# TABLE OF CONTENTS

APPROVAL SHEET ................................................................................................. i
DECLARATION ...................................................................................................... ii
PREFACE ............................................................................................................... iii
ACKNOWLEDGMENT ............................................................................................. iv
ABSTRACT ............................................................................................................. vi
TABLE OF CONTENTS ......................................................................................... viii
LIST OF FIGURES ............................................................................................... xi
LIST OF TABLES ................................................................................................... xii
LIST OF APPENDICES ......................................................................................... xiv

## CHAPTER I INTRODUCTION

1.1. Background of the Problem ........................................................................ 1
1.2. Research Questions ..................................................................................... 7
1.3. Purposes of the Study .................................................................................. 7
1.4. The Scope of the Study ............................................................................... 8
1.5. Significances of the Study ......................................................................... 8
1.6. State of the Arts ........................................................................................ 9
1.7. Definition of the Terms ............................................................................. 9

## CHAPTER II LITERATURE REVIEW

2.1. Model of Teaching ..................................................................................... 12
2.1.1. Concept of Model of Teaching ........................................... 14
2.1.2. Components of Model of Teaching ................................ 20
2.1.3. Model of Teaching Design ............................................ 24
2.2. Theoretical Key Teaching Competences Courses ............... 30
2.3. English Language Education Study Program (ELESP) .......... 41
2.4. Information and Communication Technology (ICT) .......... 42
  2.4.1. ICT in Higher Education ............................................. 43
  2.4.2. UNESCO ICT Competence Standard ............................ 46
2.5. Previous Studies ........................................................... 50
2.6. Conceptual Framework ................................................... 52

CHAPTER III THE RESEARCH METHOD

3.1. Method and Design ....................................................... 56
3.2. Data, Data Sources, and Instrument ................................ 61
3.3. Data Collecting Procedure ............................................. 64
3.4. Data Analysis Procedure ............................................... 65

CHAPTER IV FINDING AND DISCUSSION

4.1. The Analysis of ICT Competences in the Existing Models of Teaching of Theoretical Key Teaching Competences Courses ......................... 68
4.2. The Procedure of Integrating ICT Competences into Theoretical Key Teaching Competences Courses ........................................... 96
4.3. Designing ICT Competences – Integrated Theoretical Key Teaching

Competences Courses ............................................................. 99

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion ........................................................................... 110
5.2. Suggestion .......................................................................... 111

REFERENCES ........................................................................ 113

APPENDICES ......................................................................... 119
LIST OF FIGURES

Figure 2.1. Concept of Model of Teaching Cruickshank
Figure 2.2. Model of Teaching Design Template
Figure 2.3. Conceptual Framework
Figure 3.1. Design and Development Research Steps
Figure 3.2. Design of ICT Competences - Integrated Theoretical Key Teaching Competences Courses Model of Teaching
LIST OF TABLES

Table 3.1. Evaluation Sheet
Table 3.2. List of Data, Data Source, and Instrument
Table 3.3. The Course’ name in the Existing Syllabuses of Practical Key Teaching Competence
Table 3.4. Observation Protocol
Table 3.5. Data Collecting Procedures
Table 3.6. Table Analysis of EPG
Table 3.7. Table Analysis of ICT competence employment in the Existing Model of Teaching
Table 3.8. Table Analysis of ICT competence indicator for model of teaching components
Table 4.1. Observation Result of University A
Table 4.2. Observation Result of University C
Table 4.3. Table Observation Result of University B
Table 4.4. Table Analysis of EPG Framework for English Language Teaching Methodology (ELTM)
Table 4.5. Table Analysis of EPG Framework for Curriculum and Material Development (CMD)
Table 4.6. Table Analysis of EPG Framework for Language Learning Theories and Strategies (LLTS)
Table 4.7. Table Analysis of EPG Framework for Digital Literacy in Education
Table 4.8. ICT Competences in the Existing Model of Teaching

Table 4.9. Design ICT Competences-Integrated Theoretical Key Teaching

<table>
<thead>
<tr>
<th>Competences</th>
<th>Courses</th>
<th>Models of Teaching</th>
</tr>
</thead>
</table>


LIST OF APPENDIXES

Appendix 1 Theoretical Key Teaching Competences Courses Indicators
Appendix 2 The ICT competences for Theoretical Key Teaching Competences
Appendix 3 The Analysis of ICT Competences in the Existing Model of Teaching
Appendix 4 Table Analysis of European Profiling Grid (EPG) – Theoretical Key Teaching Competences Courses
Appendix 5 Model of Teaching Observations
Appendix 6 ICT Competences Integration in Model of Teaching Components
Appendix 7 Concept of Designing ICT Competence-Integrated Theoretical Key Teaching Competences Courses Models of Teaching
Appendix 8 Designed ICT Competence-Integrated Theoretical Key Teaching Competences Courses Models of Teaching
Appendix 9 Evaluation Sheet to Measure the Incorporation of ICT Competences in the Designed Model of Teaching an Instrument of ICT Competences-Incorporation Measurement