organizer - Present information in an organized, step by step manner - Provide the explanation that are complete, accurate, and clear - Use the examples or illustrations to make things clearer - Monitor understanding by promoting questions and comments.
Closure	- Review and summarise - Secure new learning to previous knowledge - Check for ability to apply what was learned and to use new knowledge at higher cognitive level

H. Assessment

1. Presentation
2. A summary of the topic discussed
3. Written report
4. A lesson plan design
5. Learning material design

Curriculum and Material Development Course Model of Teaching (Prototype Per-Meeting)

Course Title : Curriculum and Material Development
Credit : 3 SKS
Semester : 5
Meeting : 3rd

A. Course Description

This course covers the concept of curriculum, its program design and implementation. In this course, the students are introduced to the concept of curriculum in general and the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practices to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents. The topics to be covered include: (1) curriculum, syllabus, lesson plans, and learning materials, (2*) Kurikulum 2013*, (3) Bloom's Learning Taxonomy, (4) the analysis of a textbook, (5) a lesson plan and learning material design. To achieve the effective results of learning, , this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access digital classroom platform (Schoology, Edmodo, Google Classroom, etc) in maintaining independent learning, and encourage students to integrate various ICT tools creatively in their learning process.

B. Goal

After completing this course, students are supposed to understand the knowledge on Curriculum and Material Development and has the competences to plan, design, and evaluate lesson plan and material by utilizing the ICT tools.

C. Objectives

In this meeting, the students are expected to be able to identify and explain the characteristics of *Kurikulum 2013* and access educational websites in finding more references, create slides for the presentation and employ a digital library tool such as Mendeley.

D. Contents/Materials

1. Curriculum, syllabus, lesson plans, and learning materials.
2. *Kurikulum 2013.*
3. Bloom's Learning Taxonomy
4. The analysis of chapters in a textbook.
5. Designing a lesson plan
6. Designing learning materials.

References

1. Main Readings:

- Richards, Jack. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson. B. (2008). *English Language Learning Materials: Critical Review*. New York: Continuum International Publishing Group.

- Gray, John. (2013). *Critical Perspectives on Language Teaching Materials*. London: Palgrave Macmillan.
- Garton Sue and Kathleen Graves. (2014). *International Perspectives on Material in ELT*. London: Palgrave Macmillan.
- Nation, I.S.P. (2010). *Language Curriculum Design.* UK: Taylor and Francis.

2. Supplementary Readings:

- Harmer, Jeremy. 2001. *How to Teach English*. England: Adison Wesley Longman.
- Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson
- https://www.academia.edu/
- https://www.researchgate.net/
- https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers.
2. Software: Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), digital library (Mendeley) and Schoology (digital classroom platform)

F. Method

1. Apply Scaffolding and Computer Assisted Instruction
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

The procedure of learning:

Phases	Activity	ICT Competence level	Communication	Media	Purposes
Preparation	- Lecturer informs the students about the learning objectives of learning approach and method in ELT. - Lecturer provides the students with the books/journals/articles related to the topic that will be shared in Schoology before the class started.	- (TL12, KD7, KD19, KD20) - (TL12, TL21, KD5, KD19, KD20)	T – S	- Laptop, LCD TV or LCD Projector are used to support the lecturer's presentation.	- Make the students aware about what the goals of this topic - Give the students the general ideas about what the topic will be discussed
Delivery	- Lecturer engages the students to discuss about the material he/she gave before this meeting.	- (TL1, TL4, TL5, TL7, TL8, TL17, TL28, KD2, KD3, KD23, KC3)	T – S and S - S	- Laptop and smartphone is used to	- Allow the students to organize their ideas explicitly about the topic by discussing it with their groups' member

	- Lecturer explains the material about Kurrikulum 2013 - Lecturer divides the students into groups and asks them to discuss the topic by finding more information related to the material discussed from websites that provide the research articles - Students present the results of their discussion in identifying and explaining the characteristics of *Kurikulum 2013* - Other students are allowed to give the respond for the group			access a software that they can use to help this activity) - LCD TV or LCD Projector are used to support the lecturer's presentation. - Educational Website	

	who does the presentation – question and comment. - Lecturer gives the feedbacks for each group after the presentation.			s such as research gate.net, academia.edu, etc.	
Closure	- Lecturer reviews their activities. - Lecturer asks the students to write a summary related to the topic today and submit it on Schoology.	- (TL12, KD1, KD14, KD19, KD25, KC13)	T – S		- To make sure students have had the understanding about what they learn today

H. Assessment

1. Presentation
2. A summary of the topic discussed
3. Written report
4. A lesson plan design
5. Learning material design

4. Digital Literacy in English Language Education Course Model of Teaching

Course Title : Digital Literacy in English Language Education
Credit : 3 SKS
Semester : 5
Time Allocation : 16 Meetings x 150 Minutes

A. Course Description

The course emphasizes on developing students' ability to use basic digital skills, create and communicate information, find and evaluate information, and solve problems in technology-rich environments. This course also gives the students the opportunity to develop students' ability and creativity to utilize varieties of media to facilitate language teaching and design media for language teaching in the following categories such as, word processor, digital audio production, digital video production, and some internet facilities for learning. The topics to be covered include: (1) ICT as the learning and teaching innovation, (2) the concept and implementation of ICT in teaching and learning processes, (3) the advantages and disadvantages of ICT, (4) the popular applications found in the Internet, (5) distance learning, (6), the design of the ICT-based teaching and learning process, and (7) the demonstration of the ICT-based teaching and learning process.

B. Goal

After completing this course, students are supposed to have the ability to access, manage, understand, integrate, communicate, evaluate and create learning activities and material by using the ICT.

C. Objectives

The objectives of learning this course are adapted from EPG's descriptors digital media in development phase 1.1 until 2.2, that at the end of the course, students are expected to be able to: (1) Identify the type of technology that is appropriate for use in language learning in the classroom, (2) Implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail, Ms. Office, etc. through the use of learning platforms, (3) Design technology-based language learning plan effectively and efficiently, and (4) Be skillful in utilizing various software, applications, online applications, etc. in teaching and learning English.

D. Contents/Materials

The materials will be taught:

1. ICT as the learning and teaching innovation.
2. The concept and implementation of ICT in teaching and learning processes.
3. The advantages and disadvantages of ICT.
4. The popular applications found in the Internet that can be applied in the teaching and learning processes.
5. Distance Learning
6. The design of the ICT-based teaching and learning process in the classroom.

References

1. Main Readings:

- Dudeney, Gavin dan Nicky Hockley. 2007. *How to Teach English with Technology*. Essex: Pearson Education Limited.
- Harmer, Jeremy. 2007. *The Practice of Language Teaching*. China: Pearson Education Limited.

- Sharon E. Smaldino, Deborah L. Lowther, James D. Russel. (2014). *Instructional Technology & Media for Learning*. Prentice hall: Ohio.

2. Supplementary Readings:

- Jochems, W., Mettienboer , J., & Koper, R. 2004. *Integrated E-Learning*. Canada: Routledge.

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.
2. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc
3. Online Applications: Padlet, Gmail, Prezi, etc.

F. Method

1. Apply Scaffolding and Computer Assisted Instruction (CAI)
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Procedure in teaching and learning activity:

Preparation	- Choose the topic - Set specific learners' objectives - Collect, review subject matter and useful material - Plan the presentation - Prepare handouts
Delivery	- Get the students attention

	- Present students with the learning objectives - Use advanced organizer - Present information in an organized, step by step manner - Provide the explanation that are complete, accurate, and clear - Use the examples or illustrations to make things clearer - Monitor understanding by promoting questions and comments.
Closure	- Review and summarise - Secure new learning to previous knowledge - Check for ability to apply what was learned and to use new knowledge at higher cognitive level

H. Assessment

1. Presentation
2. Summary
3. Designing lesson plan and teaching material
4. Teaching demonstration

Digital Literacy in English Language Education Course Model of Teaching (Prototype Per-Meeting)

Course Title : Digital Literacy in English Language Education
Credit : 3 SKS
Semester : 5
Meeting : 2nd

A. Course Description

The course emphasizes on developing students' ability to use basic digital skills, create and communicate information, find and evaluate information, and solve problems in technology-rich environments. This course also gives the students the opportunity to develop students' ability and creativity to utilize varieties of media to facilitate language teaching and design media for language teaching in the following categories such as, word processor, digital audio production, digital video production, and some internet facilities for learning. The topics to be covered include: (1) ICT as the learning and teaching innovation, (2) the concept and implementation of ICT in teaching and learning processes, (3) the advantages and disadvantages of ICT, (4) the popular applications found in the Internet, (5) distance learning, (6), the design of the ICT-based teaching and learning process, and (7) the demonstration of the ICT-based teaching and learning process.

B. Goal

After completing this course, students are supposed to have the ability to access, manage, understand, integrate, communicate, evaluate and create learning activities and material by using the ICT.

C. Objectives

In this meeting the students are expected to be able to identify and explain the concept of ICT and the implementation of ICT in teaching and learning processes and access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.

D. Contents/Materials

- The concept and implementation of ICT in teaching and learning processes

References

1. Main Readings:

- Dudeney, Gavin dan Nicky Hockley. 2007. *How to Teach English with Technology*. Essex: Pearson Education Limited.
- Harmer, Jeremy. 2007. *The Practice of Language Teaching*. China: Pearson Education Limited.
- Sharon E. Smaldino, Deborah L. Lowther, James D. Russel. (2014). *Instructional Technology & Media for Learning*. Prentice hall: Ohio.

2. Supplementary Readings:

- Jochems, W., Mettienboer , J., & Koper, R. 2004. *Integrated E-Learning*. Canada: Routledge.

E. Teaching Media

1. Hardware: Handout, Laptop, LCD Projectors, Speakers.
2. Software: Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox).
3. Online Applications: Schoology (Digital Classroom Platform)

F. Method

1. Apply Scaffolding and Computer Assisted Instruction (CAI)
2. Teacher has roles as a motivator, guide, observer, and feedback organizer.
3. Student as joint participant, sources of materials, active participant, autonomous learner.

G. Technique

Phases	Activity	ICT Competence level	Communication	Media	Purposes
Preparation	- Lecturer informs the students about the learning objectives of the topic - Lecturer provides the students with the books/journals/articles related to the topic that will be shared in Schoology before the class started.	- (TL12, KD7, KD19, KD20) - (TL12, TL21, KD5, KD19, KD20)	T – S	- Laptop, LCD TV or LCD Projector are used to support the lecturer's presentation.	- Make the students aware about what the goals of this topic - Give the students the general ideas about what the topic will be discussed

Delivery	- Lecturer explains the material about the concept and implementation of ICT in teaching and learning processes. - Lecturer divides the students into groups and asks them to discuss the topic by finding more information related to the material discussed from websites that provide the research articles - Students present the results of their discussion about the concept and implementation of	- (TL1, TL4, TL5, TL7, TL8, TL17, TL28, KD2, KD3, KD23, KC3)	T – S and S - S	- Laptop and smartphone is used to access a software that they can use to help this activity) - LCD TV or LCD Projector are used to support the lecturer's presentation. - Educational Websites such as researchgate.net , academia.edu, etc.	- Allow the students to organize their ideas explicitly about the topic by discussing it with their groups' member

	ICT in teaching and learning processes. - Other students are allowed to give the respond for the group who does the presentation – question and comment. - Lecturer gives the feedbacks for each group.				
Closure	- Lecturer reviews their activities. - Lecturer asks the students to write a summary related to the topic today and submit it on Schoology.	(TL12, KD1, KD14, KD19, KD25, KC13)	T – S		- To make sure students has had the understanding of the concept and implementation of ICT in teaching and learning processes.

H. Assessment

1. Presentation
2. Summary
3. Designing lesson plan and teaching material
4. Teaching demonstration

Appendix 9 Evaluation Sheet to Measure the Incorporation of ICT Competences in the Designed Model of Teaching an Instrument of ICT Competences-Incorporation Measurement

Expert 1

Instrument of Measuring the Incorporation of ICT Competence in the Model of Teaching

Name of Course : English Language Teaching and Methodology
Credit : 3 SKS
Semester : 4
Meeting : 2nd

Date : December 12, 2019

Expert's Name : Sri Sumarni

Purpose of Evaluation: The evaluation form is intended to evaluate the prototype design model of teaching of Theoretical Key Teaching Competences integrated by ICT competences. It is focused to evaluate the accommodated-ness of ICT competences in model of teaching components

Instructions: 1). Put checklist (√) in the column *"Implicit"*, if the ICT competences stated implicitly in the model of teaching components.
2). Put checklist (√) in the column *"Explicit"*, if the ICT competences stated explicitly in the model of teaching components.
3). Give remarks in *"Note"* column if necessary.

No.	The Components of Model of Teaching	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on Model of Teaching Components		Notes
				Implicit	Explicit	
1.	Course Description (Theory of subject matter)	This course covers major theories of or approaches and methods to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context. It is therefore both theoretical and practical. This course also allows students to develop students' ability and creativity in implementing methods derived from the philosophy and principles of teaching English language art indifferent levels of educational institutions. The topics to be covered include: (1) the principles of approaches, methods, and techniques, (2) the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century, the Mid-to-Late-20th Century, Post	TL21: Utilize technology tools to expand upon a conventional activity.		√	
			TL27:Implement the digital technology in classroom including software programs, database, or webpages.		√	
			KD8:Demonstrate the integration of the technology in innovative ways.		√	
			KD31: Apply ICT to access and share resources to support their activities and their own professional learning.		√	

2.	**Goal**	**After completing this course, students are supposed to understand and gain the knowledge on teaching English and get the experience as a future reflective teacher, be competent in running an English lesson.**	**KD9:**	**Demonstrate the integration of the technology in innovative ways.**		
			KD23:	Implement the ICT tools to support learner centered strategies based on the needs of the students.		
			KC9:	Apply ICT to develop students' communications and collaboration skills.		
3.	Objectives of Learning the Course	• Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. • Students are able to access websites and the digital platform of the course (Schoology) in finding more references, create slides for the presentation, and employ a reference management tool such as Mendeley.	TL1:	Use the search engines in computer devices.		√
			TL4:	Implement the several ICT resources for online reading.		√
			TL5:	Use ICT resources to enhance productivity. • Digital classroom platforms. • Websites • Social Sites		√
			TL7:	Use presentation software and digital resources to support instruction, such as: • PPT • Prezi • Canva • Keynote		√
			TL12:	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms (Google classroom,		

			Edmodo, Moodle, Padlet), social sites (Email, WhatsApp, Facebook, and Blogspot), etc.			
			TL17: Use resources from websites.		√	
			KD3: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.			
			KD4: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.		√	
			KD6: Use online technology or websites to deliver teaching or support material.		√	
			KD14: Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		√	
			KD19: Provide learning opportunities outside the classroom for individual differences through ICT.			
			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote			

			student learning and creativity.			
			KC9: Apply ICT to develop students' communications and collaboration skills.		√	
			KC12: Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.		√	
			KC13: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).		√	
4.	Teaching Media	• Hardware: Handout, Laptop, LCD Projectors, Speakers, etc. • Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc. • Online Applications: Schoology	TL5: Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites		√	
			TL7: Use presentation software and digital resources to support instruction, such as: • PPT • Prezi • Canva • Keynote		√	
			TL28: Implement the digital technology in classroom technology include		√	

				software programs, database, or webpages.			
			TL31:	Provide different types of ICT facilities and availabilities for teaching materials.			
			KD5:	Use online technology or websites to deliver teaching or support material.		√	
			KD7:	Use an electronic forum (e.g., blog) to post information for students about the class.		√	
			KC3:	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.		√	
			KC12:	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.		√	
5.	Teaching Methods	4. Apply Content – Based Instruction (CBI) 5. Teacher has roles as a motivator, guide, observer, and feedback organizer. 6. Student as joint participant, sources of materials, active participant, autonomous learner. 7. Model of teaching: Advanced organizer 8. Teaching and Learning Activities: Lecturing, discussion, presentation.	KD3:	Develop technology-enriched learning environment that enable all the students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.			

			KD20: Implement technology into language instruction to reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		√	
			KD23: Implement the ICT tools to support learner-centered strategies based on the needs of the students.		√	
			KD28: Describe how collaborative, project-based learning and ICT can support students thinking and social interaction, as students come to understand the concept, processes, and skills in the subject matter and use them to solve real-world problem.			
6.	Course Materials	Approaches and methods in ELT **References** **1. Main Readings:** - Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. - Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson - Brown, H.D. 2003. *Teaching by Principles*. London: Longman Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. **2. Supplementary Readings:**	TL5: Use ICT resources to enhance productivity such as • Digital classroom platforms • Websites • Social Sites		√	
			TL16: Use potential teaching material on the internet.		√	
			KD6: Use online technology or websites to deliver teaching or support material.		√	

		- Ur, P. 1999. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press. - Daryanto. 2016. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Penerbit Gaya Media. - Slavin, Robert. E. 1990. *Cooperative Learning*. New York: Prentice Hall. - Maxom Michelle. (2009). *Teaching English as a Foreign language for Dummie*s. England: John Wiley & Sons, Ltd - Hahger Diane., Janette. K.K., Terese. C.C. (2010). *How to Teach English Language Learners*. San Francisco: Jossey-Bass. **Note:** **The files supporting course materials such as e-books, journal articles, etc. are uploaded in Schoology**				
7.	Technique	**1. Presentation of advanced organizer** - Lecturer informs the students about the learning objectives of learning approach and method in ELT. - Lecturer provides the students with the books/journals/articles related to approach and method in ELT that will be shared in Schoology before the class started. - Lecturer also shares teaching video/link and asks the students to identify what the approach and method that lecturer uses in that video. The students can write their answer/opinion in discussion box provided in Schoology before the class started. **2. Presentation of learning task or material** - Lecturer reinforms the students about the learning objectives of learning approach and method in ELT.	TL4: Implement the several ICT resources for online reading.		√	
			TL5: Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites		√	
			TL7: Use presentation software and digital resources to support instruction.		√	
			TL27: Implement the digital technology in classroom technology include software programs, database, or webpages.		√	
			TL28: Implement the relevant application in teaching and learning process such as word processing,		√	

		- Lecturer and students discuss about the teaching video that has been shared in Schoology. - Lecturer explains the material – approach and method in ELT. **3. Strengthening cognitive organization** - Lecturer reviews the material that has been presented by the True/False questions which provided in Schoology - Lecturer asks the students to log in to their Schoology account and starts to answer the questions. The result will come out after the students finish answering the questions. Based on the results of students' answers, the lecturer will review the question where the students are mostly wrong.		dictionaries, and a web browser.			
			KD 1:	Use software for handling images, DVDs, and sound files.		√	
			KD4:	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.		√	
			KD7:	Implement lesson plans obtained from other teachers via Internet.		√	
			KD14:	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.			
			KD18:	Use different materials for each lesson to present a certain similar topic.			
			KD19:	Provide learning opportunities outside the classroom for individual differences through ICT.			
			KD20:	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		√	
			KD21:	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	

			KD22: Implement the ICT tools in methods and strategies of learning activity to maximize students' learning.		√	
			KD23: Implement the ICT tools to support learner centered strategies based on the needs of the students.		√	
			KD24: Implement ICT tools to develop students' higher order skills and creativity.		√	
			KD28: Implement collaborative, project-based learning and ICT in supporting student thinking and social interaction.		√	
			KD29:Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.			
			KD30: Manage student project-based learning activities in a technology-enhanced environment.			
			KD31: Apply ICT to access and share resources to support their activities and their own professional learning.		√	
			KC1: Create lessons with downloaded texts, pictures, graphics, etc.		√	

			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.		√	
			KC6: Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.		√	
			KC7: Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.		√	
			KC8: Design online materials that support students' deep understanding of key concepts and their application to real world problems.		√	
			KC12: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).		√	
			KC14: Modify learning activities to address students 'diverse learning styles, working strategies, and abilities		√	

			using digital tools and resources.			

Expert 2

Instrument of Measuring the Incorporation of ICT Competence in the Model of Teaching

Name of Course : English Language Teaching and Methodology
Credit : 3 SKS
Semester : 4
Meeting : 2nd

Date :_____

Expert's Name : Dr. Mnehal Suseno, M.Pd.

Purpose of Evaluation: The evaluation form is intended to evaluate the prototype design model of teaching of Theoretical Key Teaching Competences integrated by ICT competences. It is focused to evaluate the accommodated-ness of ICT competences in model of teaching components

Instructions: 1). Put checklist (√) in the column *"Implicit"*, if the ICT competences stated implicitly in the model of teaching components.
2). Put checklist (√) in the column *"Explicit"*, if the ICT competences stated explicitly in the model of teaching components.
3). Give remarks in *"Note"* column if necessary.

No.	The Components of Model of Teaching	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on Model of Teaching Components		Notes
				Implicit	Explicit	
1.	Theory of subject matter	This course covers major theories of or approaches and methods to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context. It is therefore both theoretical and practical. This course also allows students to develop students' ability and creativity in implementing methods derived from the philosophy and principles of teaching English language art indifferent levels of educational institutions. The topics to be covered include: (1) the principles of approaches, methods, and techniques, (2) the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century, the Mid-to-Late-20th Century, Post method Era, and (3) the scientific approach. To achieve the effective results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access the course's website (Padlet) and other websites in	TL21: Utilize technology tools to expand upon a conventional activity.			
			TL27: Implement the digital technology in classroom including software programs, database, or webpages.			
			KD31: Apply ICT to access and share resources to support their activities and their own professional learning.			
			KC2: Design blended learning modules using a learning management system.			

2.	**Goal**	**After completing this course, students are supposed to understand and gain the knowledge on teaching English and get the experience as a future reflective teacher, be competent in running an English lesson.**	**KD9:**	**Demonstrate the integration of the technology in innovative ways.**		
			KD23:	Implement the ICT tools to support learner centered strategies based on the needs of the students.		
			KC9:	Apply ICT to develop students' communications and collaboration skills.		
3.	Objectives of Learning the Course	• Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. • Students are able to access websites and the digital platform of the course (Schoology) in finding more references, create slides for the presentation, and employ a reference management tool such as Mendeley.	TL1:	Use the search engines in computer devices.		√
			TL4:	Implement the several ICT resources for online reading.		√
			TL5:	Use ICT resources to enhance productivity. • Digital classroom platforms. • Websites • Social Sites		√
			TL7:	Use presentation software and digital resources to support instruction, such as: • PPT • Prezi • Canva • Keynote		√
			TL12:	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms (Google classroom,		

			Edmodo, Moodle, Padlet), social sites (Email, WhatsApp, Facebook, and Blogspot), etc.			
			TL17: Use resources from websites.		√	
			KD3: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.			
			KD4: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.		√	
			KD6: Use online technology or websites to deliver teaching or support material.		√	
			KD14: Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		√	
			KD19: Provide learning opportunities outside the classroom for individual differences through ICT.			
			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote			

			student learning and creativity.			
			KC9: Apply ICT to develop students' communications and collaboration skills.		√	
			KC12: Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.		√	
			KC13: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).		√	
4.	Teaching Media	• Hardware: Handout, Laptop, LCD Projectors, Speakers, etc. • Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc. • Online Applications: Schoology	TL5: Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites		√	
			TL7: Use presentation software and digital resources to support instruction, such as: • PPT • Prezi • Canva • Keynote		√	
			TL28: Implement the digital technology in classroom technology include		√	

				software programs, database, or webpages.			
			TL31:	Provide different types of ICT facilities and availabilities for teaching materials.			
			KD5:	Use online technology or websites to deliver teaching or support material.		√	
			KD7:	Use an electronic forum (e.g., blog) to post information for students about the class.		√	
			KC3:	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.		√	
			KC12:	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.		√	
5.	Teaching Methods	9. Apply Content – Based Instruction (CBI) 10. Teacher has roles as a motivator, guide, observer, and feedback organizer. 11. Student as joint participant, sources of materials, active participant, autonomous learner. 12. Model of teaching: Advanced organizer 13. Teaching and Learning Activities: Lecturing, discussion, presentation.	KD3:	Develop technology-enriched learning environment that enable all the students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.			

			KD20: Implement technology into language instruction to reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		√	
			KD23: Implement the ICT tools to support learner-centered strategies based on the needs of the students.		√	
			KD28: Describe how collaborative, project-based learning and ICT can support students thinking and social interaction, as students come to understand the concept, processes, and skills in the subject matter and use them to solve real-world problem.			
6.	Course Materials	Approaches and methods in ELT **References** **3. Main Readings:** - Richards, J.C, & Rodgers, T,S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. - Harmer, J. 2005. *The Practice of English Language Teaching*. Malaysia: Pearson - Brown, H.D. 2003. *Teaching by Principles*. London: Longman Freeman, Diane Larsen. 2001. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. **4. Supplementary Readings:**	TL5: Use ICT resources to enhance productivity such as • Digital classroom platforms • Websites • Social Sites		√	
			TL16: Use potential teaching material on the internet.		√	
			KD6: Use online technology or websites to deliver teaching or support material.		√	

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7.	Technique	**4. Presentation of advanced organizer** - Lecturer informs the students about the learning objectives of learning approach and method in ELT. - Lecturer provides the students with the books/journals/articles related to approach and method in ELT that will be shared in Schoology before the class started. - Lecturer also shares teaching video/link and asks the students to identify what the approach and method that lecturer uses in that video. The students can write their answer/opinion in discussion box provided in Schoology before the class started. **5. Presentation of learning task or material** - Lecturer reinforms the students about the learning objectives of learning approach and method in ELT.	TL4: Implement the several ICT resources for online reading.		√	
			TL5: Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites		√	
			TL7: Use presentation software and digital resources to support instruction.		√	
			TL27: Implement the digital technology in classroom technology include software programs, database, or webpages.		√	
			TL28: Implement the relevant application in teaching and learning process such as word processing,		√	

		- Lecturer and students discuss about the teaching video that has been shared in Schoology. - Lecturer explains the material – approach and method in ELT. **6. Strengthening cognitive organization** - Lecturer reviews the material that has been presented by the True/False questions which provided in Schoology - Lecturer asks the students to log in to their Schoology account and starts to answer the questions. The result will come out after the students finish answering the questions. Based on the results of students' answers, the lecturer will review the question where the students are mostly wrong.		dictionaries, and a web browser.			
			KD 1:	Use software for handling images, DVDs, and sound files.		√	
			KD4:	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.		√	
			KD7:	Implement lesson plans obtained from other teachers via Internet.		√	
			KD14:	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.			
			KD18:	Use different materials for each lesson to present a certain similar topic.			
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			KD20:	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		√	
			KD21:	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	

			KD22: Implement the ICT tools in methods and strategies of learning activity to maximize students' learning.		√	
			KD23: Implement the ICT tools to support learner centered strategies based on the needs of the students.		√	
			KD24: Implement ICT tools to develop students' higher order skills and creativity.		√	
			KD28: Implement collaborative, project-based learning and ICT in supporting student thinking and social interaction.		√	
			KD29:Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.			
			KD30: Manage student project-based learning activities in a technology-enhanced environment.			
			KD31: Apply ICT to access and share resources to support their activities and their own professional learning.		√	
			KC1: Create lessons with downloaded texts, pictures, graphics, etc.		√	

			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.		√	
			KC6: Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.		√	
			KC7: Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.		√	
			KC8: Design online materials that support students' deep understanding of key concepts and their application to real world problems.		√	
			KC12: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).		√	
			KC14: Modify learning activities to address students 'diverse learning styles, working strategies, and abilities		√	

			using digital tools and resources.			