Category	Name of Course	Explanation	Sources
	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)
Theory of Theoretical Key Teaching Competences courses	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)

Appendix 1. Theoretical Key Teaching Competences Courses Indicators

		1 0 1 1 0	Γ
		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, and some internet facilities for learning.	UNESCO Institute for Information Technologies in Education (2011); Martin (2005 in Lankshear & Knobel); Son, Park, & Park (2017)
	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;
Goals of Theoretical	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.	Lankshear & Knobel, n.d.; Lessard-Clouston, 1997; Nunan, 1991; Richards & Renandya, 2002;
Key Teaching Competences courses	Language Learning Strategies	Students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice.	Richards, 2002; Richards, 2001; Son et al., 2017; Tion, Educa, Ssess, Nal, & Ning, 2011;
	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.	Tomlinson, 2013) • Kemeneterian Pendidikan Nasional Republik Indonesia (2007)
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)

Curriculum and Material Development	 suitability of techniques and materials for differed teaching contexts Students are able to develop the appropriate teaching techniques and activities 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 understand basic concepts about the use learning materials in teaching learning process 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 <u>ELT materials</u> 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 the theoretical principles behind teaching techniques and materials
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	 Students are able to design the course and tasks based on the students' need Students are able to identify the
Digital Literacy in English Language Education	 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.

No	Code	ICT Competencies	Sources		NESC(pproa		Theor	retical K Compe Cou	tences	ching
INO	Code	Competencies Indicators	Sources	TL	KD	KC	ELTM	CMD	DL	LLTS
		mulcators							in ELE	
1	TL1	Use the Internet	(UNESCO,	v			v	V	v	v
		and the World Wide Web	2011)	Ì				15		
2	TL4	Implement the several ICT resources for online reading.		v			v	V	V	V
3	TL5	Use ICT resources to support		v			v	V	v	v
		teachers' own								
		acquisition of								
		subject matter and						1		
		pedagogical knowledge. (-								
		Digital Classroom,								
		- Website, -Social								
		site) e.g								
		(Sciencedirect,								
		Researchgate,								
		Wikipedia,								
		Google,						 `		
		Englishpage,								111
		Libgen, Asian TEFL)								
4	TL7	Use the common		v			v	v	v	v
		hardware in								
		supporting								
		teaching learning activity, such as:								
		Laptop, projector,								
		LCD TV, and								
		Speaker								
5	TL8	Use presentation		V			v	v	v	v
		software and								
		digital resources to								
		support instruction,								
		such as: PPT and								
		Prezi								

Appendix 2. The ICT competences for Theoretical Key Teaching Competences

6	TL12	Use of ICT		v			v	V	v	V
		resources for								
		individuals and								
		small groups of								
		students in the								
		regular classroom								
		such as								
		• Digital								
		classroom								
		platforms		1						
		(Google								
		classroom,								
		Edmodo)								
		 Social sites 								
		Email,								
	///	whatsapp,								
		facebook,								
		flickr,								
		blogspot)								
7	TL16	Search for		v			v	v	v	v
		potential teaching		v			·	v	v	, v
		material on the								71
		internet.								
8	TL17	Download		v			v	v	V	v
0	111/	resources from		v			v	v	v	v
		websites.			1					
9	TL21	Use online	Healey, 2008	v			v	v	v	v
1	11221	technology as	11caley, 2000	v			v	v		v
		available to deliver								
		instructional or								
		support material								
10	TL24	Choose a		v)	v	v	v	v
10	11244	technology		V			v	v	v	v
		environment that is								
		aligned with the								
		goals of the class.								
11	TL28	Implement mobile	Celce	v			v	v	v	v
11	1120	device that employ	Murcia, 2014	v				,	,	× I
		a computer at their	17101 Cla, 2014		24					
		core such as cell								
		phones, etc.						- / /		
12	TL31	Facilitate the	Dilek Cakiki,	v			v	v	v	v
14	11.51	appropriate ICT	2006	×			·	V	Ň	, v
		tools in giving fast	2000							
		feedback to								
		students' error.								
13	TL33	Provide graded and	Tomei, 2005	v			v	v	v	v
13	11.55	non-graded	1 omei, 2005	v			v	v	v	v
		practice reviews,								<u> </u>

		aviates and							
		quizzes, and examinations							
		examinations							
14	KD1	Coordinate project	European		V	V	v	V	v
		work with digital	Union, 2011						
		media (using, for	,						
		example, a camera,							
		the internet, social							
		networks)							
15	KD2	Engage students in			v	v	V	v	v
10	1122	exploring real-		À	·			•	·
		world issues and		1 A -					
		solving authentic							
		problems using							
		digital tools and							
		resources							
16	KD3	Develop			V	 v	v	v	v
10	KD3	technology-			v	v	v	v	V
		enriched learning							
		environments that							
		enable all students							
		to pursue their							
		individual					1		
		curiosities and							
		become active							
		participants in							
		setting their own educational goals,							
		managing their						$ 1\rangle \geq$	
		own learning, and							
		assessing their own					A		
17	KD4	progress	1CTE 2009						
1/	KD4	Prepare instructional	ISTE , 2008		V	V	v	V	v
		materials for							/ / /
		students using					\mathbf{D}		
		basic technology							
		tools (e.g., word-							
		processing							
		software,							
		presentation					- / /		
		software, and							
		software that							
		creates Internet							
10	VD-	resources).							
18	KD5	Use online			V	v	v	v	v
		technology							
		available to deliver							
		teaching or support							
		material.							

10	VD7	Use on electronic	TT1 2000	1						
19	KD7	Use an electronic	Healey, 2008		v		v	v	v	v
		forum (e.g., blog)								
		to post information								
		for students about								
		the class								
20	KD10	Use of ICT tools to			v		V	v	v	v
		organize and								
		retrieve materials								
		and students' data.								
21	KD13	Adapt technology-			V		V	V	v	v
		based activities								
		and tasks to align								
		with the learning								
		goals and with the								
		needs and abilities								
		of the students.								
22	KD14	Use computer-			v		v	v	v	V
		based diagnostic,								
		formative, and								
		summative testing								
		where feasible.								
23	KD19	Provide learning			v		v	v	v	v
_		opportunities								
		outside the								
		classroom for								
		individual								
		differences								
		through ICT.								
24	KD20	Implement			v		v	v	v	v
I		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			6					
		they are digital						- / /		
		natives.						-1		
25	KD21	Implement ICT	Tomei, 2005		v		v	v	v	v
		tools in solving	2000							
		simple and								
		complex								
		explanation in								
		teaching and								
		learning activity								
1		(affective domain).			1					1

2	6 KD22	2 Implement the ICT			v		v	v	V	V
-	•	tools in methods								
		and strategies of								
		learning activity to								
		maximize								
		students' learning								
2'	7 KD23				v		v	v	v	v
-		tools to support			-		•	•	,	·
		learner centered								
		strategies based on								
		the needs of the								
		students		1						
2	8 KD24				v		v	v	V	v
		tools to develop			·		v			v
		students' higher								
		order skills and								
		creativity.								
2	9 KD25				v		v	v	v	v
1		tools to facilitate a	[']		v		V	v	v	v
		variety of effective								
		assessment and								
		evaluation						1		71
		strategies								
3	0 KD20				v		v	V	V	v
5		tools in assessing			v		v	ľ	v	v
		student learning of			1					
		subject matter								
		using a variety of								
		assessment								
		techniques.								
3	1 KD29				v		v	v	V	v
5.		materials that					v			
		support students'								
		deep								/ / /
		understanding of								
		key concepts and								
		their application to								
		real world								
		problems								
3	2 KD32				v		v	v	v	V
	_	access and share						- / /		
		resources to								
		support their								
		activities and their								
		own professional								
		learning.								
3.	3 KC1	Create lessons with	European			v	v	v	v	v
		downloaded texts,	Union, 2011							
		pictures, graphics,								
		etc.								
L				1	1	1				

	-		1			r				
34	KC2	Design blended				v	v	v	v	v
		learning modules								
		using a learning								
		management								
		system.								
35	KC3	Design or adapt	ISTE, 2008			v	v	v	v	v
		relevant learning	,			-				
		experiences that								
		incorporate digital								
		tools and resources								
		to promote student								
		learning and		1						
26	VOE	creativity	Dist Califi							
36	KC5	Design relevant	Dilek Cakiki,			v	v	v	V	v
		materials to test	2006							
		students'								
		achievement in all	le l							
		skills and look for								
		the appropriate		1						
		ICT that can be								
		used.			1					
37	KC7	Design units of				V	V	V	v	v
		study and								
		classroom								
		activities that						/		
		integrate a range of								
		ICT tools and								
		devices to help								
		students acquire								
		the skills of							-	
		reasoning,						A		
		planning, reflective								
		learning,								
		knowledge								
		building and								
		communication.								
39	KC10	Design online				v	V	v	v	V
		materials and								
		activities that								
		engage students in								
		collaborative						- / /		
		problem-solving,								
		research or								
		creating art.								
40	KC12	Prepare teaching	Healey, 2008			v	v	v	v	v
40	KU12	materials using	11calcy, 2000			v	v	v	v	v
		basic technological								
		tools (e.g., word-								
		processing								
1		software,								

		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



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

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

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

			4.5.6.	Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) Implement ICT tools to develop students' higher order skills and creativity.(KD24)
Teacher Roles	Facilitator	KD	1. 2.	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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
Student Roles	Independent Learner	KD	1. 2. 3.	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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) 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:

		1: 0		1	
		reading software (Adobe reader)		2.	Laptop, projector, LCD TV, and Speaker (TL7) 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
				2. 3.	 individuals and small groups of students in the regular classroom such as Social site: Email Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) 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. 2.	Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 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) 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

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

	1	Γ			1 • . 1 1 . 1 . 1
					basic technology tools (e.g.,
					word-processing software,
					presentation software, and
					software that creates Internet
				1	resources). (KD4)
	Teaching and	SPADA	TL, KD	1.	Use the common hardware
	Learning	UNTIRTA, PPT,			in supporting teaching
	Activities	Projector, laptop			learning activity, such as:
					Laptop, projector, LCD TV,
					and Speaker (TL7)
			1	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
111					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
				5	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. 2. 3. 	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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) Implement ICT tools to develop students' higher order skills and creativity.
11					(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) Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UB3		Method			
	Content	SPADA UNTIRTA	TL, KD	2.	 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) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) Prepare instructional materials for students using basic technology tools (e.g., word-processing software,

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/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/Prezi TL 1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) 2. UB4 Method 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 projectors from websites. (TL17) 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 projector, LCD * Search for projectors, ICT17) 2. Search for projector, explain material on the internet, crastical conting materials for students using basic technology tools (e.g., word, processing 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	ſ					
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 Speaker (TL7) 2. Use presentation software in support instruction, such as: PPT and Prezi (TL8) 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) UB4 Method TL, KD 1. Use of ICT resources to support instruction, such as: PPT and Prezi (TL8) UB4 Method 1. Use of ICT resources for support instruction, such as: PPT and Prezi (TL8) UB4 Method 1. Use of ICT resources for support instruction, such as: PPT and Prezi (TL8) UB4 Method 1. Use of ICT resources for support instruction, such as: PPT and Prezi (TL8) UB4 Method 1. Use of ICT resources for support instruction, such as: PPT and Prezi (TL8) UB4 Method 1. Use of ICT resources for subcents in the regular classroom such as • Digital classroom platforms (SPADA UNTIRTA) (TL12) 2. Search for poscure from websites. (TL17) • Prepare instructional materials for students using basic technology tools (e.g., word-processing software, resources). (KD4) • Teaching and Learning Activities Laptop, projector, Laptop, projector, LCD TV, and Speaker (TL7) • Disue the common hardware in supporting teaching learning activity,						
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) 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 meterial on the internet. (TL16) Teaching and Learning Activities Laptop, projector, laptop TL Teaching and Learning Activities Laptop, projector, laptop TL Teaching and Learning Activities Laptop, projector, laptop TL						
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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, and software that creates Internet resources). (KD4)Teaching and Learning ActivitiesLaptop, projector, laptopTu1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)2. Use presentation software						Social site: Email
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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, and software that creates Internet resources). (KD4)Teaching and Learning ActivitiesLaptop, projector, laptopTL1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)2. Use presentation software						platforms (SPADA
Teaching and Learning ActivitiesLaptop, projector, laptopTL1.Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)Use presentation softwareUse presentation software						UNTIRTA) (TL12)
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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 ActivitiesLaptop, projector, laptopTL1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)1. Use presentation software						material on the internet.
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Image: Construction of the system4. 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 ActivitiesLaptop, projector, laptopTLImage: Construction of the system1. Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)Image: Construction of the system2. Use presentation software						3. Download resources from
Teaching and Learning ActivitiesLaptop, projector, laptopTL1.Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)2.Use presentation software						websites. (TL17)
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Activitieslearning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)2.Use presentation software				laptop		in supporting teaching
Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software			Activities			learning activity, such as:
2. Use presentation software						
2. Use presentation software						and Speaker (TL7)
						2. Use presentation software

			[· · · · · · · · · · · · · · · · · · ·
				support instruction, such as:
		Teshaiswe		PPT and Prezi (TL8)
	D 1	Technique	- T	1 11 1
	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:
UC1		Method		PPT and Prezi (TL8)
UCI	Content	EMAIL, GOOGLE	TUKD	1. Use of ICT resources for
	Content	CLASSROOM	TL, KD	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
	2			materials for students using basic technology tools (e.g.,
				word-processing software,
				presentation software, and software that creates Internet
	Teaching and	Laptop, projector,	TL	resources). (KD4) 1. Use the common hardware
	Learning	LCD and PPT		in supporting teaching
	Activities			learning activity, such as:
	ricuvities			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,
				2	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.
				2	(TL16)
				3.	Download resources from
				1	websites. (TL17) Prepare instructional
				4.	materials for students using
					basic technology tools (e.g.,
					word-processing software,
					presentation software, and
					software that creates Internet
				1	resources). (KD4)
	Teaching and	EDMODO, Laptop,	TL, KD	1.	Use the common hardware
	Learning Activities	projector, PPT			in supporting teaching learning activity, such as:
	Activities				Laptop, projector, LCD TV,
ST.					and Speaker (TL7)
				2.	Use presentation software
$\langle \langle \rangle \rangle$					and digital resources to
					support instruction, such as:
				2	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)
				5.	(KD1) Adapt technology-based
				5.	activities and tasks to align
					with the learning goals and
					with the needs and abilities
					of the students. (KD13)

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

ſ						support instruction, such as:
-	LIE1		M - (1 1			PPT and Prezi (TL8)
	UE1	C + +	Method		1	
		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
					2.	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	Laptop, projector,	TL	1.	Use the common hardware
		Learning	LCD and PPT			in supporting teaching
		Activities				learning activity, such as:
						Laptop, projector, LCD TV,
						and Speaker (TL7)
					2.	Use presentation software
						and digital resources to
						support instruction, such as:
			Technique			PPT and Prezi (TL8)
		Procedure	Laptop, projector,	TL	1.	Use the common hardware
		rioceduie	LCD and PPT	IL	1.	in supporting teaching
			LCD and TTT			learning activity, such as:
						Laptop, projector, LCD TV,
						and Speaker (TL7)
					2.	Use presentation software
						and digital resources to
						support instruction, such as:
╞	LIE2					PPT and Prezi (TL8)
	UE2	Content	Method EMAIL,	TLKD	1	Use of ICT resources for
		Content	WHATSAPP	TL, KD	1.	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.
L						(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
		TT 1: 1	T	- T	resources). (KD4)
		Teaching and	Laptop, projector,	TL	1. Use the common hardware
		Learning Activities	LCD and PPT,	1	in supporting teaching
		Activities	smartphone		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,	TL	1. Use the common hardware
		Tiocedure	LCD and PPT,		in supporting teaching
	1		smartphone,		learning activity, such as:
	11		reading		Laptop, projector, LCD TV,
			software/app		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
	$\langle \rangle \rangle$				• 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	Laptop, projector,	TL	1. Use the common hardware
		Learning	LCD and PPT		in supporting teaching
		Activities			learning activity, such as:
L					

		Procedure	Technique Laptop, projector, LCD and PPT	TL	 Laptop, projector, LCD TV, and Speaker (TL7) 2. Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8) 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)
UC	G 1		Method		
		Content	EMAIL	TL, KD	 Use of ICT resources for individuals and small groups of students in the regular classroom such as Social site: Email (TL12) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) 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	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
	ł	Duo oo duuro	1	TI	1 Use the common hardware
		Procedure	Laptop, projector, LCD and PPT	TL	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7)

				 Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)
UH1		Method		
	Content	EMAIL	TL, KD	 Use of ICT resources for individuals and small groups of students in the regular classroom such as Social site: Email (TL12) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) 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	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) Use presentation software and digital resources to
				support instruction, such as: PPT and Prezi (TL8)
		Technique		
	Procedure	Laptop, projector, LCD and PPT	TL	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) Use presentation software and digital resources to support instruction, such as: PPT and Prezi (TL8)

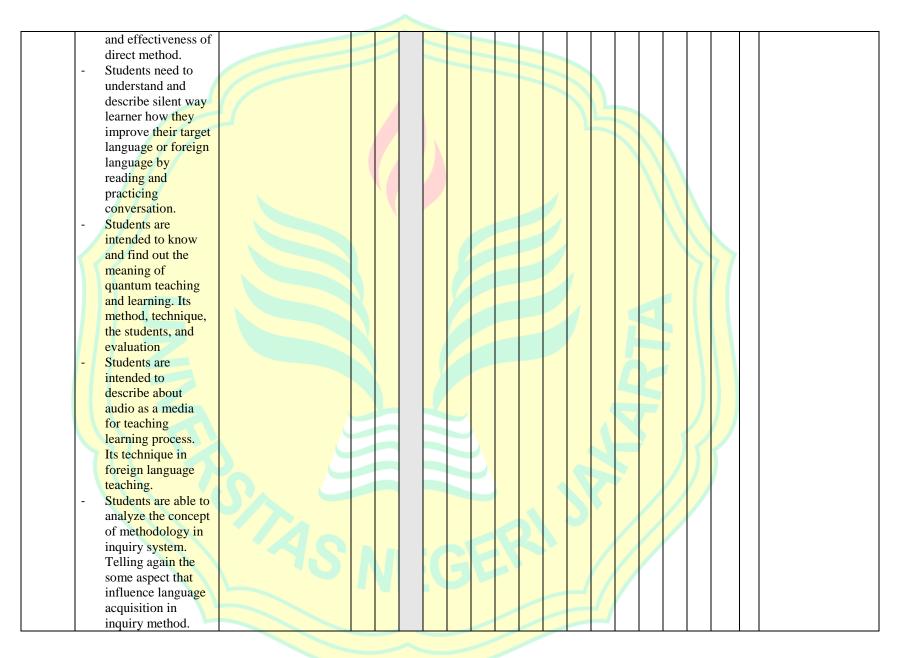
Appendix 4. Table Analysis of European Profiling Grid (EPG) – Theoretical Key Teaching Competences Courses

					7				Dev	elop	ment	tal P	hase	e	Ν					
Cou			1	.1		1.2			2	.1			2.2	,	3	5.1		3.2		
Course Code	Learning Outcomes		Descriptor 1	Descriptor 2		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	Notes
Univ.	- Students are able to comprehend the	- History of language			V								\checkmark	\checkmark						This course is development
Α	 billiptentie 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 appropriate 	 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 Theories of teaching 																		phase 1.2 and 2.2 in EPG standard

1. English Language Teaching and Methodology (ELTM)

				 · · · · · · · · · · · · · · · · · · ·	 ······	-
Univ. B	 listening to juni high school and senior high school students Students are ab elaborate theori to teach reading Students are ab apply how to te reading to junic high school and senior high school sudents Students are ab apply theories to teach speaking Students are ab apply how to te speaking to jun high school and senior high school and senior high school and senior high school and senior high school apply how to te speaking to jun high school and senior high school and senior high school and senior high school students Students are ab elaborate theori to teach writing junior high school and senior high school students Students and senior high school students Students and senior high school students 	le to ach ool le to ach or le to ach ior le to ior le to le to le to le to ior le to le				This course is development phase 1.2 in EPG standard
	 communicative approach. Students intended recognize 					

process of ecelectic	language												
approach and	teaching.												
comprehend its	- The development						-						
strategies	of language												
- Students tell and	acquisition in												
recognize the stage	community												
of using	language												
communicative	learning.												
language teaching.	- Situation and the												
They are intended	development in												
to describe children	direct method.												
language	 Concept of silent 												
competence in	way and the												
language	effectiveness					-							
acquisition by the	using it.												
concept of	- Quantum												
communicative	teaching and												
language teaching.													
- Students describe	learning												
	- Technique in					_		7					
the definition of	teaching by using					_							
community	audio language												
language learning	methodology.										1		
and process of	- Inquiry method												
acquisition the	in teaching and												
factor in language	learning.			4									
acquisition, the	- Conctructivism												
stage of first	methodology as a									7			
language	way to know the		_										
acquisition, the	phenomenn in												
stage of second	language												
language	teaching and												
acquisition in	learning.												
community	- Sugggestopedia												
language learning.	as a concept in				1								
- Students are	teaching learning												
intended to tell the	activities.												
situation of	- Constructivisme												
language	method.								- /				
acquisition by													
using direct method													



										 		1		<u> </u>			
	-	Students need to															
		recognize concept															
		of constructivism															
		methodology.															
	-	Students need to															
		describe the	- /														
		characteristics of															
		suggestopedia and				$ \rangle$											
		background of															
		language															
		acquisition in															
		suggestopedia.															
	-	Students are							_								
		intended to tell the															
		theories supported,															
		they are able to													/		
		describe concept															
		and strategies in					1										
		constructivisme							_								
		method.															
Univ.	-	Students can	-	Historical view													This course is
		identify the		of language													development phase
D		fundamental		teaching method		- 7							1				1.1, 1.2, 2.1 and
		reasons of those	-	Approach,													2.2 in EPG
		kinds of methods		methods, and		-4											standard
	-	The students can		technique									/				
		explain the	-	Making a lesson													
		differences of the		plan											T.		
		three terms The	-	Interactive													
		students find the		language							7 -						
		expalanation of the		teaching							5						
		all methods	-	Classroom													
	-	Students are able		management													
		to make lesson	_	Structural	_			-									
		plan based on		Approach													
		teaching purposes	_	Communicative	V												
		stated		Approach													
	_	Students		Teaching													
		understand and do	-	Listening							_						
		unucisianu anu uu	<u> </u>	Listening												I	

	interactive	- Teaching						
	language teaching	Speaking						
-	Students are able	- Teaching						
	to manage class to	Reading						
	get the goal of	- Teaching Writing						
	teaching	- Assessing						
-	Students get	Language Skills						
	understanding of	Zungunge Sinns						
	principles of							
	structural approach							
-	Students gets							
	understanding of							
	Communicative							
	Approach		X.					
	principles							
-	Students gets						77	
	understanding of							
	Communicative							
	Approach							
	principles							
-	Students gets							
	understanding of							
	listening skills			<u> </u>				
	principles							
-	Students are able							
	to teach listening							
-	Students gets							
	understanding of							
	speaking skills							
	principles					7-1		
-	Students are able					K		
	to teach speaking							
-	Students gets							
	understanding of							
	reading skills							
	principles							
-	Students are able							
	to teach reading							
	Students gets							
	understanding of							
	understanding Of							

	writing skills															
	principles					_										
	- Students are able			λ.		_										
	to teach writing															
Univ.	- Students are able to	- History of							\checkmark		\checkmark					This course is
	comprehend the	language														development
Е	history of language	teaching														phase 1.2 and 2.2
	teaching	- Approaches and														in EPG standard
	- Students are able to	methods in ELT														
	elaborate	- Principles of														
	approaches and	language														
	methods in ELT	learning and						Ζ.								
	- Students are able to	teaching														
	identify principles	- Assessment in				-										
	of language	ELT													>7	
	learning and	- Second														
	teaching	Language														
	- Students are able to	Acquisition														
	identify and	theories														
	analyze appropriate	- Teaching				-										
	assessment in ELT	listening														
	- Students are able to elaborate theories	- Theories of											1			
	of Second	teaching reading - Theories of														
	Language Acquisition	teaching														
	- Students are able to	speaking - Theories of														
	apply teaching	teaching writing										r		5		
	listening to junior	teaching writing														
	high school and															
	senior high school									K						
	students															
	- Students are able to															
	elaborate theories						5									
	to teach reading															
	- Students are able to											ľ				
	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			

2. Curriculum and Material Development (CMD)

							Ι	Deve	lopm	enta	al Ph	ase						
Uni	Learning		1.1		1.2			2.1			2.2		3	.1		3.2		
University	Outcomes	Торіс	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	Note
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 	 Overview of learning materials in ELT Authentic 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 	V			V					V		S					This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard
	able to overview the concept and	studies																

use of textbooks - Learning materials for listening - Students are able to - Learning materials for textbook evaluate materials for materials for textbook reading - Students are materials for speaking materials for materials for - Students are materials for materials for speaking - Students are materials for materials for materials for use of materials for materials for writing learning - Learning process materials	
 Students are listening able to Learning materials for reading evaluate reading evaluation Learning materials for able to speaking evaluate the speaking evaluate the speaking able to materials for materials for materials for materials for speaking evaluate the speaking evaluate the speaking able to materials for materials 	
able to - Learning evaluate materials for textbook reading evaluation - - Students are materials for able to speaking evaluate the - use of materials for textbooks into writing learning - process materials	
able to - Learning evaluate materials for textbook reading evaluation - - Students are materials for able to speaking evaluate the - use of materials for textbooks into writing learning - process materials	
evaluate materials for textbook reading evaluation - Learning evaluate the - use of materials for textbooks into writing learning - process materials	
evaluation - Learning - Students are materials for able to speaking evaluate the - Learning use of materials for textbooks into writing learning - Learning process materials	
 evaluation Learning materials for able to speaking evaluate the Learning use of materials for textbooks into writing learning Learning materials 	
- Students are able to speaking evaluate the - Learning use of materials for textbooks into writing learning - Learning process - Learning	
able to speaking evaluate the - use of materials for textbooks into writing learning - process materials	
evaluate the use of materials for textbooks into writing learning - Learning materials process materials - -	
use of materials for textbooks into writing learning - process materials	
textbooks into writing learning - Learning process materials	
learning - Learning process materials	
process materials	
- Students are evaluation	
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	

	materials for													
	writing													
	- Students are													
	able to													
	evaluate the													
	learning													
	materials being													
	produced by													
	other students			1.1										
Univ.	Tujuan yang	- Pengertian dan						 						This course is
	diharapkan	Konsep												development phase
В	setelah	Kurikulum												1.1, 1.2, and 2.1 in
	mahasiswa	- Landasan-												EPG standard
	mengikuti setiap	landasan			V									
	tahapan	Pengembangan												
	perkuliahan pada	Kurikulum												771
	mata kuliah ini	- Komponen-									1			
	adalah	komponen							_					
	Mahasiswa	kurikulum dan												
	memiliki	pengembangan												
	pengetahuan dan	nya												
	penguasaan Mata	- Prinsip-prinsip												
	Kuliah	Pengembangan				- <i>Y</i>								
	Kurikulum dan	Kurikulum		,									4	
	Pembelajaran	- Pendekatan,												
	baik secara	Model, dan												
	teoritis maupun	Prosedur												
	praktis. Antara	Pengembangan											·	55
	lain meliputi:	Kurikulum									-			
	kedudukan,	- Evaluasi												
	Konsep, fungsi	Kurikulum												
	dan peranan	- Perkembangan												
	kurikulum;	- Ferkenbangan Kurikulum di												
	landasan-	Indonesia	_						5					
	landasan	- Pembaharuan												
	pengembangan	- Pembanaruan kurikulum					5							
	kurikulum;	- Konsep Dasar												
	prinsip-prinsip	- Konsep Dasar Pembelajaran												
	dan produk	remberajaran												
	pengembangan		_											
l	pengembangan			I		I]	<u> </u>			

kurikulum; komponen- komponen- komponen- komponen- komponen- komponen- kurikulum dan - Prinsip-prinsip pengembangan - dan profil dan Model kurikulum di Pembelajaran - Pembelajaran kurikulum masa depan; model, pendekatan, dan peroses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen- komponen- komponen- komponen-			
komponen kurikulum dan pengembanganny a; sejarah perkembangan dan profil kurikulum di 155ndonesia; pengembangan kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum, masa depan; model, pendekatan, dan perubahan kurikulum; hakekat belajar dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; komponen			
kurikulum dan - Prinsip-prinsip pengembangany belajar dan perkembangan - Pendekatan dan profil dan Model kurikulum di - Pembelajaran 155ndonesia; - Inovasi pengembangan - Pembelajaran kurikulum di - Pembelajaran pengembangan - Inovasi pengembangan - Pembelajaran kurikulum; nodel - pendekatan, dan - Pembelajaran proses - - pengembangan - - kurikulum; - - hakekat belajar - qan pembelajaran; - prinsip-prinsip - - belajar dan - pembelajaran; - - pendekatan - - pendekatan - - pendekatan - - pendekatan - - <tr< td=""><td></td><td></td><td></td></tr<>			
pengembanganny belajar dan a; sejarah perkembangan - dan profil dan profil kurikulum di pengembangan - pengembangan - kurikulum masa depan; model, pendekatan, dan - proses - pengembangan - kurikulum dan kurikulum; - hakekat belajar dan - pendekatan, dan - proses - pengembangan - kurikulum; - hakekat belajar dan - pembelajaran; - prinsip-prinsip - belajar dan pendekatan - pendekatan - pendekatan - pendekatan - pendekatan - pendekatan - pendekat			
a; sejarah pembelajaran perkembangan - Pendekatan dan Model kurikulum di 155ndonesia; - Inovasi pengembangan kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; prinsip-prinsip belajaran; komponen			
perkembangan - Pendekatan dan profil kurikulum di Pembelajaran 155ndonesia; - Inovasi pengembangan kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajaran; model dan pembelajaran; model dan pendekatan pend	pengembanganny	belajar dan	
dan profil dan Model kurikulum di Pembelajaran 155ndonesia; - Inovasi pengembangan Pembelajaran kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat penbelajaran; prinsip-prinsip belajar dan pembelajaran; model pembelajaran; komponen komponen komponen	a; sejarah	pembelajaran	
kurikulum di Pembelajaran 155ndonesia; - Inovasi 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 pembelajaran; komponen- komponen	perkembangan	- Pendekatan	
155ndonesia; - Inovasi pengembangan Pembelajaran kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; model dan pendekatan pendekatan penbelajaran; komponen- komponen komponen-	dan profil	dan Model	
155ndonesia; - Inovasi pengembangan Pembelajaran kurikulum masa depar; depar; model, pendekatan, dan pengembangan kurikulum; exaluasi evaluasi dan pembelajaran; model pembelajaran; model pembelajaran; model pembelajaran; model pembelajaran; model pendekatan exaluasi pembelajaran; exaluasi pendekatan exaluasi penbelajaran; exalu	kurikulum di	Pembelajaran	
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 penbelajaran; model dan pendekatan pembelajaran; komponen- komponen Pembelajaran kurikulum	155ndonesia;		
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-	pengembangan		
depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pendekatan pendekatan pendekatan pendekatan			
pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; model dan pembelajaran; komponen- komponen			
proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pembelajaran; komponen- komponen			
prinsip-prinsip belajar dan pembelajaran; model dan pendekatan pembelajaran; komponen- komponen			
prinsip-prinsip belajar dan pembelajaran; model dan pendekatan pembelajaran; komponen- komponen	pembelajaran;		
belajar dan pembelajaran; model dan pendekatan pembelajaran; komponen- komponen			
pembelajaran; model dan pendekatan pembelajaran; komponen- komponen			
model dan pendekatan pembelajaran; komponen- komponen			
pendekatan pembelajaran; komponen- komponen			
pembelajaran; komponen- komponen			
komponen- komponen			
komponen			
	pembelajaran;		
dan inovasi			
dalam			
pelaksanaan			
pembelajaran.			
	pencengaran		

TImin	II		
Univ.	- Have	- Principles of	$\sqrt{1-1}$
С	demonstrated	language	development phase
C	their	Curriculum/syl	1.1, 1.2, 2.1 and 2.2
	knowledge and	labus	in EPG standard
	understanding	development	
	on the	- Principles of	
	principles of	language	
	English	Curriculum/syl	
	curriculum and	labus	
	materials	development	
	development.	- Principles of	
	- Apply their	language	
	knowledge and	Curriculum/syl	
	understanding	labus	
	on the	development	
	principles of	- Principles of	
	English	language	
	curriculum and	Curriculum/syl	
	materials	labus	
	development	development	
	to review the	- Procedures in	
	existing	English	
	language	Curriculum/syl	
	programs	labus	
	available in	development	
	their	- Procedures in	
	surroundings.	English	
	- Have the	Curriculum/syl	
	ability to	labus	
	integrate	development	
	knowledge and	- Procedures in	
	handle	English	
	complexity,	Curriculum/syl	
	formulate	labus	
	judgments	development	
	with limited	- Procedures in	
	information, as	English	
	well as to	Curriculum/syl	
	solve problems	labus	
	in the	development.	

	 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								
Tinin	Cto Janta and	III at a min all and and					al	-		 This second is
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 	V	N	V		\checkmark	S		This course is development phase 1.1, 1.2, 2.1 and 2.2 in EPG standard

	kurikulum	- Material							
	2013	Development							
	- Students	- Assessment							
	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								
Univ.		Description of				/			This course is
Univ.	- Mampu	- Description of	V		V	V			This course is development phase
F	menganalisis berbagai	the course, the competence							1.1, 1.2, 2.1 and 2.2
r	macam materi	students should							in EPG standard
									in ErO stanuaru
	pembelajaran	acquire, the							
	yang sesuai	teaching and							
	dengan tujuan	learning							
	yang akan	process, and							
	dicapai	assignments					- / /		
	- Dapat	- Roles of							
	menggunakan	materials in the		_					
	berbagai	learning process							

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

3.	Language 1	Learning	Theories	and Stra	tegies ((LLTS)
J.	Danguage	Learning	Incomes	and but	ingres (

					A.			D	Develo	pmer	ital I	Phase	e						
Un			1.	.1		1.2			2.1			2.2		3	.1		3.2		
niversity	Learning Outcomes	Торіс	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descr	Descr	G	Descr	Descr	Descriptor	Descr	Descriptor	Descriptor	Descriptor	Descr	Notes
7			iptor 1		iptor 1		-		iptor 3	iptor 4	iptor 1	criptor 2	iptor 3	escriptor 1	iptor 2	iptor 1	iptor 2	riptor 3	



															 -	
Univ. B	At the end of the	- The		V	_			V		V	N					This course is
	course students are	concepts of														development
	expected to be able to:	teaching and														phase 1.2, 2.1
	- identify the	teaching														and 2.2 in EPG
	basic	methodolog														standard
	concepts in	У														
	TE <mark>FL</mark> ;	- The														
	- ex <mark>plain and</mark>	Learners and														
	discuss the	their														
	basic	characteristi														
	concepts in	cs—														
	EFL;	theories,														
	- to identify the	styles and														
	principles of	strategies of														
4	teaching and	learning					_									
	learning EFL;	- A												1		
	- to explain and	Methodical							/							
	discuss the	History of				Y										
	principles of	Language														
	teaching and	Teaching														
	learning EFL;	- The														
	- identify	principles of														
	principles of	language			- X											
	approaches	teaching and														
	and methods	learning—			-4							7-7				
	in EFL	cognitive,														
	teaching;	affective,											1			
	- explain and	and							4							
	discuss	linguistic														
	approaches	principles														
	and methods	- Lesson														
	in EFL	planning &														
	teaching;	classroom														
	- compare	management														
	approaches	- Teaching														
	and methods	Listening:				5						r				
	in EFL	Theories and			-				_							
	teaching;	Modeling														
	- identify the	- Teaching														
	teaching	Speaking:														

practices at	Theories and								
Junior High	Modeling								
Schools,	- Teaching								
Senior High	Reading:								
Schools, and	Theories and								
Vocational	Modeling								
Schools as	- Teaching								
Models for	Writing		1						
their	using Genre-								
Teaching	based								
Practices for	Approach:								
teaching	Theories and								
demonstratio	Modeling			-					
n in the Micro	- Teaching								
Teaching;	Integrated								
- Apply the	Skill:			_				7/	
knowledge	Theories and			_					
and	Modeling								
understanding	inouching								
of lesson									
planning,									
teaching and									
learning									
strategies and									
assessment in									
the English									
classroom.									
- Write a lesson					- 4	ľ	15		
plan to be					-				
used for									
teaching		-							
demonstratio									
n in the micro									
teaching; and									
- Evaluate									
his/her peer in									
the micro									
teaching.									

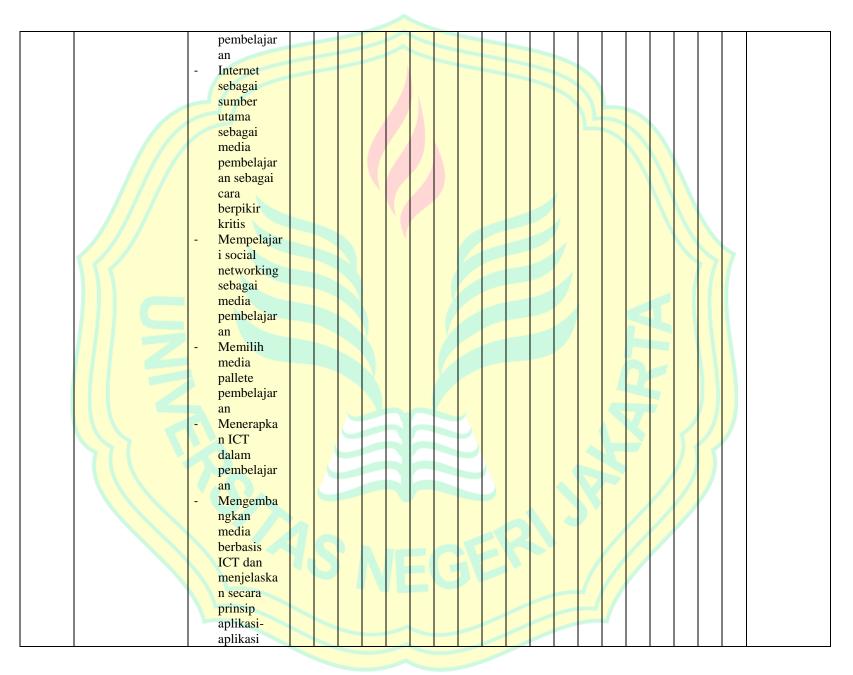
[/	,		1			
Univ. H	At the end of the	- The			-		\checkmark	1	V		-	V			This course is
	course students are	concepts of													development
	expected to be able to:	teaching and						_							phase 1.2, 2.1
	- identify the	teaching													and 2.2 in EPG
	basic	methodolog													standard
	concepts in	У													
	TE <mark>FL</mark> ;	- The													
	- ex <mark>plain and</mark>	Learners and													
	discuss the	their													
	basic	characteristi													
	concepts in	cs—													
	EFL;	theories,													
	- to identify the	styles and													
	principles of	strategies of													
	teaching and	learning													
	learning EFL;	- A												77	
	- to explain and	Methodical						_		1					
	discuss the	History of						_							
	principles of	Language										\triangleleft			
	teaching and	Teaching													
	learning EFL;	- The													
	- identify	principles of													
	principles of	language			- Y										
	approaches	teaching and													
	and methods	learning—			- 4										
	in EFL	cognitive,													
	teaching;	affective,											1		
	- explain and	and								4				IK	
	discuss	linguistic													
	approaches	principles									7				
	and methods	- Lesson									5				
	in EFL	planning &									× .				
	teaching;	classroom													
	- compare	management													
	approaches	- Teaching				\geq									
	and methods	Listening:				5									
	in EFL	Theories and													
	teaching;	Modeling													
	- identify the	- Teaching													
	teaching	Speaking:	_	-		_									
	teaching	speaking.								1			1		

practices	at Theories and								
Junior Hi	gh Modeling								
Schools,	- Teaching								
Senior Hi									
Schools, a									
Vocational	Modeling								
	as - Teaching								
	for Writing		λ.						
their	using Genre-								
Teaching	based								
Practices									
teaching	Theories and								
demonstrati									
n in the Mic									
Teaching;	Integrated								
	he Skill:							7 /	
knowledge	Theories and								
and	Modeling								
understandi									
of less									
planning,	SI								
teaching a	nd								
learning									
strategies a	nd								
assessment									
the Engli									
classroom.									
- Write a less	on					·	15		
	be								
	for								
teaching									
demonstrati	0								
n in the mic									
teaching; ar									
- Evaluate									
his/her peer	in								
the mic									
teaching.	10								
caching.									
									1

4. Digital Literacy in English Language Education

		2					7	Ť		Dev	elop	men	tal P	hase	e							
Uni	Learning			1.1		1	.2		2	.1		2	.2			3.1				3.2		
University	Outcomes	Торіс	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	Notes
Univ.	- Mampu	- General			/															7	1	This course
F	menganalisis berbagai	overview of the course																				is development
ľ	macam media	- What is																				phase 2.1 in
	pembelajaran	teaching																				EPG
	yang sesuai	media?																				standard
	dengan tujuan	- Media,																				
	yang akan	technology																				
	dicapai	and																				
	- Dapat	learning																F				
	menggunakan	- Technology																				
	berbagai macam media	for learning - Media and								1									1			
	pembelajaran	- Media and material								N						× –						
	yang sesuai	- Visual																				
	dengan tujuan	principles													\sim	\sim						
	yang akan	- Visual																				
	dicapai.	Audio																				
	- Mendesain	- Visual									1	.										
	berbagai	Computer	٩.					, 1														
	macam media	- Multimedia	4																			
	pembelajaran	- Internet and																				
	untuk	intranet																				
	menyelesaika	- Distance																				
	n	learning			_																	
	permasalahan																					

					-									-						
Т		dalam																		
		pembelajaran										_								
		bahasa																		
		Inggris																		
	-	Terampil							1											
		dalam																		
		menggunakan																		
		berbagai																		
		macam media																		
		pem <mark>belajaran</mark>																		
		bahasa																		
		Inggris												_						
Univ.	-	Memahami	- Pengertia	n																This course
		konsep,	media																	is
G		manfaat, jenis	pembelja											7				\sim	7	development
		dan	n, menfa	at																phase 2.1
		klasifikasi	media									_								and 2.2 in
		media	pembela	ar																EPG
		pembelajaran	an, jenis																	standard
	-	Mengkaji	dan																	
		inovasi	klsifikas													-				
		pemebelajara	media														_			
		n dengan ICT	pembela	aa						Υ.							-			
		sebagai	n																	
		sumbernya	- Media							4			1				7			
	-	Memahami	pembela	ar							V		\checkmark			1				
		konsep ICT	an yang																	
		dan	dibutuhk	an											L			1		
		pengaplikasia	dijenjang									λ								
		nnya	sekolah	, ,																
	_	Mampu	formal																	
	-	mengembang	- Pengertia	m																
		kan media	- Fengeria inovasi	ill i																
		berbasis ICT	pembelja	*0								2								
		Der Dasis ICT	n dan	la				-	-											
							\wedge													
			pengarul	L																
			ICT																	
			terhadap											-						
			media																	



internet yang popular saat	E	F						
 ini Pengenalan kebutuhan untuk informasi dan menentuka n sifat dan luasnya informasi yang dibutuhkan Mempersia pkan desain pembelajar an berbasis ICT 								



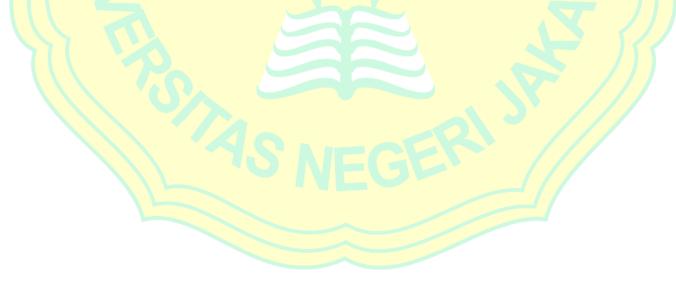
Appendix 5. Model of Teaching Observations

1. Observation I

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

Category	Notes	ICT Competences
 Content/Material *Use textbook *Use others resources 	- Curriculum 2013 (material was prepared by lecturer)	 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) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates
	- Types of Learning and Teaching	Internet resources). (KD4)
Preparation	- Material has been sent by email before class started and lecturer gives the instruction to students to read the material.	 Search for potential teaching material on the internet. (TL16) 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 	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, (TL7) Use presentation software and digital resources to support instruction, such as: PPT (TL8)

Closure	 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. 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	 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 	-
clearly Student Roles	Dependent Learner	-



2. Observation II

Course Name	Material Development (UA1)	
University	A	
Date	November, 18 2019	5

Category	Notes	ICT Competences
Content/Material *Use textbook *Use others resources	 Textbook - other resources which are downloaded by students through internet 	 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) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) 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	ng 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)	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) Use presentation software and digital resources to support instruction, such as: PPT (TL8)
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 	 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)

Closure	 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. Review and summarize related to their class discussion 	 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)
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) 	 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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
Student Roles	Independent learner	 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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) Implement ICT tools to develop students' higher order skills and creativity. (KD24)

3. Observation III

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

Category	Notes	ICT Competences
Content/Material - *Use textbook - *Use others resources	 Texbook (E-book) Other sources (students downloaded by themselves) 	 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) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) 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 Ac	ctivities Contract of Contract
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) 	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) Use presentation software and digital resources to support instruction, such as: PPT (TL8)
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. 	 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) Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28)

~		-	
Closure	- After all the presentations, the lecturer	5.	
	review the result of discussion while confirming unclear parts of explanations.		example, a camera, the internet, social networks) (KD1)
	comming unclear parts of explanations.	6.	
		0.	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 Role <mark>s</mark>	- Lecturer is a facilitator (The lecturer is well	3.	
	prepared for classes; The lecturer is		reduces teacher-centered understanding and students'
*The lecturer is well prepared	knowledgeable and current in the subject		language learning anxiety but encourages them to be
for classes.	area; The lecturer presents facts and		risk takers to practice target language as they are
*The lecturer is knowledgeable	concepts from related fields; The lecturer		digital natives. (KD20)
and current in the subject area	suggests additional resources to facilitate	4.	1 11
*The lecturer presents facts and	student learning; The lecturer explains		strategies based on the needs of the students (KD23)
concepts from related fields	concepts clearly)		
*The lecturer suggests additional resources to facilitate			
student learning *The lecturer explains concepts			
clearly			
cically	Independent learner	4.	Develop technology-enriched learning environments
	<u>^</u>		that enable all students to pursue their individual
			curiosities and become active participants in setting
- Student Roles			their own educational goals, managing their own
- Student Koles			learning, and assessing their own progress (KD3)
		5.	1 11
			strategies based on the needs of the students (KD23)
		6.	
			skills and creativity. (KD24)

7. Observation IV

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

Category	Notes	ICT Competences
Content/Material - *Use textbook - *Use others resources	 Texbook (E-book) Other sources (students downloaded by themselves) 	 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) Search for potential teaching material on the internet. (TL16) Download resources from websites. (TL17) 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 A	ctivities
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) 	 Use the common hardware in supporting teaching learning activity, such as: Laptop, projector, LCD TV, and Speaker (TL7) Use presentation software and digital resources to support instruction, such as: PPT (TL8)
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. 	 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) Implement mobile device that employ a computer at their core such as cell phones, etc. (TL28)

 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. 6. 7.	Coordinate project work with digital media (using, for example, a camera, the internet, social networks) (KD1) Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students. (KD13) Implement ICT tools to develop students' higher order skills and creativity.(KD24)
 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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23)
Independent learner	 1. 2. 3. 	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) Implement the ICT tools to support learner centered strategies based on the needs of the students (KD23) Implement ICT tools to develop students' higher order skills and creativity. (KD24)
	 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. 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) 	Spada Untirta accounts through computers which have been provided in the laboratory. 6. 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. 7. Lecturer informs the students about the next material and asks them to work in groups. 7. 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) 2. Independent learner 1.

Appendix 6. ICT Competences Integration in Model of Teaching Components

ICT Competence Indicator Analysis for Model of Teaching Components

Model of Tea	aching Components and Sub-com	ponents Codes
Approach (A)	Method (M)	Technique (T)
Theory of Course	Objectives (LO)	
Theory of Learning	Content (C)	
	Teaching and Learning	Broadura (D)
Cost	Activities (TLA)	Procedure (P)
Goal	Teacher Roles (TR)	
	Student Roles (SR)	

Course 1: English Language Teaching and Methodology

					Tag						7				Infusio	on (in)		
N	Cala	ICT Competencies	C		NESC pproa				E	PG				M	<mark>)T C</mark> or	npone	nts	
No	Code	Indicators	Sources	A	pproa	UI									Μ			Τ
				TL	KD	KC	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	Р
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		5	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	N		v	v	v	v	v		v			V		

4	TL7	Use the common hardware	(UNESCO,	V			V	V	v	v	v			v	v		v
		in supporting teaching	2011)														
		learning activity, such as:															
		Laptop, projector, LCD TV,															
		and Speaker															
5	TL8	Use presentation software	(UNESCO,	v			v	v	v	v				V	v		v
		and digital resources to	2011)														
		support instruction, such as:															
		PPT and <mark>Prezi</mark>															
						V.											
6	TL12	Use of ICT resources for	(UNESCO,	v			v	v	v	v			v	v	v		v
v	1112	individuals and small groups	(UNESCO, 2011)	•			ľ		•				v	Y	777		v
		of students in the regular	2011)														
		classroom such as															
		Digital classroom platforms															
		(Google classroom,															
		Edmodo)															
		Social sites Email,															
		whatsapp, facebook, flickr,															
		blogspot)													/		
		8-F													· / /		
														٢.			
												\geq					
7	TL16	Search for potential teaching	(UNESCO,	V			v	v	v	v				v	v		v
		material on the internet.	2011)														
8	TL17	Download resources from	(UNESCO,	v	NV I		V	v	v	v				v	v	1	v
		websites.	2011)														
9	TL21	Use online technology as	Healey,	v			v	v	v	V				v	v		v
		available to deliver	2008														

		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		IA	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	6	V	V	v	v		K	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

		- · · ·						1	1	1		r	1	1			T
17	KD4	Prepare instructional	ISTE, 2008	V		v	V	v	v				v	v			v
		materials for students using															
		basic technology tools (e.g.,															
		word-processing software,															
		presentation software, and															
		software that creates Internet															
		resources).															
18	KD5	Use online technology		V		v	v	V	v				v	v			v
		available to deliver teaching															
		or support material.	×														
19	KD7	Use an electronic forum	Healey,	v		v	v	v	V				v	v			v
		(e.g., blog) to post	2008		V.												
		information for students															
		about the class				1								11			
20	KD10	Use of ICT tools to organize	Healey,	v		v	v	V	v	1			v				
		and retrieve materials and	2008														
		stud <mark>ents' dat</mark> a.															
21	KD13	Adapt technology-based	Healey,	V		v	V	V	v	/				V			
		activities and tasks to align	2008														
		with the learning goals and															
		with the needs and abilities															
		of the students.															
22	KD14	Use computer-based	Healey,	V		v	v	V	v					///			
		diagnostic, formative, and	2008				λ			1							
		summative testing where									·	/					
		feasib <mark>le</mark> .															
23	KD19	Provide learning	Healey,	V		v	v	v	V 🧹		~		v	V			v
		opportunities outside the	2008														
		classroom for individual															
		differences through ICT.															
24	KD20	Implement technology into	Healey,	V		V	V	V	v				v	v	v	v	v
		language instruction reduces	2008	\mathbf{N}		5											
		teacher-centered															
		understanding and students'															
		language learning anxiety									-						
		but encourages them to be				-											

		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		A		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	LC.	v		v	v	v	v			5.	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	8			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	Tomei,		V	V	V	v	v			v				
		share resources to support	2005													
		their activities and their own			L A			_								
		professional learning.														
33	KC1	Create lessons with	European		V	v	v	v	v			v				
		downloaded texts, pictures,	Union,													
		graphics, etc.	2011													
34	KC2	Design blended learning	European		V	v	v	v	v		V	v	v	v	v	v
		modules using a learning	Union,													
		management system.	2011													
35	KC3	Design o <mark>r adapt relevant</mark>	ISTE, 2008		v	v	v	v	v		v	v	v	v	v	v
		learning experiences that														
		incorporate digital tools and														
		resources to promote student											71			
		learning and creativity								1						
36	KC5	Design relevant materials to	Dilek		v	v	V	v	v			v				
		test students' achievement	Cakiki,													
		in a <mark>ll skills and look for the</mark>	2006													
		appropriate ICT that can be														
		us <mark>ed</mark> .														
37	KC7	Design units of study and	Dilek		v	v	v	v	v				v	v	v	v
		classroom activities that	Cakiki,													
		integrate a range of ICT	2006										/ / /			
		tools and devices to help					κ.									
		students acquire the skills of									/		5			
		reasoning, planning,														
		reflective learning,														
		knowledge building and														
		communication.							<u> </u>							
39	KC10	Design online materials and	Dilek		v	v	v	v	v			v				
		activities that engage	Cakiki,													
		students in collaborative	2006													1
		problem-solving, research or														
		creating art.														

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		Healey, 2008		v	v	v	v	v	v		v		v



Course 2: Curriculum and Material Development

				TU	NESC										Infusio	. ,		
No	Code	ICT Competencies	Sources		NESC. pproa				EI	PG				M	OT Cor	npone	ents	
110	Couc	Indicators	Sources								11			1	Μ	•		Т
				TL	KD	КС	1.1	1.2	2.1	2.2	3.1	3.2	LO	С	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	N	E	v	v	v	v				V	V			v

			1					1		1	1					
6	TL12	Use of ICT resources for	(UNESCO,	V		V	V	v	v			v	v	v		v
		individuals and small groups	2011)													
		of students in the regular														
		classroom such as														
		Digital classroom platforms								\mathbf{N}						
		(Google classroom,														
		Edmodo)														
		Social sites Email,														
		whatsapp, facebook, flickr,														
		blogspot)														
		C - F														
					V											
					1											
										1						
7	TL16	Search for potential teaching	(UNESCO,	v		v	v	v	v				v	v		v
1	1110	material on the internet.	2011)	· ·			· ·	Y	·	/			v	Ť		, v
8	TL17	Download resources from	(UNESCO,	v		v	v	v	v				v	v		v
U	1217	websites.	2011)	, v					V				•	v		, v
9	TL21	Use online technology as	Healey,	v		v	v	v	v				v	v		v
_	1121	available to deliver	2008	•		ľ	ľ	•	v				•	v		ľ
		instructional or support	2000									-				
		material					<u>k</u>					5				
10	TL24	Choose a technology	(UNESCO,	v		v	v	v	v		<u> </u>	v	v	V	v	v
10	11244	environment that is aligned	2011)	· ·		·		•	v			·		, v	v	ľ
		with the goals of the class.	2011)													
11	TL28	Implement mobile device	Celce	V		v	v	v	v				v	v		v
		that employ a computer at	Murcia,	·			ľ							, ,		
1		their core such as cell	2014													
		phones, etc.														
12	TL31	Facilitate the appropriate	Dilek	v		v	v	v	v					v		v
	1101	ICT tools in giving fast	Cakiki,					·						Ť		
		feedback to students' error.	2006													
L	L	recubiler to students enor.	2000								-	I	I	I		

13	TL33	Provide graded and non-	Tomei,	V			V	V	v	v			v		v
		graded practice reviews,	2005												
		quizzes, and examinations													
14	KD1	Coordinate project work	European		v		v	v	v	v		v	v		v
		with digital media (using,	Union,												
		for example, a camera, the	2011												
		internet, social networks)													
15	KD2	Engage stud <mark>ents in</mark>	European		v		v	v	v	v		v	v	v	v
		exploring real-world issues	Union,												
		and solving authentic	2011				V								
		problems using digital tools													
		and resources													
16	KD3	Develop technology-	European		v		v	V	V	v		v	v	v	v
		enriched learning	Union,										771		
		environments that enable all	2011												
		stud <mark>ents to pursue their</mark>													
		individual curiosities and													
		become active participants													
		in setting their own													
		educational goals, managing													
		th <mark>eir own learning, an</mark> d													
		assessing their own progress													
17	KD4	Prepare instructional	ISTE, 2008		V		V	V	v	v		v	v		v
		materials for students using						<u> </u>							
		basic technology tools (e.g.,													
		word-processing software,													
		presentation software, and									\sim				
		software that creates Internet													
		resources).													
18	KD5	Use online technology			v		v	v	$\langle \mathbf{v} \rangle$	v		v	v		v
		available to deliver teaching													
10		or support material.			$\Lambda V I$		5								
19	KD7	Use an electronic forum	Healey,		v		V	V	v	v		v	v		v
		(e.g., blog) to post	2008								1				
		information for students				~									
		about the class													

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	J	11/		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	1		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	8		v	v			v
26	KD22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	Tomei, 2005	V	E	v	v	v	v		/		V			v
27	KD23	Implement the ICT tools to support learner centered	Tomei, 2005	v	\sim	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	λ	v	v	V	v	1			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		KIA	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		5	v	$\left \right $			
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	2	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	N	V	v	v	v	v		V	v	v	v	V	v

36	KC5	Design relevant materials to	Dilek		V	V	V	V	v				v				
		test students' achievement	Cakiki,														
		in all skills and look for the	2006		λ												
		appropriate ICT that can be															
		used.								\mathbf{N}							
37	KC7	Design units of study and	Dilek		v	V	v	V	v					v	v	v	v
		classroom activities that	Cakiki,														
		integrate a range of ICT	2006														
		tools and devices to help										\mathbf{N}					
		students acquire the skills of															
		reasoning, planning,															
		reflective learning,															
		knowledge building and			Y.												
		communication.															
39	KC10	Design online materials and	Dilek		v	v	v	v	v	/			v				
59	KCIU	activities that engage	Cakiki,		v	v	V	v	v				v				
		students in collaborative	2006														
		problem-solving, research or	2000														
		-		2													
40	VC10	creating art.	II L														
40	KC12	Prepare teaching materials	Healey,		v	v	v	V	v				v				
		using basic technological	2008														
		tools (e.g., word-processing												/			
		software, presentation												///			
		software, and software that															
		creates Internet resources).									\	/					
41	KC13	Adapt digital resources that	Healey,		v	V	v	V	v			v		V			v
		are found to be applied in	2008														
		learning.															

Course 3: Language Learning Strategies

				UNESCO's											Infusio	n (in)			
No	a i	ICT Competencies Indicators	Company	Approach			EPG							MOT Components					
No	Code		Sources									М							
				TL	KD	КС	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	Р	
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		7	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	v			v	
5	TL8	Use presentation software and digital resources to support instruction, such as: PPT and Prezi	(UNESCO, 2011)	V	N	E	v	v	v	v				V	V			v	

	1						r		r	r					· · · ·	
6	TL12	Use of ICT resources for individuals and small groups	(UNESCO, 2011)	V		V	v	v	v			v	v	v		v
			2011)													
		of students in the regular classroom such as														
		Digital classroom platforms			\mathbf{V}											
		(Google classroom,														
		Edmodo)														
		Social sites Email,														
		whatsapp, facebook, flickr,														
		blogspot)											$\langle \rangle$			
					V								$\langle \rangle$			
														771		
7	TL16	Search for potential teaching	(UNESCO,	v		v	v	V	v	1		\triangleleft	v	v		v
		material on the internet.	2011)			Υ.				/						
8	TL17	Download resources from	(UNESCO,	v		v	v	v	v				v	v		v
		we <mark>b</mark> sites.	2011)													
9	TL21	Use online technology as	Healey,	v		v	v	v	v				v	v		v
		available to deliver	2008													
		instructional or support												())		
		material											5			
10	TL24	Choose a technology	(UNESCO,	v		V	v	v	v			v	v	V	v	v
		environment that is aligned	2011)													
		with the goals of the class.									2					
11	TL28	Implement mobile device	Celce	V		v	V	v	v				v	v		v
		that employ a computer at	Murcia,													
		their core such as cell	2014													
		phones, etc.			/	\sim										
12	TL31	Facilitate the appropriate	Dilek	v		V	v	v	v					v		v
		ICT tools in giving fast	Cakiki,													
		feedback to students' error.	2006													
		reedback to students effor:	2000								-					

13	TL33	Provide graded and non-	Tomei,	V			V	V	v	v			v		v
		graded practice reviews,	2005												
		quizzes, and examinations													
14	KD1	Coordinate project work	European		v		v	v	v	v		v	v		v
		with digital media (using,	Union,												
		for example, a camera, the	2011												
		internet, social networks)													
15	KD2	Engage stud <mark>ents in</mark>	European		v		v	v	v	v		v	v	v	v
		exploring real-world issues	Union,												
		and solving authentic	2011				V								
		problems using digital tools													
		and resources													
16	KD3	Develop technology-	European		v		v	V	V	v		v	v	v	v
		enriched learning	Union,										771		
		environments that enable all	2011												
		students to pursue their													
		individual curiosities and													
		become active participants													
		in setting their own													
		educational goals, managing													
		th <mark>eir own learning, an</mark> d													
		assessing their own progress													
17	KD4	Prepare instructional	ISTE, 2008		V		V	V	v	v		v	v		v
		materials for students using						<u> </u>							
		basic technology tools (e.g.,													
		word-processing software,													
		presentation software, and									\sim				
		software that creates Internet													
		resources).													
18	KD5	Use online technology			v		v	v	v	v		v	v		v
		available to deliver teaching													
10		or support material.			$\Lambda V I$		5								
19	KD7	Use an electronic forum	Healey,		v		V	V	v	v		v	v		v
		(e.g., blog) to post	2008								1				
		information for students				~									
		about the class													

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	5			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		ALXL.	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	5		v	v			v
26	KD22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	Tomei, 2005	V	E	v	v	v	v				V			v
27	KD23	Implement the ICT tools to support learner centered	Tomei, 2005	v	$\langle \rangle$	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			KIA	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		2	5	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	2,		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	N	V	v	v	v	v			V	v	V	V	V	v

36	KC5	Design relevant materials to	Dilek		V	V	V	v	v			v				
		test students' achievement	Cakiki,													
		in all skills and look for the	2006		A State											
		appropriate ICT that can be														
		used.								\sim						
37	KC7	Design units of study and	Dilek		v	v	v	v	v				v	v	v	v
		classroom activities that	Cakiki,													
		integrate a range of ICT	2006													
		tools and devices to help									\mathbf{N}					
		students acquire the skills of														
		reasoning, planning,														
		reflective learning,														
		knowledge building and			V.											
		communication.														
39	KC10	Design online materials and	Dilek		v	v	v	v	v	1		v				-
39	KC10	activities that engage	Cakiki,		v	v	V	v	v			v				
		students in collaborative	2006													
			2000													
		problem-solving, research or		2												
40	TOTA	creating art.											\square			
40	KC12	Prepare teaching materials	Healey,		v	v	v	V	v			v				
		using basic technological	2008													
		tools (e.g., word-processing														
		software, presentation											///			
		software, and software that					κ									
		creates Internet resources).									7					
41	KC13	Adapt digital resources that	Healey,		V	V	v	V	v		v		V			v
		are found to be applied in	2008													
		learning.														

Course 4: Digital Literacy in English Language Education

															Infusio	n (in)		
N.	C. J.	ICT Competencies	C	-	NESC(pproa				E	PG				M	OT Cor	npone	ents	
No	Code	Indicators	Sources	А	рргоа	CII					11				Μ			Т
				TL	KD	KC	1.1	1.2	2.1	2.2	3.1	3.2	LO	C	TLA	TR	SR	Р
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		7	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	5	v	v			v
5	TL8	Use presentation software and digital resources to support instruction, such as: PPT and Prezi	(UNESCO, 2011)	V	N	E	v	v	v	v				V	V			v

	1	1					1	1	1						,	
6	TL12	Use of ICT resources for	(UNESCO,	V		V	V	v	v			v	v	v		v
		individuals and small groups	2011)													
		of students in the regular														
		classroom such as														
		Digital classroom platforms								\mathbf{N}						
		(Google classroom,														
		Edmodo)														
		Social sites Email,														
		whatsapp, facebook, flickr,														
		blogspot)														
		biogspot														
					V											
		111												777		
7	TL16	Search for potential teaching	(UNESCO,	v		v	v	V	v			\leq	v	V		v
		material on the internet.	2011)							/						
8	TL17	Download resources from	(UNESCO,	v		v	V	V	V				v	v		v
		websites.	2011)													
9	TL21	Use online technology as	Healey,	v		v	v	v	v				v	v		v
		available to deliver	2008											/ / /		
		instructional or support												/ / /		
		material														
10	TL24	Choose a technology	(UNESCO,	v		V	v	v	v			v	v	V	v	v
		environment that is aligned	2011)													
		with the goals of the class.														
11	TL28	Implement mobile device	Celce	v		v	v	v	v				v	v		v
	_	that employ a computer at	Murcia,													
		their core such as cell	2014				1									
		phones, etc.					-									
12	TL31	Facilitate the appropriate	Dilek	v		v	v	v	v					v		v
	1	ICT tools in giving fast	Cakiki,			U.								•		
		feedback to students' error.	2006													
		recubler to students chor.	2000								_		I			

13	TL33	Provide graded and non-	Tomei,	V			V	V	v	v			v		v
		graded practice reviews,	2005												
		quizzes, and examinations													
14	KD1	Coordinate project work	European		v		v	v	v	v		v	v		v
		with digital media (using,	Union,												
		for example, a camera, the	2011												
		internet, social networks)													
15	KD2	Engage stud <mark>ents in</mark>	European		v		v	v	v	v		v	v	v	v
		exploring real-world issues	Union,												
		and solving authentic	2011				V								
		problems using digital tools													
		and resources													
16	KD3	Develop technology-	European		v		v	V	V	v		v	v	v	v
		enriched learning	Union,										771		
		environments that enable all	2011												
		stud <mark>ents to pursue their</mark>													
		individual curiosities and													
		become active participants													
		in setting their own													
		educational goals, managing													
		th <mark>eir own learning, an</mark> d													
		assessing their own progress													
17	KD4	Prepare instructional	ISTE, 2008		V		V	V	v	v		v	v		v
		materials for students using						<u> </u>							
		basic technology tools (e.g.,													
		word-processing software,													
		presentation software, and									\sim				
		software that creates Internet													
		resources).													
18	KD5	Use online technology			v		v	v	v	v		v	v		v
		available to deliver teaching													
10		or support material.			$\Lambda V I$		5								
19	KD7	Use an electronic forum	Healey,		v		V	V	v	v		v	v		v
		(e.g., blog) to post	2008								1				
		information for students				~									
		about the class													

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	5	11/			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			AIXL	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	5			v	V			v
26	KD22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning	Tomei, 2005	v	E	v	v	v	v		/			V			v
27	KD23	Implement the ICT tools to support learner centered	Tomei, 2005	v	$\langle \rangle$	v	v	v	v					V	v	v	v

		strategies based on the needs of the students			\mathbb{N}												
28	KD24	Implement ICT tools to develop students' higher order skills and creativity.	Tomei, 2005		v		v	v	v	v	1			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		KIA	v	v			v
32	KD32	Apply ICT to access and share resources to support their activities and their own professional learning.	Tomei, 2005	E		v	v	v	v	v		5	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	Э,	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		N	V	v	v	v	v		v	v	V	V	v	v

36	KC5	Design relevant materials to	Dilek		V	V	V	V	v				v				
		test students' achievement	Cakiki,														l
		in all skills and look for the	2006		λ												l
		appropriate ICT that can be															l
		used.								\mathbf{N}							l
37	KC7	Design units of study and	Dilek		v	v	v	V	v					v	v	v	v
		classroom activities that	Cakiki,														l
		integrate a range of ICT	2006														l
		tools and devices to help															
		students acquire the skills of															l
		reasoning, planning,															l
		reflective learning,															l
		knowledge building and			×												l
		communication.															l
39	KC10	Design online materials and	Dilek		v	v	v	v	v				v				<u> </u>
	nerv	activities that engage	Cakiki,		•								ľ				l
		students in collaborative	2006														l
		problem-solving, research or	2000														l
		creating art.		2													l
40	KC12	Prepare teaching materials	Healey,		v	v	v	v					X 7				├
40	KC12		2008		v	V	V	v	v				v				l
		using basic technological	2008														l
		tools (e.g., word-processing															l
		software, presentation												///			l
		software, and software that											5				l l
44	Trata	creates Internet resources).										/					_
41	KC13	Adapt digital resources that	Healey,		V	V	v	v	v			v		V			v
		are found to be applied in	2008								\sim						l l
		learning.															L

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

	1	APPROACH
	teachers and teach appropriate teachi	eaching competences is the part of pedagogical competence which becomes a basis for pre-service hers' practice to gain the fundamental knowledge relates to the teachers' ability in choosing the ng methods and strategies; managing the teaching and learning process; designing and developing ng assessment; evaluating the teaching and learning process and integrating the teaching and learning se 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.
Theories of Theoretical key teaching competences courses	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	1. Cognitive	Approach
theoretical	2. Humanist	ic Approach
key teaching	3. Behaviora	ll Approach
competences subjects		
learning		

	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	
Goals		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.	



			ICT Competences		
METHOD			Te i competences		
	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, 		
Objectives of Theoretical Key Teaching Competence s subjects learning	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 	 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) 		
	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 	• Adapt digital resources that are found to be applied in learning (KC13)		

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

	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:	
4	Continuum International	
	Publishing Group.	
	- Gray, John. (2013). Critical	
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	Teaching Materials. London:	
	Palgrave Macmillan.	
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	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	
	- <u>https://www.academia.edu/</u>	
	- <u>https://www.researchgate.net/</u>	
	- 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	
1		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.	

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	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.	
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		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	
	U	Projectors, Speakers, etc.	
		2. Software: Ms. Word, Ms.	
		PowerPoint, Browsers (Google	
		Chrome, Mozilla Firefox), LMS	
		(Padlet, Gmail, Google Classroom,	
		ect	
Kinds of	Types of	1. Scaffolding	
Activities	Method	2. Project Based	
		5	
		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	Teacher becomes a facilitator	
Roles		
Student	Student – centered (students do not depend on the teacher to control	
Roles	the learning experience, students play a more active role in the classroom - creating and participating in the construction of knowledge)	

	Technique Procedure of Syntax				
Name of Technique	Preparation	Delivery	Closure	- How to integrate	ICT Competences
	 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.	 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) 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,

				•	
		questions and comments.			facebook, flickr, blogspot) (TL12)
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		5. Engage students in exploring real- world issues and solving authentic problems using digital tools and resources (KD3)
Project Based	Selecting topic and Making Plans	Doing Research and Sharing results with other and making presentation	Evaluation		6. Implement ICT tools in solving simple and complex
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)		 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



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/
- <u>https://www.researchgate.net/</u>
- 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	ľ	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
- Summary
 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	: 2 nd

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 approache.

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 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

- 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.



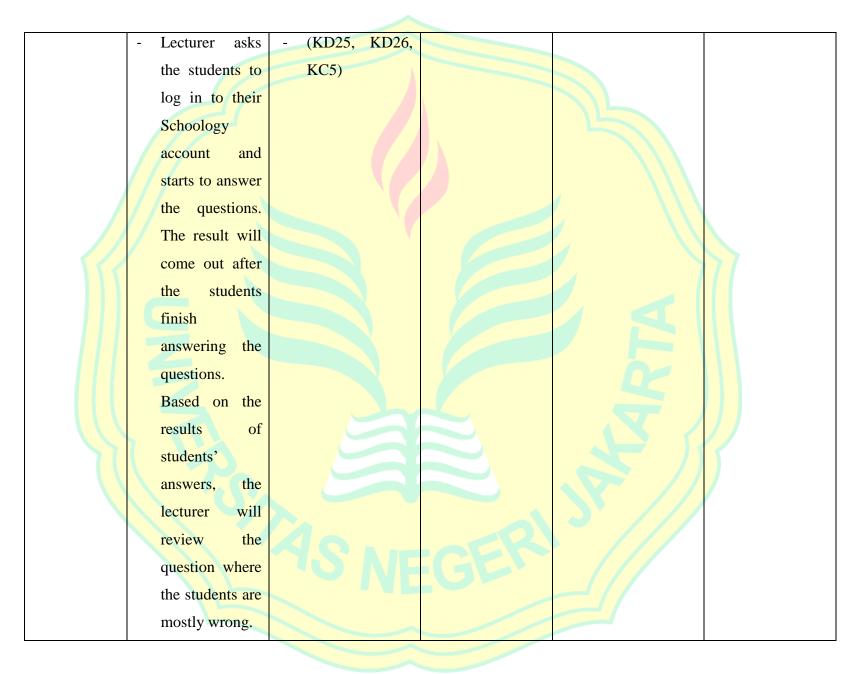
G. Technique

Stages of	Activity	ICT Competence	Communication	Media	Purpose
Learning		level			
Preparation	- Lecturer	- (KD7)	T - S	- Schoology, to	- Make the
	informs the			share the	students aware
	students about			materials.	about what the
	the learning				goals of this
	objectives.				topic
	- Lecturer	- (KD5, KD19,			- Give the
	provides the	KD20, KC1)			students the
	students with				general ideas
	the				about what the
	books/journals/				topic will be
	articles related				discussed
	to approach and				
77	method in ELT				5
	that will be				
	shared in			3. ///	
	Schoology				
	before the class		IGEN		
	started.				

	- Lecturer also	- (KD2, KD19,				
	shares teaching	KD20, KC1,				
	video/link and	KC10, KC12)				
	asks the			1		
	students to					
	identify what					
	the approach					
	and method that					
	lecturer uses in				1	
	that video. The					
	students can					
	write their					
	answer/opinion					
	in discussion					
	box provided in				\boldsymbol{J}	
77	Schoology				5	
	before the class				/	
	started.			3 ///		
Delivery	- Lecturer	ZC.	T - S and $S - S$	- Laptop, LCD	-	Give the
	reinforms the		GEV	projector and Ms.		clarificatio
	stude <mark>nts about</mark>			Power Point, to		n and clear
	the learning	\sum		support the		understand
	-			·		

objectives of	lecturer's	ing for the
learning	presentation.	students
approach and		about the
method in ELT.		topic that
		they are
- Lecturer and		discussing.
students		
discuss about		
the teaching		7
video that has		
been shared in		
Schoology.		
- Lecturer - (TL1, TL4, TL5,		
explains the TL7, TL8)		
material –		
approach and		
method in ELT.		
	-2 ///	
- Lecturer - (KD1, KD2,		
divides KD3, KD24,		
students into KD32)		

	groups and asks		
	them to search		
	videos related		
	to 'Approach		15
	and Method in		
	ELT'.		
	- Then, the	- (KD1, KD2,	
	students will	KD3, KD24,	
	identify and	KD32)	
	analyze the		
	videos related		
	to the sources		
	they have.		
Closur <mark>e</mark>	- Lecturer	- (KD25, KD26, T - S	- Schoology, - To make sure
	reviews the	KC5)	- Laptop/smartph student still
71	material that		one, to access remember
	has been		the platform. what they
	presented by		learn today
	the True/False	10	
	questions	VO NEGEV	
	which provided		-1/
	in Schoology		



- 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
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Credit

: 3 SKS

Semester

Time Allocation : 16 Meetings x 150 Minutes

: 5

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

- 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 StrategiesCredit: 3 SKSSemester: 5Meeting: 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.

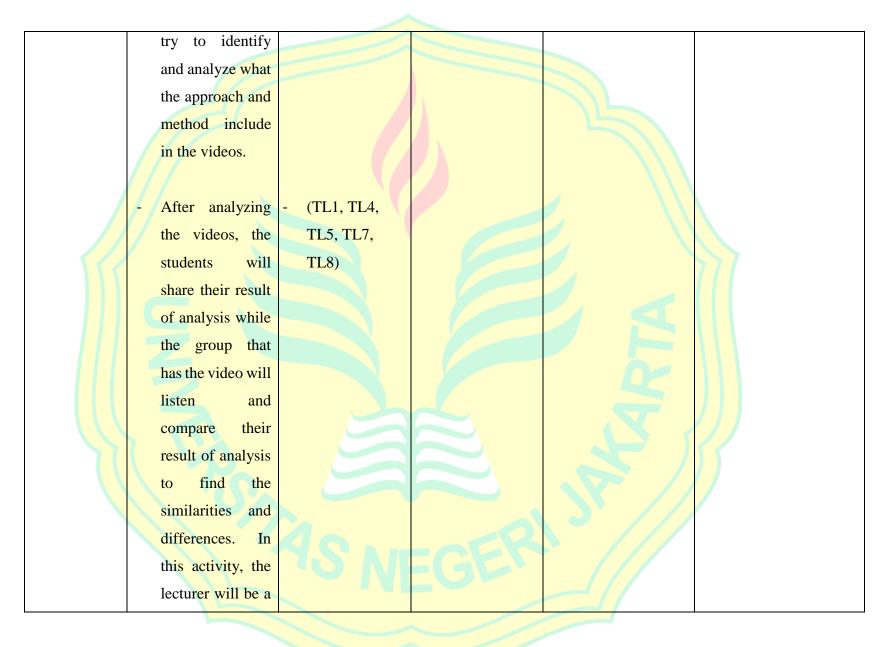
G. Technique

Phase	Activity	ICT Competence	Communication	Media	Purpose
		level			
Preparation	- Lecturer informs	- (KD7)	T - S	- Padlet, to be a	- Make the students
	the students			platform used	aware about what
	about the			by the	the goals of this
	learning			lecturer to	topic
	objectives of			share the	- Give the students the
	learning			materials.	general ideas about
	approach and			Meanwhile, it	what the topic will
	method in ELT.			is used for	be discussed
				students to	
	- Lecturer	- (KD5, KC1)		discuss.	
	provides the				
	students with the		\sim		
77	books/journals/a				11
	rticles related to				
	approach and			31//	
	method in ELT	40			
	that will be	12 M	-GEV		
	shared in Padlet				
	before the class.				

	- Lecturer also	- (KD2, KD19,		
	shares teaching	KD20, KC1,		
	video/lin <mark>k and</mark>	KC10,		
	asks the students	KC12)		
	to identify what			
	the approach and			
	method that			
	teacher uses in			
	that video. The			11
	students can			
	write their			
	answer/opinion			
	in discussion box			
	provided in			
	Padlet before the			
	class.			11
Delivery	- Lecturer plays	- (TL1, TL4,	T – S and S - S – Laptop, LCD	- Give the
	the teaching	TL5, TL7,	projector and Ms.	clarification and
	video and asks	TL8, KD2,	Power Point, to	clear
	the students to	KD3, KD13)	support his/her	understanding
	identify what the		presentation.	for the students
	approach and	$\langle \rangle$		about the topic

	method that			- Video player, to	that they are
	teacher uses in			play the video.	discussing.
	that vide <mark>o</mark> .			pluy the video.	uiseussing.
	- Lecturer clarifies				
	and engage the				
	students to				
	discuss the				
	approach and				
	method in the				111
	teaching video.				
	- Lecturer explains				
	the material –				
	approach and				
	method in ELT.				
Closure	- Lecturer reviews	- (KD1, KD2,	T – S a <mark>nd S - S</mark>	- Youtube and	- To make sure
77	the material	KD3, KD24,		Website, to	students have their
	about approach	KD32)		find the	own concept about
	and method in			videos.	the topic –
	ELT.	40	2	- Padlet, to	approach and
	- Lecturer divides	10 M	-GEV	share the	method in ELT.
	students into			videos.	
	groups and each				

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



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

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

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) Analyze 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/
 - <u>https://www.researchgate.net/</u>
 - 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

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 DevelopmentCredit: 3 SKSSemester: 5Meeting: 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. Kurik<mark>ulum 2013.</mark>
- 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/
- <u>https://www.researchgate.net/</u>
- 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	Communication	Media	Purposes
		level		5	
Preparatio	- Lectur <mark>er informs the</mark>	- (TL12, KD7,	T - S	- Laptop,	- Make the students aware
n	stud <mark>ents about the</mark>	KD19, KD20)		LCD TV	about what the goals of this
	learning objectives of			or LCD	topic
	learning approach and			Projecto	- Give the students the
	method in ELT.			r are	general ideas about what
				used to	the topic will be discussed
	- Lecturer provides the	- (TL12, TL21,		support	
	students with the	KD5, KD19,		the	
	books/journals/articles	KD20)		lecturer'	
	related to the topic that			s	
	will be shared in			presenta	
	Schoology before the			tion.	155
	class started.				
Delivery	- Lecturer engages the	- (TL1, TL4, TL5,	T - S and $S - S$	- Laptop	- Allow the students to
	students to discuss	TL7, TL8, TL17,	- 22	and	organize their ideas
	about the material	TL28, KD2,		smartph	explicitly about the topic
	he/she gave before this	KD3, KD23,		one is	by discussing it with their
	meeting.	KC3)		used to	groups' member

				1
- Lecturer explains the			access a	
material about			software	
Kurrikulum 2013			that they	
- Lecturer divides the			can use	
students into groups and			to help	
asks them to discuss the			this	
to <mark>pic</mark> by finding more			activity)	
information related to				
the material discussed			- LCD TV	777
from websites that			or LCD	
provide the research			Projecto	
articles			r are	
- Students present the			used to	
results of their			support	
discussion in		$ \ge $	the	
identifying and			lecturer'	
explaining the			s	
characteristics of			presenta	
Kuri <mark>kulum 2013</mark>	20.		tion.	
- Other students are	10. VI	GEN	- Educatio	
allowed to give the			nal	
respond for the group			Website	
				1

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

- 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
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Credit

Semester

Time Allocation : 16 Meetings x 150 Minutes

: 3 SKS

: 5

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.

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.
- 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

- 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	: 2 nd

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.

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	Ĺ	Activity	ICT		Media		Purposes
			Competence	Communication			777
			level				
Preparation	-	Lecturer informs the	- (TL12, KD7,	T - S	- Laptop, LCD	-	Make the students
		students about the	KD19, KD20)		TV or LCD		aware about what
		learning objectives of			Projector are		the goals of this
		the topic			used to support		topic
					the lecturer's	1	
	-	Lecturer provides the	- (TL12, TL21,		presentation.	<i>,</i>	Give the students the
		students with the	KD5, KD19,				general ideas about
		books/journals/articl	KD20)		``` //		what the topic will
		es related to the topic	20.				be discussed
		that will be shared in	12 N	EGZY	~ <i> </i>		
		Schoology before the					
		class started.		\sim			

Delivery	- Lecturer explains the	- (TL1, TL4, TL5,	T - S and $S - S$	- Laptop and	- Allow the students
	material about the	TL7, TL8,		smartphone is	to organize their
	concept and	TL17, TL28,		used to access a	ideas explicitly
	implementation of	KD2, KD3,		software that	about the topic by
	ICT in teaching and	KD23, KC3)		they can use to	discussing it with
	learning processes.			help this	their groups'
	- Lecturer divides the			activity)	member
	students into groups				
1	and asks them to			- LCD TV or	777
	discuss the topic by			LCD Projector	
	finding more			are used to	
	information related to			support the	
	the material discussed			lecturer's	
	from websites that			presentation.	
	provide the research				
	articles			- Educational	155
	- Students present the			Websites such	
	results of their			as	
	discussion about the	Zo.		researchgate.net	
	concept and	V O'	FGE	, academia.edu,	
	implementa <mark>tion of</mark>			etc.	

	ICT in teaching and		
	learning processes.		
	- Other students are		
	allowed to give the		
	respond for the group		
	who does the		
	presentation –		
	question and		
	comment.		777
	- Lecturer gives the		
	feedbacks for each		
	group.		- 111
Closure	- Lecturer reviews their	(TL12, KD1, T-S	– To make sure
	activities.	KD14, KD19,	students has had the
	- Lecturer asks the	KD25, KC13)	understanding of the
	students to write a		concept and
	summary related to		implementation of
	the topic today and		ICT in teaching and
	sub <mark>mit it on</mark>		learning processes.
	Schoolo <mark>gy.</mark>	'S NEGEN ///	F

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

Expert's Name :

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	: 2 nd
Expert's Name	Soi Simorni Min

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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 ($\sqrt{}$) in the column "*Implicit*", if the ICT competences stated implicitly in the model of teaching components. 2). Put checklist ($\sqrt{}$) in the column "*Explicit*", if the ICT competences stated explicitly in the model of teaching components. 3). Give remarks in "Note" column if necessary.

Amu

No.	The Components of Model of Teaching	The Statements	The Indicators of ICT Competences	ICT Con on Mo Teac	ations of opetences odel of ching onents Explicit	Notes
1.	Course Description (Theory of	This course covers major theories of or approaches and methods to language teaching as well as their applications, with reference to EFL teaching/learning	TL21: Utilize technology tools to expand upon a conventional activity.		/	
	subject matter)	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	TL27:Implement the digital technology in classroom including software programs, database, or webpages.		1	
		indifferent levels of educational institutions. The topics to be covered include: (1) the principles of approaches, methods, and techniques, (2) the	KD8:Demonstrate the integration of the technology in innovative ways.		1	
		approaches, methods, and techniques, (2) me 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	KD31: Apply ICT to access and share resources to support their activities and their own professional learning.		J	

December 12. 2019

Date :

2. Goal After completing this course, students are supposed to the integration of the integration of the competent in running an English and get the experience as a future reflective teacher, be competent in running an English lesson. KD9: Demostrate the integration of the technology in innovative ways. 3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching of the Environ skills. T1.1: Use the search engines in computer devices. 9. Students are able to analyze the approaches, methods and techniques of English teaching and learning on the light and Early to Md-20th Century. T1.1: Use presentation software and digital platform of platforms. 9. Students are able to access websites and the digital platform of the presentation, and employ a reference management tool such as Mendeley. T1.2: Use presentation of software and digital resources to support instruction, such as: PPT in the second learning of the students in the regular classroom platforms. 11.1: Use presentation of the resources for individuals and small groups of students in the regular classroom platforms in the regular classroom platforms. V	-	~ -			_	I	r	
3. Objectives of Learning the competent in running an English lesson. TL1: Use the scarch engines in compatibility, and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the scarch engines in compatibility, and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the scarch engines in compatibility, and explain the differences of the course of English teaching and learning on the 19th and Early to Mid-20th Century. TL4: Implement the several ICT resources for online reading. V TL5: Use ICT resources to enhance productivity, enhance productivit	2.	Goal	After completing this course, students are supposed to	KD9:				
3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL: Use the same to such as Mendeley. TL: Use the such english classroom platforms, • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL: Use the same to compute arch engines in compute arch engines in the course (Schoology) in finding more references, creat with engine in the regular classroom such by employing digital classroom platforms								
3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the search engines in computer devices. v 7.1.1: Use the search engines in computer devices. v 8. • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL1: Use the search engines in computer devices. v 7.1.2: Use ICT resources to enhance productivity. • Digital elastroms. v v 7.1.2: Use presentation software and digital resources to support instruction, such as: • PPT • Canya • Canya • Keynote v 7.1.1: Use presentation software and digital resources to support instruction, such as: • PPT • Canya • Keynote v								
3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language Early to Mid-20th Century. • Students are able to analyze the approaches, methods and rechniques of English teaching and learning on the 19th and Early to Mid-20th Century. • Students are able to analyze the approaches, methods and rechniques of English teaching and learning on the 19th and Early to Mid-20th Century. • TL3: Use the search engines in computer devices. • · · · · · · · · · · · · · · · · · · ·			competent in running an English lesson.					
3. Objectives of Learning the Course - Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the search engines in computer devices. v 3. Objectives of Learning the Course - Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the search engines in computer devices. v 9. Students are able to analyze the approaches, methods techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL5: Use ICT resources to enhance productivity. TL5: Use ICT resources to enhance productivity. 9. 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. TL7: Use presentation software and digital resources to support instruction, such as: 11.12: Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom such by TL12: Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by				KD23:	-			
3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language TL1: Use the search engines in computer devices. • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and techniques of English teaching, and learning on the 19th and techniques of English teaching, and learning on the 19th and techniques of English teaching, and learning on the 19th and techniques of Schoology) in finding more references, create sides for the presentation, and employ a reference management tool such as Mendeley. TL3: Use ICT resources to enhance productivity. • Students are able to access websites and the digital platform of the course (Schoology) in finding more references, create sides for the presentation, and employ a reference management tool such as Mendeley. • Digital classroom platforms. • Websites • II-12: Use presentation software and digital prosores to support instruction, such as: • PPT • Prezi • Canva • Keynote • II-12:								
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. • TL1: Use the search engines in computer devices. • • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. • TL1: Use the search engines in computer devices. • • 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. • TL2: Use presentation software and digital resources to support instruction, such as: • PPT • Canva • Canva • Canva • 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								
3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the search engines in computer devices. V • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL1: Use the search engines in computer devices. V • Students are able to access websites and the digital platform of the course (Schoology) in finding more references, management tool such as Mendeley. TL5: Use ICT resources to enhance productivity. TL1: Use presentation software and digital resources to support instruction, such as: • PPT V • Canva • Prezi • Canva • Keynote TL1: TL1: Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom such by					needs of the students.			
3. Objectives of Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. TL1: Use the search engines in computer devices. V TL4: Implement the several ICT resources for online N TL5: Use ICT resources to enhance productivity. N Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL5: Use ICT resources to enhance productivity. 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. TL7: Use presentation software and digital resources to support instruction, such as: • PPT • Canva • Keynote V TL1: Use presentation software and digital resources to support instruction, such as: • Canva • Keynote V				KC9:				
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Learning the Course • Students are able to identify and explain the differences of approaches, methods, and techniques in English language teaching. • TL4: Implement the several ICT resources for online reading. • Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. • TL4: Implement the several ICT resources to enhance productivity. • Students are able to access websites and the digital platform of the course (Schoology) in finding more references, create sides for the presentation, and employ a reference management tool such as Mendeley. • Digital classroom platforms. • TL7: Use presentation software and digital platform of the course (Schoology) in finding more references, create sides for the presentation and employ a reference • Websites • Digital classroom platforms. • Vebsites • Vebsites • Digital classroom platforms. • Vebsites • Digital classroom platforms • Vebsites	3.	Objectives of		TL1:	Use the search engines in			
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techniques of English teaching and learning on the 19th and Early to Mid-20th Century. TL5: Use ICT resources to enhance productivity. • 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. • Digital classroom platforms. TL7: Use presentation software and digital resources to support instruction, such as: • Websites • PPT • PPT • • Reynote TL12: Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms. • Use of ICT resources is in the regular classroom platforms.					reading.	11		
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 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 								
TL12: Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms								
resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms					• Keynote			
resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms								
and small groups of students in the regular classroom such by employing digital classroom platforms				TL12:				
students in the regular classroom such by employing digital classroom platforms								
classroom such by employing digital classroom platforms								
employing digital classroom platforms								
classroom platforms								
(Google classroom,								
					(Google classroom,			

Edmodo, Moodle, Padlet)
, social sites (Email,
WhatsApp, Facebook, and
Blogspot), etc.
TL17: Use resources from $$
websites.
KD3: Engage students in
exploring real-world issues
and solving authentic
problems using digital tools
and resources.
KD4: Develop technology-
enriched learning
\checkmark environments that enable
all students to pursue their
individual curiosities.
KD6: Use online technology or
websites to deliver teaching $$
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
that experiences
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.			
	1		KC13.	Prepare teaching materials			
			ners.	using basic technological	71		
				tools (e.g., word-			
				processing software,			
				presentation software, and		· ·	
				software that creates			
				Internet resources).			
4.	Teaching	Hardware: Handout, Laptop, LCD	TL5:	Use ICT resources to			
	Media	Projectors, Speakers, etc.		enhance productivity.			
		• Software: Ms. Word, Ms. PowerPoint,		• Digital classroom		,	
		Browsers (Google Chrome,		platforms		N	
		Mozilla Firefox), etc.		Websites			
		Online Applications: Schoology		 Social Sites 			
		China Applications. Denotiogy	TL7:	Use presentation software			
			11.7.	and digital resources to			
				support instruction, such			
				as:			
				• PPT			
				• Prezi		v	
				Canva			
				Keynote			
				110,110,10			
			TL28:	Implement the digital			
			1120.	technology in classroom			
				technology in classroom technology include		v	
L	I			include			

				software programs,			
				database, or webpages.			
			TL31:	Provide different types of			
				ICT facilities and			
				availabilities for teaching			
				materials.			
			KD5:	Use online technology or			
			RD5.	websites to deliver teaching			
				or support material.		,	
			KD7:	Use an electronic forum			
			KD7.	(e.g., blog) to post			
				information for students			
				about the class.			
			KC3:	Adapt relevant learning			
			KCJ.	experiences that			
				incorporate digital tools		71	
				and resources to promote			
				student learning and			
				creativity.			
			VC12	Incorporate multimedia			
			KC12.	production, web production			
				and publishing			
				technologies into their			
				projects in ways that		2	
				support students' ongoing		V	
				knowledge production and	- <i>)</i>		
				communication with other			
			\sim	audiences.	15	<	
5.	Teaching	4. Apply Content – Based Instruction (CBI)	KD3:				┟─────┤
э.	Methods	5. Teacher has roles as a motivator, guide, observer, and	KD3:	Develop technology- enriched learning			
	methous	feedback organizer.		environment that enable all			
		6. Student as joint participant, sources of materials, active		the students to pursue their			
		participant, autonomous learner.		individual curiosities and			
		7. Model of teaching: Advanced organizer		become active participants			
		8. Teaching and Learning Activities: Lecturing, discussion,		in setting their own			
		s. Teaching and Learning Activities: Lecturing, discussion, presentation.	51	educational goals,			
		presentation.		managing their own			
				learning, and assessing			
				their own progress.			
				men own progress.	1	1	<u> </u>

			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,	
6.	Course Materials	Approaches and methods in ELT	TL5: Use ICT resources to enhance productivity such as	
		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	 Digital classroom platforms Websites Social Sites TL16: Use potential teaching material on the internet.	\sim
		 <i>Teaching</i>. Malaysia: Pearson Brown, H.D. 2003. <i>Teaching by Principles</i>. London: Longman Freeman, Diane Larsen. 2001. <i>Techniques</i> and Principles in Language Teaching. Oxford: Oxford University Press. Supplementary Readings: 	KD6: Use online technology or websites to deliver teaching or support material.	N

		- 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. <i>Cooperative Learning</i> . New	
		York: Prentice Hall.	
		- Maxom Michelle. (2009). <i>Teaching English as a</i>	
		Foreign language for Dummies. England: John Wiley	
		& Sons, Ltd	
		- Hahger Diane., Janette. K.K., Terese. C.C. (2010). <i>How</i>	
		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 TL4: Imp	plement the several ICT
		Lecturer miorins the students about the rearing	ources for online
		objectives of learning approach and method in read	ding.
			e ICT resources to
			nance productivity.
		1	Digital classroom
			platforms $$
			Websites
		- Lecturer also shares teaching video/link and asks	Social Sites
			e presentation software
			$\frac{1}{1} \frac{1}{1} \frac{1}$
		include that rectard uses in that video. The	port instruction.
		students can write then answer/opinion in TL27. Law	plement the digital
		discussion box provided in Schoology before the	hnology in classroom
			hadaay
		soft	tware programs, $$
		2. Presentation of learning task or material data	abase, or webpages.
		- Lecturer reinforms the students about the learning	
			plement the relevant
			plication in teaching and $$
			rning process such as
		WO	rd processing,

- Lecturer and students discuss about the teaching	dictionaries, and a web
video that has been shared in Schoology.	browser.
- Lecturer explains the material – approach and	KD 1: Use software for handling
method in ELT.	images, DVDs, and sound $$
	files.
3. Strengthening cognitive organization	KD4: Develop technology-
- Lecturer reviews the material that has been	enriched learning
presented by the True/False questions which	
	all students to pursue their
provided in Schoology	individual curiosities.
- Lecturer asks the students to log in to their	KD7: Implement lesson plans
Schoology account and starts to answer the	
questions. The result will come out after the	teachers via internet.
students finish answering the questions. Based on	KD14: Adapt technology-based
the results of students' answers, the lecturer will	activities and tasks to align
review the question where the students are mostly	with the learning goals and
wrong.	with the needs and abilities
	of the students.
	KD18: Use different materials for
	each lesson to present a
	certain similar topic. KD19: Provide
	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
	\sim complex explanation in \checkmark
	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. $$
	KD28: Implement collaborative, project-based learning and ICT in supporting student thinking and social interaction.
	KD29:Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter
	concepts and processes while they collaborate to solve complex problems.
	KD30: Manage student project- based learning activities in a technology-enhanced environment.
AS NE	KD31: Apply ICT to access and share resources to support their activities and their own professional learning. √
	KC1:Createlessonswithdownloaded texts, pictures, graphics, etc. $$

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, and software that creates Internet resources). √
KC14: Modify learning activities to address students 'diverse learning styles, working strategies, and abilities



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

Name of Course: English Language Teaching and MethodologyCredit: 3 SKSSemester: 4Meeting: 2nd

Date :

Expert's Name : Or Muchul 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 ($\sqrt{}$) in the column "Implicit", if the ICT competences stated implicitly in the model of teaching components.

- 2). Put checklist ($\sqrt{}$) 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	ICT Con on Mo Teac	rations of npetences odel of ching ponents Explicit	Notes
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,	 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. 			
		cell phone, printer, internet, websites, c-mail, PowerPoints, etc), access the course's website (Padlet) and other websites in	KC2: Design blended learning modules using a learning management system.			

-	~ -				I		
2.	Goal	After completing this course, students are supposed to	KD9:				
		understand and gain the knowledge on teaching English and		integration of the			
		get the experience as a future reflective teacher, be		technology in innovative			
		competent in running an English lesson.		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		TL1:	Use the search engines in			
	Learning the	• Students are able to identify and explain the differences of		computer devices.		N	
	Course	approaches, methods, and techniques in English language	TL4:	Implement the several ICT			
		teaching.		resources for online		\checkmark	
		• Students are able to analyze the approaches, methods and		reading.	7		
		techniques of English teaching and learning on the 19th and	TL5:	Use ICT resources to			
		Early to Mid-20th Century.		enhance productivity.			
		• Students are able to access websites and the digital platform of		• Digital classroom		,	
		the course (Schoology) in finding more references, create		platforms.		V	
		slides for the presentation, and employ a reference		Websites			
		management tool such as Mendeley.		Social Sites			
			TTI 7				
			TL7:	Use presentation software			
				and digital resources to	- /		
				support instruction, such			
	· · · · · · · · · · · · · · · · · · ·			as:			
				• PPT	1	V	
				• 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
\sim 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	\checkmark	
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	71	
tools (e.g., word-		
processing software,	\checkmark	
processing proces	v	
software that creates		
Internet resources).		
4. Teaching • Hardware: Handout, Laptop, LCD TL5: Use ICT resources to		
Media Projectors, Speakers, etc.		
Software: Ms. Word, Ms. PowerPoint, Digital classroom		
Browsers (Google Chrome,	\checkmark	
Mozilla Firefox), etc.		
Online Applications: Schoology Social Sites		
TL7: Use presentation software		
and digital resources to		
support instruction, such		
as: • PPT		
• Prezi	N	
• Canva		
• Keynote		
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			
			RD5.	websites to deliver teaching			
				or support material.		,	
			KD7:	Use an electronic forum			
			KD7.	(e.g., blog) to post			
				information for students			
				about the class.			
			KC3:	Adapt relevant learning			
			KCJ.	experiences that			
				incorporate digital tools		71	
				and resources to promote			
				student learning and			
				creativity.			
			VC12.	Incorporate multimedia			
			KC12.	production, web production			
				and publishing			
				technologies into their			
				projects in ways that		2	
				support students' ongoing		V	
				knowledge production and	- <i>)</i>		
				communication with other			
			\sum	audiences.	15	<	
5.	Teaching	9. Apply Content – Based Instruction (CBI)	KD3:				┟─────┤
э.	Methods	10. Teacher has roles as a motivator, guide, observer, and	KD3:	Develop technology- enriched learning			
	ivietious	feedback organizer.		environment that enable all			
		11. Student as joint participant, sources of materials, active		the students to pursue their			
		participant, autonomous learner.		individual curiosities and			
		12. Model of teaching: Advanced organizer					
		13. Teaching and Learning Activities: Lecturing, discussion,		become active participants in setting their own			
		presentation.	61				
		presentation.		educational goals, managing their own			
				00			
				learning, and assessing			
	1			their own progress.	1	1	

		KD23: KD28:	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. Implement the ICT tools to support learner-centered strategies based on the needs of the students. Describe how collaborative, project- based learning and ICT can support students thinking and social interaction, as students come to understand the concept,	L	~	
6. Course Approaches and me	ethods in ELT	TL5: Us	processes, and skills in the subject matter and use them to solve real-world problem.			
Methods	J.C. & Rodgers, T.S. 2001. Approaches and in Language Teaching. Cambridge: e University Press.		roductivity such as Digital classroom platforms Websites Social Sites Use potential teaching	\sum	V	
- Harmer, J <i>Teaching.</i> - Brown, H Longman <i>and Princ.</i>	. 2005. The Practice of English Language Malaysia: Pearson .D. 2003. Teaching by Principles. London: Freeman, Diane Larsen. 2001. Techniques iples in Language Teaching. Oxford: Oxford	KD6:	use online technology or websites to deliver teaching or support material.		√ √	
University 4. Supplementar						

		- 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). <i>How</i>
		to Teach English Language Learners. San Francisco:
		Jossey-Bass.
		Note:
	1	The files supporting course materials such as e-books, journal
		articles, etc. are uploaded in Schoology
7.	Technique	4. Presentation of advanced organizer TL4: Implement the several ICT
	_	- Lecturer informs the students about the learning resources for online $$
		objectives of learning approach and method in reading.
		ELT. TL5: Use ICT resources to
		- Lecturer provides the students with the enhance productivity.
		books/journals/articles related to approach and • Digital classroom
		before the class started.
		- Lecturer also shares teaching video/nink and asks
		the students to identify what the approach and TL7: Use presentation software
		method that lecturer uses in that video. The \sim and digital resources to $$
		students can write their answer/opinion in support instruction.
		discussion box provided in Schoology before the TL27: Implement the digital
		class started.
		technology include
		5. Presentation of learning task or material database, or webpages.
		- Lecturer reinforms the students about the learning
		objectives of learning approach and method in TL28: Implement the relevant
		application in teaching and
		ELT. $\sqrt{\frac{1}{1}}$
		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 Ture/False questions which provided in Schoology - Lecturer explains the material that has been presented by the Ture/False questions which provide di no 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. KD1: Adapt technology-based activities and tasks to align with the learning goals and with the meds and abilities or present a certain similar opic. KD20: Implement technology the questions are mostly wrong. KD20: Implement technology-based activities and tasks to align with the learning goals and with the meds and abilities or present a certain similar opic. KD20: Implement technology the question where the students are mostly wrong. KD14: Adapt technology-based activities and tasks to align with the meds and abilities or present a certain similar opic. KD20: Implement technology into language learning anticey but encourages the year digital natives. vi KD21: Implement technology into language as instruction requese target anguage as an instruction requese target anguage as an instruction requese target anguage as and complex explanation in technology is simple and complex explanation in technolog is solving activities. </th <th></th> <th></th>		
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method in ELT. images, DVDs, and sound files. v 6. Strengthening cognitive organization - Lecturer reviews the material that has been previded in Schoology - Lecturer reviews the material that has been 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. KD14: Adapt technology-based activities and tasks to a lign with the learning goals and with the learning to the students. KD19: Provide learning opportunities outside the classroon to reserve accent as miniar topic. KD10: Implement access no present accent accent and the classroon to reserve accent accentaccent accent accent accent accent accent accent accent	- Lecturer explains the material – approach and	e l
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. KD1: Implement lesson plans of the learning view the learning on the learning on the learning on the learning view view view view view view view view		8,
6. Strengthening cognitive organization - Lecturer reviews the material that has been presented by the True/False questions which provided in Schoology - Lecturer reviews the students to log in to ther Schoology account and starts to answer the questions. The result will come out after the students' answers, the lecturer will review the question where the students are mostly wrong. KD7: Implement lesson plans obtained from other teachers via Internet. KD14: Adapt technology-based activities and tasks to align wrong. V KD18: Use different materials for each lesson to present a certain similar topic. KD19: Provide learning opportunities outside the classroom for individual differences through item and students' language a studey are digital natives. KD20: Implement Icology into and students' language as they are digital natives. V		
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presented by the True/False questions which provided in Schoology Image: Constrained 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. 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. vi KD18: Provide different materials for each lesson to present a certain similar topic. KD19: 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 technology into language as they are digital natives.		
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	 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. $$
	KD28: Implement collaborative, project-based learning and ICT in supporting student thinking and social interaction.
	KD29:Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.
	KD30: Manage student project- based learning activities in a technology-enhanced environment.
VIAS NE	KD31: Apply ICT to access and share resources to support their activities and their own professional learning. $$
	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. Image: Creativity of the second se
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

