

# CHAPTER I

## INTRODUCTION

This chapter provides the background of the study in which a review of the area being studied, current information related to the issue, previous studies on the issue, and the gaps of the study are discussed; statement of the research questions in which the questions that become the main concern of the research are listed; purposes of the study where the statement of the main issue of the research is mentioned. Additionally, this chapter also provides scope of the study which explains the limitation of the study, and significance of the study which elaborates the benefits of the study. The last, state of the art provides the novelty of the study and the definition of the key terms.

### **1.1. Background of the Study**

Syllabus is a course-planning tool that helps course instructors to prepare and organize a course. Syllabus is also considered as the important guidance in teaching as it covers learning goals, content and materials, assessment, and evaluation (Nation & Macalister, 2010). Ur (2009) describes syllabus as a document that consists systematic contents and teaching process, explicit objectives, time schedule, methods, and materials. In other words, syllabus is a foundational document that contains important information of a course such as: informing students about the scope, procedures, references, and examination of a course, and conveying the instructors' expectations about the learning objectives that must be achieved by students. Therefore, it is essential educators or course instructors need to design a syllabus with comprehensive scope and requirements

of a course by accurately setting the objectives of the course, contents, materials, methods, timeline, and assessment.

Additionally, in designing a syllabus, course instructors need to adapt 21<sup>st</sup> century teaching and learning. The 21<sup>st</sup> century teaching and learning encourages students to develop higher order thinking skills, teach students to learn how to learn, and promote teamwork as a process and outcome by the support of the ICT (Jan, 2017). The 21<sup>st</sup> century teaching and learning also demands the teaching and learning process to: a) access, synthesize, and communicate information; b) work collaboratively across differences to solve complex problems; and c) create new knowledge through the innovative use of ICT (Fandiño, 2014). This means, by integrating the use of ICT, it can be the supportive aspect in establishing 21<sup>st</sup> century teaching and learning. ICT gives learners real-life contact with, and exposure to, the cultures of the people and countries where the new language is spoken, enables learners to access and research information worldwide, and enhances interactive teaching and learning styles and provides many opportunities for creativity (Ghasemi & Hashemi, 2011). ICT is also believed to have features that facilitate the development of second language abilities that offer rich, multidimensional learning environments for learners, and give opportunities to engage and make interactions with other learners at a distance and to access authentic materials (Chapelle, 2003 in Hidayati, 2015).

The use of ICT is considered as an effective element to help learners in improving their academic achievement in learning process, and accessing information easier so that it can be a way to produce an active learning related to

real life that can improve educational quality in educational institutes. ICT also tends to expand access to education that learning can occur anytime and anywhere (Fu, 2013). For example, online courses can be accessible 24 hours a day, seven days a week. Teleconferencing classrooms allow both learner and teacher to interact simultaneously with ease and convenience. By integrating ICT, learning and teaching no longer depend exclusively on printed materials. Multiple resources are abundant on the Internet, and knowledge can be acquired through video clips, audio sounds, and visual presentation and so on. Learning using ICT is more than learning through memorization as it allows the learners to experience their learning processes, being interactive, enjoy and have fun with technology (Rodrigues, 2002 in Suryani, 2010). By using ICT to support collaborative learning, learners can initiate not only human-machine interaction but also human-human interaction. Web-based- learning context, for instance, allows learners to interact with teachers or other students supported by machine.

Moreover, ICT allows pre-service English teachers to creatively and collaboratively interact with a wide variety of hardware, software applications, devices and tools, develop their critical thinking and imagination, enable them to access a wide variety of information and resources and help them to solve problems (Karklins & Tang, 2011). ICT also gives more opportunities for communication between peer learners (Chouthaiwale & Alkamel, 2018). Pre-service teachers can exchange information in real time, participate in blog discussions, work in teams on different projects, and search for information related to pedagogical competences in teaching English so that they are motivated to engage in collaborative, problem-solving, and creative learning. Therefore, the

UNESCO ICT Competency Framework for Teachers is the guidance for educators or course instructors in designing an ICT based syllabus.

The UNESCO ICT Competency Framework for Teachers emphasizes the competencies that teachers need to integrate Information and Communication Technologies (ICTs) into their professional practice (Karklins & Tang, 2011) . The UNESCO ICT CFT also suggests that teachers, in addition to having ICT competencies and the ability to develop ICT competences in their students, must be able to use ICT to help students become collaborative, problem-solving, creative learners and innovative and active and critical members of society (Chakchouk & Giannini, 2018). Additionally, it is recommended that the UNESCO ICT CFT be integrated into the three phases of teacher professional development: pre-service, in-service, and on-going formal and informal pedagogical and technical support. Pre-service teachers are expected to comprehend and master in initial preparation on pedagogy, subject matter knowledge, management skills and use of various teaching tools including digital tools and resources. In-service teachers are expected to design structured face-to-face and distance training opportunities building upon pre- service programs and directly relevant to teaching needs in classrooms and beyond. On-going formal and informal pedagogical and technical support teachers are expected to use ICT innovatively to address daily needs and to facilitate students' higher-order learning.

The UNESCO ICT CFT is categorized in three successive stages or levels of a teacher's development in making pedagogical use of ICT, namely: Technology Literacy, Knowledge Deepening, and Knowledge Creation.

Technology is the level where teachers gain knowledge about using technology and basic ICT competencies. Teachers need to be aware of the potential benefits of ICT in the classroom which are compatible with national policies and priorities in order to manage and organize the school's ICT investments and use technology to embark on lifelong learning and further professional development. Knowledge Deepening requires teachers to utilize ICT competencies in facilitating learning environments that are student-centered, collaborative and cooperative. Teachers are also expected to be able to link policy directives with real action in the classroom, have the capacity to build technology plans to maintain the school ICT assets, and predict future needs. Knowledge Creation demands teachers to acquire ICT competencies that encourage them to model good practice, and set up learning environments that encourage students to create the kind of new knowledge required for more harmonious, fulfilling and prosperous societies. Moreover, the integration of ICT in higher education is applicable to be integrated in any course designs, for example the courses that have the relation with pedagogical competences or theoretical key teaching competences (Ghavifekr, Afshari, Siraj, & Razak, 2013).

Theoretical key teaching competences are the competences that must be acquired by teachers in incorporating skills and knowledge in methodology, lesson and course planning, assessment, the implementation of teaching and learning strategies, and the integration of ICT (North, Mateva, & Rossner, 2013). Nessipbayeva (2010) states that theoretical key teaching competences are the pedagogical competences that must be possessed by teachers in understanding: (1) effective teaching methods, techniques and strategies, (2) effective classroom



management, (3) effective teaching materials, and (4) effective assessments, and (5) effective use of ICT. Regarding the courses of theoretical key teaching competences, European Profiling Grid (EPG) identifies them by referring qualification in key teaching competence and enabling competence categories. Therefore, it focuses on four subject matters such as English Language Teaching Methodology, Curriculum and Material Development, Digital Literacy in English Language Education, and Language Learning Theories and Strategies.

Related to the previous studies, Mamakou and Grigoriadou (2015) investigated the study of integrating ICT to ESP course design. The study was aimed to design the ESP course by employing content-based approach as the course design and e-project-based approach. The study also discussed and analyzed qualitative and quantitative results from the integration of e-project-based approach in two university departments for teaching/learning ESP. In addition, Butcher, Moore, & Hoosen (2014) conducted the study on how to harness Open Education Resources (OER) to develop teachers. The study described the process used to redesign the teacher training curriculum in Guyana to achieve the goals of a newly-developed ICT Professional Development Strategy. The UNESCO ICT Competency Framework for Teachers (CFT) was the main framework to redesign the process, and was used to review and reorganize the national teacher education curriculum aimed at pre-service teachers. The framework also influenced plans to provide professional development for in-service teachers, and influenced the selection of Open Education Resources (OER) in order to develop a new learning environment and the accompanying learning materials for the teaching of ICT in Education. Thus, from the previous

research conducted by Butcher, Moore, & Hoosen, the researcher finds a similarity and difference from the research that will be conducted.

Similarly, the previous study and the study that has been investigated utilized the UNESCO ICT Competency Framework for Teachers (CFT). For the difference, the main focus of the previous research was to redesign the teacher training curriculum in Guyana so that the teachers can harness Open Education Resources (OER) in developing a new learning environment and the accompanying learning materials for the teaching of ICT in Education while the research that has been conducted focused on designing syllabuses with the UNESCO ICT CFT as the framework. The second research is conducted by Andarin (2018) in designing European Profiling Grid (EPG)-Based ELT Methodology Syllabus For Undergraduate English Education Study Program. Her study only focused on designing EPG – based syllabuses for ELT Methodology course. In her study, she employed the EPG framework to design syllabus for ELT Methodology Course. Specifically, she used the descriptors of the second category (Key Teaching Competences) with the sub-category: knowledge and skills in methodology as the basis to design EPG-based syllabuses. Therefore, from the previous studies that have been mentioned, the research was intended to design ICT competences-Integrated syllabuses of theoretical key teaching competences courses for ELESP in order to prepare the teacher in possessing ICT competences and improve the quality of education (Saravanakumar, 2019). This study not only integrated the ICT Competency Framework proposed by UNESCO into components of syllabus but also referred to European Profiling Grid (EPG) to design the syllabi of theoretical key teaching competences which cover the

subjects: English Language Teaching Method, Curriculum Materials and Development, Digital Literacy in English Language Education, and Language Learning Theory and Strategy.

## **1.2. Statement of Research Questions**

The research question of this study is organized as follows:

How are ICT Competences-Integrated Theoretical Key Teaching Competences Courses Syllabuses for ELESP?

The research question is divided into 3 sub questions:

1. To what extent are ICT competences integrated in the existing syllabuses of Theoretical Key Teaching Competences Courses for ELESP?
2. How are ICT competences integrated into the syllabuses of Theoretical Key Teaching Competences Courses for ELESP?
3. How are the designs of ICT competences-integrated syllabuses of Theoretical Key Teaching Competences Courses for ELESP?

## **1.3. Purposes of the Study**

Based on the research questions presented above, the main purposes of the study are:

To design the ICT competences-integrated syllabuses of Theoretical Key Teaching Competences Courses for Undergraduate English Education Study Program.



The sub purposes of the study are:

1. To analyze the ICT competences in the existing theoretical key teaching competences courses syllabuses for English Language Education Study Program.
2. To describe the procedures of the ICT competences-integrated theoretical key teaching competences courses syllabuses for English Language Education Study Program.
3. To design the ICT-competences Integrated Theoretical Key Teaching Competences Courses Syllabuses for Undergraduate English Education Study Program.

#### **1.4. Scope of the Study**

The study focuses on designing the syllabuses of ICT Theoretical Key Teaching Competences Courses for Undergraduate English Education Study Program in Indonesia on the basis of the UNESCO ICT Competency Framework for Teachers and the EPG framework. Regarding theoretical key teaching competences, the study focuses on subjects: English Language Teaching Method, Curriculum Materials and Development, Digital Literacy in English Language Education, and Language Learning Theory and Strategy. The study uses 14 syllabi from undergraduate English education study program, three successive stages or levels of a teacher's development in making pedagogical use of ICT of the UNESCO ICT Competency Framework for Teachers, and the framework of European Profiling Grid (EPG).

### **1.5. Significance of the Study**

Concerning the objective of this study mentioned above, this study hopefully can give some contributions as follows:

- a. Theoretically, the result of this research can be used as guidance for further research, especially for course designer who is interested in designing syllabuses related to theoretical key teaching competences that cover the subjects: English Language Teaching Method, Curriculum Materials and Development, Digital Literacy in English Language Education, and Language Learning Theory and Strategy.
- b. Practically, this research is intended to improve the implications and pedagogical recommendations, and become the example or model in designing ICT-based syllabuses.

### **1.6. State of the Art**

The first previous research stated in the background of study focused on integrating ICT to ESP course design (Mamakou & Grigoriadou, 2015). The study was aimed to design the ESP course by employing content-based approach as the course design and e-project-based approach. The second research focused on redesigning the teacher training curriculum in Guyana so that the teachers can harness Open Education Resources by using the UNESCO ICT CFT Framework (Butcher, Moore, & Hoosen, 2014). While the third previous research focused on designing a syllabus of ELT Methodology using the EPG Framework (Andarin, 2018).

Therefore, from the previous studies, the research provides the novelty by designing ICT Competences-Integrated syllabuses for Theoretical Key Teaching Competences that cover the courses: English Language Teaching Method, Curriculum Materials and Development, Digital Literacy in English Language Education, and Language Learning Theory and Strategy. The study that has been conducted emphasizes on integrating ICT competences with the use of UNESCO ICT CFT as the main framework by covering three successive stages namely, Technology Literacy, Knowledge Deepening, and Knowledge Creation. The study is also intended to improve students' competences in utilizing ICT as well as pre-teachers' professional development in designing syllabuses integrated with ICT competences for the courses of theoretical key teaching competences

### **1.7. Definition of Key Terms**

In order to avoid misunderstanding, the technical terms found in this study are defined as follows:

1. Syllabus design is the process of selecting and organizing the content of a subject that will be taught.
2. Key teaching competences are the competences that must be acquired by teachers in incorporating skills and knowledge in methodology, lesson and course planning, assessment, and interaction management and monitoring.
3. Theoretical key teaching competences are the theories that concern with pedagogical matters such as knowledge and skills of teaching, planning lesson and course, designing teaching assessment, dealing with interaction in

the classroom, and the implementation of ICT in the teaching and learning processes.

4. English language education study program is a program that educates and trains college students to be next teachers, curriculum developers, editors and translators in the field of language, especially in English for four years.
5. The UNESCO ICT CFT is the framework that emphasizes the competencies that teachers need to integrate Information and Communication Technologies (ICTs) into their professional practice, and it is categorized in three successive stages or levels of a teacher's development in making pedagogical use of ICT, namely: Technology Literacy, Knowledge Deepening, and Knowledge Creation.
6. The European Profiling Grid (EPG) is a framework that provides the descriptors of competences mastered by language teachers and presents them in tabular form spanning six phases of development.



