LIST OF APPENDICES

Appendix 1. **Listening Competence Indicators**

Appendix 2. **ICT Competences Indicators based on UNESCO Framework**

Appendix 3. **The Guide to the Preparation of Higher Education**

Appendix 4. **The Analysis of Existing Listening Model of Teaching (MoT) Components**

Appendix 5. **The Analysis of Content of the Existing Listening MoT Components**

Appendix 6. **ICT Competences Analysis in Existing Listening MoTs**

Appendix 7. **The Ideal Model of Teaching (Expected)–Prototype Concept**

Appendix 8. **The Comparison between ideal MoT with existing MoT**

Appendix 9. **The list of questions for in-depth interview**

Appendix 10. **The Interview Result Transcripts**

Appendix 11. **The Listening Class Observation Result**

Appendix 12. **The Evaluation Sheets/Expert Validation**

Appendix 13. **The Design of Models of Teaching Products**

Appendix 1: The Listening Competence Indicators

I. Course: Listening for General Communication

Keywords	Definition	Code	CEFR-Based Indicators
Receiving (Hearing)	It is physical response; **hearing** is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening. (Tyagi, 2013)	A1	Students are able to interpret simple words and phrases, like "excuse me", "sorry", "thank you", etc.
		A2	Students are able to understand numbers and prices.
		A3	Students are able to interpret basic greetings and leave taking, like "Hello", "good bye", "good morning", etc
		A4	Students are able to interpret simple personal questions when people speak slowly and clearly. (e.g. What's your name?", "How old are you?", "What's your address?"
Understanding (Learning)	Listening involves **understanding** a speaker's accent or pronunciation, his/her grammar and vocabulary, and grasping his/her meaning. (Bano, 2017)	A1	Students are able to understand words and short sentences, provided that people speak very slowly and very clearly.
		A2	Students are able to recognise flight number in short, clear and simple messages at international airports.
		A3	Students are able to interrelate people if they speak very slowly and clearly about simple everyday topics
		A4	Students are able to recognize simple questions and instructions addressed carefully and slowly
Remembering (Recalling)	Sometimes, if we quickly focus our mind on what was said we can still **remember** what was said. The words remain in short term memory for a brief period of time and can be recalled (Michael Purdy, 1991)	A1	Students are able to recognize when people are talking about themselves and their families if they speak very slowly and clearly, using simple words.
		A2	Students are able to interpret figures and times given in clear announcements, for example at a railway station.
		A3	Students are able to recognize simple information and questions about Model, people, homes, work and hobbies

		A4	Students are able to understand short conversations about Model, hobbies and daily life, provided that people speak slowly and clearly.
Evaluating (Judging)	The fourth stage in the listening process is **evaluating**, or judging the value of the message (Devito, 2000).	A1	Students are able to imterpret what people say in simple, everyday conversation, if they speak clearly and slowly and give help.
		A2	Students are able to follow changes of topic in TV news reports and understand the main information.
		A3	Students are able to interpret the main information in announcements if people talk very clearly. For example: weather reports, etc
		A4	Students are able to understand of what people say to be able to meet immediate needs, provided people speak slowly and clearly.
Responding (Answering)	Collins in Ferris (2008) states a list of elements involved in the process of listening: (1) sensing; (2) interpreting and giving meaning to the sound; (3) evaluating the message; (4) **responding**; and (5) remembering what we have heard.	A1	Students are able to judge when people talk about everyday things, as long as can ask for help
		A2	Students are able to generally identify changes in the topic of discussion around which is conducted slowly and clearly.
		A3	Students are able to understand short, simple stories when told clearly and slowly.
		A4	Students are able to follow the main points of TV news, if people talk slowly and clearly, if familiar with the subject and if the TV pictures help to understand the story.
		A5	Students are able to recognize the main point in short, clear, simple messages, announcements and instructions (e.g. airport gate changes).

II. Listening for Professional Context

Keywords	Definition	Code	Indicators (CEFR Based)
Receiving (Hearing)	It is physical response; **hearing** is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening. (Babita Tyagi, 2013)	A1	Students are able to understand enough to follow extended speech on abstract and complex topics of academic relevance.
		A2	Students are ab le to follow most lectures, discussions and debates both within and outside the field.
		A3	Students are able to to follow extended speech on abstract and complex topics of vocational relevance.
		A4	Students are able to generally understand everybody talk to, though may need to confirm some details, especially if the accent is unfamiliar.
Understanding (Learning)	Listening involves **understanding** a speaker's accent or pronunciation, his/her grammar and vocabulary, and grasping his/her meaning. (Farah Bano, 2017)	A1	Students are able to follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
		A2	Students are able to understand in detail an argument in a discussion program
		A3	Students are able to distinguish complex technical information, such as instructions for operating equipment and specifications for familiar products and services
		A4	Students are able to interpret a wide range of idiomatic expressions and colloquialisms.
Remembering (Recalling)	Sometimes, if we quickly focus our mind on what was said we can still **remember** what was said. The words remain in short term memory for a brief period of time and can be recalled (Michael Purdy, 1991)	A1	Students are able to interpret a wide range of appreciating shifts in style and register
		A2	Students are able to understand everybody talk to, given the opportunity to occasionally confirm something, especially if the accent or dialect is non-standard and unfamiliar
		A3	Students are able to easily follow complex interactions in group

			discussion and debate, even on abstract and unfamiliar topics.
		A4	Students are able to follow lectures, presentations and demonstrations with relative ease, making decisions about what to note down.
Evaluating (Judging)	The fourth stage in the listening process is **evaluating**, or judging the value of the message (Devito, 2000).	A1	Students are able to what to omit as the lecture proceeds and ask detailed questions
		A2	Students are able to follow films which contain a large amount of slang without too much effort
		A3	Students are able to understand most TV news and current affairs programmes.
		A4	Students are able to understand the majority of films in standard dialect.
Responding (Answering)	Collins in Ferris (2008) states a list of elements involved in the process of listening: (1) sensing; (2) interpreting and giving meaning to the sound; (3) evaluating the message; (4) **responding**; and (5) remembering what we have heard.	A1	Students are able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
		A2	Students are able to understand television programmes and films without too much effort.
		A3	Students are able to have no difficulty in understanding any kind of spoken language, whether live or broadcast.
		A4	Students are able to understand delivered spoken language at fast native speed and respond some time to get familiar with the accent.

III. Listening for Academic Purpose

Keywords	Definition	Code	Indicators (CEFR Based)
Receiving (Hearing)	it is physical response; **hearing** is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening. (Babita Tyagi, 2013)	A1	Students are able to understand the main points of clear standard speech on familiar, everyday subjects
		A2	Students are able to follow clearly spoken, straightforward short talks on familiar topics.
		A3	Students are able to understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear
		A4	Students are able to understand straightforward information about every day, study- or work-related topics, identifying both general messages and specific details
Understanding (Learning)	Listening involves **understanding** a speaker's accent or pronunciation, his/her grammar and vocabulary, and grasping his/her meaning. (Farah Bano, 2017)	A1	Students are able to generally follow the main points of extended discussion around, if people talk clearly
		A2	Students are able to follow a lecture or talk within own field, if the subject matter is familiar and the presentation clearly structured.
		A3	Students are able to follow TV programmes on topics of personal interest when people speak clearly
		A4	Students are able to understand the main points of clear standard speech on familiar, everyday subjects provided there is an opportunity to get repetition or clarification sometimes.
Remembering (Recalling)	Sometimes, if we quickly focus our mind on what was said we can still **remember** what was said. The words remain in short term memory for a brief period of time and can be recalled (Michael Purdy, 1991)	A1	Students are able to recognize what is said in everyday conversations, sometimes need help in clarifying particular details
		A2	Students are able to interpret the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect

		A3	Students are able to understand in detail what is said in standard spoken language
		A4	Students with some effort are able to catch much of what is said around, but may find it difficult to understand a discussion.
Evaluating (Judging)	The fourth stage in the listening process is **evaluating**, or judging the value of the message (Devito, 2000).	A1	Students are able to follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in field.
		A2	Students are able to follow TV drama and the majority of films in standard dialect.
		A3	Students are able to understand TV news, current affairs, documentaries, interviews, talk shows, etc.
		A4	Students are able to understand standard spoken language, live or broadcast, even in a noisy environment
Responding (Answering)	Collins in Ferris (2008) states a list of elements involved in the process of listening: (1) sensing; (2) interpreting and giving meaning to the sound; (3) evaluating the message; (4) **responding**; and (5) remembering what we have heard.	A1	Students are able to interpret the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect.
		A2	Students are able to understand in detail what is said in standard spoken language, even with an element of background noise.
		A3	Students are able to keep up with an animated discussion between native speakers.
		A4	Students are able to follow lectures and presentations in my field, even if the organisation and language are both complex
		A5	Students are able to recognize announcements, instructions, telephone messages etc. even when they are spoken fast.

REFERENCES

Bano, Farah. (2017). Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Saudi Learners. English Language Teaching; Vol. 10, No. 6; 2017. Published by Canadian Center of Science and Education. URL: http://doi.org/10.5539/elt.v10n6p21

Council of Europe (2001) COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. Cambridge University Press

DeVito, J.A. (2000). The elements of public speaking. (7th ed.). New York, NY: Longman. https://books.google.co.id/books/about/ Human_Communication.html

Little, David. (2009). The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact. doi:10.1017/S0261444806003557

Purdy, Michael. (1989). Listening and Community Taken from: https://www.researchgate.net/publication/232900914_ Listening_and_Community _The_Role_of_Listening_in_Community_Formation

T.L.J Ferris (2008) Listening and Responding (Collins,S.D) Book Review. Taken from https://www.researchgate.net/publication/3230492 on June 2019

Tyagi, Babita. (2013). Listening : An Important Skill and Its Various Aspects. The Criterion, An International Journal in English Taken from: www.the-criterion.com

Appendix 2: The ICT Competences Indicators

No	Code	Indicators of ICT Competences	Sources	Unesco's Approach		
				TL	KD	KC
	Employing Internet and websites					
1	TL2	Identify the Internet and the World Wide Web, elaborate on their usages.	(UNESCO, 2011)	v		
2	TL3	Recognize how a browser works and use a URL to access a website.		v		
3	TL33	use online technology as available to deliver instructional or support material	(Healey, 2008)	v		
	ICT-involved Learning Resources					
4	TL4	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)	(UNESCO, 2011)	v		
5	TL5	Use ICT resources to enhance their productivity.		v		
6	KD138	Use ICT to access and share resources to support their activities and their own professional learning.			v	
7	TL22	Download resources from websites.	(European Union, 2011)	v		
8	KD43	Determine the right online and electronic learning resources.	(Healey, 2008)		v	
9	KD53	Use technology resources that proMoTe appropriate language use.			v	
	ICT-Involved Hardware					
10	TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as:	(UNESCO, 2011)	v		
11	TL26	Use a data projector for lessons involving the internet, a DVD etc.	(European Union, 2011)	v		
12	KD8	Train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. Profitably for language learning			v	

13	TL69	Implement the electronic devices such as DVD players, data projectors, interactive whiteboard and etc.	(Celce Murcia, 2014)	v		
14	TL70	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.		v		
15	TL82	Use ICT tools in the classroom practice appropriately.	(Tomei, 2005)	v		
16	TL83	Implement ICT tools in gaining the attention of the learner (Cognitive Domain).		v		
17	KD97	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	(Dilek Cakiki, 2006)		v	
	ICT-Involved Software and applications					
18	TL7	Use presentation software and digital resources to support instruction, such as:	(UNESCO, 2011)	v		
19	TL8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as:		v		
20	KD128	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.			v	
21	KD129	Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.			v	
22	KD132	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.			v	
23	TL24	Use software for handling images, dvds, and sound files.	(European Union, 2011)	v		
24	TL25	Use any standard Windows/Mac software, including media players.		v		
25	TL51	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and Research Skills and	(Healey, 2008)	v		

		Professional Administration, blogs for writing and reading).				
26	TL72	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, 2014)	v		
27	KD96	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, moodle).	(Phil Spancer, 2011)		v	
	Creating/Designing/Editing files or materials					
28	TL9	Demonstrate the basic tasks and use word processors, such as:	(UNESCO, 2011)	v		
29	KC15	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				v
30	TL20	Use word-processing software to write a worksheet, following standard conventions.	(European Union, 2011)	v		
31	KD42	Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting elements within a document; recognizing file times; launching and exiting software applications; and similar universal tasks)	(Healey, 2008)		v	
32	KD24	Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning	(ISTE, 2008)		v	
	Email and File sharing					
33	TL10	Create an email account and use it for a sustained series of email correspondence.	(UNESCO, 2011)	v		
34	TL89	Provide Audio and video-based classroom discussion via distance learning	(Tomei, 2005)	v		
35	TL90	Facilitate ICT tools in brainstorming either at the classroom or at a distance		v		
36	KD120	Implement ICT tools to construct and share new concrete information			v	

37	**ICT for Communication and Collaboration**					
38	KD133	Use ICT to communicate and collaborate with students, peers, parents and the larger community in order to nurture student learning	(UNESCO, 2011)		v	
39	KD134	Use the network to support student collaboration within and beyond the classroom.			v	
40	KC13	Help students to use ICT to develop communications and collaboration skills.				v
41	KD17	Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	(ISTE, 2008)		v	
42	KD118	Implement ICT tools to communicate and collaborate with peers and group.	(Tomei, 2005)		v	
43	KD122	Implement telecommunication to interact with peers, experts and other audiences.			v	
	ICT for Curriculum and Lesson Planning					
44	TL16	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011)	v		
45	KC12	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.				v
46	KC24	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey, 2008)			v
47	KC1	Create lessons with downloaded texts, pictures, graphics, etc.	(European Union, 2011)			v
48	KC2	Design blended learning modules using a learning management system.				v
49	KC3	Design or adapt relevant learning experiences that incorporate digital tools and resources to proMoTe student learning and creativity	(ISTE, 2008)			v
	Software and applications Involvement					
50	TL19	Use networked record keeping software to take attendance, submit grades, and maintain student records.	(UNESCO, 2011)	v		

	Organizing files, tools etc.					
51	KD111	Formulate the concept and operation of ICT tools that appropriate with the students' knowledge and skills.	(Tomei, 2005)		v	
52	KD136	Place and organize computers and other digital resources within the classroom so as to support and reinforce learning activities and social interactions.	(UNESCO, 2011)		v	
	Communities Engagements					
53	TL29	Participate in local and global learning communities to explore creative applications of technology to improve student learning	(ISTE, 2008)	v		
54	KD54	Use an electronic forum (e.g., blog) to post information for students about the class	(Healey, 2008)		v	
	Evaluation and assessment tools					
55	TL67	Language teachers interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).	(Healey, 2008)	v		
56	KD41	Language teachers evaluate technological resources for alignment with the needs and abilities of the students			v	
57	KD61	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			v	
58	KD78	Language teachers use computer-based diagnostic, formative, and summative testing where feasible.			v	
59	KD81	Language teachers use digital resources to document teaching for further analysis (e.g., digital recording of lectures and class interactions, digital logs of interactions).			v	
60	TL76	facilitate the appropriate ICT tools in giving fast feedback to students' error.	(Dilek Cakiki, 2006)	v		
61	KD98	Examine ICTs both receptive and productive skills are easily and effectively assessed.			v	
62	KC5	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.				v
63	TL88	Provide graded and non-graded practice reviews, quizzes, and examinations	(Tomei, 2005)	v		
64	KD115	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			v	

65	KD116	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			v	
66	KC4	Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching	(ISTE, 2008)			v
67	KC14	Help students develop both knowledge- and performance-based rubrics and apply them to assess their own understanding of key subject matter and ICT skills. Help students to use these rubrics to assess other students' work.	(UNESCO, 2011)			v
	Enhancing Ict competences through Teachers modelling					
68	TL41	Identify the right technology to support various teaching goals.	(Healey, 2008)	v		
69	KD31	Language teachers show an awareness of their role as models, demonstrating respect for others in their use of public and private information.			v	
70	KD1	Recommend appropriate online materials to students and colleagues	(European Union, 2011)		v	
71	KD2	Set and supervise on-line work for learners			v	
72	KD3	Train students to select and use on-line exercises appropriate to their individual needs			v	
73	KD18	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	(ISTE, 2008)		v	
74	KD19	Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources			v	
75	KD23	Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others			v	
	ICT Ethics and Policies					
76	KD32	Language teachers show awareness and understanding when approaching culturally sensitive topics and offer students alternatives.	(Healey, 2008)		v	

77	KD38	Language teachers protect student privacy (e.g., not inappropriately putting student email addresses, biodata, or photos online; fully informing students about public sharing of blogs and Web sites; using password-protected sites when possible).			v	
78	KD39	Language teachers respect (support) student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly			v	
79	TL91	Identify the ethical cultural, societal issues related with ICT tools.	(Tomei, 2005)	v		
80	KD21	ProMoTe and model digital etiquette and responsible social interactions related to the use of technology and information	(ISTE, 2008)		v	
81	KD22	Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools			v	
	ICT-Related Research/Journals					
82	TL52	Recognize which research findings about technology use are most appropriate for teaching and learning context.	(Healey, 2008)	v		
83	TL60	Recognize appropriate suggestions from research for classroom practice using technology.		v		
84	TL64	Identify gaps in current research about technology use.		v		
85	KD74	Use a variety of avenues for getting information about research related to technology use (e.g., communities of practice, conferences).			v	
86	KD75	Share relevant research findings about technology use with others.			v	
	ICT / System					
87	TL56	Choose technology that is aligned with needs and abilities of the students (e.g., language learning–focused software, productivity tools, content tools).	(Healey, 2008)	v		

88	KD28	Language teachers share information about available technology with colleagues			v	
89	KD45	use online technology available to deliver teaching or support material.			v	
90	KD58	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.			v	
91	KD59	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			v	
92	KD67	Embed technology into teaching rather than making it an add-on.			v	
	Learning strategies and Methods					
93	KD11	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	(ISTE, 2008)		v	
94	KD20	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources			v	
95	KD72	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	(Healey, 2008)		v	
96	KD86	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, 2011)		v	
97	KD100	Construct interactive, flexible and innovative English language environment.	(Dilek Cakiki, 2006)		v	
98	KD103	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.	(Tomei, 2005)		v	
99	KD109	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).			v	
100	KD114	Implement ICT tools to develop students' higher order skills and creativity.			v	
101	KD123	Implement ICT tools resources for problem solving, making informed decision and sharing the learning with peers.			v	

102	KD126	Describe how collaborative, project-based learning and ICT can support student thinking and social interaction, as students come to understand key concepts, processes, and skills in the subject matter and use them to solve real-world problems.	(UNESCO, 2011)		v	
103	KD135	Use search engines, online databases, and email to fi nd people and resources for collaborative projects.			v	
104	KD137	Manage student project-based learning activities in a technology-enhanced environment.			v	
	Personal and professional developments					
105	KD60	Demonstrate the use of ICT tools to encourage students to document their own progress.	(Healey, 2008)		v	
106	KD85	Provide the opportunities for learner to develop their literacy, numeracy and ICT skills	(Phil Spancer, 2011)		v	
107	KD108	Implement ICT tools in affecting students' social behavior and personal achievement (affective domain).	(Tomei, 2005)		v	
	Data/Material retrieval					
108	KD95	Construct the teaching experience easier by managing accessible task.			v	
109	KD127	Design online materials that support students' deep understanding of key concepts and their application to real world problems	(UNESCO, 2011)		v	
110	KC28	Create a resource that allows students to locate and retrieve materials.	(Healey, 2008)			v
	ICT-integrated Environments					
111	KD14	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	(ISTE, 2008)		v	
112	KD25	Language teachers prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey, 2008)		v	
113	KC31	Create an appropriate technology environment to meet specific teaching and learning goals.				v
114	TL58	Enable students to think critically about their use of technology in an age appropriate manner.		v		

Appendix 3: The Guide to the Preparation of Higher Education Curriculum (Panduan Penyusunan Kurikulum Pendidikan Tinggi)

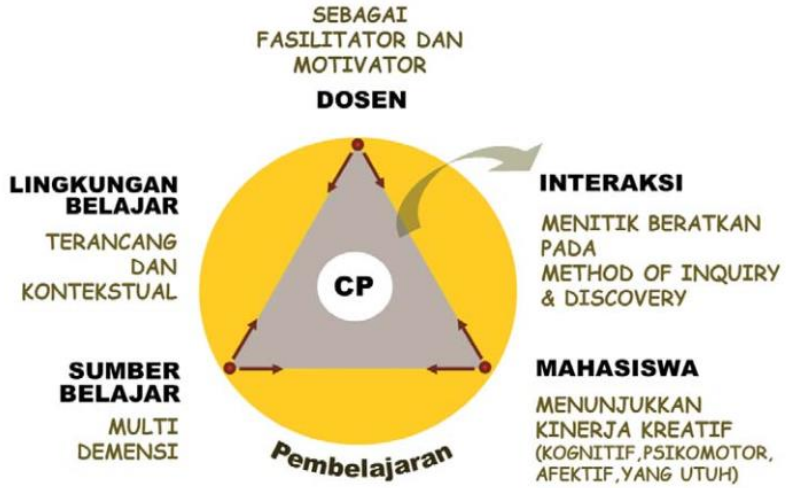
- **The Policy Based on Ministry of Research Technology and Higher Education**
- Amanat Undang-Undang Nomor 12 Tahun 2012 Pasal 35 ayat 2 tentang kurikulum menyebutkan bahwa Kurikulum Pendidikan Tinggi dikembangkan oleh setiap Perguruan Tinggi dengan mengacu pada Standar Nasional Pendidikan Tinggi untuk setiap Program Studi yang mencakup pengembangan kecerdasan intelektual, akhlak mulia, dan keterampilan.
- Standar Nasional Pendidikan Tinggi (SN-DIKTI), sebagaimana diatur dalam Permenristekdikti Nomor 44 Tahun 2015 Pasal 1, menyatakan kurikulum adalah seperangkat rencana dan pengaturan mengenai capaian pembelajaran lulusan, bahan kajian, proses, dan penilaian yang digunakan sebagai pedoman penyelenggaran program studi.
- Tahapan Perencanaan Pembelajaran:
  a. Merumuskan Capaian Pembelajaran Mata Kuliah (CPMK)
  b. Menyusun Rencana Pembelajaran Semester (RPS)
  c. Proses Pembelajaran
  d. Penilaian Pembelajaran
- Tim Penelitian *Model of Teaching (MOT)* berfokus pada penelusuran proses pembelajaran, sebagai tahapan lanjutan dari tim penelitian silabus.

NOMOR KOLOM	JUDUL KOLOM	PENJELASAN ISIAN
1	**MINGGU KE**	Menunjukan kapan suatu kegiatan dilaksanakan, yakni mulai minggu ke 1 sampai ke 16 (satu semester) (bisa 1/2/3/4 mingguan).
2	**KEMAMPUAN AKHIR YANG DIRENCANAKAN**	Rumusan kemampuan dibidang kognitif, psikoMoTorik, dan afektif diusahakan lengkap dan utuh (*hard skills* & *soft skills*). Tingkat kemampuan harus menggambarkan level CP lulusan prodi, dan dapat mengacu pada konsep dari Anderson (*). Kemampuan yang dirumuskan di setiap tahap harus mengacu dan sejalan dengan CPL, serta secara komulatif diharapkan dapat memenuhi CPL yang dibebankan pada mata kuliah ini diakhir semester.
3	**BAHAN KAJIAN (materi ajar)**	Bisa diisi pokok bahasan /sub pokok bahasan, atau topik bahasan. (dengan asumsi tersedia diktat/modul ajar untuk setiap pokok bahasan) atau intergrasi materi pembelajaran, atau isi dari modul.

4	**METODE PEMBELAJARAN**	Dapat berupa : diskusi kelompok, simulasi, studi kasus, pembelajaran kolaboratif, pembelajaran kooperatif, pembelajaran berbasis proyek, pembelajaran berbasis masalah, atau metode pembelajaran lain,atau gabungan berbagai bentuk. Pemilihan metode pembelajaran didasarkan pada keniscayaan bahwa dengan metode pembelajaran yang dipilih mahasiswa mencapai kemampuan yang diharapkan.
5	**WAKTU**	Waktu yang disediakan untuk encapai kemampuan pada tiap tahapembelajaran
6	**PENGALAMAN BELAJAR**	Kegiatan yang harus dilakukan oleh mahasiswa yang dirancang oleh dosen agar yang bersangkutan memiliki kemampuan yang telah ditetapkan (tugas, suvai, menyusun research, melakukan praktek, studi banding, dsb)
7	**KRITERIA PENILAIAN dan INDIKATOR**	Kriteria Penilaian berdasarkan Penilaian Acuan Patokan mengandung prinsip edukatif, otentik, objektif, akuntabel, dan transparan yang dilakukan secara terintegrasi. Indikator dapat menunjukkan pencapaian kemampuan yang dicanangkan, atau unsur kemampuan yang dinilai (bisa kualitatif missal ketepatan analisis, kerapian sajian, Kreatifitas ide, kemampuan komunikasi, juga bisa juga yang kuantitatif : banyaknya kutipan acuan/unsur yang dibahas, kebenaran hitungan).
8	**BOBOT NILAI**	Disesuaikan dengan waktu yang digunakan untuk membahas atau mengerjakan tugas, atau besarnya sumbangan suatu kemampuan terhadap pencapaian pembelajaran yang dibebankan pada mata kuliah ini
	REFERENSI	Daftar referensi yang digunakan dapat dituliskan pada lembar lain

Tabel Penjelasan tentang Proses Pembelajaran

Proses Pembelajaran menurut SN-DIKTI harus memuat prinsip-prinsip pembelajaran:	**(Permenristekdikti No.44 Tahun 2015)**
1) interaktif, 2) holistik, 3) integratif, 4) saintifik, 5) kontekstual, 6) tematik, 7) efektif, dan 8) berpusat pada mahasiswa	Pemilihan strategi pembelajaran harus dipertimbangkan pada kesesuaian dalam memberikan capaian pembelajaran lulusan. Sebagai contoh, kemampuan berenang tidak mungkin bisa dicapai melalui kuliah/ceramah dan ujian tulis. Dengan demikian capaian pembelajaran harus menjadi dasar dalam pemilihan bentuk/strategi pembelajarannya. Pembelajaran yang berpusat pada mahasiswa menjadi prinsip yang utama, sedangkan prinsip pembelajaran yang lain akan melengkapi. Ciri pembelajaran yang berpusat pada mahasiswa secara skematik dapat diikuti pada Gambar 20 berikut.



Gambar 20. Ciri Pembelajaran Berpusat pada Mahasiswa

Ketentuan dalam pelaksanaan pembelajaran :

1) Beban belajar mahasiswa dinyatakan dalam besaran sks.

2) Semester merupakan satuan waktu proses pembelajaran efektif selama paling sedikit 16 (enam belas) minggu, termasuk ujian tengah semester dan ujian akhir semester.

3) Satu tahun akademik terdiri atas 2 (dua) semester dan perguruan tinggi dapat menyelenggarakan semester antara.

4) Semester antara sebagaimana dimaksud diselenggarakan:

- selama paling sedikit 8 (delapan) minggu;
- beban belajar mahasiswa paling banyak 9 (sembilan) sks;
- sesuai beban belajar mahasiswa untuk memenuhi capaian pembelajaran yang telah ditetapkan.

5) Apabila semester antara diselenggarakan dalam bentuk perkuliahan, tatap muka paling sedikit 16 (enam belas) kali termasuk ujian tengah semester antara dan ujian akhir semester antara.

Appendix 4: The Analysis of Existing Listening Model of Teaching (MOT) Components

Table: The MOT Components Analysis Result in the Existing Models of Teaching of Listening Courses from Documents

NO	MOT Components	University	Total
1	Approach: Course Description	UA, UB, UC, UD, UE	5
2	Approach: Learning Outcomes (PLO or CLO)	UA, UB, UC, UD, UE	5
3	Approach: Correlative assumption/ Theory of language teaching (implicitly or Explicitly)	UA, UB, UC, UD	4
4	Method: Learning Objectives for each meeting	UA, UB, UC, UD, UE	5
5	Method: Teaching Method	UA, UB, UC	3
6	Method: Learning Materials	UA, UB, UC, UD, UE	5
7	Method: Role of teachers and learners	UA, UB, UC, UD	4
8	Method: Teaching and Learning Media	UA, UB, UC, UD, UE	5
9	Technique: Teaching Activity (implicit)	UA, UB, UC, UD	4
10	Technique: Students' Learning Activity	UA, UC	2

Appendix 5: The Analysis of Content of the Existing Listening MOT Components

(Analysis result from existing syllabuses focused only for the components which show the approach, method, or technique in the teaching and learning process)

The Analysis of Existin Models ofTeaching in Syllabus Doxuments

Listening for General Communication or Listening 1

1. BASIC INFORMATION (COURSE IDENTITY)
***UA =Univeristy**

UA	UB	UC	UD	UE
1. Heading of the study program -university 2. Title, semester course plan 3. Name of study program 4. Semester 5. Credits 6. Course Code 7. Name of the course 8. Name of lecturer	1. Cover of the study program -university logo 2. Title, semester course plan 3. Validation and Approval signature 4. Name of Study Program 5. Credits 6. Course Code 7. Course Name 8. Course Category 9. Name of lecturer	1.5 Heading of the study program -university logo 1.6 Title, Rencana Pembelajaran Semester 1.7 Name of Study Program 1.8 Course Name 1.9 Semester and Name of Lecturer 1.10 Course Code 1.11 Course Name 1.12 Course Category 1.13 Name of lecturer	1. Heading of the study program -university logo 2. Title, Rencana Pembelajaran Semester 3. Name of Study Program 4. Course Name 5. Semester and Name of Lecturer 6. Course Code 7. Course Name 8. Course Category	1. Document Title, Rancangan Mata Kuliah 2. Nama Mata Kuliah 3. Kode / Bobot SKS 4. Penulis Rancangan 5. Penelaah

	10. Level and Semester	1.14 Lecturer's email address	9. Name of lecturer 10. Lecturer's email address 11. Autorized and validation by head of study program 12. Date of arrangement	
Remarks:	The basic information component of the course is in accordance with the minimal demand of syllabus elements based on Permenristekdikti No.44 Year 2015 about The Guide to the Preparation of Higher Education Curriculum *(Panduan Penyusunan Kurikulum Pendidikan Tinggi).*			

2. COURSE DESCRIPTION

UA	UB	UC	UD	UE	GAP
This course is designed to enable students to comprehend basic skills of listening comprehension. The course covers the explanation on sound identification and integrated to the general or specific contexts. The texts	This course exposes students to different kinds of listening in English in accordance with the Test of English for International Communication (TOEIC). Students are	Mata kuliah ini bertujuan untuk memberikan mahasiswa kompetensi mendengarkan untuk membedakan bunyi-bunyi Bahasa Inggris (English sounds) dan mengidentifikasi informasi umum dan rinci (eksplisit dan implisit) untuk menjadi pendengar yang efektif dan memiliki strategi menyimak tingkat dasar. Materi mencakup pembedaan bunyi	Mata Kuliah Listening in General Communication adalah mata kuliah Listening pertama. Mata kuliah ini mengakomodir kegiatan menyimak (Audiolingual) yang berkaitan dengan beberapa konteks profesional seperti	Listening I has been designed for a semester to enable students to achieve the basic listening skill. The learning outcomes include three domain of attitude, knowledge, and skills that students should be achieved after	Explicit listening MOT/ICT: -basic listening skills (UA) - use blended learning (UA) -google classroom is used for the

are presented variously: in dialog and monolog. In the end of the course, students are expected to comprehend a solid foundation towards listening course series: Listening in Professional Contexts. This course in classroom use blended learning where google classroom is used for the virtual class.	introduced and required to listen to those listening texts independently. They will go through the process of listening as, starting from listening for names, details, topics, gists, details, times, numbers, making predictions. The texts presented here are in sentences, monologs and longer dialogs.	(sound discrimination), identifikasi informasi dalam konteks umum dan khusus, dengan teks yang disajikan dalam bentuk monolog dan dialog. Kegiatan kelas meliputi mendengarkan audio sebagai input, mendiskusikan latihan-latihan menyimak, dan memberikan tugas menyimak (individu/pasangan/kelompok). Penilaian didasarkan atas partisipasi di kelas, tugas individu/pasangan/kelompok, ujian tengah semester dan akhir semester	pada temaglobal bisnis, seni, dsb. mahasiswa diharapkan mampu menguasai kemampuan menyimak yang dikhususkan pada tema-tema profesional tersebut.	learning the course. This course studies about listening to the basic level which includes Listening Using Pictures (pictures, positions & maps), elements of pronunciation (stress & rhythm), Listening to a conversation (direct conversation and telephone conversation), Announcements and News, Prose Passages (description, narration & procedures), and Discussion (general discussion & argument).	virtual class (UA) Implicit: -Test-Based Learning (Approach), (UB) -Audiolingual (Approach), (UD) -Audio/Visual Aid as ICT tool, (UD)
Remarks:	Some of syllabuses has course description that show the use of ICT, the components of MOT as process, and listening teaching and learning in general point of view.				

3. LEARNING OUTCOMES

UA	UB	UC	UD	UE	GAP
Upon the completion of this course, the students are expected to comprehend: a. the difference on English sounds b. general information of spoken texts; dialog and monolog c. implicit & explicit detailed information of spoken texts; dialog and monolog	Course Learning Outcomes (CLO): Upon the completion of the course, students are expected to: 2.1. obtain comprehensive understanding on features of listening materials for any of the international standardized tests, i.e. Test of English for International Communication (TOEIC); 2.2. find out relevant strategies to deal with various listening	Keterampilan: mampu mengidentifikasi bunyi, intonasi, tekanan (stress), dan makna yang terkandung dalam teks yang didengarkan sehingga mampu merespon teks tersebut secara lancar, akurat, dan berterima	Mahasiswa diharapkan mampu menguasai kemampuan menyimak (listening) yang dikhususkan pada tema-tema tertentu tersebut.	Setelah mempelajari Mata Kuliah ini mahasiswa diharapkan dapat menguasai keterampilan menyimak dari informasi lisan berupa esai monolog atau dialog dalam bahasa Inggris tingkat dasar atau sederhana.	Objectives of listening skills: -comprehend the difference on English sounds (UA). -obtain comprehensive understanding...international standardize test (UB). -listening skill to understand English monolog or dialog (UE)

	exercises and tests in the TOEIC; 4.1. show higher understanding on various listening tests and achieve maximum scores of the listening tests in the TOEIC; 7.1. have a strong understanding on the listening materials in academic settings.				
Remarks:	several different terms to state the learning objectives are; upon the completion of this course, course learning outcomes of the course, students are expected to, etc				

4. TEACHING AND LEARNING METHOD

UA	UB	UC	UD	UE	GAP
-Identification of course syllabus; identity, description, objectives, assessment, and course outline (M1/W1) -• Group discussion and giving feedback towards lecturer's explanation •Independent learning • Individual assignment (W2-W16) *M1 =Meeting 1 *W = Week(s)	-Lecturer's presentation -Discussion and question-answer -Negotiation between the lecturer and students on the course-related aspects (M1/W1) Pretest and Discussion (W2) * Practice and discussion *Answering picture-based question *Matching questions with appropriate response *Comprehension questions based on short conversations (W3-W16)	-discussion -Modeling -Demonstration (W1-W16)	•Bentuk: Kuliah •Metode: Diskusi kelompok, Ceramah (W1-W16)	- There is no syllabus elements or model of teaching components which state teaching and learning method	From existing syllabuses of four universities, UA-UD, method used in teaching listening skill most are: -Group discussion (UA) -Independent learning (UA) -Lecturer's presentation (UB) -Pretest and Discussion (UB) -Practice and Discussion (UB) -*Answering picture-based question *Matching questions with appropriate response *Comprehension questions based on short conversations (UB)
Remarks:	This analysis focus on the syllabus elements which show the MOT components and the use of components in the existing syllabuses. Teaching and Learning Method are one of the model of teaching components.				

5. LEARNING INDICATOR/ CRITERIA FOR LISTENING COURSE

UA	UB	UC	UD	UE	GAP
• Students are able to explain about the course syllabus, learning process, and its roles towards the learning objectives. • Students are able to explain the discrimination of sounds of English properly and use identified words appropriately • Students are expected to respond to stated general information accurately; predict the following topic/issue	• Students identify the course content, activities, learning supports, and its assessment. • Students show their initial ability and identify their strengths and weaknesses in the course. • Students identify "Listening for names, details and making predictions" • Students identify " Listening for gist, details and topics"	• Students understand the RPS • The students are able to:Identify personal details (e.g. names, addresses) from the recorded texts thoroughly. Differentiate formaland informal greetings from the titles used in recorded texts thoroughly. Discriminate the sounds of English related personal details (e.g. name spelling) recorded texts thoroughly and confidently.	• Mahasiswa memahami arah perkuliahan dan kompetensi yang harus dikuasai setelah mengikui perkuliahan selama satu semester • Mahasiswa mampu menjawab pertanyaan yang berkaitan dengan teks, seperti: • -Discuss Listening for the main idea, Listening for examples, Listening for details, • -Language Function:	• -Mahasiswa dapat mengidentifikasi berbagai bentuk gambar sesuai dengan deskripsi yang disajikan secara lisan • -Mahasiswa dapat mengidentifikasi berbagai jenis stress dan rhythm • -Mahasiswa dapat menyimak berbagai jenis percakapan sederhana yang disampaikan secara lisan • -Mahasiswa dapat menyimak sisi berbagai bentuk wacana sederhanan (description, naration, and procedure)	-Applying the understanding of listening syllabus course outline (UA-UD) -Show their ability in differentiate the sounds, the voices, recorded text monologue (UC) -Can answer the questions related to spoken text (UD, UE)

discussed appropriately • Students are able to explain to respond to stated general information accurately; predict the following topic/issue discussed appropriately			Asking for confirmation, Confirming understanding, Taking lecture notes. • -Pronunciation: Reduced forms of words: verbs followed by to, Expectations: got to, have to, supposed to + verb.		
Remarks:	Indicators in existing syllabuses of listening course can show what are the abilities that students should have at the end of semester after learning with lecturers and the programs.				

6. MATERIALS/CONTENTS

UA	UB	UC	UD	UE	GAP
-Course syllabus Sound recognization:	-Overview of the course -Test/ exercises	-Formal and informal greetings Personal details	Pejelasan silabus, RPS mata kuliah Listeninntext dan pengenalan cakupan	Meeting 1 1. Announcements and Notice 2. News	The gap among those universities are different one after other. So, the materials are: -Sound recogniztion (UA)

-state various English sounds whether they are similar (S) or different (D) -select the best words in their contexts -use the words in each contexts individually	-List of listening: Listening for names Listening for details Listening and making predictions Listening for gist Listening for details Listening for topics	Asking and giving personal titles - Annual festivals -Class Schedule, Time table, Minimal pairs	mata kuliah secara umum. Doing Business Internationally Listening comprehension: "Ethics and doing business internationally".	Meeting 2-16 1. Description 2. Narration 3. Procedures	-State varous English sounds, phonem (UA) -Select the best words based on context (UA) -Test of listening (UB) -Listening for various detail, identity, for certain topics (UB)
Remarks:	Learning materials are based on the need of the course. In the listening for general communication, students learn to understand various sound from different contexts.				

7. EVALUATION OF LISTENING PROCESS

UA	UB	UC	UD	UE	GAP
Question and answer Discussion	Participation *Written test (picture-based	Formative assessment during meeting 2-16	**Kriteria**: Rubrik kriteria grading	Modul Objective test	

Lecturing Question and answer Discussion MIDDLE TEST FINAL TEST for listening courses	questions and focusing on the action) Written and Oral (Question/item questions and Reading directions carefully) Progress Test 1 Middle test Final test	Review	**Bentuk non-test**: Menjawab pertanyan secara langsung Ujian tengah semester Ujian akhir semester		
Remarks :					

8. TEACHING AND LEARNING ACTIVITIES

UA	UB	UC	UD	UE	GAP
• Group discussion and giving feedback towards lecturer's explanation	-Lecturer's presentation -Discussion and question-answer -Negotiation between the lecturer and students on the	-Discussing background knowledge and vocabulary (e.g. similarities and differences of naming among countries, common surnames/first	•Mencari berbagai sumber belajar yang selaras dengan materi kuliah •Mahasiswa menyimak di rumah melalui kelas online, dibahas di kelas,	Belajar Melalui Modul	•Offline Classroom (B,C,D) •Online-Offline Classroom, Blended (A,E)

•Independent learning • Individual assignment Notes: The teaching and learning activities did not written clearly in detail.	course-related aspects Pretest and Discussion Notes: There is no detail activities for both students and teacher.	names, ways to introduce oneself and others) to the texts/topics to be given (M2) -Listening to, doing and discussing exercises on identifying personal information, differentiating formal/informal greetings, and discriminating sounds of English related to personal details ative dictation on personal information Notes: This university has clear and complete activity for each meeting.	dan menjawab pertanyaan terkait -Mengerjakan soal Quiz •Mahasiswa menyimak di rumah melalui kelas online, dibahas di kelas, dan menjawab pertanyaan terkait UTS UAS		
Remarks :	ICT was tried to be integrated in the online-offline mode, blended classroom (explicit), and ICT integrated into Test-Based Learning (implicit).				

Appendix 6: ICT Competences Analysis in Existing Listening MOTs

Table A. Analysis of ICT Indicators in the MOT Components/Sub-Components in the syllabuses

UA

NO	Code	ICT Indicators	Source	UNESCO FRAMEWORK			Existing MOT Components/ Sub-Components						
				TL	KD	KC	C1	C2	C3	C4	C5	C6	C7
1	TL 1	Use the search engines in computer devices.	UNESCO , 2011	√			X	X	√	√	√	√	√
2	TL 2	Identify the Internet and the World Wide Web, elaborate on their usages.	UNESCO , 2011	√			X	X	√	√	√	√	√
3	TL 3	Recognize how a browser works and use a URL to access a website. Implement the several ICT resources for online reading.	UNESCO , 2011	√			X	X	√	√	√	√	√
4	TL 4	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. Example: Digital classroom	UNESCO , 2011	√			X	X	√	√	√	√	√
5	TL 5	Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop, Projector, Speaker	UNESCO , 2011	√			X	X	√	√	√	√	√
6	TL 10	Create an email account and use it for a sustained series of email correspondence.	UNESCO , 2011	√			X	X	√	√	√	√	√
7	TL 11	Use common communication and collaboration technologies.	UNESCO , 2011	√			X	X	√	√	√	√	√
8	TL 13	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom; Digital classroom platforms or Social sites.	UNESCO , 2011	√			X	X	√	√	√	√	√
9	TL 17	Describe the function and purpose of tutorial and drill and practice software and how it supports students' acquisition of knowledge of school subjects.	UNESCO , 2011	√			X	X	√	√	√	√	√

10	TL 19	Use networked record keeping software to take attendance, submit grades, and maintain student records.	UNESCO , 2011	√			X	X	√	√	√	√	√
11	TL 21	Search for potential teaching material on the internet.	European Union, 2011	√			X	X	√	√	√	√	√
12	TL 22	Download resources from websites.	European Union, 2011	√			X	X	√	√	√	√	√
13	TL 24	Use software for handling images, dvds, and sound files.	European Union, 2011	√			X	X	√	√	√	√	√
14	TL28	Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats	ISTE, 2008	√			X	X	√	√	√	√	√
15	TL29	Participate in local and global learning communities to explore creative applications of technology to improve student learning	ISTE, 2008	√			X	X	√	√	√	√	√
16	TL 32	Language teachers identify appropriate technologies to support a range of instructional objectives	Healey, 2008	√			X	X	√	√	√	√	√
17	TL 35	Language teachers use evaluation tools to analyze the appropriateness of specific technology options	Healey, 2008	√			X	X	√	√	√	√	√
18	TL 38	Language teachers identify the technological resources (e.g., hardware, communication technologies, digital material)	Healey, 2008	√			X	X	√	√	√	√	√
19	TL 43	Identify various digital resources that are appropriate to be applied in learning.	Healey, 2008	√			X	X	√	√	√	√	√
20	TL 45	b)Language teachers show an awareness of their role as models	Healey, 2008	√			X	X	√	√	√	√	√
21	TL 51	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	Healey, 2008	√			X	X	√	√	√	√	√
22	TL 54	Identify appropriate technology environments (e.g., lab, one computer class, online, independent use) to meet specific learning/teaching goals.	Healey, 2008	√			X	X	√	√	√	√	√

23	TL 56	Choose technology that is aligned with needs and abilities of the students (e.g., language learning–focused software, productivity tools, content tools).	Healey, 2008	√			X	X	√	√	√	√	√
24	KD 1	Recommend appropriate online materials to students and colleagues	Healey, 2008		√		X	X	√	√	√	√	√
25	KD 3	Train students to select and use on-line exercises appropriate to their individual needs	European Union, 2011		√		X	X	√	√	√	√	√
26	KD5	Show colleagues how to use new software and hardware	European Union, 2011		√		X	X	√	√	√	√	√
27	KD6	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	European Union, 2011		√		X	X	√	√	√	√	√
28	KD9	Show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources	European Union, 2011		√		X	X	√	√	√	√	√
29	KD12	ProMoTe student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes	ISTE, 2008		√		X	X	√	√	√	√	√
30	KD20	Address the diverse needs of all learners by using students-centered strategies and providing equitable access to appropriate digital tools and resources	ISTE, 2008		√		X	X	√	√	√	√	√
31	KD27	Language teachers use evaluation tools to analyze the appropriateness of specific technology options	Healey, 2008		√		X	X	√	√	√	√	√
32	KD54	Use an electronic forum (e.g., blog) to post information for students about the class	Healey, 2008		√		X	X	√	√	√	√	√
33	KD67	Embed technology into teaching rather than making it an add-on.	Healey, 2008		√		X	X	√	√	√	√	√
34	KD72	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	Healey, 2008		√		X	X	√	√	√	√	√

35	KD79	Language teachers use technology-enhanced assessment results to plan instruction.	Healey, 2008		√		X	X	√	√	√	√	√
36	KD82	Language teachers use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).	Healey, 2008		√		X	X	√	√	√	√	√
37	KD94	Implement ICT to make the process easier.	Phil Spancer, 2011		√		X	X	√	√	√	√	√
38	KD98	Examine ICTs both receptive and productive skills are easily and effectively assessed.	Phil Spancer, 2011		√		X	X	√	√	√	√	√
39	KC3	Design or adapt relevant learning experiences that incorporate digital tools and resources to proMoTe student learning and creativity	European Union, 2011			√	X	X	√	√	√	√	√
40	KC13	Help students to use ICT to develop communications and collaboration skills.	UNESCO, 2011			√	X	X	√	√	√	√	√
C1 = Basic Information Identity, C2 = Course Description, C3 = Learning Outcomes, C4 = Learning Objectives for each meeting, C5 = Teaching or Learning Activity, C6 = Learning Materials, C7 = Teaching and Learning Media													

Appendix 7: The Ideal Model of Teaching (Expected)

Table 1. Listening Courses and Scholars Idea

No	Name of Courses	Scholars' Idea			Summary
		Brown (2001)	Jack C. Richards (1983)	CEFR	Listening Courses
1	Listening for General Communication I & 2	According to Brown in his book, teaching by principles, listening is the dominant component in language learning and teaching. So he explained the listening comprehension in the section of pedagogical research. Brown described that listening is an interactive process to hear the spoken language. Based on the explanation, Brown divided the types of spoken language into two types based on the level and purpose;	Listening has been conceptualized both as a mainly bottom-up and a top-down process. J.C.Richards (1983) lists the listening skills for conversational listening and for academic listening. 1. Conversational listening is hearing something engaged in the conversation: listening and talking, thinking, talking, and	Listening Comprehension Grid Scale A 2 • can recognise familiar words and very basic phrases concerning myself, my Model and immediate concrete surroundings when people speak slowly and clearly. • can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and Model information,	Listening for General Communication Courses A course of basic level listening aimed to make students can communicate with others in general purposes such as knowing personal identity, understanding conversation about other people introduction, and so on. This course is planned for two semesters so there are listening for general communication I and II.

		listening for monolog and dialog, 1. Listening to monologues is when a speaker uses spoken language for any length of time as I speeches, lecturers, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption. 2. Listening to dialogues is purposed to hear the spoken language between two or more speakers. It can be subdivided into interpersonal and transactional purposes. Interpersonal proMoTes social relationship. Transactional proMoTes	thinking again, etc. So, it is active listening while someone is speaking and it should be very focus. 2. Academic Listening is the process of using the receptive skill by hearing any kind of academic context and situation of spoken language for giving respond to the listening process.	shopping, local geography, employment)	
2	Listening for Professional Context			B1 and B2 • can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Learner can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. • can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Learner can understand most TV news and current affairs programmes. Learner	Listening for Professional Context Course A course designed for intermediate level listening aimed to make students learn about the monolog or dialog for professional interaction ad transaction such as the ability to understand main points, take notes, get main points of certain topic, catch the meaning of someone speech, give respond to other people argument and so on.

		propositional and factual information. Based on the explanation above, types of listening as spoken language is divided based on the purpose. Brown has signed that listening is beginning with hearing either monologue or dialogue. Listening is the first important language skills used to be mastered before giving response through speaking or writing.		can understand the majority of films in standard dialect.	
3	Listening for Academic Purposes			C1 and C2 • can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Learner can understand television programmes and films without too much effort • Learners have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided Learner have some time to get familiar with the accent	Listening for Academic Purpose Course A course of listening for advance level or the third level of listening with the aims to make students as learner can use their ability in hearing both monolog and dialog specifically used for academic situation such as to catch the meaning from lecturing and presentation with the learner can understand complex speech which is not clearly structured and the learner can identify the accent of the speaker and giving respond without find any significant difficulties.

Table 2. The Principles for Designing Model of Teaching for Listening Courses

Brown (2001) Teaching by Principles	Morley and Lawrence (1971) in Ahmadi (2016)	Peterson (2012) in Gu (2018)	Conclusion
1. In an interactive four-skills curriculum, make sure that designer doesn't overlook the importance of techniques that specifically develop listening comprehension competence. 2. Use techniques that are intrinsically MoTivating. 3. Utilize authentic language and contexts. 4. Carefully consider the form of listeners' responses. 5. Encourage the development of listening strategies. 6. Include both bottom-up and top-down listening techniques.	1. Listening comprehension lessons should have definite goals and they should be clearly stated. 2. Listening comprehension lessons should be constructed with careful step by step planning. 3. Listening comprehension structure should demand active overt student participant. . 4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment, before listening to the material. 5. Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen their memory spans. 6. Listening comprehension lessons should "teach" not "test." The goal of checking the learners' responses should be viewed only as feedback.	1. Increase the amount of listening time in the class. 2. Listen before other activities to prepare them for speaking, reading or writing. 3. Include both global and selective listening, the former for gasping from the top level, the latter for catching details and increase accuracy. 4. Activate top-level skills at every proficiency level to evoke students' background knowledge. 5. Work towards automaticity in the bottom-up processing. 6. Develop conscious listening strategies. When teachers design the procedure of a class, they can refer to the six principles to think about when to insert listening part and integrate with other skills.	There are many principles in language teaching. For listening courses, Brown (2001), Morley and Lawrence (1971) in Ahmadi (2016), and Peterson (2012) in Gu (2018) have briefly explained about the principles. Brown, Peterson, Morley and Lawrence presented six principles of teaching listening with different suggestions. Brown suggested the curriculum or design that specifically develop listening comprehension competence, intrinsically MoTivating, authentic, and more to the listening strategies. Morley suggested listening comprehension to have clear goals, set of listening activities, has demanded structures, etc. Peterson had suggestions to make listening time increase in the class, and prepare students by giving impulses.

Table 3. The Design of Listening Activity

Listening Activity Planning	Scholars' Idea		Conclusion
	Jim Scrivener (2005), Learning Teaching 2nd Edition	Brown (2001), Teaching by Principles 2nd Edition	
Pre-activity of listening	(Discuss the general topic) -Learners start to think about the topic -Learners raising a number of issues that will be discussed later on recording.	-Warm-up: Mimes, dance, songs, jokes, play. This activity gets students stimulated, relax, MoTivated, attentive, or otherwise engaged and ready for the lesson. -Setting: Focusing on the lesson topic. Teacher directs attention to the topic by verbal or nonverbal...	**Listening for General** -Asking for students condition, 'How are you?', greeting -Stimulated students with small talk -Give them question about what they know about the course, listening for general communication - Goal: Introduction to the discrimination sounds of English **Listening for Professional** -Stimulate students with small talk -Give them question about what they know about the course, listening for general communication - Pre-listening strategies: Predicting the themes and vocabulary of a lecture before listening to improve students'

			comprehension of difficult listening segments. -Give them stimulated reading materials for the Q&A related to the course **Listening for Academic** -As stimulation, students are given question about what they know about the course, listening for general communication - Students are able to explain photograph guessing and question response - Getting familiar to the TOEIC Practice
While-activity of listening	-Learners hypothesis specific issues that may be raised -Learners consider possible organizational structures -Learners discuss structures for a phone-in *(who speaks? What kind o questions?)* -Learners get an overall impression of the content	-Discriminating between intonation contours in sentences -Discriminating between phonemes -Selective Listening for Morphological Endings -Selecting details from the text -Listening for normal sentences word order	**Listening for General** Students -listen to several different sounds of English -explain the discrimination of sounds of English properly and use identified words appropriately - respond to stated general information about certain topic accurately **Listening for Professional** Students

			-listen to a series of sentences that contain unstressed function words. -listen to words of two or three syllables and can mark the word stress. -read and listen to a series of short sentences with consonant or vowel between the words. - explain the main ideas of the listening source - explain four keys of taking notes during listening section **Listening for Academic** Students -listen to a number of sentences and extract the content words -look at lecturer's transcript and circle all the words used to the main points -read a list of lexical cue that signals a definition - explain conversations and talks from listening
Post-activity of listening	-Overall review to the materials and activity -Learners with teacher' guidance conclude the meeting	-Self Reflection; listeners get understanding on the topic	**Listening for General** - Question and answer Discussion - Summarizing the listening class

	-Internalization after learning -Closing the meeting (p.181)	 (p.134, 247)	-Getting idea to improve listening ability (Teacher and students) **Listening for Professional** - Question and answer Discussion - Summarizing the listening class -Getting idea to improve listening ability (Teacher and students) **Listening for Academic** - Question and answer Discussion - Summarizing the listening class -Getting idea to improve listening ability (Teacher and students). (Adopted from existing syllabuses, Brown (2001), and Scrivener (2005))

Appendix 8: The Comparison between ideal MoT with existing MoT

This appendix is used to compare both ideal expected MOT and existing MOT based on the components and the criteria discussed. There are five indicators for approach, five indicators for method, and two indicators for technique. In total, there are 12 sub-components used as indicators to compare the MOT between ideal/expected model and existing model. Each indicator is analyzed to find out the differences of MOT components from what exist and what don't existed from ICT competences, listening skill level, and components. The comparison between the expected ideal and existing model is compared one by one for each component on the tables. On the below of each table will be given remarks and discussion.

1. Comparing the Approaches Components

Listening for General Communication MOT			
Components	**Indicators (Sub-components)**	**Ideal Form of MOT**	**Existing Form of MOT**
Approach	Correlative Assumption	Course Description: This course is designed to enable students to comprehend basic skills of listening comprehension. The course covers the various sound identification and integrated to the general contexts. They will go through the process of listening as, starting from listening for names, details, topics, gists, details, times, numbers, making predictions. The texts presented here are in sentences, monologs and longer dialogs. This course in classroom use blended learning where face-to-face and google classroom is used for the virtual class.	This course is purposed to make students gain basic skills of listening comprehension. The course covers the explanation on sound identification and integrated to the general or specific contexts. The texts are presented variously: in dialog and monolog. In the end of the course, students are expected to comprehend a solid foundation towards listening course series: Listening in Professional Contexts.

Approach	Theory of language	Basic Listening (CEFR A1-A2), focus on the difference on English sounds, general information of spoken texts; dialog and monolog, implicit & explicit detailed information of spoken texts.	Basic skills of listening comprehension. Students are expected to comprehend a solid foundation towards listening course series.
	Theory of language learning	Blended learning approach, digital classroom	This course in classroom use blended learning where google classroom.
	Principles in language learning	Principles in teaching listening: 1. look at the importance of techniques that develop listening competences. 2. Use techniques that are intrinsically MoTivating. 3. Utilize authentic language and contexts. 4. Carefully consider the form of listeners' responses. 5. Encourage the development of listening strategies. 6. Include both bottom-up and top-down listening techniques	There is no principles in language learning can be found.
	Learning Outcomes	Students are expected to comprehend: a. the various kind on English sounds b. spoken texts; dialog and monolog c. implicit & explicit detailed information of spoken texts; dialog and monolog	Upon the completion of this course, the students are expected to comprehend: a. the difference on English sounds b. general information of spoken texts; dialog and monolog c. implicit & explicit detailed information of

			spoken texts; dialog and monolog
	Remarks: The correlative assumption can be found on the course description since the lecturer or designer of the model insert some of the theory of language learning include the various materials of listening course will be given to the students. Theory of language, theory of language learning, and the learning outcomes most of them are looked similar between the expected ideal model and the existing model.		

2. Comparing the Methods Components

Listening for General Communication MOT			
Components	**Indicators (Sub-components)**	**Ideal Form of MOT**	**Existing Form of MOT**
Method	Objectives	Goals for each meeting, students can 1. identify the course sylllabus comprehensively 2. discriminate sounds of English properly 3. acknowledge to respond to stated general information accurately 4. acknowledge the general ideas identification –on shorter monologue 5. acknowledge the general ideas identification –on shorter prologue	For the general communication listening, students are able to 1. acknowledge the discrimination sounds of English properly and use identified words appropriately 2. respond to stated general information accurately; predict the following topic 3. acknowledge the general ideas identification –on shorter monologue
	Content Choice	CEFR (A1-A2); listening for basic level	Basic Level Listening Course
	Types of activities	Teaching and Learning activities: Group Discussion, Reading and listening discussion, test of TOEFL/ TOEIC	• Group discussion and giving feedback towards lecturer's explanation •Independent learning • Individual assignment
	Learner roles	1. Active participant in listening class 2. Receiving the materials and giving response	(Implicit from syllabus) 1. Learning as good learners

			2. Following the course as what lecturer programs
	Teacher roles	1.Designing the classroom activity 2.Providing the listening materials and tests	(Implicit) 1. Arrange the program in the course syllabuses 2. Provide materials and learning method 3. Set the students-cenetered approach
	Remarks: The objectives in the existing MOT can be found explicitly on the syllabus, in the table of learning plan. It is the form of explanation of learning outcomes. The use of content choice determines teaching-learning activity. The learner roles and teacher roles are both implicitly stated from what activity written on the syllabuses.		

3. Comparing the Technique Components

Listening for General Communication MOT			
Components	**Indicators (Sub-components)**	**Ideal Form of MOT**	**Existing Form of MOT**
Technique	Syntax	1.Pre-activity -As stimulation, students are given question about what they know about the course, listening for general communication -Students are able to explain photograph guessing and question response -Getting familiar to the TOEIC Practice 2.While-activity -listen to a number of sentences and extract the content words -look at lecturer's transcript and circle all the words used to the main points -read a list of lexical cue that signals a definition -explain conversations and talks from listening	The pre-activity, while-activity, and post-activity of listening courses are not available among those 5 universities. But several chunks of activities can be found. - University A -Students are able to acknowledge the respond to stated general information accurately; predict the following topic/issue discussed appropriately -Students are able to acknowledge the general ideas identification –on shorter monologue University B

		3.Post-activity -Question and answer Discussion -Summarizing the listening class -Getting idea to improve listening ability (Teacher and students).	-Students show their initial ability and identify their strengths and weaknesses in the course. -Students identify "Listening for names, details and making predictions" -Students identify " Listening for gist and details" -Students demonstrate their listening comprehension. The detailed procedures cannot be found on the syllabus. But through interview: The lecturer creates lesson plan, ppt, materials, and learning outcomes they need to attain. First, lecturer creates the test item …and then set the students' activity, then students do the activities. Then reading test and scoring key answer. Then, give them listening exercises, practice. …Better, if it is written-oral. So i can give them personal tutoring and to make students being helped personally
	Remarks: The procedure or technique as one of MOT components cannot be found easily on the syllabus, nor in the interview from the lecturers.		

Appendix 9: The list of questions for in-depth interview

List of the interview and points to ask – to be validated

Column 1: Scope of Questions	**Column 2: Indicators of Questions**	**Column 3: List of Questions**	**Column 4: Explanation**
Related to the Syllabuses	-to get identification to the syllabus which has/hasn't follow the policy from *Menristekdikti*.	1) Have the syllabus you made based on KKNI and followed the Guide to the Preparation of Higher Education Curriculum (SN-DIKTI)?	By asking this question, the researcher wants to know that lecturer from certain university has designed the up-to-date version of documents (syllabus, model of teaching, and test items)
	-to get explanation about the process of making syllabus based on the procedure.	2) How is the process to make syllabus of your subject?	By asking this question, the researcher wants to get detailed explanation about the process of how lecturer designing syllabus based on the need.
Related to Listening Course	-to get information about the course name, number of the courses, semesters needed to finish courses completely.	3) Would you like to tell me about listening courses in your study program in term of the course name and time needed to finish all the courses?	By asking this question, the researcher can get understanding about the listening courses in ELESP of certain university.
	-to get clear information to the graduates profile for each student at the end of the final semester.	4) What is the purposes of listening courses in your study program in relation learning outcomes?	By asking this question, the researcher may get the data of the graduates' standard from that university after learning the listening courses.

	-to get clear structure of the curriculum in the study program especially for language skills.	5) Into how many subjects that listening courses is divided for students in your study program? And what are the name of that courses?	By asking this question, the researcher can open the picture of listening courses in that study program.
	-to get clear structure of the curriculum in the study program especially for language skills.	6) Why listening is divided into three/four (based on university policy) courses?	By asking this question, the researcher can open the picture of listening courses in that study program.
Model of Teaching	-to get the general point of view about what target that students will achieve	7) May I know the graduates profile from this study program, Sir/Ma'am?	By asking this question, the model of teaching will meet the standard or target for determining the process of teaching and learning
	-to get information of students final achievement after finishing the listening courses after 3, 4, or 5 semesters.	8) When we trace graduates profile of this university, what is the significant feature that will students get from listening courses?	By asking this question, the researcher will automatically go through the core of teaching listening courses
	-to get ideal answer about the first model of teaching component for listening courses which usually lecturer use in the class.	9) What kind of approach do you use to the process of teaching listening?	By asking this question, the approach as the first MOT components can be revealed wither explicitly or implicitly.
	-to get ideal answer about the second model of teaching component for listening courses which usually lecturer use in the class.	10) Would you like to explain the method of teaching listening in your class and do you use the same method for all courses?	By asking this question, the researcher can find the methods or design in the listening classroom for every meeting.
	-to get convince answer about the method used in listening classroom	11) Why do you prefer to use that method to the listening skills?	By asking this question, the researcher can get the data in convenience way.

	-to get clear plan from lecturer related to the goals of teaching and plan.	12) What do you realize after using the method to the goals of your teaching plan?	By asking this question, the researcher can find out the lecturer plan or strategy in teaching listening.
	-to get ideal form of information about the steps of teaching listening technique for certain method	13) How do the procedures or specific technique in using the method for your listening class?	By asking this question, the researcher can catch the meaning of using linear approach to the technique
	-to get identification of the MOT components in the real practice	14) In class activity, how do you plan the activity?	By asking this question, the researcher would realize the specific plan of teaching and learning activity
ICT Competences	-to get brief answer and explanation about the media, tool, or idea in teaching listening (support system)	15) What do you use in order to support your lecturing process?	By asking this question, the researcher can identify the possible ICT tool or application used in listening courses
	-to get brief answer and explanation about the media, tool, or idea in teaching listening (support system)	16) Is there any specific tools that you used or asked to your student for these courses?	By asking this question, the researcher can identify the possible ICT tool or application used in listening courses
	-to get brief answer and explanation about the media, tool, or idea in teaching listening (support system)	17) If we talking about ICT that already become one of the most important elements in current education. How far this course already use that?	By asking this question, the researcher can identify the possible ICT tool or application used in listening courses
	-to gain information about the use of ICT in listening courses	18) To what extent do the ICT used for your listening classes; Is ICT become primary sources and media?	By asking this question, the researcher may understand about to what extent do ICT has become primary source or not.

	-to gain information about the use of ICT in listening courses	19) Have ICT become one of the aspects that student should competence for digital learning in listening classroom?	By asking this question, the researcher can identify the possible ICT competence used in listening courses
	-to gain information about the use of ICT in listening courses	20) In what extent do you use ICT as one of the aspects that students need to understand in the term of thinking for the courses you lecture?	By asking this question, the researcher can identify the possible ICT competence used in listening courses

Reviewer

.....

	Decision*
	Accepted without correction
	Accepted with correction
	Rejected

*Use checklist to decide

Appendix 10: The Interview Result Transcripts

-Interview Transcript of Respondent #1

List of Questions (Transcript #1) **"Designing ICT Competences-Integrated Listening Model of Teaching for English Language Education Study Program**
1) Have the syllabus you made based on KKNI and followed the Guide to the Preparation of Higher Education Curriculum (SN-DIKTI)? -English: refer to CPL-Capaian Pembelajaran Lulusan. Well, that is in the course description in the syllabus. Its origin is entirely from KKNI, the Indonesian National Qualification Framework. All study programs are not entitled to determine their own CPL.
2) How is the process to make syllabus for your subject? -We set the learning objectives. And All study programs are not entitled to determine their own CPL, all based on the decisive association
3) Would you like to tell me about listening courses in your study program in term of the course name and time needed to finish all the courses? -Yes, we are following an association where there is Prof.Handoyo which includes helping in determining the name of the course, for example listening for general communications, we have two courses, listening for professional and academic…
4) What is the purposes of listening courses in your study program in relation learning outcomes? - Our graduates is aimed to have ability in good listening, of course because they are going to be teachers. They are supposed to have ability in designing plan for listening courses well too.
5) Into how many subjects that listening courses is divided for students in your study program? And what are the name of that courses? -Educational universities refer to major universities before the APS PBI appears. Our study program refers to the UPI Language Center before, like listening, we named listening 1,2,

professional and academic follow PBI curriculum in UPI Bandung. If asked why, of course we are to follow the KKNI from Ristekdikti which we then adjust in the study program so that our graduates are competent.

6) Why listening is divided into three/four (based on university policy) courses?

-Our study program refers to the UPI Language Center before, like listening, we named listening 1,2, professional and academic follow PBI curriculum in UPI Bandung , depend on university policy.

7) May I know the graduates profile from this study program, Sir/Ma'am?

-Yes, they are going to be teachers.

8) When we trace graduates profile of this university, what is the significant feature that will students get from listening courses?

-They are going to be equipped with listening ability from basic level, intermediate, and advanced level because they will be English teachers based on the profile.

9) What kind of approach do you use to the process of teaching listening?

-We deliver that for some materials, either offline or online in a day.

10) Would you like to explain the method of teaching listening in your class and do you use the same method for all courses?

-We usually use google classroom as for giving materials and tasks, lyrictraning.com as online website usually we also use it for learning. By making some gaps or losing words from the feature –lyric making-, we make the verbs lost, we examine the IELTS tests. In the last semester, we use some listening tests using iBT, normally it is paid but we use the iBT online tests free version on the website

11) Why do you prefer to use that method to the listening skills?

-This is a skill, in our listening course, it based on semi-test, there must also be an explanation face-to-face discussion, humans with other humans because the background of

each student is different if the beginning is different, of course the approach is different too.

12) What do you realize after using the method to the goals of your teaching plan?

-We are more into test based learning, toefl and ielts are toeic. If our first generation is indeed learning what students must get. If now new students use many of these tests until semester 4, so the children will not get listening again in semester 5.

13) How do the procedures or specific technique in using the method for your listening class?

-In the process, I usually used to give the questions like tests. So we classify the test types. What students want to learn then we use the flipped classroom for certain materials so we can give what materials in the class. Then, students are given the exercise in Google classroom. They submit the report of their exercise on there, after that in the next meeting we discuss and do the practice based on the exercises to fix what lacks is.

14) In class activity, how do you plan the activity?

-We make lesson plans. We made it in the form of RPS and most recently it must be in agreement, agreement from APS PBI. So the lesson plan is always based on association, then our lesson plan is validated by the Internal Quality Assurance System (SPMI) of the Faculty.

15) What do you use in order to support your lecturing process?

-Desigining the timeline. At the beginning of the learning, we review previous learning materials and students could use the google classroom for checking the tasks, and the scores were given to train listening ability in students' home before or after the study in campus.

16) Is there any specific tools that you used or asked to your student for these courses?

…The answer is the same like before..

-As for the ICT tools used, we use listening materials from song lyrics with lyricstrainingcom, then we use TEDTalks-channel on Youtube for video watching with a

normal duration of 15 minutes; we limit it. First, we edit it to be only 5-10 minutes. As I said earlier, our students' backgrounds differ and depending on their basic listening skills. So it requires the internet to watch videos directly, because the internet on our campus is limited, so we edit and only display it offline with short videos. Famouspeoplelesson, a biography website of famous public figure, is also used, but only occasionally because it is too general for lecturing purposes. We also use the BBC. It is BBC students' news that contains only listening material. Then we use the Britishcouncil website sometimes to share it in Google classroom, children's training materials.
Apart from all that, we don't use dictionaries. So, we don't recommend the dictionary, but it also doesn't prohibit. Why is that, so that later our students really pay attention to context

17) If we talking about ICT that already become one of the most important elements in current education. How far this course already use that?

Yes, they did. But not 100% for sure. The reason is the fact that our campus is not in the big city. We have limited access to internet and facilitation. And also our students have various background.

18) In what extent do the ICT used for your listening classes; Is ICT become primary sources and media?

-It is about 50% to 60%. In developing listening, we are currently working on the use of ICT applications, whether it's as a learning medium, a tool, or just to be a variety of learning. So, we have used it but not yet to master ICT.

19) Have ICT become one of the aspects that student should competence for digital learning in listening classroom?

Yes, It is for listening subjects, ICT is used for introduction (in the learning process) and for assessment (TOEFL test, IELTS, TOEIC) and so on.

20) In what extent do you use ICT as one of the aspects that students need to understand in the term of thinking for the courses you lecture? - ICT is a must. We are facing Industrial Revolution 4.0, so it is a challenge for us all. Indeed, if you trace the existing syllabus it is not explicitly stated if we use ICT. In its development, we use ICt for the development of language proficiency, skills, abilities of our students. The skills in question include developing vocabulary, grammar, and structure. The use of tools and applications will make them understand certain signals from certain contexts. Can increase self awareness, self reflection, and others.

-Interview Transcript of Respondent #2

List of Questions (Transcript #2) **"Designing ICT Competences-Integrated Listening Model of Teaching for English Language Education Study Program**
1) Have the syllabus you made based on KKNI and followed the Guide to the Preparation of Higher Education Curriculum (SN-DIKTI)? ...okay, to be honest. I don't really know about the KKNI context, because I'm new to higher education context. But I'm learn from previous syllabus that have been constructed, I learn from that. So that I don't whether it is right or not, just following the rule. ...
2) How is the process to make syllabus for your subject? ...Okay for listening subject. Firstly, I set the goals. I set the objectives, and then intended outcomes for the subject. I extend the idea to some material and criteria to the aims for listening course decided to the goals itself. ...
3) Would you like to tell me about listening courses in your study program in term of the course name and time needed to finish all the courses? …Yes, the specific of listening I teach is listening for professional context and it takes for 1 hour 50 minutes or two credits. …

4) What is the purposes of listening courses in your study program in relation learning outcomes? … My learning outcomes of listening for professional context are to prepare them (students) to professional context, for the jobs, but the most important is to emphasize their listening for practices. Because I'm the one who believe that listening can be improved if you practice it regularly. …
5) Into how many subjects that listening courses is divided for students in your study program? And what are the name of that courses? …Okay. I only teach listening for general communication and professional context.. but all total today there are four, depend on university policy. …
6) Why listening is divided into three/four (based on university policy) courses? … As what I said before, depend on university policy. …
7) May I know the graduates profile from this study program, Sir/Ma'am? …mm.. to the expected outcomes for the graduates based on my point of view is to be a teacher… a professional English teacher. Since their interest, it could be English also can be a professional banker, businessman.. …
8) When we trace graduates profile of this university, what is the significant feature that will students get from listening courses? … It so happy to see this question. Because this is related to my subject I taught. So through listening for professional context, so students are equipped by various strategies in listening to any kind of instruction, conversational-transactional listening. …
9) What kind of approach do you use to the process of teaching listening? …Approach.. mostly I use scoring for each meeting. So students listening to the professional situation, use group discussion. Test-Based teaching used as scoring to measure students' improvement.

…
10) Would you like to explain the method of teaching listening in your class and do you use the same method for all courses? Of course no, every course has different method. …
11) Why do you prefer to use that method to the listening skills? …Okay. It is mirroring from my experience when I was student. So listening can be improved if we practice a lot. So practice make it perfect. …
12) What do you realize after using the method to the goals of your teaching plan? … Since today is the first meeting, so I can't answer. …
13) How do the procedures or specific technique in using the method for your listening class? …Mostly, they (students) are equipped with reading and listening strategy, and then after come to the classroom, they're asked to review their reading materials and then apply, implement,… implement those strategies so before they're forgetting it, it's better to make them practice and try the way. …
14) In class activity, how do you plan the activity? … So I created lesson plan, ppt, materials, and learning outcomes they need to attain. …First, I create the test item …and then set the students' activity, then students do the activities. …Then reading test and scoring key answer. ..Then, give them listening exercises, practice. …Better, if it is written-oral. So i can give them personal tutoring and to make students being helped personally.
15) What do you use in order to support your lecturing process? …For this term, I consistent use specifically google classroom. It is appropriate for the material, test, scoring. To maximize their social media that they have for learning, for self-reflection.

16) Is there any specific tools that you used or asked to your student for these courses? …The answer is the same like before..
17) If we talking about ICT that already become one of the most important elements in current education. How far this course already use that? …ICT is very important for our learning process, so we just use it for exercise and scoring.
18) In what extent do the ICT used for your listening classes; Is ICT become primary sources and media? Yes, particularly yes for self-reflection.
19) Have ICT become one of the aspects that student should competence for digital learning in listening classroom? Yes, become the tool for learning, for listening. So students can learn and using social media they have for good way unconsciously
20) In what extent do you use ICT as one of the aspects that students need to understand in the term of thinking for the courses you lecture? As far as they use the ICT something good, something useful, we can use many application for listening courses.

-Interview Transcript of Respondent #3

List of Questions (Transcript #3) **"Designing ICT Competences-Integrated Listening Model of Teaching for English Language Education Study Program**
1) Have the syllabus you made based on KKNI and followed the Guide to the Preparation of Higher Education Curriculum (SN-DIKTI)? Yes, it is. We use the guide from KKNI to make the syllabus, SN-DIKTI is the source for us in arranging the learning process.

2) How is the process to make syllabus for your subject? -For my subject, the listening course is arranged based on the guide of KKNI. We know that learning outcomes is pivotal. So we set the goals first and then the teaching method.
3) Would you like to tell me about listening courses in your study program in term of the course name and time needed to finish all the courses? Sure. We have five listening courses include listening for general communication 1 and 2, listening for professional context, and listening for academic purposes 1 and 2. Each of the listening course for one semester so they spend five semesters.
4) What is the purposes of listening courses in your study program in relation with learning outcomes? In our study program, the listening courses are purposed to make students realize with their prior ability in listening. So they can learn listening with the process in our listening classes. For five semesters, we equip students with formula that can improve their listening because they will be teachers one day. …
5) Into how many subjects that listening courses are divided for students in your study program? And what are the name of that courses? …Listening courses in our study program are divided into five courses as what I said before.
6) Why listening is divided into three/four (based on university policy) courses? It depends on university policy. …
7) May I know the graduates profile from this study program, Sir/Ma'am? The graduates profile in our study program to prepare students to be English teachers in future and other professional jobs.

8) When we trace graduates profile of this university, what is the significant feature that will students get from listening courses? The significant feature is that the future English teachers from our study program can have good language skills and also can design the teaching program. …
9) What kind of approach do you use to the process of teaching listening? The approach we use is maybe community language learning, in my class our discussion usually in group and in whole class. It is very effective to listening and speaking courses.
10) Would you like to explain the method of teaching listening in your class and do you use the same method for all courses? Not the same for all courses. Depend on students need and the target of learning.
11) Why do you prefer to use that method to the listening skills? Because the method is the most possible and has big improvement from my experience during lecturing here.
12) What do you realize after using the method to the goals of your teaching plan? The community language learning involved many students and make them actively to participate in language lab also. …
13) How do the procedures or specific technique in using the method for your listening class? The procedures.. finding the materials, give students stimulating exercise, and… maybe to assess students regularly from the tests.
14) In class activity, how do you plan the activity? First, we read the regulation university policy. Then, read the guide and follow it. After that search for previous materials, I design to what students need. Every course are different in the activities.

15) What do you use in order to support your lecturing process? -Emm. Is this the tool or.. In our study program most of teachers use Google classroom, same with the course I taught. Listening courses in general communication for the example, I give listening exercises from websites, short-video, TOEFL test and many sources to support the class.
16) Is there any specific tools that you used or asked to your student for these courses? For the class, we use the laboratory tools for listening. In the mode of online, we use the Google classroom, and also recommended video on Youtube.
17) If we talking about ICT that already become one of the most important elements in current education. How far this course already use that? We use the ICT for scoring test, for exercise, to get ability of listening. It is very important for us in the classroom for students.
18) In what extent do the ICT used for your listening classes; Is ICT become primary sources and media? It is not the primary but the ICT is important for listening classes.
19) Have ICT become one of the aspects that student should competence for digital learning in listening classroom? The ICT as tool for learning become one of the aspects for students in learning competence in digital learning.
20) In what extent do you use ICT as one of the aspects that students need to understand in the term of thinking for the courses you lecture? We use ICT as tool to develop students interest in learning listening. In our program, the courses are design to follow APSPBI since we are from private university. We follow the newest result decided by association. That's why we set five courses of listening. ICT during the course like in the Google classroom has big support to students either in the class or they can learn from home. Our study program has been used ICT for listening or other language courses for years.

Appendix 11: The Listening Class Observation Result

Observation 1

Purpose : To find out the real practice of the model of teaching implementation
Institution : Suryakancana University (Universitas Suryakancana)
Course : Listening for General Communication
Credits : 2 SKS (100 minutes/08.00 – 09.40)
Lecturer : Dr. Jauhar Helmie, M.Hum
Room : Language Centre Laboratory
Day/Date : Friday, 18 October 2019

Steps of Teaching and Learning	Time	Lecturer	Students
Preparation	8.00	-Lecturer prepared the tools, papers, and attendance list -Lecturer set the classroom	-Students prepared their seat and waited for the lecturer to begin. -Students who attended the meeting, raised the hand.
Pre-activity	8.05 8.06 8.10-8.20	-Lecturer stated learning objectives -Lecturer introduced the teaching media by using 'schology'	-Students listened to lecturer's explanation -Students opened their smartphone after being permitted by lecturer. -Students logged in to the application and explored the apps by the procedures from lecturer's instruction.
While-activity	8.21-8.30 8.23 8.25	-Lecturer played the video of the speech of King Abdullah II of Jordan (only two times) -Lecturer checked the students to see how they worked on the transcript -Lecturer gave permission to students for using the digital dictionary.	-Students listened to the speech while their eyes focused to read the transcript in the papers provided. -Students checked either the transcript was correctly same with the audio or not. -Students used digital dictionary as effort to understand the text of King Abdullah II of Jordan's

	8.30 8.31-8.45 8.45- 9.00 9.20	-After the video finished, lecturer explained about how to understand the speech. -Next activity, lecturer gave the exercise of preposition in the sentences (10 sentences) on schoology -Lecturer gave direction on using schoology for the text of certain topic as the source for the next quiz. -Lecturer showed the result of students' exercises and quiz, all automatically. -Lecturer checked the result of students' exercises on the paper together with students at the time. Discussion on the whole activity and lecturer do the self reflection on the daily journal of teaching	Speech (after the video finished). -Students identified the chunked part of the story and then delivered the meaning of the text Students next activity is to identify 14 sentences as a chunked part of story on schoology -Students and lecturer discussed about the whole activity, check the score, etc
Post-activity	9.30-9.40	-Lecturer concluded the materials of the meeting and the listening goals achieved.	

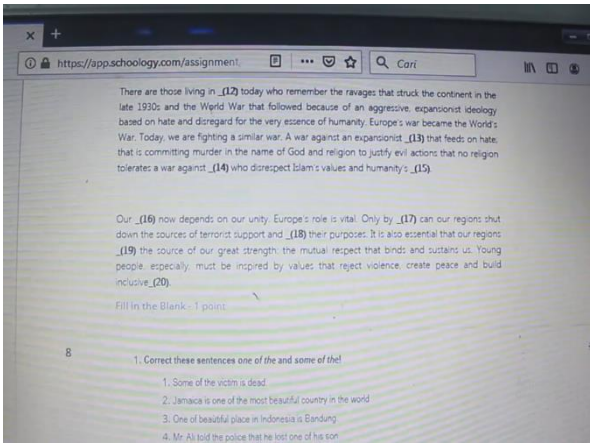
Observation 2

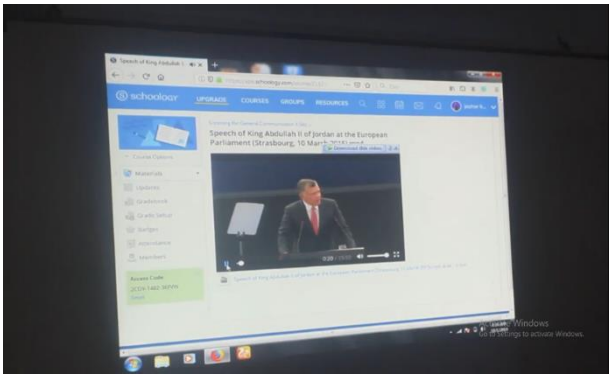
Purpose : To find out the real practice of the model of teaching implementation
Institution : Suryakancana University (Universitas Suryakancana)
Course : Listening for Professional Context
Credits : 2 SKS (100 minutes/10.00 – 11.40)
Lecturer : Anisa Azzahra, M.A
Room : Language Centre Laboratory
Day/Date : Monday, 28 October 2019

Steps of Teaching and Learning	Time	Lecturer	Students
Preparation	10.00	-Lecturer prepared the tools, papers, and attendance list -Lecturer set the classroom	-Students prepared their seat and waited for the lecturer to begin. -Students who attended the meeting, raised the hand.
Pre-activity	10.05	-Lecturer stated learning objectives -Lecturer presented the power point about "listening to understand vs listening to reply"	-Students listened to lecturer's explanation
While-activity	10.10 10.13	-Lecturer played the video of the interaction between bos and his employee -Lecturer gave explanation about what so important by listening the lecturer's instruction -Lecturer showed the picture of skeleton on the screen, while there were printed pictures shared to students -Lecturer told to students to give instruction what will they do and what should be doing -Lecturer then guided students to cut the picture of skeleton to be several parts of human body	-Students watched the video -Students shared their understanding about the points of interaction between bos and employee -Students prepared their double tip and scissors -Students listened to what lecturer said -Students followed the instruction

		-Lecturers divided students into two groups. One become boss, and other group become employee. Role playing used in this section. The bosses, they should give appropriate direction to their pairs. The eyes of employee were closed using blindfold. -the activity of role playing between boss and employee has many benefits. Lecturer discuss the activity and the effectiveness of listening to others. Tips how to listening in good way was shared.	-Students who become bosses gave direction to the employee to follow what should they do while their eyes closed. -Students and lecturer discussed about the whole activity, check the score, etc
Post-activity	10.30-10.40	-Lecturer concluded the materials of the meeting and the listening goals achieved.	

Documentations





Appendix 12: Expert Judgment

Instrument of Measuring the Incorporate of ICT Competences in Model of Teaching

Name of Course : Listening for General Communication

Expert's Name :

Purpose of Evaluation : The evaluation sheet is intended to evaluate the prototype design of model of teaching of Listening for General Communication integrated with ICT Competences.

Instructions :

1. Read the content of model of teaching components in the "Statements" column
2. Analyze whether the "Statements" correspond to ICT Competences Descriptors
3. Put checklist (✓) in the column "implicit", if the ICT Competences stated implicitly in the MOT Components
4. Put Checklist (✓) in the column "Explicit", if the ICT Competences stated explicitly in the syllabus components
5. Give remarks in "Note" column if necessary.

....., ...February 2020

.....

NO	SOURCE	CODE	ICT Competences Descriptors	MOT Components	Model of Teaching Statements	The Incorporate of ICT Competences to MoT Design		Notes
					Course Name: **Listening for General Course** **Model of Teaching**	**Implicit**	**Explicit**	
				Approach	Students-Centered Approach			
1.	UNESCO , 2011	TL 1	Use the search engines in computer devices.	Correlative Assumption	Course Description: This course is designed to enable students to comprehend basic skills of listening comprehension. The course covers the various sound identification and integrated to the general contexts. They will go through the process of listening as, starting from listening for names, details, topics, gists, details, times, numbers, making predictions. The texts presented here are in sentences, monologs and longer dialogs. This course in classroom use blended learning where face-to-face and google classroom is used for the virtual class. Another source related information taken from http://www.learnenglish.britishcouncil.org			
2.	UNESCO , 2011	TL 2	Identify the Internet and the World Wide Web, elaborate on their usages.					
3.	UNESCO , 2011	TL 3	Recognize how a browser works and use a URL to access a website. Implement the several ICT resources for online reading.					
4.	UNESCO , 2011	TL 4	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge.	Theory of language	Basic Listening (CEFR A1-A2), focus on the difference on English sounds, general information of spoken texts; dialog and monolog, implicit & explicit detailed information of spoken texts.			

			Example: Digital classroom					
5.	UNESCO , 2011	TL 5	Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop, Projector, Speaker					
6.	UNESCO , 2011	TL 10	Create an email account and use it for a sustained series of email correspondence.	Theory of language learning	Cognitive School of thought/model of teaching of cognitive approaches; Information Processing-Advance Organizers Model Computer-Assisted Instruction (usage of email for learning)			
7.	UNESCO , 2011	TL 11	Use common communication and collaboration technologies.					
8.	UNESCO , 2011	TL 13	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom; Digital classroom platforms or Social sites.	Goals, Learning Outcomes	Students are expected to comprehend: a. the difference on English sounds b. general information of spoken texts; dialog and monolog + longer dialogs c. implicit & explicit detailed information of spoken texts; dialog and monolog + longer dialogs			
9.	UNESCO , 2011	TL 17	Describe the function and purpose of tutorial and drill and practice software and how it supports students' acquisition					

			of knowledge of school subjects.					
				Methods	**Partners in Learning, Problem-Based Learning, Task-Based Language Teaching**			
10.	UNESCO , 2011	TL 19	Use networked record keeping software to take attendance, submit grades, and maintain student records.	Objectives	Goals for students of each meeting: 1. to be able to comprehend basic skills of listening 2. to be able to discriminate various sounds of English properly 3. to be able to aware and respond general information accurately 4. to be able to acknowledge the expression from listening dialogue 5. to be able to acknowledge general ideas identification –on shorter monologue 6. to be able to catch the general ideas on a longer monologue			
11.	European Union, 2011	TL 21	Search for potential teaching material on the internet.					
12.	European Union, 2011	TL 22	Download resources from websites.					
13.	European Union, 2011	TL 24	Use software for handling images, dvds, and sound files.15	Content Choice	CEFR (A1-A2); listening for basic level materials			
14.	ISTE, 2008	TL28	Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats	Types of activities	Teaching and Learning activities: Group Discussion, Reading and listening discussion, test of TOEFL/ TOEIC			
15.	ISTE, 2008	TL29	Participate in local and global learning communities to explore creative	Materials	Any text available in: -TED Talks (Youtube Channel)			

			applications of technology to improve student learning		-Teaching Channel (Youtube) -BBC Learn English (Youtube Channel) -ABC News (Youtube Channel) -www.famouspeoplelesson.com -www.britishcouncil.com			
16.	Healey, 2008	TL 32	Language teachers identify appropriate technologies to support a range of instructional objectives	Tools of ICT	Hardware consist of laptop, projector, smartphone Software consist of internet, browser, Microsoft power point, Microsoft words office. Recorded Listening Tools -ELLO Learning English (Smartphone Apps) -Lyricstraining (Website Application)			
17.	Healey, 2008	TL 35	Language teachers use evaluation tools to analyze the appropriateness of specific technology options	**Techniques**	**Procedures, sequence of activities, exercises, and students experiences.**			
18.	Healey, 2008	TL 38	Language teachers identify the technological resources (e.g., hardware, communication		Introduction - An introduction from teacher about the courses			

			technologies, digital material)		- Teacher ask the student to download the course introduction digital research			
19.	Healey, 2008	TL 43	Identify various digital resources that are appropriate to be applied in learning.		Pre-listening -Teacher ask for students condition, 'How are you?', greeting -Students have small talk with the teacher Question and Answer -Students participate to what they know about the course, listening for general communication			
20.	Healey, 2008	TL 45	b)Language teachers show an awareness of their role as models		While-listening -Students listen to several different sounds of English -Students explain the discrimination of sounds of English properly and use identified words appropriately - Students respond to stated general information about certain topic accurately			
					Post-listening and closing Question and answer Discussion - Summarizing the listening class Getting idea to improve listening ability (Teacher and students)			

					- Teacher reviewing their activity Do Q&A before closing the class			
21.	Healey, 2008	TL 51	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., **podcasts for listening** and speaking, blogs for writing and reading).	Lesson Plan as application of Model of teaching design	**Lesson Plan 1: Listening for General Communication Course-Model of Teaching**			
22.	Healey, 2008	TL 54	Recommend appropriate online materials to students and colleagues	Course Identity	• Course Title : Listening for General Communication • Course Number : 1212817027 • Credit : 2 Credits • Number of meetings : • 16 meetings x 100 minutes			
23.	Healey, 2008	TL 56	Train students to select and use on-line exercises appropriate to their individual needs	Course Description	This course is designed to enable students to comprehend basic skills of listening comprehension. The course covers the various sound identification and integrated to the general contexts. They will go through the process of listening as, starting from listening for names, details, topics,			

					gists, details, times, numbers, making predictions. The texts presented here are in sentences, monologs and longer dialogs. This course in classroom use blended learning where face-to-face and google classroom is used for the virtual class.			
24.	Healey, 2008	KD 1	Address the diverse needs of all learners by using students-centered strategies and providing equitable access to appropriate digital tools and resources	Goals	Expected goals for this course that students comprehend to differentiate on English sounds, to identify general information of spoken texts; dialog and monolog, to acknowledge implicit & explicit detailed information of spoken texts; dialog and monolog.			
25.	European Union, 2011	KD 3	Adapt technology-based activities and tasks to align with the learning goals and with the needs.	Learning Outcomes	Affective Domain - Belief to the God and able to show religious behaviour as the impact from the text listened - Students are able to identify affective or emotional involvement in the digital recorded listening text, ads, political ads, internet references, e-journal, e-book.			

					- Students are able to analysis affective or emotional involvement in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book. - Students are able to identify positive and negative affective language in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.			
26.	European Union, 2011	KD5	Recommend appropriate online materials to students and colleagues	Learning Outcomes	Knowledge Domain - Students are able to identify the difference on English sounds - Students are able to understand general information of spoken texts; dialog and monolog - Students are able to apply the implicit & explicit detailed information of spoken texts; dialog and monolog			

27.	European Union, 2011	KD6	Train students to select and use on-line exercises appropriate to their individual needs	Learning Outcomes	Expected Skills - Students are able to comprehend Basic Listening (CEFR A1-A2), focus on the difference on English sounds, general information of spoken texts; dialog and monolog, implicit & explicit detailed information of spoken texts. - Students are able to analyze the change of taste in digital listening, e-book, article website, e-journal.			
28.	European Union, 2011	KD9	Show colleagues how to use new software and hardware	Learning Objectives	For each meeting, students are expected: 1. to be able to comprehend basic skills of listening 2. to be able to discriminate various sounds of English properly 3. to be able to aware and respond general information accurately 4. to be able to acknowledge the expression from listening dialogue 5. to be able to acknowledge general ideas identification –on shorter			

					monologue 6. to be able to catch the general ideas on a longer monologue			
29.	ISTE, 2008	KD12	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	Materials and Tools	1. Materials Any text available in: -TED Talks (Youtube Channel) -Teaching Channel (Youtube) -BBC Learn English (Youtube Channel) -ABC News (Youtube Channel) -www.famouspeoplelesson.com -www.britishcouncil.com 2. Tools and ICT Tools Hardware consist of laptop, projector, smartphone Software consist of internet, browser, Microsoft power point, Microsoft words office. Recorded Listening Tools -ELLO Learning English (Smartphone Apps) -Lyricstraining.com (Website Application)			

30.	ISTE, 2008	KD20	Show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources	Approaches and Methods	Student-center activity which are the student will be the main sources of materials and the main activity will be more focus on the student rather than the teacher. Teacher come as guide, observer, and feedback organizer. - Advance Organizers - Whole language - Task-based Learning - Blended Learning Activities: Focus group discussion, Question and answer, listening practice.			
31.	Healey, 2008	KD27	Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and	Techniques and Activities	Procedure in teaching and learning activity will be divide into three phases pre-reading, while reading, and post-reading.			

			thinking, planning and creative processes					
32.	Healey, 2008	KD54	Address the diverse needs of all learners by using students-centered strategies and providing equitable access to appropriate digital tools and resources	Introduction	- An introduction from teacher about the courses -Teacher ask the student to download the course introduction digital research			
33.	Healey, 2008	KD67	Use an electronic forum (e.g., blog) to post information for students about the class	Pre-activities of listening	-Teacher ask for students condition, 'How are you?', greeting -Students have small talk with the teacher Question and Answer -Students participate to what they know about the course, listening for general communication			
34.	Healey, 2008	KD72	Adapt technology-based activities and tasks to align with the learning goals and with the needs	While-activities of listening	-Students listen to several different sounds of English -Students explain the discrimination of sounds of English properly and use identified words appropriately			

			and abilities of the students.		- Students respond to stated general information about certain topic accurately			
35.	Healey, 2008	KD27	Language teachers use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).	Post-activities of listening	- Question and answer Discussion - Summarizing the listening class Getting idea to improve listening ability (Teacher and students) - Teacher reviewing their activity Do Q&A before closing the class			

Lesson Plan 1: Listening for General Communication Course-Model of Teaching

- Course Title : Listening for General Communication
- Course Number : 1212817027
- Credit : 2 Credits
- Number of meetings : 16x100 minutes

A. Course Description

This course is designed to enable students to comprehend basic skills of listening comprehension. The course covers the various sound identification and integrated to the general contexts. They will go through the process of listening as, starting from listening for names, details, topics, gists, details, times, numbers, making predictions. The texts presented here are in sentences, monologs and longer dialogs. This course in classroom use blended learning where face-to-face and google classroom is used for the virtual class.

B. Goals

Expected goals for this course that students comprehend to differentiate on English sounds, to identify general information of spoken texts; dialog and monolog, to acknowledge implicit & explicit detailed information of spoken texts; dialog and monolog.

C. Learning outcomes

1. Affective
   - Belief to the God and able to show religious behaviour as the impact from the text listened
   - Students are able to identify affective or eMoTional involvement in the digital recorded listening text, ads, political ads, internet references, e-journal, e-book.

- Students are able to analysis affective or eMoTional involvement in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.
- Students are able to identify positive and negative affective language in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.

2. Knowledge
   - Students are able to identify the difference on English sounds
   - Students are able to understand general information of spoken texts; dialog and monolog
   - Students are able to apply the implicit & explicit detailed information of spoken texts; dialog and monolog
3. Expected Skills
   - Students are able to comprehend Basic Listening (CEFR A1-A2), focus on the difference on English sounds, general information of spoken texts; dialog and monolog, implicit & explicit detailed information of spoken texts.
   - Students are able to analyze the change of taste in digital listening, e-book, article website, e-journal.

D. Learning objectives for Each Meeting

For each meeting, students are expected:

1. to be able to comprehend basic skills of listening
2. to be able to discriminate various sounds of English properly
3. to be able to aware and respond general information accurately
4. to be able to acknowledge the expression from listening dialogue
5. to be able to acknowledge general ideas identification –on shorter monologue
6. to be able to catch the general ideas on a longer monologue

E. Content/Materials

3. Materials

   Any text available in:

   -TED Talks (Youtube Channel)

   -Teaching Channel (Youtube)

   -BBC Learn English (Youtube Channel)

   -ABC News (Youtube Channel)

   -www.famouspeoplelesson.com

   -www.britishcouncil.com

4. Tools of ICT

   Hardware consist of laptop, projector, smartphone

   Software consist of internet, browser, Microsoft power point, Microsoft words office.

   Recorded Listening Tools

   -ELLO Learning English (Smartphone Apps)

   -Lyricstraining (Website Application)

F. Method

Student-center activity which are the student will be the main sources of materials and the main activity will be more focus on the student rather than the teacher. Teacher come as guide, observer, and feedback organizer.

- Scaffolding
- Role Playing
- Blended Learning

Activities:

Focus group discussion, Question and answer, listening practice.

G. Technique and procedure

Procedure in teaching and learning activity will be divide into three phases pre-listening, while listening, and post-listening.

Introduction	- An introduction from teacher about the courses - Teacher ask the student to download the course introduction digital research
Pre-activity	-Teacher ask for students condition, 'How are you?', greeting -Students have small talk with the teacher Question and Answer -Students participate to what they know about the course, listening for general communication
While-activity	-Students listen to several different sounds of English -Students explain the discrimination of sounds of English properly and use identified words appropriately - Students respond to stated general information about certain topic accurately
Post activity	- Question and answer Discussion - Summarizing the listening class - Getting idea to improve listening ability (Teacher and students)
Closing	- Teacher reviewing their activity - Do Q&A before closing the class

Lesson Plan 2: Listening for Professional Context Course-Model of Teaching

- Course Title : Listening for Professional Context
- Course Number : 1212817027
- Credit : 2 Credits
- Number of meetings : 16x100 minutes

A. Course Description

This course is aimed to equip students to have competence in receiving, interpreting, and giving respond to spoken texts on various professions. The material presented in the form of audio lectures with diverse topics from various fields of science, and from various public speeches events such as discussions, news, interviews, meetings and instructions. Class activities include listening to audio as input, discuss listening exercises, and provide listening tasks (individual /pair / group) which emphasizes note-taking skills.

B. Goals

Expected goals for this course that students comprehend to get competence in receiving, interpreting, and giving respond to spoken texts on various professions

C. Learning outcomes

1. Affective
   - Belief to the God and able to show religious behaviour as the impact from the text listened
   - Students are able to identify affective or eMoTional involvement in the digital recorded listening text, ads, political ads, internet references, e-journal, e-book.
   - Students are able to analysis affective or eMoTional involvement in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.

- Students are able to identify positive and negative affective language in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.

2. Knowledge
   - Students are able to identify the difference on English sounds
   - Students are able to understand general information of spoken texts; dialog and monolog
   - Students are able to apply the implicit & explicit detailed information of spoken texts; dialog and monolog
3. Expected Skills
   - Students are able to comprehend Intermediate Listening (CEFR B1-B2), focused on understanding spoken passages at a normal speed of delivery, taking notes of lecturer's spoken language, understand main ideas and supporting details of spoken texts.
   - Students are able to analyze the change of taste in digital listening, e-book, article website, e-journal.

D. Learning objectives for Each Meeting

For each meeting, students can...

1. acknowledge the pre-listening strategies
2. identify main ideas of the listening source through several strategies
3. acknowledge four keys of taking notes during listening section

E. Content/Materials

1. Materials

Any text available in:

-TED Talks (Youtube Channel)

-Teaching Channel (Youtube)

-BBC Learn English (Youtube Channel)

-ABC News (Youtube Channel)

-www.famouspeoplelesson.com

-www.britishcouncil.com

2. Tools of ICT

Hardware consist of laptop, projector, smartphone

Software consist of internet, browser, Microsoft power point, Microsoft words office.

Recorded Listening Tools

-ELLO Learning English (Smartphone Apps)

-Lyricstraining (Website Application)

F. Methods

Student-center activity which are the student will be the main sources of materials and the main activity will be more focus on the student rather than the teacher. Teacher come as guide, observer, and feedback organizer.

- Scaffolding
- Role Playing
- Community Language Learning
- Blended Learning

Activities:

Focus group discussion, Question and answer, listening practice.

G. Technique and procedure

Procedure in teaching and learning activity will be divide into three phases pre-listening, while listening, and post-listening.

Introduction	- An introduction from teacher about the courses - Teacher ask the student to download the course introduction digital research
Pre-activity	-As stimulation, students are given question about what they know about the course, listening for general communication -Students are able to explain photograph guessing and question response -Getting familiar to the TOEIC Practice
While-activity	-listen to a series of sentences that contain unstressed function words. -listen to words of two or three syllables and can mark the word stress. -read and listen to a series of short sentences with consonant or vowel between the words. - explain the main ideas of the listening source
Post activity	-Question and answer Discussion -Summarizing the listening class -Getting idea to improve listening ability (Teacher and students)
Closing	- Teacher reviewing their activity - Do Q&A before closing the class

Lesson Plan 3: Listening for Academic Purpose Course-Model of Teaching

- Course Title : Listening for Academic Purpose
- Course Number : 1212817027
- Credit : 2 Credits
- Number of meetings : 16x100 minutes

A. Course Description

This course is aimed to equip students with advance skills in comprehending scientific text sources. The text which recorded voice of native speakers from various academic activities such as lectures, seminars, conferences meeting and others. The Materials are presented in identifying cultural content of a given text in academic settings. Class activities including listen to audio, tape-recording, TED Talks from youtube, news radio, television, and specific academic listening tasks.

B. Goals

Expected goals for this course that students comprehend to the Advanced Level Listening, focused on understanding cientific text sources, recorded voice of native speakers, various academic activities, and text in academic settings.

C. Learning outcomes

2. Affective
   - Belief to the God and able to show religious behaviour as the impact from the text listened
   - Students are able to identify affective or eMoTional involvement in the digital recorded listening text, ads, political ads, internet references, e-journal, e-book.
   - Students are able to analysis affective or eMoTional involvement in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.

- Students are able to identify positive and negative affective language in the digital recorded listening text, ads, political ads, internet references, internet website, e-journal, e-book.

4. Knowledge
   - Students are able to identify the difference on English sounds
   - Students are able to understand general information of spoken texts; dialog and monolog
   - Students are able to apply the implicit & explicit detailed information of spoken texts; dialog and monolog
5. Expected Skills
   - Students are able to comprehend Advance Listening (CEFR C1-C2), students are expected to comprehend analyzing implied information contained in various types of academic texts that are heard, able to respond to the text smoothly, accurately, and acceptable.
   - Students are able to analyze the change of taste in digital listening, e-book, article website, e-journal.

D. Learning objectives for Each Meeting

1. Students can acknowledge photograph guessing and question response
2. Students can get familiar to TOEIC Practice
3. Students can acknowledge conversations and talks
4. Students can acknowledge photograph guessing and question response, questions-response and talks

E. Content/Materials

1. Materials

Any text available in:

-TED Talks (Youtube Channel)

-Teaching Channel (Youtube)

-BBC Learn English (Youtube Channel)

-ABC News (Youtube Channel)

-www.famouspeoplelesson.com

-www.britishcouncil.com

2. Tools of ICT

Hardware consist of laptop, projector, smartphone

Software consist of internet, browser, Microsoft power point, Microsoft words office.

Recorded Listening Tools

-ELLO Learning English (Smartphone Apps)

-Lyricstraining (Website Application)

F. Methods

Student-center activity which are the student will be the main sources of materials and the main activity will be more focus on the student rather than the teacher. Teacher come as guide, observer, and feedback organizer.

- Scaffolding
- Role Playing
- Community Language Learning
- Blended Learning

Activities:

Focus group discussion, Question and answer, listening practice.

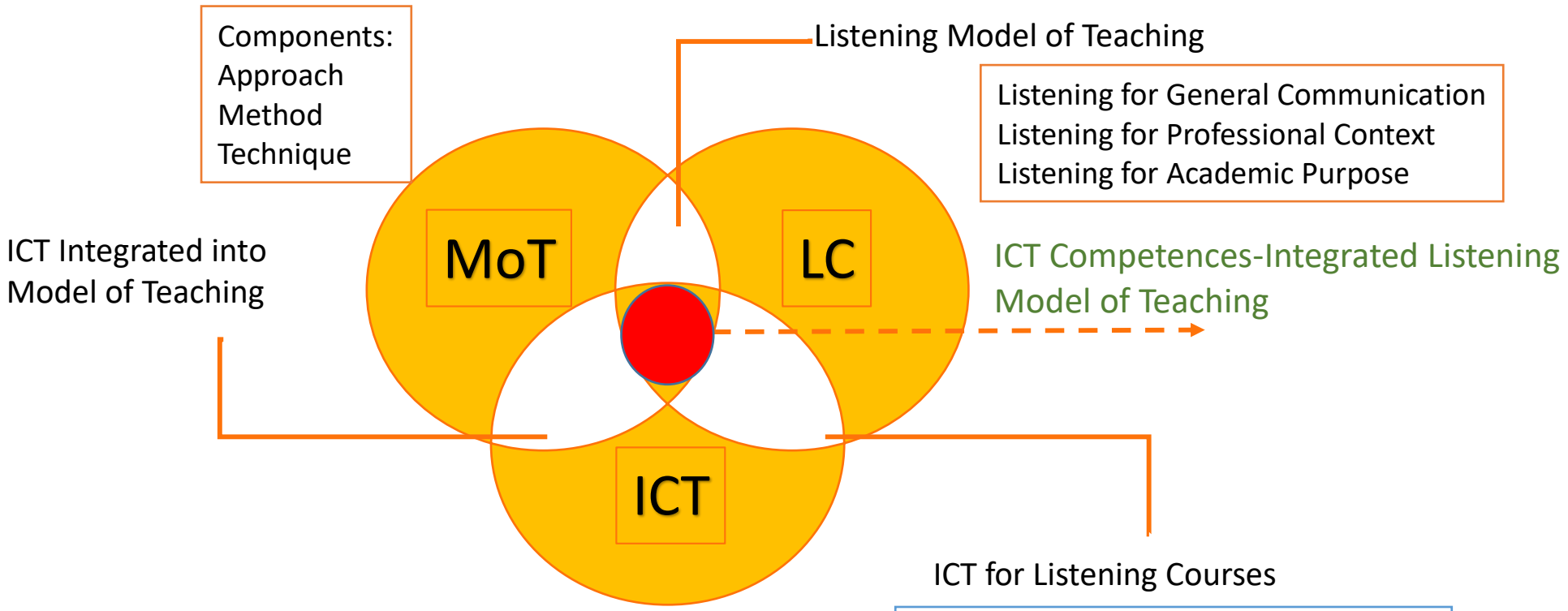
G. Technique and procedure

Procedure in teaching and learning activity will be divide into three phases pre-listening, while listening, and post-listening.

Introduction	- An introduction from teacher about the courses - Teacher ask the student to download the course introduction digital research
Pre-activity	-As stimulation, students are given question about what they know about the course, listening for general communication -Students are able to explain photograph guessing and question response -Getting familiar to the TOEIC Practice
While-activity	-listen to a number of sentences and extract the content words -look at lecturer's transcript and circle all the words used to the main points -read a list of lexical cue that signals a definition -explain conversations and talks from listening
Post activity	-Question and answer Discussion -Summarizing the listening class -Getting idea to improve listening ability (Teacher and students).
Closing	- Teacher reviewing their activity - Doing Q&A before closing the class

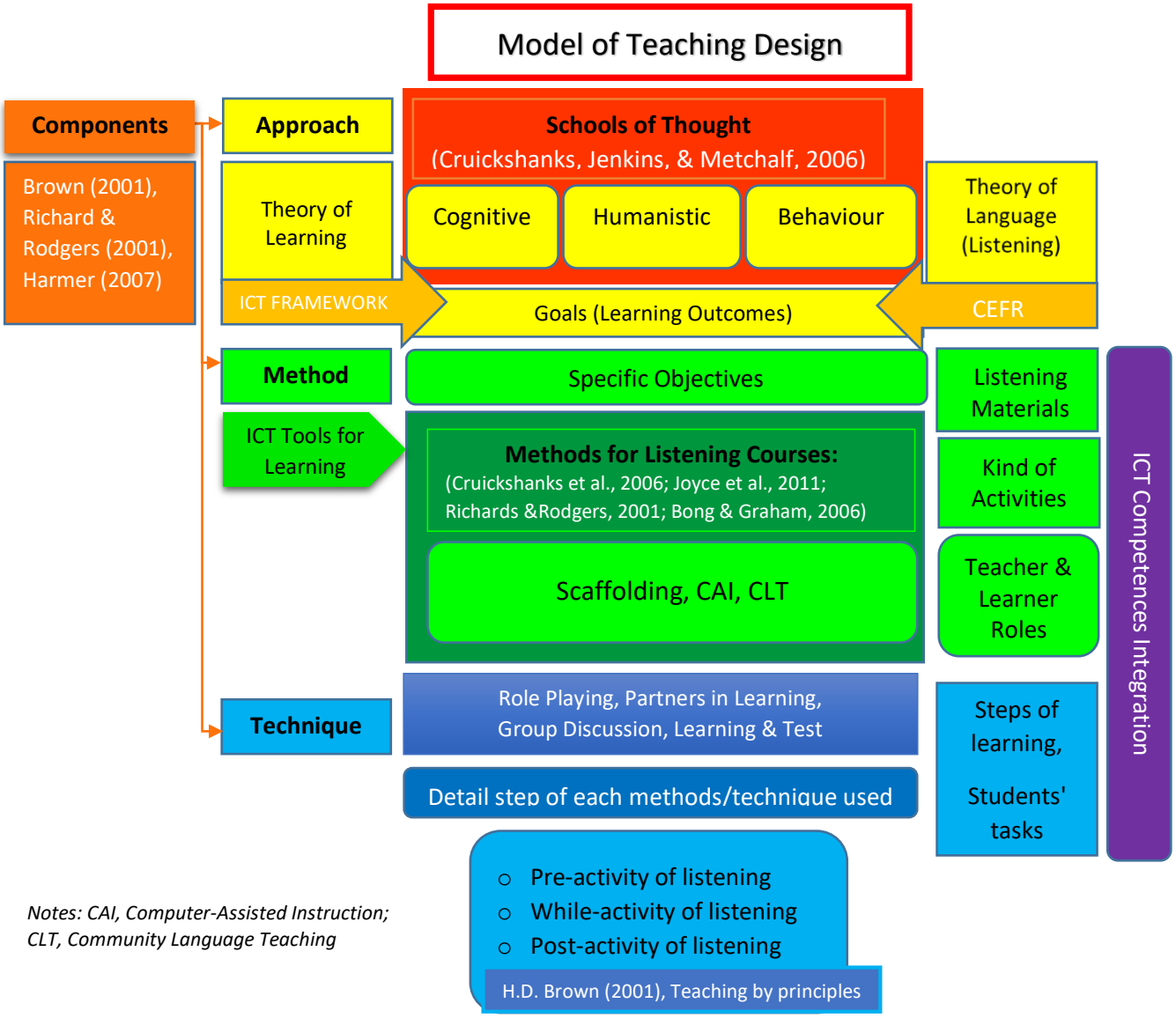
The Design of ICT Competences Models of Teaching of Listening Courses of ELESP

The Concept of ICT Competences-Integrated Listening Model of Teaching for ELESP



"Self-Adaptation ICT-integration from Khan (2014); Koehler & Mirsha 's TPCK (2005)"

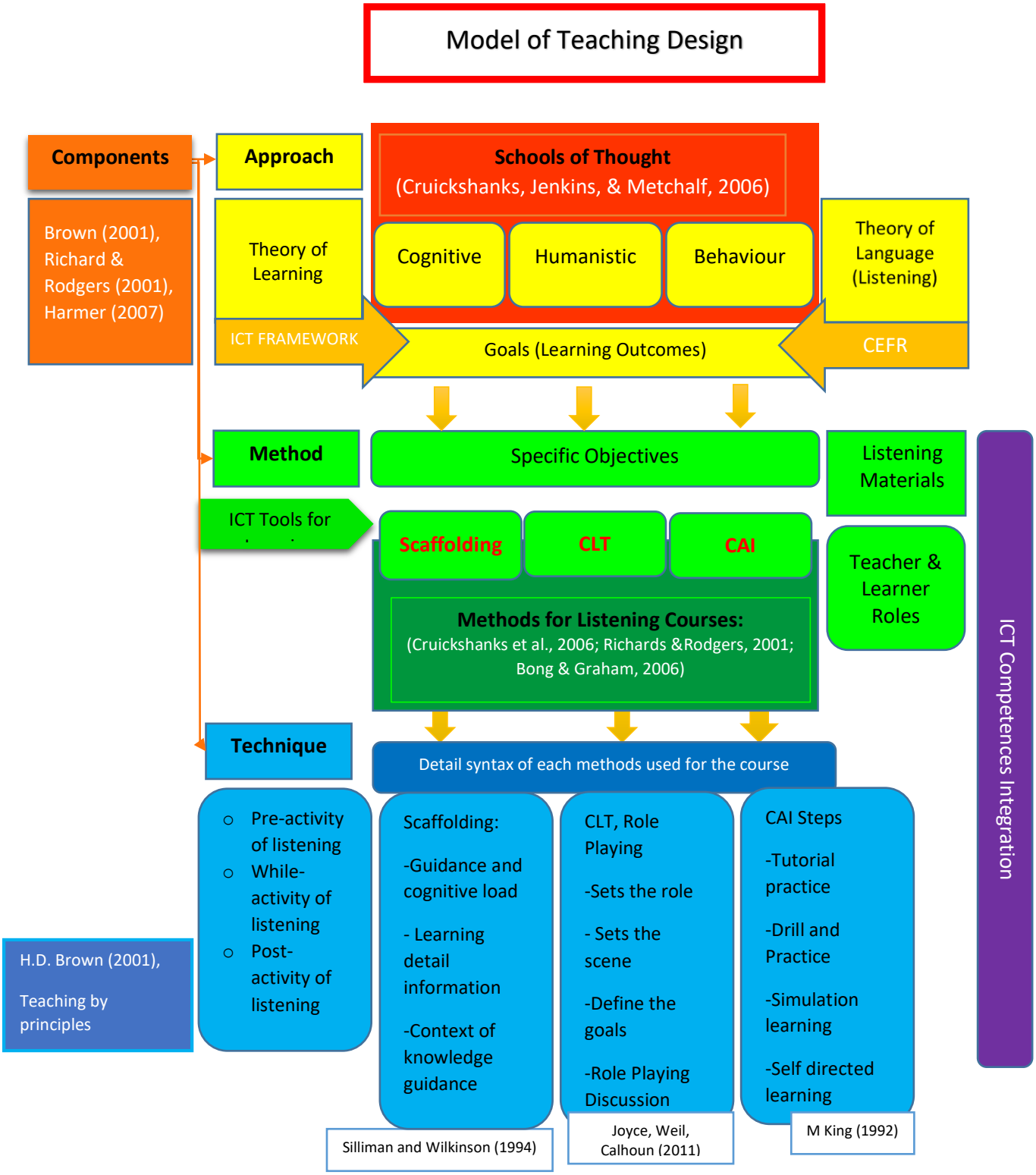
FORMAT OF ICT COMPETENCES-INTEGRATED MODELS OF TEACHING OF LISTENING COURSES



Notes: CAI, Computer-Assisted Instruction; CLT, Community Language Teaching

FORMAT 1A

ICT COMPETENCES-INTEGRATED MODELS OF TEACHING OF LISTENING FOR GENERAL COMMUNICATION COURSE



Notes: CAI, Computer-Assisted Instruction; CLT, Community Language Teaching

Table of Product

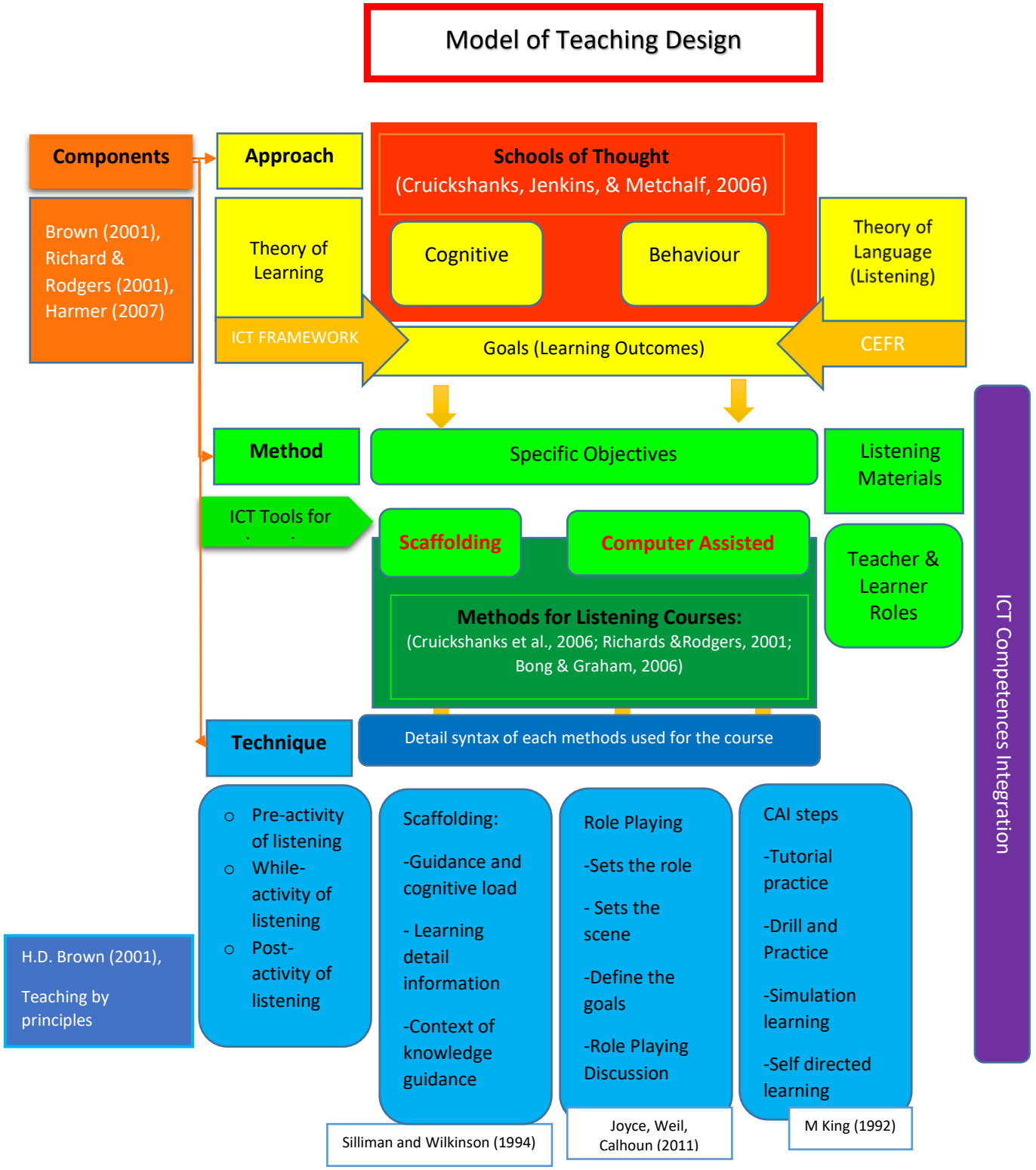
The ICT Competences-Integrated Models of Teaching of Listening for General Communication

Listening for General Communication MOT		
Components	**Indicators (Sub-components)**	**Model of Teaching Forms**
Approach	**Correlative Assumption**	This course is designed to enable students to comprehend basic skills of listening comprehension. The course covers the various sound identification and integrated to the general contexts. They will go through the process of listening as, starting from listening for names, details, topics, gists, details, times, numbers, making predictions. The texts presented here are in sentences, monologs and longer dialogs. This course in classroom use blended learning where face-to-face and google classroom is used for the virtual class.
	Theory of language	Basic Listening (CEFR A1-A2), focus on the difference on English sounds, general information of spoken texts; dialog and monolog, implicit & explicit detailed information of spoken texts.
	Theory of language learning	Cognitive and Behavior Approach
	Principles in language learning	Principles in teaching listening: 1. Look at the importance of techniques that develop listening competences. 2. Use techniques that are intrinsically MoTivating. 3. Utilize authentic language and contexts. 4. Carefully consider the form of listeners' responses. 5. Encourage the development of listening strategies. 6. Include both bottom-up and top-down listening techniques
	Learning Outcomes	Students are expected to comprehend: a. the difference on English sounds b. general information of spoken texts; dialog and monolog c. implicit & explicit detailed information of spoken texts; dialog and monolog

Method	**Method Used**	Scaffolding, Computer-Assisted Instruction		**ICT COMPETENCES**
	Objectives	Goals for students of each meeting: 1. to be able to comprehend basic skills of listening 2. to be able to discriminate various sounds of English properly 3. to be able to aware and respond general information accurately 4. to be able to acknowledge the expression from listening dialogue 5. to be able to acknowledge general ideas identification –on shorter monologue 6. to be able to catch the general ideas on a longer monologue		1. Use the search engines in computer devices (TL 1). 2. Identify the Internet and the World Wide Web, elaborate on their usages (TL2). 3. Recognize how a browser works and use a URL to access a website. Implement the several ICT resources for online reading (TL 3). 4. Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. Example: Digital classroom (TL 4). 5. Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop, Projector, Speaker (TL 5). 6. Create an email account and use it for a
	Content Choice	CEFR (A1-A2); listening for elementary and basic level		
	Types of activities	Teaching and Learning activities: Role Playing, In-pair partners in Learning Group Discussion, Reading and listening discussion, test of TOEFL/ TOEIC		
	Learner roles	1. Active participant in listening class 2. Materials receiver and giving response 3. ICT users, Active learners		
	Teacher roles	1.Designing the classroom activity 2.Providing the listening materials and tests 3. ICT Facilitator, Instructor		
Techniques	**Procedures**	**1.Pre-activity of Listening**	-Asking for students condition -Stimulated students with small talk -Give them question about what they know about the course, listening for general communication -Stated Learning Outcomes of the Course and Objectives of the day	

		2. While-Activity of Listening	-Provide the course with ICT recorded voice -Distinguish several different sounds of English -listen to kinds of voice and sounds of English -explain the discrimination of sounds of English properly and use identified words appropriately - respond to stated general information about certain topic accurately -Role playing through dialogue and monologue -Reflection of the activity from what have learned -Communicate the message to understand each other -Test on the pronunciation on what have they learn on listening	sustained series of email correspondence. (TL 10). 7. Use common communication and collaboration technology (TL 11).
		3. Post-Activity of Listening	- Question and answer Discussion - Summarizing the listening class -Getting idea to improve listening ability (Teacher and students)	

ICT COMPETENCES-INTEGRATED MODELS OF TEACHING OF LISTENING FOR PROFESSIONAL CONTEXT COURSE



Notes: CAI, Computer-Assisted Instruction; CLT, Community Language Teaching

Table of Product

The ICT Competences-Integrated Models of Teaching of Listening for Professional Context

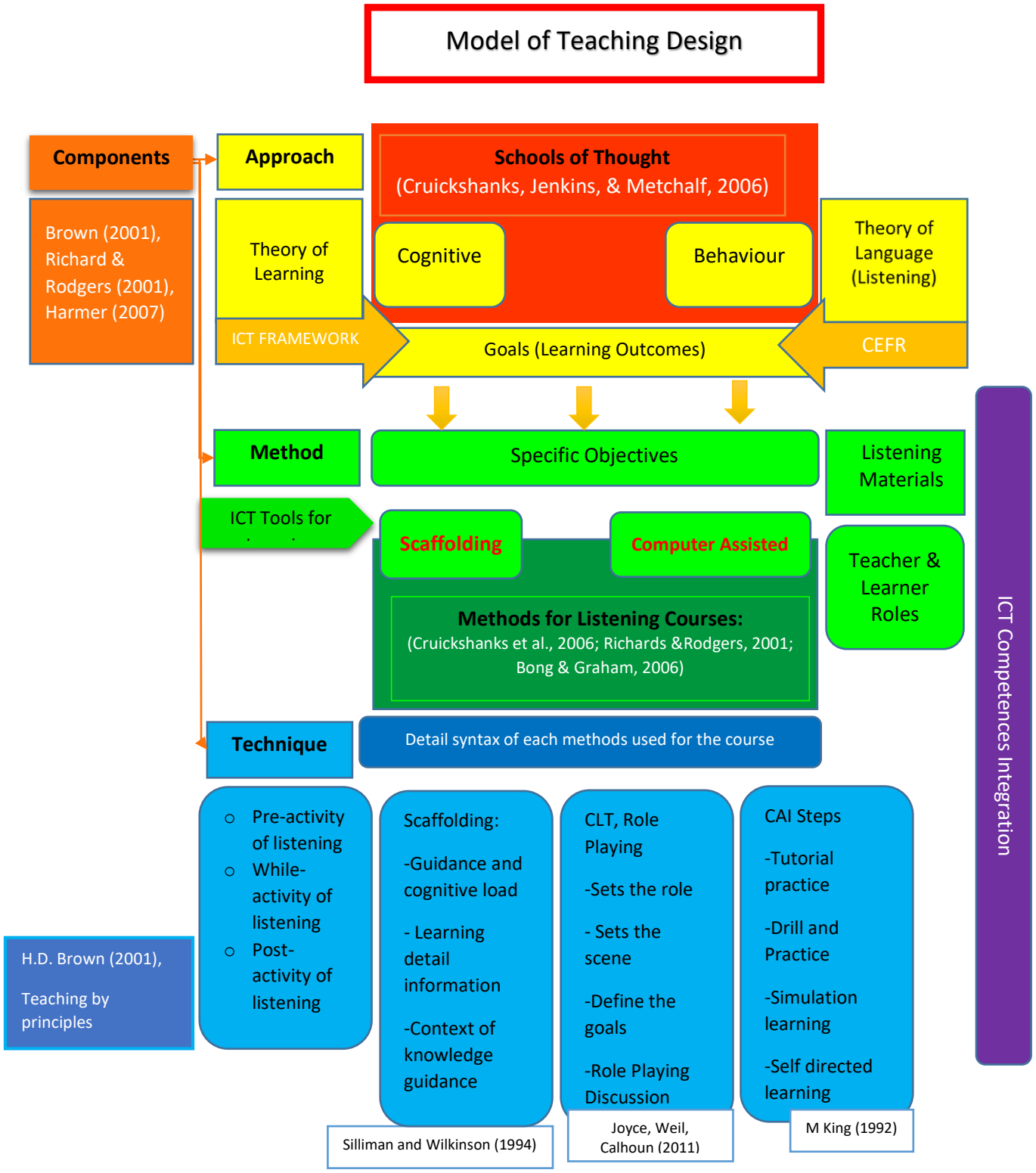
Listening for Professional Context MOT		
Components	**Indicators (Sub-components)**	**Model of Teaching Forms**
Approach	**Correlative Assumption**	This course is aimed to equip students to have competence in receiving, interpreting, and giving respond to spoken texts on various professions. The material presented in the form of audio lectures with diverse topics from various fields of science, and from various public speeches events such as discussions, news, interviews, meetings and instructions. Class activities include listening to audio as input, discuss listening exercises, and provide listening tasks (individual /pair / group) which emphasizes note-taking skills.
	Theory of language	Intermediate Listening (CEFR B1-B2), focused on understanding spoken passages at a normal speed of delivery, taking notes of lecturer's spoken language, understand main ideas and supporting details of spoken texts.
	Theory of language learning	Cognitive and Behaviour Approach
	Principles in language learning	Principles in teaching listening: 1. Look at the importance of techniques that develop listening competences. 2. Use techniques that are intrinsically MoTivating. 3. Utilize authentic language and contexts. 4. Carefully consider the form of listeners' responses. 5. Encourage the development of listening strategies. 6. Include both bottom-up and top-down listening techniques
	Learning Outcomes	Students are expected to comprehend: 1. Know the process of listening according to experts 2. Understand spoken language of monolog or dialog 3. Make taking notes while listening 4. Interpret the information acquire from listening materials

<table>
<tr><td rowspan="6">Method</td><td>Method Used</td><td colspan="2">Scaffolding, Computer-Assisted Instruction (CAI)</td><td>ICT COMPETENCES</td></tr>
<tr><td>Objectives</td><td colspan="2">Goals for each meeting, students can...
1. acknowledge the pre-listening strategies
2. identify main ideas of the listening source through several strategies
3. acknowledge four keys of taking notes during listening section</td><td rowspan="6">1. Use the search engines in computer devices (TL 1).
2. Identify the Internet and the World Wide Web, elaborate on their usages (TL2).
3. Recognize how a browser works and use a URL to access a website. Implement the several ICT resources for online reading (TL 3).
4. Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. Example: Digital classroom (TL 4).
5. Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop, Projector, Speaker (TL 5).
6. Create an email account and use it for a sustained series of email correspondence. (TL 10).

7. Use common communication and</td></tr>
<tr><td>Content Choice</td><td colspan="2">CEFR (B1-B2); listening for intermediate level</td></tr>
<tr><td>Types of activities</td><td colspan="2">Teaching and Learning activities:
Group Discussion, Reading and listening discussion, test of TOEFL/ IELTS</td></tr>
<tr><td>Learner roles</td><td colspan="2">1. Active participant in listening class
2. Materials receiver and giving response
3. ICT users, Active learners</td></tr>
<tr><td>Teacher roles</td><td colspan="2">1.Designing the classroom activity
2.Providing the listening materials and tests
3. ICT Facilitator, Instructor</td></tr>
<tr><td>Techniques</td><td>Procedures</td><td>1.Pre-activity of Listening</td><td>-Asking for students condition
-Stimulated students with small talk
-Give them motivation that after they learn this course, they can have ability in intermediate level of listening skills can be used for their professional works
-Stated Learning Outcomes of the Course and Objectives of the day</td></tr>
<tr><td></td><td></td><td>2. While-Activity of Listening</td><td>-Provide the course with ICT video about the simulation of workplace situation
-Listen and video watching to the dialogue between employee and supervisors/bosses
-explain the tips of how to listen appropriately in workplace
- respond to stated general information about certain topic accurately
-Role playing through dialogue and monologue</td></tr>
</table>

			-Reflection of the activity from what have learned -Communicate the message to understand each other -Test on the pronunciation on what have they learn on listening -Test on listening and transcript of blank closure based on recordings -Evaluation on what have been learned	collaboration technology (TL 11).
		3. Post-Activity of Listening	- Question and answer Discussion - Summarizing the listening class -Getting idea to improve listening ability (Teacher and students)	

ICT COMPETENCES-INTEGRATED MODELS OF TEACHING OF LISTENING FOR ACADEMIC PURPOSES COURSE



Notes: CAI, Computer-Assisted Instruction; CLT, Community Language Teaching

Table of Product

The ICT Competences-Integrated Models of Teaching of Listening for Academic Purposes

Listening for Academic Purposes MOT			
Components	**Indicators (Sub-components)**	**Ideal form of MOT**	
Approach	**Correlative Assumption**	**Course Description:** This course is aimed to equip students with advance skills in comprehending scientific text sources. The text which recorded voice of native speakers from various academic activities such as lectures, seminars, conferences meeting and others. The Materials are presented in identifying cultural content of a given text in academic settings. Class activities including listen to audio, tape-recording, TED Talks from youtube, news radio, television, and specific academic listening tasks.	
	Theory of language	Advanced Level Listening, focused on understanding cientific text sources, recorded voice of native speakers, various academic activities, and text in academic settings.	
	Theory of language learning	Cognitive and Behaviour Approach	
	Principles in language learning	Principles in teaching listening: 1. Look at the importance of techniques that develop listening competences. 2. Use techniques that are intrinsically MoTivating. 3. Utilize authentic language and contexts. 4. Carefully consider the form of listeners' responses. 5. Encourage the development of listening strategies. 6. Include both bottom-up and top-down listening techniques	
	Learning Outcomes	Students are expected to comprehend: 1. analyzing implied information contained in various types of academic texts that are heard 2. able to respond to the text smoothly, accurately, and acceptable	
Method	**Method Used**	Scaffolding, Computer-Assisted Instruction (CAI)	**ICT COMPETENCES**
	Objectives	Goals for each meeting, students can... -acknowledge photograph guessing and question response -get familiar to TOEIC Practice -acknowledge conversations and talks	1. Use the search engines in computer devices (TL 1).

		-acknowledge photograph guessing and question response, questions-response and talks		2. Identify the Internet and the World Wide Web, elaborate on their usages (TL2). 3. Recognize how a browser works and use a URL to access a website. Implement the several ICT resources for online reading (TL 3). 4. Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. Example: Digital classroom (TL 4). 5. Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop, Projector, Speaker (TL 5). 6. Create an email account and use it for a sustained series of email correspondence. (TL 10). 7. Use common communication and collaboration technology (TL 11).
	Content Choice	CEFR (A1-A2); listening for advance level		
	Types of activities	Teaching and Learning activities: Group Discussion, Reading and listening discussion, test of TOEIC/TOEFL/ IELTS		
	Learner roles	1. Active participant in listening class 2. Receiving the materials and giving response		
	Teacher roles	1. Designing the classroom activity 2. Providing the listening materials and tests 3. Giving feedback to learners' daily progress 4. Evaluate learners improvement for every meeting		
Techniques	**Procedures**	**1.Pre-activity of Listening**	-Asking for students condition -Stimulated students with small talk -Give them motivation that after they learn this course, they can have ability in advance level of listening skills can be used for their professional works -Stated Learning Outcomes of the Course and Objectives of the day -Students are able to explain photograph guessing and question response -Getting familiar to the TOEIC Practice	
		2. While-Activity of Listening	-Provide the course with ICT video about the simulation of workplace situation -Listen and video watching to the dialogue between employee and supervisors/bosses -explain the tips of how to listen appropriately in workplace	

			- respond to stated general information about certain topic accurately -Practice on listening to dialogue and monologue -Reflection of the activity from what have learned -Communicate the message to understand each other -Test on the pronunciation on what have they learn on listening -listen to a number of sentences and extract the content words -look at lecturer's transcript and circle all the words used to the main points -read a list of lexical cue that signals a definition -explain conversations and talks from listening -Evaluation on what have been learned	
		3. Post-Activity of Listening	- Question and answer Discussion - Summarizing the listening class -Getting idea to improve listening ability (Teacher and students)	

DAFTAR RIWAYAT HIDUP

BIODATA

1.	Nama	:	MURSYID, M. Pd.
2.	NIP	:	-
3.	NUPTK	:	3262772673130003
4.	No. UKG	:	201698316059
5.	Tempat tanggal lahir	:	Cianjur, 30 September 1994
6.	Jenis Kelamin	:	Laki-laki
7.	Agama	:	Islam
8.	Pangkat/Gol	:	-
9.	Jabatan	:	Guru Mata Pelajaran/ Guru Provinsi
10.	Bidang Studi	:	Bahasa Inggris Peminatan
11.	Instansi	:	SMAN 2 Cianjur
12.	Alamat Instansi	:	Jalan Pangeran Hidayatullah No.121 Desa Limbangansari Cianjur
13.	Kabupaten	:	Cianjur
14.	Provinsi	:	Jawa Barat
15.	No Hp	:	0878 204 741 78
16.	Email	:	mursyid.cianjur@gmail.com
17.	No. NPWP	:	82.313.240.2-406.000

Cianjur, 18 Februari 2020

MURSYID

I. KETERANGAN PERORANGAN

1	Nama Lengkap		**Mursyid, S. Pd**
2	Tempat Lahir/Tgl. Lahir		Cianjur, 30 September 1994
3	Jenis Kelamin		Laki-laki / ~~perempuan~~ *
4	Agama		Islam
5	Status Perkawinan		Kawin
6	Alamat Rumah	a. Jalan	Jl Raya Cipanas No 101
		b. Rt/Rw	01/12
		c. Kelurahan/Desa	Desa Cipanas
		d. Kecamatan	Cipanas
		e. Kabupaten/Kota	Kab.Cianjur
		f. Provinsi	Jawa Barat
7	Keterangan Badan	a. Tinggi (cm)	165 cm
		b. Berat badan (kg)	61 kg
		c. Rambut	Hitam
		d. Bentuk muka	Persegi
		e. Warna kulit	Sawo matang
		f. Ciri-ciri khas	Kumis tipis
		g. Cacat tubuh	-
		h. Golongan Darah	A
8	Email		mursyid.cianjur@gmail.com
9	Nomor Telpon		+62 878 204 741 78

*) Coret yang tidak perlu

II. PENDIDIKAN

NO	TINGKAT	NAMA PENDIDIKAN	JURUSAN	TAHUN LULUS	TEMPAT	NAMA KEPALA SEKOLAH/ DIREKTUR/ DEKAN/ REKTOR
1	SD	SD YAPIP	-	2005	Pacet-Cianjur	Drs. Syihabuddin L
2	SLTP	SMP YAPIP	-	2008	Pacet-Cianjur	Drs. Syihabuddin L
3	SLTA	SMA N 1 CIANJUR	IPA	2011	Cianjur	Drs. H. Danur Jamhur, M. M.Pd
4	S1	Universitas Suryakancana	Prodi Bahasa Inggris	2016	Pasir Gede-Cianjur	Prof. Dr. H. Dwija Priyatno, M.H, S. IP
5	S2	UNJ	PMPB Inggris	Belum lulus	Rawamangun-Jakarta	Prof. Intan Ahmad, Ph.D (Plt)

III. PELATIHAN

No.	Nama Diklat yang diikuti	Lama Diklat	Tahun	Institusi Penyelenggara	Tempat
1	Workshop Intro to Core Skills	**20-21 Okt**	**2017**	**British Council Indonesia**	**Gedung Office , Lt. 9, Jakarta**
2	Workshop Aplikasi Digital untuk Pembelajaran dan Penilaian	**21 Nov**	**2017**	**MGMP-Prodi Inggris UNSUR**	**Ruang Multimedia SMAN 1 CIANJUR**
3	In-depth training: Critical Thinking & Problem Solving I	**14-16 Des**	**2017**	**British Council Indonesia**	**Gedung Office , Lt. 9, Jakarta**
4	Training Research Camp “Demystifying your research”	**15-16 Jan**	**2018**	**UNJ**	**Gedung Bung Hatta**

5	Workshop analisis kisi-kisi UNBK dan Pembuatan soal USBN	**3 Feb**	**2018**	**FK MGMP Jabar**	**Aula Dikmenti Disdik Jabar**
6	Workshop PTK	**9 Maret**	**2018**	**Prodi Inggris & MGMP Inggris**	**Auditorium UNSUR**
7	In-depth training: CTPS Meeting II	**17 Maret**	**2018**	**British Council Indonesia**	**Gedung Office , Lt. 9, Jakarta**

IV. Pertemuan Ilmiah (Simposium / Seminar/Konferensi)

No.	Nama Kegiatan yang diikuti	Kedudukan / Peranan (peserta, penyaji, nara sumber)	Bulan/Tahun	Institusi Penyelenggara
1.	Suryakancana English Education, International Seminar "The Profile of future teachers in ASeAN Economic Community Era"	Peserta	08 Maret 2016	Univ. Suryakancana
2.	CONAPLIN IX "International Conference on Appled Linguistic 9"	Penyaji	23-24 Okt 2016	Universitas Pendidikan Indonesia (UPI) Bandung
3.	ALTI Meeting 2 , "Asosiasi Linguistik Terapan Indonesia"	Peserta	25 Okt 2016	Universitas Pendidikan Indonesia (UPI) Bandung
4.	CONNECTS –The First National Conference English Teaching of Suryakancana	Penyaji	21 Jan 2017	Prodi Inggris-Universitas Suryakancana

5.	CONAPLIN-10 "The Tenth International Conference on Applied Linguistic"	Penyaji	22 Nov 2017	Universitas Pendidikan Indonesia (UPI) Bandung
6.	ELT-Tech 2 English Language Teaching –Technology 2	Peserta	22 Nov 2017	Universitas Pendidikan Indonesia (UPI) Bandung
7.	International Seminar: Fostering Young Creative Talents through Integrative Talents"	Peserta	18 Des 2017	BALITBANG KEMDIKBUD
8.	2nd CONNECTS, The Conference on Education and Technology of Suryakancana	Penyaji	1 Feb 2018	Universitas Suryakancana
9.	Conference iTELL Solo	Penyaji	13-14 Maret 2018	ITELL dan UNS

V. SERTIFIKAT KEAHLIAN

No.	Jenis Sertifikat	Tahun	Institusi Pemberi
1.	TOEFL	Maret 2017	Skor 510/ UPI Bandung

VI. RIWAYAT PEKERJAAN

No.	Nama Institusi	Tahun	Mata Pelajaran	Jabatan
1.	SMA Negeri 2 Cianjur	2016-2018	Bahasa Inggris	GTT Prov

VII. Keterangan Organisasi

1. Semasa mengikuti Pendidikan pada SLTA ke bawah

NO	NAMA ORGANISASI	KEDUDUKAN DALAM ORGANISASI	DALAM TH S/D TH	TEMPAT	NAMA PIMPINAN RGANISASI
1	OSIS	Seksi Bidang I Keagamaan	2008-2009	SMAN 1 CIANJUR	Iqbal Tawakal
2	Japanese Club (JC)	Ketua	2009-2010	SMAN 1 CIANJUR	Mursyid

2. Semasa mengikuti Pendidikan pada Perguruan Tinggi

NO	NAMA ORGANISASI	KEDUDUKAN DALAM ORGANISASI	DALAM TH S/D TH	TEMPAT	NAMA PIMPINAN RGANISASI
1	HIMA Prodi Inggris	Anggota	2012-2014	UNSUR	Rizki Harisman
2	HIMAGIS Himpunan Mahasiswa Bahasa Inggris	Sekertaris	2014-2015	UNSUR	Fachri Akbar
3	PANITIA ENIGMA 2 (ACARA TAHUNAN)	KETUA	2015	UNSUR	Mursyid

3. Sesudah selesai Pendidikan dan/atau selama menjadi Pegawai

NO	NAMA ORGANISASI	KEDUDUKAN DALAM ORGANISASI	DALAM TH S/D TH	TEMPAT	NAMA PIMPINAN ORGANISASI

1	**ALTI Asosiasi Linguistik Terapan**	**Anggota**	**2016-2018**	**Nasional**	**Eri Kurniawan, Ph.D**
2	**PGRI**	**Anggota**	**2018-Sekarang**	**Kabupaten**	**Drs. H. Jumati, M.Pd**
3	**MGMP Bahasa Inggris Kab Cianjur**	**Anggota**	**2016-2018**	**Kabupaten**	**Badriah, M.Pd**

VIII. KARYA AKADEMIK

1. Penelitian/Pengembangan Model 3 (Tiga) tahun terakhir

No.	Judul Penelitian	Tahun	Posisi Penulis	Pemberi Dana
1.	The Implementation of Routine Conversation Technique to Improve Students' Speaking Ability	2016	Ketua	Pribadi
2.	The Analysis on Student-Teachers Lesson Plan	2017	Ketua	Pribadi
3.	Exploring the Practice of Higher Order Thinking Skills among English Teacher across Generation in EFL Classroom (A Case Study in Senior High Schools in Cianjur)	2017	Wakil Ketua	Pribadi
4.	Integrated Learning: Local Wisdom Awareness inside Descriptive Text in the Process of Digital Learning (A Reflective Analysis in EFL Classroom in a Senior High School in Cianjur)	2018	Ketua	Pribadi

No.	Judul Penelitian	Tahun	Posisi Penulis	Pemberi Dana
5.	Analyzing Language Acquisition and English Language Teaching in EFL Classroom	2018	Ketua	Pribadi
6.	Investigating the Use of ICT by Using Voice-Video Maker Applications for Students' Speaking Practice	2018	Ketua	Pribadi

2. Karya Ilmiah

No.	Judul Karya Tulis	Tahun	Dimuat Pada
1.	Mengintegrasi Pembelajaran Abad 21	2017	Cianjur Ekspres
2.	Mengapresiasi Kecerdasan Jamak	2017	Radar Cianjur

3.	Penentu Kemajuan di Masa Depan	2017	Cianjur Ekspres
4.	Memahami Kompetensi Multiliterasi	2017	Cianjur Ekspres
5.	Ramadhan sebagai Bulan Pendidikan Karakter	2017	Radar Cianjur
6.	Proses Menulis dengan Enam Langkah	2017	Gurusiana
7.	The Implementation of Routine Conversation Technique to Improve Students' Speaking Ability	2017	Proceeding CONAPLIN 9. Atlantis Press
8.	The Analysis on Student-Teachers Lesson Plan	2017	Proceeding CONNECTS 1. UNPAD Press
9.	Integrated Learning: Local Wisdom Awareness inside Descriptive Text in the Process of Digital Learning (A Reflective Analysis in EFL Classroom in a Senior High School in Cianjur)	2018	Proceeding CONNECTS 2