

**APPENDIX 1**  
**The Indicators of ICT Competences**

Code	The Indicators of ICT Competences	Sources	Unesco's Approach		
			TL	KD	KC
<b>TL1</b>	Use the search engines in computer devices.	(UNESCO, 2011)	v		
<b>TL2</b>	Identify the use of the Internet and the World Wide Web		v		
<b>TL3</b>	Recognize how a browser works to access a website.		v		
<b>TL4</b>	Implement the several ICT resources for online reading.		v		
<b>TL6</b>	Use ICT resources to enhance their productivity. <ul style="list-style-type: none"> <li>• Digital classroom platforms</li> <li>• Websites</li> <li>• Social Sites</li> </ul> (Islcollective, esl-galaxy, eslprintables)		v		
<b>TL7</b>	Demonstrate the use of common hardware in supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> <li>• Speaker</li> </ul>		v		
<b>TL8</b>	Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>		v		
<b>TL9</b>	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Keynote</li> <li>• Inkspace</li> <li>• pixlr</li> </ul>		v		
<b>TL 10</b>	Create an email account and use it for a sustained series of email correspondence.		v		

<b>TL11</b>	Demonstrate the basic tasks and use word processors, such as: <ul style="list-style-type: none"> <li>• microsoft office</li> <li>• WPS</li> <li>• text entry</li> <li>• editing text</li> <li>• formatting text</li> <li>• printing</li> </ul>		v			
<b>TL12</b>	Use common communication and collaboration technologies <ul style="list-style-type: none"> <li>• text messaging</li> <li>• video conferencing</li> <li>• web-based collaboration</li> <li>• social environments</li> </ul>		v			
<b>TL13</b>	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. <ul style="list-style-type: none"> <li>• Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet)</li> <li>• Social sites (Email, whatsapp, facebook, flickr, blogspot)</li> </ul>		v			
<b>TL14</b>	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		v			
<b>TL15</b>	Integrate the use of a computer laboratory into ongoing teaching activities.		v			
<b>TL16</b>	Use word-processing software to write a worksheet, following standard conventions.	<b>EPG, 2011</b>	v			
<b>TL17</b>	Use for potential teaching material on the internet.		v			
<b>TL18</b>	Use resources from websites.		v			
<b>TL19</b>	Use software for handling images,DVDs, and sound files.		v			
<b>TL20</b>	Use any standard Windows/Mac software, including media players.		v			
<b>TL21</b>	Use a data projector for lessons involving the internet, a DVD etc.		v			
<b>TL22</b>	Use online technology as available to deliver instructional or support material.		<b>Healey, 2008</b>	v		
<b>TL23</b>	Utilize technology tools to expand upon a conventional activity.			v		
<b>TL24</b>	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).			v		
<b>TL25</b>	Choose a technology environment that is aligned with the goals of the class.			v		
<b>TL26</b>	Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).	v				
<b>TL27</b>	Demonstrate familiarity with a variety of forms of assessment that employ technology.	v				

<b>TL28</b>	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books, reports to stakeholders).		v		
<b>TL28</b>	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.	<b>Celce Murcia, 2014</b>	v		
<b>TL29</b>	Implement the digital technology in classroom technology include software programs, database, or webpages		v		
<b>TL30</b>	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.		v		
<b>TL31</b>	Implement the appropriate ICT tools in giving fast feedback to students' error.	<b>Dilek Cakiki, 2006</b>	v		
<b>TL32</b>	Provide different types of ICT facilities and availabilities for teaching materials.		v		
<b>TL33</b>	Provide graded and non-graded practice reviews, quizzes, and examinations	<b>Tomei, 2005</b>	v		
<b>TL34</b>	Demonstrate the responsibility in using technology systems, information and software.		v		
<b>KD1</b>	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	<b>EPG, 2011</b>		v	
<b>KD2</b>	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources			v	
<b>KD3</b>	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.			v	
<b>KD4</b>	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>ISTE, 2008</b>		v	
<b>KD5</b>	Use online technology available to deliver teaching or support material.			v	
<b>KD6</b>	Implement lesson plans obtained from other teachers via Internet.			v	
<b>KD7</b>	Use an electronic forum (e.g., blog) to post information for students about the class	<b>Healey, 2008</b>		v	
<b>KD8</b>	Demonstrate the integration of the technology in innovative ways.			v	
<b>KD9</b>	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.			v	
<b>KD10</b>	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			v	
<b>KD11</b>	Demonstrate the use of ICT tools to encourage students to document their own progress.			v	
<b>KD12</b>	Evaluate students' works that are posted in blogs, social medias, or electronic mails.			v	
<b>KD13</b>	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.			v	
<b>KD14</b>	Use computer-based diagnostic, formative, and summative testing where feasible.			v	
<b>KD15</b>	Use technology-enhanced assessment results to plan instruction.			v	
<b>KD16</b>	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)			v	
<b>KD17</b>	Organize the clear exercise and set of instruction for the students to follow (clear instruction)	<b>Phil Spencer, 2011</b>		v	
<b>KD18</b>	Use different materials for each lesson to present a certain similar topic	<b>Dilek Cakiki, 2006</b>		v	
<b>KD19</b>	Provide learning opportunities outside the classroom for individual differences through ICT.			v	
<b>KD20</b>	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.			v	
<b>KD21</b>	Implement ICT tools in solving simple and complex explanation in teaching and learning activity .	<b>Tomei, 2005</b>		v	

<b>KD22</b>	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning			v	
<b>KD23</b>	Implement the ICT tools to support learner centered strategies based on the needs of the students			v	
<b>KD24</b>	Implement ICT tools to develop students' higher order skills and creativity.			v	
<b>KD25</b>	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			v	
<b>KD26</b>	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			v	
<b>KD27</b>	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			v	
<b>KD28</b>	Implement collaborative, project-based learning and ICT in supporting 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.			v	
<b>KD29</b>	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	
<b>KD30</b>	Manage student project-based learning activities in a technology-enhanced environment.			v	
<b>KD31</b>	Apply ICT to access and share resources to support their activities and their own professional learning.			v	
<b>KC1</b>	Create lessons with downloaded texts, pictures, graphics, etc.	<b>EPG, 2011</b>			v
<b>KC2</b>	Design blended learning modules using a learning management system.				v
<b>KC3</b>	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	<b>ISTE, 2008</b>			v
<b>KC4</b>	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				v
<b>KC5</b>	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	<b>Dilek Cakiki, 2006</b>			v
<b>KC6</b>	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	<b>UNESCO,2011</b>			v
<b>KC7</b>	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
<b>KC 8</b>	Design online materials that support students' deep understanding of key concepts and their application to real world problems.				v
<b>KC9</b>	Apply ICT to develop students' communications and collaboration skills.				v
<b>KC10</b>	Develop both knowledge- and performance-based rubrics to assess their own understanding of key subject matter and ICT skills.				v
<b>KC11</b>	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				v
<b>KC12</b>	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.				v
<b>KC13</b>	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>Healey, 2008</b>			V
<b>KC14</b>	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	<b>Hubbard et al., 2008</b>			V



<b>TL6</b>	Use ICT resources to enhance their productivity. <ul style="list-style-type: none"> <li>• Digital classroom platforms</li> <li>• Websites</li> <li>• Social Sites (Islcollective, esl-galaxy, eslprintables)</li> </ul>	v							v		v											
<b>TL7</b>	Demonstrate the use of common hardware in supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> <li>• Speaker</li> </ul>	v		v				V	v							v						
<b>TL8</b>	Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>	v											V			v						
<b>TL9</b>	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Keynote</li> <li>• Inkspace</li> <li>• pixlr</li> </ul>	v											V			v		v	v		v	v

<b>TL10</b>	Demonstrate the basic tasks and use word processors, such as: <ul style="list-style-type: none"> <li>• microsoft office</li> <li>• WPS</li> <li>• text entry</li> <li>• editing text</li> <li>• formatting text</li> <li>• printing</li> </ul>		v																v	v		v	v	
<b>TL12</b>	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. <ul style="list-style-type: none"> <li>• Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet)</li> <li>• Social sites (Email, whatsapp, facebook, flickr, blogspot)</li> </ul>		v										V											
<b>TL13</b>	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		v			v							V											
<b>TL14</b>	Integrate the use of a computer laboratory into ongoing teaching activities.		v								v													
<b>TL15</b>	Use word-processing software to write a worksheet, following standard conventions.	<b>European Union, 2011</b>	v																	v	v		v	v
<b>TL16</b>	Search for potential teaching material on the internet.		v								v													
<b>TL17</b>	Download resources from websites.		v								v													
<b>TL18</b>	Use software for handling images, dvds, and sound files.		v								v													
<b>TL19</b>	Use any standard Windows/Mac software, including media players.		v								v													
<b>TL20</b>	Use a data projector for lessons involving the internet, a DVD etc.		v							V	v			V			v							

















### APPENDIX 3

#### The Infusion ICT Competences in the Components of Newly Designed Syllabi

Course: English Language Teaching Methodology

The Codes			
C1: Course Information	C6: Teaching Media	C11: Resources	
C2: Course Description.	C7: Teaching Methods	C12: Course Policy	
C3: Program Learning Outcomes	C8: Indicators	SM: Summary Writing	
C4: Course Learning Outcomes	C9: Learning Activities	P : Presentation	
C5: Lesson Learning Outcomes	C10: Assessment	TD: Teaching Demonstration	

Code	The Indicators of ICT Competence	Sources	Unesco's Approach			Components of the Syllabus											Expected Learning Products				
			TL	KD	KC	C1	C2	C3	C4	C5	C7	C8	C9	C10	C11	C12	C13	SM	P	TD	
<b>TL1</b>	Use the search engines in computer devices.	<b>UNESCO , 2011</b>	V						V		V	V			V					V	
<b>TL2</b>	Identify the use of the Internet and the World Wide Web		V										V			V					V
<b>TL3</b>	Recognize how a browser works to access a website.		V							V		V		V		V					V
<b>TL4</b>	Implement the several ICT resources for online reading.		V							V		V	V	V		V		V			V
<b>TL5</b>	Use ICT resources to enhance productivity. <ul style="list-style-type: none"> <li>• Digital classroom platforms</li> <li>• Websites</li> <li>• Social Sites (Islcollective, esl-galaxy, eslprintables)</li> </ul>		V							V	V	V		V		V		V	V		V

<b>TL6</b>	Demonstrate the use of common hardware in supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> <li>• Speaker</li> </ul>		V							V	V	V	V	V	V			V	V	V
<b>TL7</b>	Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>		V							V	V	V	V	V	V				V	V
<b>TL8</b>	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Keynote</li> <li>• Inkspace</li> <li>• pixlr</li> </ul>		V							V		V		V	V				V	V
<b>TL9</b>	Create an email account for a sustained series of email correspondence.		V			V														
<b>TL10</b>	Demonstrate the basic tasks and use word processors, such as: <ul style="list-style-type: none"> <li>• microsoft office</li> <li>• WPS</li> <li>• text entry</li> <li>• editing text</li> <li>• formatting text</li> <li>• printing</li> </ul>		V							V	V		V		V			V		V







	teaching materials.																		
<b>TL31</b>	Provide graded and non-graded practice reviews, quizzes, and examinations	<b>Tomei, 2005</b>	V											V					
<b>TL32</b>	Demonstrate the responsibility in using technology systems, information and software.		V													V			
<b>KD 1</b>	Use software for handling images, DVDs, and sound files.			V					V		V		V	V				V	V
<b>KD2</b>	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)	<b>EPG, 2011</b>		V							V		V						V
<b>KD3</b>	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.			V					V		V	V						V	V
<b>KD4</b>	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.			V				V	V		V	V	V			V			V
<b>KD5</b>	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>ISTE, 2008</b>		V						V							V	V	V
<b>KD6</b>	Use online technology or websites to deliver teaching or support material.			V		V				V	V	V			V		V	V	V
<b>KD7</b>	Implement lesson plans obtained from other teachers via Internet.			V								V		V					
<b>KD8</b>	Use an electronic forum (e.g., blog) to post information for students about the class	<b>Healey, 2008</b>		V		V				V					V				V
<b>KD9</b>	Demonstrate the integration of the technology in innovative ways.			V		V		V			V	V			V		V	V	V
<b>KD 10</b>	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.			V									V						

<b>KD 11</b>	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		V										V			V			V
<b>KD 12</b>	Demonstrate the use of ICT tools to encourage students to document their own progress.		V																
<b>KD 13</b>	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		V											V					
<b>KD 14</b>	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		V					V					V						V
<b>KD 15</b>	Use computer-based diagnostic, formative, and summative testing where feasible.		V											V					
<b>KD 16</b>	Use technology-enhanced assessment results to plan instruction.		V											V					
<b>KD 17</b>	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V																
<b>KD 18</b>	Use different materials for each lesson to present a certain similar topic.	<b>Dilek Cakiki, 2006</b>	V										V						V
<b>KD 19</b>	Provide learning opportunities outside the classroom for individual differences through ICT.		V		V			V	V		V						V	V	V
<b>KD 20</b>	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		V						V		V	V	V						
<b>KD 21</b>	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	<b>Tomei, 2005</b>	V										V						V

<b>KD 22</b>	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning			V							V		V					V	
<b>KD 23</b>	Implement the ICT tools to support learner centered strategies based on the needs of the students			V			V		V				V				V	V	V
<b>KD 24</b>	Implement ICT tools to develop students' higher order skills and creativity.			V					V		V	V	V				V	V	V
<b>KD 25</b>	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			V										V					
<b>KD 26</b>	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			V										V					
<b>KD 27</b>	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			V										V					
<b>KD 28</b>	Implement collaborative, project-based learning and ICT in supporting 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.			V					V		V	V	V	V			V	V	V
<b>KD 29</b>	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									V				V	V	V
<b>KD 30</b>	Manage student project-based learning activities in a technology-			V									V				V	V	V

	enhanced environment.																				
<b>KD 31</b>	Apply ICT to access and share resources to support their activities and their own professional learning.			V										V					V	V	
<b>KC1</b>	Create lessons with downloaded texts, pictures, graphics, etc.	<b>EPG, 2011</b>			V					V			V	V					V	V	
<b>KC2</b>	Design blended learning modules using a learning management system.				V	V	V													V	
<b>KC3</b>	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	<b>ISTE, 2008</b>			V		V		V	V	V	V	V	V					V	V	V
<b>KC4</b>	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				V										V						
<b>KC5</b>	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	<b>Dilek Cakiki, 2006</b>			V								V							V	
<b>KC6</b>	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	<b>UNESCO ,2011</b>			V					V				V						V	
<b>KC7</b>	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.				V									V					V	V	V
<b>KC 8</b>	Design online materials that support students' deep understanding of key concepts and their application to real world problems				V									V					V	V	V

<b>KC9</b>	Apply ICT to develop students' communications and collaboration skills.				V			V	V	V	V	V	V					V	V	V
<b>KC10</b>	Develop both knowledge- and performance-based rubrics to assess their own understanding of key subject matter and ICT skills.				V										V					
<b>KC11</b>	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				V															V
<b>KC12</b>	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences				V					V	V	V	V				V		V	V
<b>KC13</b>	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>Healey, 2008</b>			V								V		V					V
<b>KC14</b>	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	<b>Hubbard et al., 2008</b>			V									V						

## 2. Course: Curriculum and Material Development

The Codes			
C1: Course Information	C6: Teaching Media	C11: Assessment	R : Report
C2: Course Description.	C7: Teaching Methods	C12: Resources	LP: Lesson Plan
C3: Program Learning Outcomes	C8: Course Materials	C13: Course Policy	LM: Learning Materials
C4: Course Learning Outcomes	C9: Indicators	SM: Summary Writing	
C5: Lesson Learning Outcomes	C10: Learning Activities	P : Presentation	

Code	The Indicators of ICT Competence	Sources	Unesco's Approach			Components of the Syllabus													Expected Learning Products				
			TL	KD	KC	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C 10	C 11	C 12	C 13	S M	P	R	L P	L M
TL1	Use the search engines in computer devices.	UNESCO, 2011	V						V		V		V			V					V	V	
TL2	Identify the use of the Internet and the World Wide Web		V								V		V			V							
TL3	Recognize how a browser works to access a website.		V						V		V		V	V		V					V	V	V
TL4	Implement the several ICT resources for online reading.		V						V		V		V	V		V		V			V	V	V
TL5	Use ICT resources to enhance productivity. <ul style="list-style-type: none"> <li>Digital classroom platforms</li> <li>Websites</li> <li>Social Sites (Islcollective, esl-galaxy, eslprintables)</li> </ul>		V						V	V	V			V		V		V		V		V	V
TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>LCD TV</li> <li>DVD player</li> <li>Speaker</li> </ul>		V							V	V	V		V	V	V		V	V	V			
TL7	Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>PPT</li> <li>Prezi</li> <li>Canva</li> <li>Keynote</li> </ul>		V							V	V	V		V	V	V				V			
TL8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <ul style="list-style-type: none"> <li>PPT</li> </ul>		V							V		V			V	V				V			





<b>TL16</b>	Use for potential teaching material on the internet.		V						V	V									V		V
<b>TL17</b>	Use resources from websites.		V						V	V		V	V	V	V		V	V	V	V	V
<b>TL18</b>	Use any standard Windows/Mac software, including media players.		V						V	V		V	V				V				
<b>TL19</b>	Use a data projector for lessons involving the internet, a DVD etc.		V						V	V		V	V				V	V			
<b>TL20</b>	Utilize technology tools to expand upon a conventional activity.	<b>Healey</b>	V			V		V	V												
<b>TL21</b>	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).		v									V									
<b>TL22</b>	Choose a technology environment that is aligned with the goals of the class.		V						V												
<b>TL23</b>	Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).		V						V		V	V	V				V	V	V	V	V
<b>TL24</b>	Demonstrate familiarity with a variety of forms of assessment that employ technology.		V										V								
<b>TL25</b>	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books, reports to stakeholders).		V																		
<b>TL26</b>	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.	<b>Celce Murcia, 2014</b>	V						V	V							V	V	V		
<b>TL27</b>	Implement the digital technology in classroom technology include software programs, database, or webpages		v			V		V	V	V		V	V				V	V	V	V	V
<b>TL28</b>	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.		V						V			V					V	V	V	V	V
<b>TL29</b>	Implement the appropriate ICT tools in giving fast feedback to students' error.	<b>Dilek Cakiki, 2006</b>	V									V	V								
<b>TL30</b>	Provide different types of ICT facilities and availabilities for teaching materials.		V						V										V		



<b>KD 13</b>	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		V											V	V							
<b>KD 14</b>	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		V					V						V								
<b>KD 15</b>	Use computer-based diagnostic, formative, and summative testing where feasible.		V												V							
<b>KD 16</b>	Use technology-enhanced assessment results to plan instruction.		V												V							
<b>KD 17</b>	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V																			
<b>KD 18</b>	Use different materials for each lesson to present a certain similar topic	<b>Dilek Cakiki, 2006</b>	V											V								
<b>KD 19</b>	Provide learning opportunities outside the classroom for individual differences through ICT.		V		V			V	V					V				V	V	V	V	V
<b>KD 20</b>	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		V					V		V			V	V								
<b>KD 21</b>	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	<b>Tomei, 2005</b>	V											V								
<b>KD 22</b>	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning		V							V				V								
<b>KD 23</b>	Implement the ICT tools to support learner centered strategies based on the needs of the students		V											V				V	V	V		
<b>KD 24</b>	Implement ICT tools to develop students' higher order skills and creativity.		V					V		V				V				V	V	V	V	V
<b>KD 25</b>	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies		V												V							
<b>KD 26</b>	Implement ICT tools in assessing student learning of subject matter using a variety of		V												V							



<b>KC6</b>	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	<b>UNESCO, 2011</b>			V					V				V			V	V		V	
<b>KC7</b>	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.				V									V			V	V	V	V	V
<b>KC8</b>	Design online materials that support students' deep understanding of key concepts and their application to real world problems				V				V								V	V			
<b>KC9</b>	Apply ICT to develop students' communications and collaboration skills.				V			V	V		V						V	V	V	V	V
<b>KC10</b>	Develop both knowledge- and performance-based rubrics to assess their own understanding of key subject matter and ICT skills.				V									V							
<b>KC11</b>	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				V					V										V	V
<b>KC12</b>	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences				V				V		V		V		V		V	V	V	V	V
<b>KC13</b>	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>Healey, 2008</b>			V				V		V		V	V						V	V
<b>KC14</b>	Modify learning activities to address students 'diverse learning styles, working strategies, and abilities using digital tools and resources.	<b>Hubbard et al., 2008</b>			V									V							



<b>TL7</b>	Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>	V							V	V	V		V	V	V			V	V
<b>TL8</b>	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Keynote</li> <li>• Inkspace</li> <li>• pixlr</li> </ul>	V						V	V			V	V					V	V
<b>TL9</b>	Create an email account for a sustained series of email correspondence.	V			V														
<b>TL10</b>	Demonstrate the basic tasks and use word processors, such as: <ul style="list-style-type: none"> <li>• micosoft office</li> <li>• WPS</li> <li>• text entry</li> <li>• editing text</li> <li>• formatting text</li> <li>• printing</li> </ul>	V						V	V			V		V	V			V	V
<b>TL11</b>	Use common communication and collaboration technologies <ul style="list-style-type: none"> <li>• text messaging</li> <li>• video conferencing</li> <li>• web-based collaboration</li> <li>• social environments</li> </ul>	V								V					V				V
<b>TL12</b>	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. <ul style="list-style-type: none"> <li>• Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet)</li> <li>• Social sites (Email, whatsapp,</li> </ul>	V						V				V					V	V	V







<b>KD 11</b>	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		V								V	V		V			V	
<b>KD 12</b>	Demonstrate the use of ICT tools to encourage students to document their own progress.		V															
<b>KD 13</b>	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		V									V	V					
<b>KD 14</b>	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		V				V					V					V	
<b>KD 15</b>	Use computer-based diagnostic, formative, and summative testing where feasible.		V										V					
<b>KD 16</b>	Use technology-enhanced assessment results to plan instruction.		V										V					
<b>KD 17</b>	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V															
<b>KD 18</b>	Use different materials for each lesson to present a certain similar topic.	<b>Dilek Cakiki, 2006</b>	V									V					V	
<b>KD 19</b>	Provide learning opportunities outside the classroom for individual differences through ICT.		V		V		V	V	V			V			V	V	V	V
<b>KD 20</b>	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		V				V	V	V		V	V						
<b>KD 21</b>	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	<b>Tomei, 2005</b>	V									V					V	
<b>KD 22</b>	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning		V						V			V					V	

<b>KD 23</b>	Implement the ICT tools to support learner centered strategies based on the needs of the students			V											V				V	V	V	V
<b>KD 24</b>	Implement ICT tools to develop students' higher order skills and creativity.			V					V	V					V				V	V	V	V
<b>KD 25</b>	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			V											V							
<b>KD 26</b>	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			V											V							
<b>KD 27</b>	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			V											V							
<b>KD 28</b>	Implement collaborative, project-based learning and ICT in supporting 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.			V					V				V	V	V				V	V	V	V
<b>KD 29</b>	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										V					V	V		V
<b>KD 30</b>	Manage student project-based learning activities in a technology-enhanced environment.			V											V				V	V	V	V
<b>KD 31</b>	Apply ICT to access and share resources to support their activities and their own professional learning.			V											V				V	V	V	V
<b>KC1</b>	Create lessons with downloaded texts, pictures, graphics, etc.	<b>EPG, 2011</b>			V				V	V			V	V	V				V			V
<b>KC2</b>	Design blended learning modules using a learning management system.				V	V	V															V
<b>KC3</b>	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	<b>ISTE, 2008</b>			V		V		V	V				V					V	V	V	V











<b>TL25</b>	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books, reports to stakeholders).		V																			
<b>TL26</b>	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.	<b>Celce Murcia, 2014</b>	V					V			V						V	V			V	
<b>TL27</b>	Implement the digital technology in classroom technology include software programs, database, or webpages		v				V		V			V	V				V	V	V	V	V	
<b>TL28</b>	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.		V						V				V					V	V	V	V	V
<b>TL29</b>	Implement the appropriate ICT tools in giving fast feedback to students' error.	<b>Dilek Cakiki, 2006</b>	V									V	V									
<b>TL30</b>	Provide different types of ICT facilities and availabilities for teaching materials.		V						V													V
<b>TL31</b>	Provide graded and non-graded practice reviews, quizzes, and examinations	<b>Tomei, 2005</b>	V														V					
<b>TL32</b>	Demonstrate the responsibility in using technology systems, information and software.		V															V				
<b>KD 1</b>	Use software for handling images, DVDs, and sound files.	<b>EPG, 2011</b>		V					V			V	V					V			V	
<b>KD2</b>	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)			V										V						V	V	V
<b>KD3</b>	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources			V					V			V	V					V	V			V
<b>KD4</b>	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.			V					V	V			V	V				V				V
<b>KD5</b>	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>ISTE, 2008</b>		V						V								V	V	V	V	V

<b>KD6</b>	Use online technology or websites to deliver teaching or support material.		V		V				V	V				V		V	V	V	V	V
<b>KD7</b>	Implement lesson plans obtained from other teachers via Internet.		V								V		V	V				V	V	V
<b>KD8</b>	Use an electronic forum (e.g., blog) to post information for students about the class	<b>Healey, 2008</b>	V		V				V					V						V
<b>KD9</b>	Demonstrate the integration of the technology in innovative ways.		V		V				V			V	V			V	V	V	V	V
<b>KD 10</b>	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.		V									V								V
<b>KD 11</b>	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		V									V			V			V	V	V
<b>KD 12</b>	Demonstrate the use of ICT tools to encourage students to document their own progress.		V																	
<b>KD 13</b>	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		V									V	V							
<b>KD 14</b>	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		V					V				V								V
<b>KD 15</b>	Use computer-based diagnostic, formative, and summative testing where feasible.		V										V							
<b>KD 16</b>	Use technology-enhanced assessment results to plan instruction.		V										V							
<b>KD 17</b>	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V																	
<b>KD 18</b>	Use different materials for each lesson to present a certain similar topic.	<b>Dilek Cakiki, 2006</b>	V										V							V

<b>KD 19</b>	Provide learning opportunities outside the classroom for individual differences through ICT.			V		V				V	V			V		V			V	V	V	V	V
<b>KD 20</b>	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.			V						V	V	V											
<b>KD 21</b>	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	<b>Tomei, 2005</b>		V										V									V
<b>KD 22</b>	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning			V						V		V											V
<b>KD 23</b>	Implement the ICT tools to support learner centered strategies based on the needs of the students			V								V				V	V						V
<b>KD 24</b>	Implement ICT tools to develop students' higher order skills and creativity.			V					V		V				V	V	V	V	V	V			V
<b>KD 25</b>	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			V									V										
<b>KD 26</b>	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			V									V										
<b>KD 27</b>	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			V									V										
<b>KD 28</b>	Implement collaborative, project-based learning and ICT in supporting 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.			V					V			V	V	V			V	V	V	V	V		V
<b>KD 29</b>	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			V								V				V	V						V



<b>KC 11</b>	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.				V						V									V	V	V	
<b>KC 12</b>	Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences				V				V	V			V	V		V		V			V	V	V
<b>KC 13</b>	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	<b>Healey, 2008</b>			V					V		V	V	V	V						V	V	V
<b>KC 14</b>	Modify learning activities to address students 'diverse learning styles, working strategies, and abilities using digital tools and resources.	<b>Hubbard et al., 2008</b>			V										V								



**APPENDIX 4**  
**The Analysis of Examining Content of Syllabus Components**

**Course 1: English Language Teaching Method**

**A. Component of a Syllabus: Course Information**

University A	University B	University C	University D	University E	Theory	Remarks
<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Prerequisite</li> <li>• Time</li> <li>• Allocation</li> <li>• Subject Code</li> <li>• Credit</li> <li>• Lecturer Code</li> </ul>	<p>The course information of English Language Teaching Method course from University B consists of:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Code of the Course</li> <li>• Semester</li> <li>• Name of the Lecturer</li> </ul>	<p>The course information of English Language Teaching Method course from University C consists of:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Code of the Course</li> <li>• Credit</li> <li>• Semester</li> </ul>	<p>The course information of English Language Teaching Method course from University D consists of:</p> <ul style="list-style-type: none"> <li>• <i>Nama MK</i></li> <li>• <i>Kode</i></li> <li>• <i>SKS</i></li> <li>• <i>Semester</i></li> <li>• <i>Team Teaching</i></li> <li>• <i>Koordinator MK</i></li> <li>• <i>Ketua Prodi</i></li> </ul>	<p>The course information of English Language Teaching Method course from University E consists of:</p> <ul style="list-style-type: none"> <li>• Department</li> <li>• Code</li> <li>• Subject</li> <li>• Credit</li> <li>• Semester</li> <li>• Prerequisite</li> </ul>	<ul style="list-style-type: none"> <li>• A course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. meets (Altman &amp; Cashin, 1992).</li> <li>• Course information provides the information such as name of university, semester, year, course title, and the descriptions of how to contact a course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, pre-requisites: required courses and skills, co-requisites, class, days, times, class location) (Wolf, Czekanski, &amp; Dillon ,2013)</li> </ul>	<p><b>All of the course information provided in the existing syllabi from five universities refers to the theories.</b></p>

**B. Component of a Syllabus: Course Description**

Univ.A	Univ. B	University C	University D	University E	Theory	Remarks

No course description in the syllabus.	No course description in the syllabus.	This course provides students with historical views of language teaching methods that serve as the source of classroom practices and principles in language teaching. The topics are the following: (1) historical views of language teaching, (2) Approach, methods, and technique, (3) making a lesson plan, (4) interactive language teaching, (5) classroom management, (6) teaching language skills, (7) assesing language skills and (8) workshops on ELT.	Mata kuliah ini mengkaji tentang konsep teoritis tentang berbagai metode pembelajaran Bahasa Inggris yang sedang berkembang serta mendiskusikannya dan jika memungkinkan mencobakan prinsip-prinsip pembelajaran tersebut di dalam kelas untuk didiskusikan bersama. Melalui mata kuliah ini dihrapkan mahasiswa mampu mengambil keputusan strategis yang berkaitan bidang pengetahuan pengajaran Bahasa Inggris serta mengaitkannya dengan kehidupan nyata dengan pemanfaatan IPTEKS.	The description of the course is to acquaint students with rudimentary theories of TEFL (approaches and methods of teaching, learner difference, classroom management, and teaching evaluation as well as practicing teaching receptive skills (listening and speaking) and productive skills, reading and writing.	<ul style="list-style-type: none"> <li>• Course description is a paragraph describing the general content of the course (Altman &amp; Cashin, 1992).</li> <li>• A course description mainly describes prerequisites, overview of a course, student learning objectives, methods of the instruction (Davis, 2004)</li> <li>• Course description informs a student about the rationale of the course subject, a brief overview of the key content, knowledge and skills to be learned and stating the major learning strategies and activities that students will experience (RISTEKDIKTI,2016)</li> </ul>	Although the course descriptions from the different universities do not provide the learning objectives and methods of instruction as suggested by Davis (2004). They still refer to the theories proposed by Altman & Cashin (1992), and RISTEKDIKTI (2016).
--	--	--	--	---	--	---

### C. Components of a Syllabus: Program Learning Outcomes

Univ.A	Univ.B	Univ.C	University D	Univ. E	Theory	Remarks
			<p>A. Sikap (S):</p> <p>S5: Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</p> <p>S8: Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri</p> <p>S9: Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; dan</p> <p>S10: Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.</p> <p>B. Keterampilan Umum (KU)</p> <p>KU1: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif, dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.</p> <p>KU3: Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara, dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain, atau kritik seni, menyusun deskripsi saintifik hasil kajiannya dalam bentuk</p>		<p>Program learning outcomes are the learning outcomes proposed by a study program. The program learning outcomes mainly inform the knowledge, affective, and skill domain that the study program expects to be achieved by students (RISTEKDIKTI,2016)</p>	<p>The program learning outcomes provided in the syllabus of Univ. D refers to the elaboration of RISTEKDIKTI</p>

		<p>skripsi dan menggonggahnya dalam laman perguruan tinggi</p> <p>KU5: Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;</p> <p>KU7: Mampu bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggung jawabnya.; dan</p> <p>KU8: Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang Berada dibawah tanggung jawabnya, dan mampu mengelola</p> <p>C. Keterampilan Khusus (KK)</p> <p>KK1: Mengkaji konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa inggris dengan memanfaatkan Iptek yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas.;</p> <p>KK2: Mengaplikasikan bahasa Inggris secara lisan dan tertulis dalam konteks komunikasi umum, akademis dan pekerjaan sesuai dengan standar mutu internasional</p> <p>D. Pengetahuan (P)</p> <p>P1: Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa inggris dengan memanfaatkan Ipteks yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam.</p> <p>P2: Menguasai konsep teoritis budaya, tata nilai institusi serta sejarah dan pemikiran modern masyarakat negara-negara berbahasa Inggris secara mendalam</p>		
--	--	--	--	--

#### D. Component of a Syllabus: Course Learning Outcomes

University A	University B	University C	University D	University E	Theory	Remarks
<p>After completing this course, students are expected to be able to:</p> <p>1. Understand basic concept of learning-teaching process, method, techniques, and</p>	<p>1. This course is intended to overview the concepts of communicative approach, hoping students recognize the principles of communicative approach.</p> <p>2. Students are</p>	<p>The objectives of the course are that the students:</p> <p>1. Understand the principles of teaching language</p> <p>2. Have experience of making lesson plan</p> <p>3. Can do</p>	<p>1. Mengidentifikasi, Menjelaskan/ menguraikan antara approach, method, dan technique pada konteks English language teaching.</p> <p>2. Menganalisis pendekatan, metode dan tehnik pengajaran dan pembelajaran</p>	<p>Students will have sufficient acquaintance with approaches and methods of teaching, learners difference, teacher's roles, classroom management, method teaching grammar and vocabulary,</p>	<ul style="list-style-type: none"> <li>Course objective elaborates a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman &amp; Cashin, 1992).</li> <li>Student learning objectives describe what students will be expected to do or know after the course, and what competencies/skills/knowledge will be expected to demonstrate by students at the end of the course (Davis, 2004).</li> </ul>	<p>The form of learning objectives or course learning outcomes stated in four universities is different although the contents of the learning objectives refer to the theories</p>



<p>evaluation in learning teaching process in English Language Teaching (ELT).</p> <p>2. Develop students' knowledge, principles, practical skills, , techniques and awareness for teaching the four skills and language components (teaching listening skills, reading, speaking, writing skills, grammar, pronunciation and integrated skills)</p> <p>3. Determine and adapt teaching strategies which are relevant to students' needs, school settings and contexts.</p>	<p>needed to recognize and analyze the process and strategies eclectic approach.</p> <p>3. Students recognize the concept of communicative language learning. They are intended to describe children language competence in language acquisition by using communicative language teaching.</p> <p>4. Students is suggested and intended to find out the development of community language learning.</p> <p>5. Students can describe the situation and the development direct method.</p> <p>6. Students describe how learner learn to improve the English as second language by silent way.</p> <p>7. Students are intended to know</p>	<p>classroom management</p> <p>4. Understand on the structural and communicative approach</p> <p>5. Can teach English as a foreign language by having clear and systematic understanding on teaching English by principles</p> <p>6. Assess the language skills</p> <p>7. Use the best teaching principles for teaching purposes</p>	<p>Bahasa Inggris pada The 19th and Early to Mid-20th Century.</p> <p>3. Menganalisis pendekatan, metode dan tehnik pengajaran dan pembelajaran Bahasa Inggris pada The Mid-to-Late-20th Century.</p> <p>4. Menganalisis Communicative Approach dalam konteks English language teaching.</p> <p>5. Mengevaluasi pendekatan, metode dan tehnik pengajaran dan pembelajaran Bahasa Inggris pada The 21th Century.</p> <p>6. Merancang dan memberikan contoh pembelajaran Bahasa Inggris dengan Scientific Methods</p>	<p>teaching receptive skills (listening and reading) and productive skills (speaking and writing ), evaluation (assessment and testing) as well as teaching practices.</p>	<ul style="list-style-type: none"> <li>• CPMK or course learning outcomes inform students about measureable knowledge that reflects skills, competences, and knowledge that must be achieved (RISTEKDIKTI, 2016).</li> </ul>	<p>provided by the experts.</p>
---	---	--	---	--	--	---------------------------------

	<p>and find out the concept of quantum teaching and learning. Start from method, technique, the students, and evaluation.</p> <p>8. Students are intended to understand and able to choose and describe about audio language methodology and technique in teaching by using audio methodology.</p> <p>9. Students are intended to understand inquiry method as an approach in teaching learning process.</p> <p>10. Students are able to tell the concept of constructivism methodology in language learning.</p> <p>11. Students are intended to describe The suggestopedia and its concept.</p> <p>12. Students are intended to tell the theories of constructivisme</p>					
--	--	--	--	--	--	--

	method basic concept in constructivisme method.				
--	---	--	--	--	--

**E. Component of a Syllabus: Lesson Learning Outcomes**

University A	University B	University C	University D	University E	Theory	Remarks
1. Students are able to understand the course outline and the class regulations 2. Students are able to comprehend the history of language teaching 3. Students are able to elaborate approaches and methods in ELT 4. Students are able to identify principles of language learning and teaching 5. Students are able to identify and analyze appropriate assessment in ELT 6. Students are able to elaborate theories of	1. Students are intended to comprehend the concepts and characteristics of communicative approach. 2. Students are intended to recognize the process of eclectic approach and comprehend its strategies 3. Students tell and recognize the stage of using communicative language teaching. They are intended to describe children language competence in language acquisition by the concept of communicative language teaching. 4. Students describe the definition of community language learning and process of acquisition the factor in language acquisition, the stage of first language acquisition, the stage of second	1. Students are able to identify the fundamental reasons of those kinds of methods. 2. Students are able to explain the differences of the three terms. 3. Students are able to make lesson plan based on teaching purposes stated. 4. Students are able to comprehend interactive language teaching. 5. Students are able to perform language teaching. 6. Students are able to manage class to get the goal of teaching. 7. Students are able to comprehend the principles of Structural Approach. 8. Students are able	1. Students are able to comprehend the objectives of the course, assignments, and build the atmosphere of the Teaching English as Foreign Language course. 2. Students are able to identify, mention, and distinguish approaches, methods, and techniques in the context of English language teaching. 3. Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. 4. Students are able to analyze the approaches, methods and techniques of English teaching and learning at The Mid-to-Late-20th Century.	1. Students are able to able to understand the course. 2. Students are able to able to understand: Syntax, Morphology, and LC. 3. Students are able to able to understand the Grammar Translation Method, Audiolingualism Method, Natural Approach, Communicative Approach, Content – Based Instruction. 4. Students are able to able to understand the Learner Difference: a. Cognitive: Intelligence and aptitude. b. Affective: Between anxiety and motivation. c. Learning Style: Age, and Socio-Cultural Background d. Characteristics of	1. Course student learning outcomes refer to specific measureable results (knowledge, skills, attitudes), expected following learning experience (Wolf, Czekanski, & Dillon ,2013) 2. Sub-CPMK (Capaian Pembelajaran Mata Kuliah) or lesson learning outcomes also refer to about measureable knowledge that reflects skills, competences, and knowledge that must be achieved based on CPMK (RISTEKDIKTI, 2016)	By referring to the theories, the learning outcomes stated in the existing syllabi basically follow the principles of Wolf, Czekanski, & Dillon (2013), and RISTEKDIKTI (2016) although the term used between the existing syllabi and the proposed theories are different.

<p>Second Language Acquisition</p> <p>7. Students are able to apply teaching listening to junior high school and senior high school students</p> <p>8. Students are able to elaborate theories to teach reading</p> <p>9. Students are able to apply how to teach reading to junior high school and senior high school students</p> <p>10. Students are able to apply theories to teach speaking</p> <p>11. Students are able to apply how to teach speaking to junior high school and senior high school students</p> <p>12. Students are able to elaborate theories to teach writing</p> <p>13. Students apply</p>	<p>language acquisition in community language learning.</p> <p>5. Students are intended to tell the situation of language acquisition by using direct method and effectiveness of direct method.</p> <p>5. Students need to understand and describe silent way learner how they improve their target language by reading and practicing conversation.</p> <p>7. Students are intended to know and find out the meaning of quantum teaching and learning. Its method, technique, the students, and evaluation</p> <p>8. Students are intended to describe about audio as a media for teaching learning process. Its technique in foreign language teaching.</p> <p>9. Students are able to analyze the concept of methodology in inquiry system. telling again the some aspect that influence language acquisition in inquiry method.</p> <p>10. Students need to</p>	<p>to comprehend Communicative Approach principles.</p> <p>9. Students are able to use communicative approach in their teaching.</p> <p>10. Students are able to comprehend the theories of teaching listening.</p> <p>11. Students are able to teach listening.</p> <p>12. Students are able to comprehend the theories of teaching listening.</p> <p>13. Students are able to teach speaking.</p> <p>14. Students are able to comprehend the theories of teaching reading.</p> <p>15. Students are able to teach reading.</p> <p>16. Students are able to comprehend the theories of</p>	<p>5. Students are able to analyze Communicative Approach in the context of English language teaching.</p> <p>6. Students are able to evaluate the approaches, methods and techniques of English teaching and learning at the 21th Century.</p> <p>7. Students are able to design and provide examples of English learning and teaching with Scientific Methods.</p> <p>8. Students are able to design and provide examples of teaching and learning English with integrated skills in the classroom.</p>	<p>good learners.</p> <p>5. Students are able to understand the teacher's multiple roles and characteristics of a good teacher.</p> <p>5. Students are able to understand the principles of teaching small class, large class, and grouping students</p> <p>7. Students are able to practice teaching small class, large class, and grouping students.</p> <p>8. Students are able to understand and practice the grammar teaching inductively and deductively.</p> <p>9. Students are able to practice the grammar teaching inductively and deductively.</p> <p>10. Students are able to understand methods for teaching listening and reading.</p> <p>11. Students are able to practice methods for teaching listening and reading.</p> <p>12. Students are able to understand methods for teaching speaking and</p>		
--	--	--	---	--	--	--

how to teach writing to junior high school and senior high school students	recognize concept of constructivism methodology. 1. Students need to describe the characteristics of suggestopedia and background of language acquisition in suggestopedia 2. Students are intended to tell the theories supported, they are able to describe concept and strategies in constructivisme method.	17. Students are able to teach writing. 18. Students are able to assess four language skill (listening, speaking, reading, and writing). 19. Students are able to decide the aim of teaching, to select the material, to do teaching, and to assess the skills.		13. Students are able to practice methods for teaching speaking and writing. 14. Students are able to understand the theories of assessment, testing and evaluating.		
--	---	---	--	---	--	--

F. Component of a Syllabus: Course Materials

University A	University B	University C	University D	University E	Theory	Remarks
<ol style="list-style-type: none"> <li>Course outline and class regulations.</li> <li>History of language teaching.</li> <li>Approaches and methods in ELT.</li> <li>Principles of language learning and teaching.</li> <li>Assessment in ELT.</li> <li>Second Language Acquisition theories.</li> <li>Teaching listening demonstration.</li> <li>Theories of teaching reading.</li> </ol>	<ol style="list-style-type: none"> <li><b>Introducing the concept of communicative approach.</b> <ol style="list-style-type: none"> <li>Concepts or definition communicative approach.</li> <li>How communicative approach can be effective?</li> <li>The way how to teach by using communicative approach.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Historical views of language teaching methods.</li> <li>Approach, methods, and technique Grammar Translation Method, Direct method, Audio Lingual Method, etc.</li> <li>Making a lesson</li> <li>Interactive language teaching</li> <li>Classroom management</li> <li>Structural approach</li> <li>Communicative</li> </ol>	<ol style="list-style-type: none"> <li>Approach, Method, and Technique in English language Teaching.</li> <li>Grammar Translation Method, Direct Method, and Classicist.</li> <li>Audiolingual, Audiovisual, Silent Way, Total Physical Response, Behaviorism, Cognitive Code.</li> <li>Communicative Language Teaching, Content Based</li> </ol>	<ol style="list-style-type: none"> <li>Describing English Linguistics.</li> <li>Approaches and Methods.</li> <li>Describing Learners</li> <li>Understanding teachers</li> <li>Classroom Setting</li> <li>Teaching grammar</li> <li>Teaching vocabulary</li> <li>Teaching receptive skills</li> <li>Teaching productive skills</li> <li>Assessing and</li> </ol>	<ol style="list-style-type: none"> <li>Materials of a syllabus contain the main topic or sub-main topic that will be taught in a course (Altman &amp; Cashin, 1992).</li> <li>The material part discusses topics that will be taught, primary, supplemental readings for the course (Davis, 2004)</li> <li>Course materials inform the topics of a course that will be discussed and taught (Wolf,</li> </ol>	<ul style="list-style-type: none"> <li>The syllabus form University B states topics and subtopics that will be discussed in the course.</li> <li>Although the existing syllabus uses term “topics or sub-topics”, not learning materials, the elaboration of the term refers to the elaboration proposed by</li> </ul>

<p>9. Teaching reading demonstration.</p> <p>10. Theories of teaching speaking.</p> <p>11. Teaching speaking demonstration.</p> <p>12. Theories of teaching writing.</p> <p>13. Teaching writing demonstration</p>	<p>d. When ideally communicative start to be applied?</p> <p>2. <b>The concept of eclectic approach</b></p> <p>a. Why eclectic approach can be used?</p> <p>b. The process of eclectic approach for the learners of L1 into L2</p> <p>c. The strategies of eclectic approach for language acquisition in L1 and TL</p> <p>3. <b>Stage of Language communicative language teaching.</b></p> <p>a. definition and basic concept of communicative approach.</p> <p>b. Perception and production</p> <p>c. Rate of effectiveness using communicative approach.</p> <p>4. <b>The development of language acquisition in community language learning.</b></p> <p>a. Definition of</p>	<p>approach</p> <p>8. Teaching four skills</p> <p>9. Assessing language skills.</p>	<p>Learning, Task Based Learning, Constructivism.</p> <p>5. Multilingual approach, Didactic of Plurilingualism, and Third Language Acquisition.</p> <p>6. Scientific Approach, Student Centre Learning SCL (Discovery Learning, Inquiry Learning, Problem Based Learning, Project Based Learning)</p> <p>7. Integrated Skills</p>	<p>testing</p>	<p>Czekanski, &amp; Dillon ,2013)</p> <p>4. Course materials contain the materials that will be taught by a course instructor in relation with the course learning outcomes and lesson learning outcomes that must be achieved (RISTEKDIKTI,2016)</p>	<p>experts.</p>
--	---	---	---	----------------	---	-----------------

	<p>language acquisition</p> <p>b. The process of language acquisition</p> <p>c. Stage of language acquisition</p> <p>d. The influence in language acquisition</p> <p>e. Correlation between L1 and L2 language acquisition and community language learning.</p> <p>5. <b>Situation and the development in direct method.</b></p> <p>a. The process in direct method.</p> <p>b. Language acquisition by using direct method.</p> <p>6. <b>Concept of silent way and the effectiveness using it.</b></p> <p>a. The process using silent way</p> <p>b. The effectiveness of using silent way</p> <p>7. <b>Quantum teaching and learning (between technique and method)</b></p> <p>a. How the teachers</p>					
--	--	--	--	--	--	--

	<p>teach by using quantum teaching and learning.</p> <p>b. Students learning activities in quantum teaching and learning.</p> <p>8. <b>Technique in teaching by using audio language methodology.</b></p> <p>a. Reseach about audio language methodology.</p> <p>b. Analysis of effectiveness by using audio.</p> <p>9. <b>Inquiry method in teaching and learning.</b> The foreign language learner are learning and acquire the foreign language by using inquiry method.</p> <p>10. <b>Conctructivism methodology as a way to know the phenomenn in language teaching and learning.</b></p> <p>a. Definition of constructivism methodology.</p> <p>b. The way how to</p>					
--	---	--	--	--	--	--



	<p>analyze the language by using constructivism methodology.</p> <p>11. <b>Suggestopedia as a concept in teaching learning activities.</b></p> <p>a. Definition of suggestopedia.</p> <p>b. Factor influence in suggestopedia toward language acquisition.</p> <p>12. <b>Constructivisme method.</b></p> <p>a. Definition of constructivisme</p> <p>b. The effective way in using constructivisme method.</p>					
--	---	--	--	--	--	--

**G. Component of a Syllabus: Learning Activities**

University A	University B	University C	University D	University E	Theory	Remarks
<p>1. Students are given course outline, then Identify learning topics assignment, assessment system, and references.</p> <p>2. <i>Students explain the history concept, characteristics of language teaching.</i></p> <p>3. <i>Students describe approaches and methods in ELT.</i></p>	<p><b>Learning activities are not stated in the syllabus.</b></p>	<p><b>Learning activities are not stated in the syllabus</b></p>	<p><b>Learning activities are not stated in the syllabus</b></p>	<p>1. Overview of the course</p> <p>2. Discuss about syntax and morphology.</p> <p>3. Discuss about the Grammar Translation Method, Audiolingualism Method, Natural Approach, Communicative Approach, Content – Based Instruction.</p> <p>4. Discuss about the Learner</p>	<p>Learning activities inform activities that must be performed by students in the course in order to achieve expected competences (RISTEKDIKTI,2016).</p>	<p>Generally, the learning activities stated in the syllabuses from University A and E refers to the descriptions proposed by RISTEKDIKTI.</p>

<p>4. <i>Classify and exemplify</i> Principles of language learning and teaching.</p> <p>5. <i>Students explain and distinguish ELT assessment d in ELT.</i></p> <p>6. <i>Students explain</i> theories of Second Language Acquisition.</p> <p>7. <i>Students to demonstrate certain grade ( junior/senior high school).</i></p> <p>8. Students explain some theories related to teaching listening, speaking, reading, and writing.</p> <p>9. Students demonstrate how to teach listening, speaking, reading, and writing for junior/senior high school.</p>				<p>Difference.</p> <p>5. Discuss about the Teacher's multiple roles Characteristics of a good teacher</p> <p>6. Discuss about: Teaching</p> <p>a. Small Class, Large Class,</p> <p>b. Grouping Students</p> <p>7. Discuss about Inductive and Deductive Way</p> <p>8. Discuss about: Individual Vocabulary, Contextualized Vocabulary</p> <p>9. Discuss about method of teaching listening and reading</p> <p>10. Discuss about method of teaching speaking and writing.</p> <p>11. Discuss about: Understanding Assessment, Testing and Evaluating, and Scoring System.</p>		
---	--	--	--	--	--	--

#### H. Component of a Syllabus: Teaching Media

University A	University B	University C	University D	University E	Theory	Remarks
1. Class 2. Computer 3. LCD 4. Whiteboard	1. Module 2. LCD 3. Whiteboard 4. Laptop	-	1. <b>E-Learning</b> 2. <b>Books</b>	-	Teaching media such as whiteboard, computer, LCD, speakers, textbooks, etc. are stated as one of the components of the syllabus (Davis, 2004; Wolf, Czekanski, & Dillon ,2013)	The descriptions of teaching media stated in the syllabi generally refer to the descriptions stated by the expert.

#### I. Component of a Syllabus: Teaching Methods

University A	University B	University C	University D	Univ.E	Theory	Remarks
1. Presentation 2. Discussion	1. Contextual Teaching and Learning (Jigsaw	1. Cooperative learning	1. <i>Ceramah</i> 2. <i>Diskusi</i>	-	• Methods of instruction inform methods applied by instructors for	The teaching methods provided in the existing

3. Lecturing	Technique, Mind mapping Technique, Snowballing Technique, and Silent Reading) 2. Small Group Discussion	2. Modelling 3. Discussion 4. Inquiry	3. <i>Presentasi</i>		teaching such as lectures, discussions, group works, etc. (Davis, 2004) • Teaching methods can be: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfillment of the course (RISTEKDIKTI, 2016)	syllabi refer to the explanation proposed by experts.
--------------	--	---	----------------------	--	---	---

#### J. Component of a Syllabus: Assessments

University A	University B	University C	University D	University E	Theory	Remarks
The assessments of syllabus consist of: <ul style="list-style-type: none"> <li>• Indicators for scoring</li> <li>• The procedure of assessment (performance assessment)</li> <li>• The form of assessment (Presentation)</li> <li>• The scoring rubric of presentation</li> <li>• Assessment scheme and criteria</li> </ul>	1. Oral test 2. Written test	1. Presentation 2. Class participation 3. Quiz 4. UAS 5. UTS	1. Indicators of scoring 2. The assessment of skills, knowledge, and attitude. 3. Midterm and Final Test	1. Individual assessment 2. Group assessment 3. Midterm test 4. Final Test	<ul style="list-style-type: none"> <li>• Grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman &amp; Cashin, 1992).</li> <li>• Davis (2004) mentions assessment as the requirements that cover type of the exams and type of knowledge will be tested.</li> <li>• Grading method is clear, explicit explanation of evaluation, graded items and activities, grading rubrics, evaluation of course performance (Wolf, Czekanski, &amp; Dillon, 2013)</li> <li>• Assessments of a syllabus inform types of assessment performed by a course instructor in measuring students' competence to achieve learning outcomes and indicators that</li> </ul>	1. University A is the only university that provides the scoring rubric for the assessment. 2. University B specifically mentions types of the assessment used: spoken and written test. 3. Each university provides various details regarding the assessment. 4. Although some experts consider the term "assessment" used in the existing syllabi as grading and grading method, the main elaboration shares the

					describe the competencies that are assessed (RISTEKDIKTI,2016	same details.
--	--	--	--	--	---	---------------

**K. Component of a Syllabus: Meeting**

University A	University B	University C	University D	University E	Theory	Remarks
Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	<ul style="list-style-type: none"> <li>Altman &amp; Cashin (1992) include the term “week” in course calendar/schedule</li> <li>Meeting refers to the number of weeks that is needed to complete the course (RISTEKDIKTI, 2016).</li> </ul>	Generally, the term “meeting” refers to the proposed theories.

**L. Component of a Syllabus: References**

University A	University B	University C	University D	University E	Theory	Remarks
<p>The syllabus mentions the titles of the books as the references:</p> <ol style="list-style-type: none"> <li>Teaching English as a Foreign Language for Dummies by Michelle Maxom</li> <li>How to Teach English Language Learners by Diane Hahger, Janette.K.K &amp; Terese . C.C</li> <li>How to Teach English by</li> </ol>	<p>The syllabus mentions the module and the title of the textbook as the references:</p> <ol style="list-style-type: none"> <li>Teaching English as a Foreign Language by Syafrizal</li> <li>Principles of Language Learning and Teaching by H. Douglas Brown</li> </ol>	<p>The syllabus mentions the titles of the textbooks as the references:</p> <ol style="list-style-type: none"> <li>Teaching by Principles by H. Douglas Brown.</li> <li>TEFL by Geoffrey Broughton</li> </ol>	<p>The syllabus mentions main reading, supplementary readings, and journal as the references:</p> <p>a. Main readings:</p> <ol style="list-style-type: none"> <li>Approaches and Methods in Language Teaching by J.C. Richards and T.S. Rodgers.</li> <li>How to Teach English by Jeremy Harmer.</li> <li>The Practice</li> </ol>	<p>The syllabus mentions titles of textbooks as the references:</p> <ol style="list-style-type: none"> <li>The Practice of English Language Teaching by Jeremy Harmer.</li> <li>Teaching English as a Second Language by Celce Mauricia and Marianne Edler.</li> <li>Second Language Teaching and Learning by</li> </ol>	<ul style="list-style-type: none"> <li>References are textbooks, reading, and supplementary readings used in a course (Altman &amp; Cashin, 1992).</li> <li>References cover primary books or reading for the courses, supplemental books or reading, websites, and links (Davis,2004).</li> <li>References mention textbooks, and suggested readings (Wolf, Czekanski, &amp; Dillon ,2013).</li> <li>References provide books and other resources employed in a course (RISTEKDIKTI, 2016).</li> </ul>	<ul style="list-style-type: none"> <li>The syllabus from University D provides the complete details of the references used in the course.</li> <li>Generally, all of the syllabi refer to the concepts proposed by the experts in providing the references of the course, but the existing syllabi from University A, B, C, and E only mention the textbooks used in the course. The don't mention the main readings, supplementary readings, and other</li> </ul>

Jeremy Harmer			<p>of English Language Teaching by Jeremy Harmer.</p> <p>4. Teaching by Principles H. Douglas Brown.</p> <p>b. Supplementary readings</p> <p>1. Teaching English as a Foreign or Second Language by J.G. Gebhard.</p> <p>2. How to Teach Listening by J.J. Wilson</p> <p>3. How to Teach Writing by Jeremy Harmer</p> <p>c. Journals</p> <p>1. Implementasi Kurikulum 2013 by M. Fadillah.</p> <p>2. Pendekatan Saintifik dan Pembelajaran Abad 21 by M. Hosnan</p>	David Nunan.		resources.
---------------	--	--	---	--------------	--	------------

M. **Component of a Syllabus: Time Allocation**

University A	University B	University C	University D	University E	Theory	Remarks
The syllabus mentions that each meeting needs 150 minutes.	-	-	The syllabus mentions that each meeting needs 150 minutes.	The syllabus mentions that each meeting needs 100 minutes.	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

N. **Component of a Syllabus: Standard Competence and Base Competence**

Univ.A	University B	Univ. C	Univ. D	Univ. E	Theory	Remarks
-	<p><b>Standard Competence:</b> Mahasiswa memahami konsep-konsep mengenai pembelajaran bahasa Inggris sebagai bahasa asing dan memperoleh alternatif pendekatan, metode, dan teknik yang tepat untuk diaplikasikan di kelas-kelas bahasa berdasar pada pertimbangan dan alasan yang rasional.</p> <p><b>Base Competence:</b> Kompetensi pembahasan prinsip –prinsip dasar belajar mengajar, dasar-dasar metod pengajaran, serta tinjauan terhadap kekurangan maupun kelebihan setiap metode yang pernah digunakan.</p>	-	-	-	No theories directly indicate the terms of standard and base competence.	Only University B that provides standard and base competences in the syllabus. It implies that the university has specific components in designing a syllabus.

O. **Component of a Syllabus: Assignment**

University A	University B	University C	University D	University E	Theory	Remarks
-	The assignments of the syllabus mention paper based assignment and final assignment.	-	-	-	Davis (2004) mentions that assignment is mentioned in the requirement part of the assessment.	The University B refers this component proposed by Davis.

**Course B: Curriculum and Material Development**

A. **Component of a Syllabus: Course Information**

University A	University B	University C	University F	Theory	Remarks
<p>The course information of English Language Teaching Method course from University A consists of:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Prerequisite</li> <li>• Time</li> <li>• Allocation</li> <li>• Subject Code</li> <li>• Credit</li> <li>• Lecturer Code</li> </ul>	<p>The course information of English Language Teaching Method course from University B consists of:</p> <ul style="list-style-type: none"> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Kode Mata Kuliah</i></li> <li>• <i>Jumlah SKS</i></li> <li>• <i>Semester</i></li> <li>• <i>Kelompok Mata Kuliah</i></li> <li>• <i>Nama Dosen</i></li> </ul>	<p>The course information of English Language Teaching Method course from University C consists of:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Code of the Course</li> <li>• Credit</li> <li>• Semester</li> </ul>	<p>The course information of English Language Teaching Method course from University D consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program Studi / Fakultas</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Bobot SKS</i></li> </ul>	<ul style="list-style-type: none"> <li>• Course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. meets (Altman &amp; Cashin, 1992).</li> <li>• Course information provides the information such as name of university, semester, year, course title, and the descriptions of how to contact a course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, prerequisites: required courses and skills, co-requisites, class, days, times, class location) (Wolf, Czekanski, &amp; Dillon, 2013)</li> </ul>	<p><b>All of the course information provided in the existing syllabi from five universities refers to the theories.</b></p>

**B. Component of a Syllabus: Course Description**

University A	University B	University C	University F	Theory	Remarks
<p><b>No course description in the syllabus.</b></p>	<p>Mata kuliah ini berfungsi membekali mahasiswa calon pendidik dan tenaga kependidikan dengan pemahaman dan wawasan tentang konsep dan berbagai hal yang yang terkait dengan Kurikulum dan Pembelajaran. Kurikulum dan Pembelajaran merupakan bagian integral dari sistem Pendidikan. Setiap pendidik dan tenaga</p>	<p>This course is designed to help students grasp the notion of curriculum including the basis for curriculum and syllabus designing. Particularly, it focuses on current curriculum: school based competency (2006), agreeing with communicative approach. Besides, it helps students to develop the material suitable with the competences decided. The</p>	<p>This course aims to provide at developing students' (a) understanding of EFL materials development, (b) needs and situation analysis, (c) different syllabus designs, (d) principles of materials selection, evaluation, adaptation, and development. (e) skills in developing EFL materials for Indonesian schools, and (f) positive attitudes towards EFL materials development. This course covers the</p>	<ul style="list-style-type: none"> <li>• Course description is a paragraph describing the general content of the course (Altman &amp; Cashin, 1992).</li> <li>• A course description mainly describes prerequisites, overview of a course, student learning objectives, methods of the instruction (Davis, 2004)</li> <li>• Course description informs a student about the rationale of the course subject, a brief overview of the key content, knowledge and skills to be learned and stating the major learning strategies and activities that students will experience (RISTEKDIKTI, 2016)</li> </ul>	<p>Although the course descriptions from the different universities do not provide the learning objectives and methods of instruction as suggested by Davis (2004). They still refer to the theories proposed by Altman &amp; Cashin (1992), and RISTEKDIKTI (2016).</p>

<p>kependidikan profesional harus memiliki kompetensi yang meliputi kompetensi pedagogik, kepribadian, sosial dan profesional. Penguasaan kompetensi pedagogik pada dasarnya tidak dapat dilepaskan dari pemahaman tentang Kurikulum dan Pembelajaran. Setiap pendidik dan tenaga kependidikan selain menguasai kemampuan teknis yang relevan dengan tugasnya, harus memiliki pemahaman konseptual mengenai kurikulum dan pembelajaran termasuk kemampuan mengembangkan kurikulum sekolah.</p>	<p>course also provides with the teaching principles, kinds of text, and effective teaching.</p>	<p>following topics: basic concepts, principles, and procedures of materials development. Students are also involved in developing materials by applying all the concepts, principles, and procedures. Evaluation is concerned with both theory and practices in developing learning material, through assignments, the mid-semester test, and the final test. Eventually, this course aims to equip students with the ability to critically analyze, design, evaluate and develop a language teaching material.</p>		
--	--	--	--	--

**C. Component of a Syllabus: Program Learning Outcomes**

Univ.A	Univ.B	Univ.C	University F	Theory	Remarks
			<p>Sikap :</p> <ol style="list-style-type: none"> <li>1) Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius</li> <li>2) Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;</li> <li>3) Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila;</li> </ol>	<p>Program learning outcomes are the learning outcomes proposed by a study program. The program learning outcomes mainly inform the knowledge,</p>	<p>The program learning outcomes provided in the syllabus of Univ. D refers to the elaboration</p>



		<p>4) Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;</p> <p>5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;</p> <p>6) Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</p> <p>7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara;</p> <p>8) Menginternalisasi nilai, norma, dan etika akademik;</p> <p>9) Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri; dan</p> <p>10) Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.</p> <p>Ketrampilan Umum :</p> <p>1. Mampu memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;</p> <p>2. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya</p> <p>Ketrampilan Khusus:</p> <p>1. Mampu melakukan tindakan reflektif dan pemanfaatan teknologi informasi dan komunikasi untuk peningkatan kualitas pembelajaran bahasa Inggris.</p> <p>Penguasaan Pengetahuan:</p> <p>1. Menguasai konsep teoritis dan teknik pengembangan pembelajaran, penyajian (metode dan prosedur), pengelolaan dan evaluasi Bahasa Inggris yang diperlukan untuk melaksanakan pembelajaran secara integrative.</p> <p>2. Menguasai konsep teoritis tentang pedagogi</p>	<p>affective, and skill domain that the study program expects to be achieved by students (RISTEKDIKTI,2016)</p>	<p>of RISTEKDIKTI</p>
--	--	--	---	-----------------------

#### D. Component of a Syllabus: Course Learning Outcomes

University A	University B	University C	University F	Theory	Remarks
<p>After completing this course, students are expected to be able to:</p> <p>1. Understand basic concepts about the use learning materials in teaching</p>	<p>Kompetensi yang diharapkan setelah mahasiswa mengikuti kegiatan perkuliahan mata kuliah ini adalah mahasiswa memiliki pengetahuan dan pemahaman mengenai hakekat kurikulum dan pembelajaran dengan</p>	<p>The objectives of the course are that the students:</p> <ol style="list-style-type: none"> <li>1. Understand the current curriculum</li> <li>2. Have experience of making lesson plan</li> <li>3. Develop the material</li> <li>4. Use the best teaching principles for language teaching purposes</li> </ol>	<ol style="list-style-type: none"> <li>1. Mampu menganalisis berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai</li> <li>2. Dapat menggunakan berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai.</li> </ol>	<ul style="list-style-type: none"> <li>• Course objective elaborates a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman &amp; Cashin, 1992).</li> <li>• Student learning objectives describe what students will be expected to do or know after the course, and what competencies/skills/knowledge will be expected to demonstrate by students at the end of the course (Davis, 2004).</li> </ul>	<p>The form of learning objectives stated in four universities is different although the contents of the learning objectives refer to the theories provided by the experts.</p>

<p>learning process.</p> <p>2. Apply knowledge, principles, practical skills for developing and evaluating learning materials being used in teaching learning process.</p> <p>3. Evaluate and develop ELT materials.</p> <p>4. Design ELT materials.</p>	<p>berbagai unsur dan pendekatan serta implikasinya terhadap proses pembelajaran, sebagai landasan dalam melaksanakan tugas bagi pendidik dan tenaga kependidikan.</p>		<p>3. Mendesain berbagai macam materi pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris</p> <p>4. Terampil dalam menggunakan berbagai macam materi pembelajaran bahasa Inggris</p>	<ul style="list-style-type: none"> <li>• CPMK or learning objectives inform students about measureable knowledge that reflects skills, competences, and knowledge that must be achieved (RISTEKDIKTI, 2016).</li> </ul>	
--	--	--	--	---	--

#### D. Component of a Syllabus: Lesson Learning Outcomes

Univ. A	Univ. B	Univ. C	Univ. F	Theory	Remarks
<p>1. Students are able to elaborate the course outline and the class regulations.</p> <p>2. Students are able to overview of learning materials.</p> <p>3. Students are able to identify and analyze authentic materials in ELT.</p>	<p>Tujuan yang diharapkan setelah mahasiswa mengikuti setiap tahapan perkuliahan pada mata kuliah ini adalah Mahasiswa memiliki pengetahuan dan penguasaan Mata Kuliah Kurikulum dan Pembelajaran baik secara teoritis maupun praktis. Antara lain meliputi:</p> <p>kedudukan, Konsep, fungsi dan peranan</p>	<p>1. Students can identify the fundamental reasons of those kinds of methods.</p> <p>2. The students can explain the differences of the three terms.</p> <p>3. Students understand about <i>Kurikulum 2013</i>.</p> <p>4. Students recognize and understand the kinds of syllabus.</p> <p>5. Students are able to arrange the syllabus.</p> <p>6. Students are able to make lesson plan.</p> <p>7. Students are able to recognize or select the</p>	<p>1. Defining, identifying, and explaining the concepts and relationships of curriculum, syllabus, and materials.</p> <p>2. Identifying and analyzing roles of materials in the learning materials.</p> <p>3. Arranging and relating the stages including the design, development, evaluation, and revision.</p> <p>4. Categorizing, analyzing, needs and learners and setting the objectives.</p>	<p>1. Course student learning outcomes refer to specific measureable results (knowledge, skills, attitudes), expected following learning experience (Wolf, Czekanski, &amp; Dillon ,2013)</p> <p>2. Sub-CPMK (Capaian Pembelajaran Mata Kuliah) or lesson learning outcomes also refer to about measureable knowledge that reflects skills, competences, and knowledge that must be achieved based on <i>CPL</i> (RISTEKDIKTI, 2016)</p>	<p>By referring to the theories, the learning outcomes stated in the existing syllabi basically follow the principles of Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016) although the term used between the existing syllabi and the proposed theories are different.</p>

<p>4. Students are able to evaluate fabricated materials in ELT.</p> <p>5. Students are able to classify taxonomy and its relevance to learning materials design.</p> <p>6. Students are able to overview the concept and use of textbooks.</p> <p>7. Students are able to evaluate textbook evaluation.</p> <p>8. Students are able to evaluate the use of textbooks into learning process.</p> <p>9. Students are able to evaluate result of various researches about textbook evaluation</p> <p>10. Students are able to create learning materials for listening.</p> <p>11. Students are able to produce</p>	<p>kurikulum; landasan-landasan pengembangan kurikulum; prinsip-prinsip dan produk pengembangan kurikulum; komponen-komponen kurikulum dan pengembangannya; sejarah perkembangan dan profil kurikulum di indonesia; pengembangan kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pendekatan pembelajaran; komponen-komponen pembelajaran; dan inovasi dalam pelaksanaan pembelajaran.</p>	<p>instructional material using the relevant sources such as: internet, articles, books newspapers, and magazines.</p> <p>8. Students understand about genre and types of text.</p> <p>9. Students are able to make assessment.</p>	<p>5. Outlining, arranging the content outline and development and delivery methods.</p> <p>6. Defining and reviewing the objectives, evaluating strategies, and collecting and analyzing data.</p> <p>7. Identifying, and applying the developing and implementing revision plan.</p> <p>8. Planning, designing, and constructing students' worksheets.</p>	
--	---	---	--	--

<p>learning materials for reading.</p> <p>12. Students are able to produce learning materials for speaking.</p> <p>13. Students are able to produce learning materials for writing.</p> <p>14. Students are able to evaluate the learning materials being produced by other students</p>					
--	--	--	--	--	--

**E. Component of a Syllabus: Topics and Subtopics or Learning Materials**

Univ. A	Univ. B	University C	University F	Theory	Remarks
<ol style="list-style-type: none"> <li>1. Overview of learning materials in ELT.</li> <li>2. Authentic materials in ELT.</li> <li>3. Evaluation and development of fabricated materials in ELT.</li> <li>4. Learning taxonomy.</li> <li>5. Overview of textbook.</li> <li>6. Textbook evaluation.</li> <li>7. Adapting and adopting textbook into learning process.</li> <li>8. Textbook evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Pengertian dan Konsep Kurikulum. <ul style="list-style-type: none"> <li>• Kedudukan kurikulum dalam proses pendidikan, dan keterkaitan antara kurikulum dan pembelajaran.</li> <li>• Konsep-konsep kurikulum menurut beberapa ahli kurikulum dan dimensi pengertian kurikulum.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Historical views of Language Curriculum and Development.</li> <li>2. Component of curriculum.</li> <li>3. Kurikulum 2013.</li> <li>4. Kinds of syllabus.</li> <li>5. Workshop of making a syllabus.</li> <li>6. Workshop making lesson plan.</li> <li>7. Workshop of material development.</li> <li>8. Workshop of making assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Description of the course, the competence students should acquire, the teaching and learning process, and assignments.</li> <li>2. Roles of materials in the learning process.</li> <li>3. Explanation of the stages including the design, development, evaluation, and revision.</li> <li>4. Analyzing needs and learners and setting the objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Materials of a syllabus contain the main topic or sub-main topic that will be taught in a course (Altman &amp; Cashin, 1992).</li> <li>2. The material part discusses topics that will be taught, primary, supplemental readings for the course (Davis,2004)</li> <li>3. Course materials inform the topics of a course that will be discussed and taught (Wolf, Czekanski, &amp; Dillon ,2013)</li> <li>4. Learning materials contain the materials that will be taught by a course instructor in relation with the learning objectives that must be achieved (RISTEKDIKTI,2016)</li> </ol>	<ul style="list-style-type: none"> <li>• The syllabus from University B states topics and subtopics that will be discussed in the course.</li> <li>• Although the existing syllabus uses term “topics or sub-topics”, not learning materials, the elaboration of the term “topics and subtopics” refers to the elaboration proposed by Altman &amp; Cashin (1992), Davis (2004), Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016)</li> </ul>

<p>case studies.</p> <p>9. Learning materials for listening, speaking, reading, and writing.</p> <p>10. Learning materials evaluation.</p>	<ul style="list-style-type: none"> <li>• Fungsi kurikulum sebagai pedoman/acuan bagi semua pihak yang terlibat dalam penyelenggaraan pendidikan</li> <li>• Peranan kurikulum, mencakup peranan konservatif, peranan kreatif, dan peranan kritis/evaluatif.</li> </ul> <p>2. Landasan-landasan Pengembangan Kurikulum. Membahas pokok-pokok materi minimal tentang empat aspek pokok yang mendasari pengembangan kurikulum, yaitu: Landasan Filosofis, Landasan Psikologis, Landasan Sosiologis dan Antropologis, Landasan IPTEK.</p> <p>3. Komponen-komponen kurikulum dan</p>		<p>5. Content outline and development and delivery methods.</p> <p>6. Reviewing objectives, evaluating strategies, and collecting and analyzing data.</p> <p>7. Developing and implementing revision plan.</p> <p>8. Designing students' own materials.</p>	
--	--	--	---	--

	<p>pengembangannya. komponen-komponen utama yang harus ada dalam pengembangan kurikulum, yaitu :</p> <ul style="list-style-type: none"> <li>• Tujuan (<i>aims, goals, objectives</i>)</li> <li>• Isi/bahan (<i>learning experiences</i>)</li> <li>• Strategi dan pendekatan (<i>methods</i>) Evaluasi (<i>evaluation</i>)</li> </ul> <p>4. Prinsip-prinsip Pengembangan Kurikulum</p> <ul style="list-style-type: none"> <li>• Prinsip-prinsip umum dalam pengembangan kurikulum (goal oriented, relevansi, fleksibilitas, kontinuitas, efektifitas, efisiensi, dll.).</li> <li>• Prinsip-prinsip khusus berkaitan dengan prinsip pengembangan dan prinsip pelaksanaan kurikulum tingkat satuan</li> </ul>				
--	--	--	--	--	--

	pendidikan. 5. Pendekatan, Model, dan Prosedur Pengembangan Kurikulum. 6. Evaluasi Kurikulum 7. Perkembangan Kurikulum di Indonesia 8. Pembaharuan kurikulum 9. Konsep Dasar Pembelajaran 10. Komponen-komponen pembelajaran. 11. Prinsip-prinsip belajar dan pembelajaran 12. Pendekatan dan Model Pembelajaran 13. Inovasi Pembelajaran				
--	--	--	--	--	--

F. Component of a Syllabus: Learning Activities

University A	University B	University C	University F	Theory	Remarks
1. Students are given course outline, then identify learning topics assignment, assessment system, and references. 2. Students explain the concept of learning material in ELT. 3. Students elaborate and examine the characteristics and components of	<b>Learning activities are not stated in the syllabus.</b>	<b>Learning activities are not stated in the syllabus</b>	1. Brainstorming, Students discuss and work in pair on the topic, students provide the examples of how different kind materials might be utilized in learning process, students analyze some materials on English teaching. 2. Brainstorming, students discuss and work in pair on the topic, students provide ideas of stages of developing different materials	Learning activities inform activities that must be performed by students in the course in order to achieve expected competences (RISTEKDIKTI,2016).	Generally, the learning activities stated in the syllabuses from University A and F refers to the descriptions proposed by RISTEKDIKTI.

<p>4. authentic materials in ELT. Students analyze and develop fabricated ELT materials being used.</p> <p>5. Students identify and exemplify taxonomy and its relevance to learning design.</p> <p>6. Students explain and exemplify the concept and use of textbooks.</p> <p>7. Students evaluate and develop learning materials being used.</p> <p>8. Students judge the use of textbooks into learning process.</p> <p>9. Students evaluate results of various researches about textbook evaluation.</p> <p>10. Students design ELT materials for listening, speaking, reading, and writing.</p> <p>11. Students are able to evaluate the learning materials being produced by other students.</p>			<p>utilized in learning process, students analyze some stages or steps on developing material on English teaching.</p> <p>3. Brainstorming, students discuss and work in pair on the topic, Students share ideas of stages of analyzing different materials utilized in learning process, students analyze students' needs and learning objectives in relation with developing material on English teaching.</p> <p>4. Brainstorming, students discuss and work in pair on the topic, students share ideas of the content.</p> <p>5. Students share and discuss the developed worksheet based on the expected learning objectives.</p> <p>6. Students work in pair or group on developing material.</p>		
--	--	--	---	--	--

#### G. Component of a Syllabus: Teaching Media

University A	University B	University C	University F	Theory	Remarks
<p>1. Computer</p> <p>2. LCD</p> <p>3. Whiteboard</p>	-	-	-	<p>Teaching media such as whiteboard, computer, LCD, speakers, textbooks, etc. are stated as one of the components of the syllabus (David, 2004; Wolf, Czekanski, &amp; Dillon, 2013)</p>	<p>The descriptions of teaching media stated in the syllabi generally refer to the descriptions stated by David, 2004; Wolf, Czekanski, &amp; Dillon (2013) .</p>

#### H. Component of a Syllabus: Teaching Methods

University A	University B	University C	University F	Theory	Remarks
<p>1. Presentation</p> <p>2. Discussion</p> <p>3. Lecturing</p>	<p>1. Lecturing</p> <p>2. Presentation</p> <p>3. Discussion</p>	<p>1. Cooperative learning</p> <p>2. Modelling</p> <p>3. Discussion</p> <p>4. Inquiry</p>	<p>1. Lecturing</p> <p>2. Pair and group work</p> <p>3. Discussion</p>	<p>Methods of instruction inform methods applied by instructors for teaching such as lectures, discussions, group works, etc (Davis, 2004)</p>	<p>The teaching methods provided in the existing syllabi refer to the explanation proposed by Davis (2004) and RISTEKDIKTI (2016).</p>



				<ul style="list-style-type: none"> <li>Teaching methods can be: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfillment of learning objectives (RISTEKDIKTI, 2016)</li> </ul>	
--	--	--	--	---	--

**I. Component of a Syllabus: Assessments**

University A	University B	University C	University F	Theory	Remarks
<p>The assessments of syllabus consist of:</p> <ul style="list-style-type: none"> <li>Indicators for scoring</li> <li>The procedure of assessment (performance assessment)</li> <li>The form of assessment (Presentation)</li> <li>The scoring rubric of presentation</li> <li>Assessment scheme and criteria</li> </ul>	<p>3. Oral test 4. Written test</p>	<p>5. Oral test 6. Written test</p>	<p>1. Indicators of the assessment. 2. Types of assessment: written assessments, performance assessments or presentations and a project for final test</p>	<ul style="list-style-type: none"> <li>Grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman &amp; Cashin, 1992).</li> <li>Davis (2004) mentions assessment as the requirements that cover type of the exams and type of knowledge will be tested.</li> <li>Grading method is clear, explicit explanation of evaluation, graded items and activities, grading rubrics, evaluation of course performance (Wolf, Czekanski, &amp; Dillon, 2013)</li> <li>Assessments of a syllabus inform types of assessment performed by a course instructor in measuring students' competence to achieve learning outcomes and indicators that describe the competencies that are assessed (RISTEKDIKTI, 2016)</li> </ul>	<p>5. University A is the only university that provides the scoring rubric for the assessment. 6. University A and F provide the indicators of the assessment. 7. University B and C directly mention the types of the assessment used: spoken and written test. 8. Each university provides various details regarding the assessment. 9. The details stated in each syllabus about the assessment basically refer to the concepts elaborated by Altman and Cashin (1992), Davis (2004), Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016) 10. Although Altman &amp; Cashin (1992), and Wolf et al consider the term "assessment" used in the existing syllabi as grading and grading method, the main elaboration shares the same details.</p>

**J. Component of a Syllabus: Meeting**

University A	University B	University C	University F	Theory	Remarks
Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	<ul style="list-style-type: none"> <li>Altman &amp; Cashin (1992) include the term "week" in course calendar/schedule</li> <li>Meeting refers to the number of weeks that is needed to complete the course (RISTEKDIKTI, 2016).</li> </ul>	Generally, the term "meeting" refers to the proposed theories.

## K. Component of a Syllabus: References

University A	University B	University C	University F	Theory	Remarks
<p>1. Tomlinson, B. (2008). <i>English Language Learning Materials: Critical Review</i>. New York: Continuum International Publishing Group.</p> <p>2. Gray John. (2013). <i>Critical Perspectives on Language Teaching Materials</i>. London: Palgrave Macmillan.</p> <p>3. Garton Sue and Kathleen Graves. (2014). <i>International Perspectives on Material in ELT</i>. London: Palgrave Macmillan.</p> <p>4. Nation, I.S.P. 2010. <i>Language Curriculum Design</i>. UK: Taylor and Francis</p> <p>5. Nation, I.S.P. 2010. <i>Language Curriculum Design</i>. UK: Taylor and Francis.</p>	<p>1. Brady, Laury. (1999). <i>Curriculum Development</i>. New York: Prentice Hall.</p> <p>2. Hamalik, Oemar. (2003). <i>Perencanaan Pengajaran Berdasarkan Pendekatan Sistem</i>. Jakarta: Bumi Aksara.</p> <p>3. Joyce, Bruce., Weil, Marsha, (2000). <i>Models of Teaching</i>. London: Allyn &amp; Bacon.</p> <p>4. Lewis, Saylor Alexander.(1981). <i>Curriculum Planning For Better Teaching and Learning</i>. Japan: Holt. Saunder.</p> <p>5. Miller, John P &amp; Sellar Wayne., (1985). <i>Curriculum; Perspective and Practice</i>. London: Longman.</p> <p>6. Print, Murray. (1993). <i>Curriculum Development and Design</i>. Australia: Allen and Unwin.</p> <p>7. Sukmadinata, Nana Syaodih. (2001). <i>Pengembangan Kurikulum Teori dan Praktek</i>. Bandung: Rosdakarya</p> <p>8. Surya, Mohammad. (2003). <i>Psikologi Pembelajaran dan Pengajaran</i>. Bandung: Yayasan Bhakti Winaya.</p> <p>9. Tim Pengembang MKDP. (2013). <i>Kurikulum dan Pembelajaran</i>. Depok: Rajawali Press, PT RajaGrafindo Persada.</p>	<p>The syllabus mentions the titles of the textbooks as the references:</p> <p>5. Teaching by Principles by H. Douglas Brown.</p> <p>6. TEFL by Geoffrey Broughton</p>	<p>Main References:</p> <p>1. Azarnoosh, A., Zeraatpishe, M., Faravani, A., Kargozari, H.R (eds.) (2014). <i>Issues in Materials Development: Critical New Literacies: The Praxis of English Language Teaching and Learning (PELT)</i>. Roterdam: Sense Publishers</p> <p>2. Garton, S and Graves, K. (2014). <i>International Perspectives on Materials in ELT</i>. New York: Palgrave</p> <p>3. Macmillan McDonough, J.,Shaw, C. and Masumura, H. (2013). <i>Materials and methods in ELT</i>. Oxford: Blackwell.</p> <p>4. Tomlinson, B. (ed.) (2011). <i>Materials Development in Language Teaching</i>. Cambridge: Cambridge University Press.</p> <p>Tomlinson, B. (ed.) (2013). <i>Applied linguistics and materials development</i>. London and New York: Bloomsbury.</p> <p>Further Reading</p> <p>1. Ellis, R. (2003). <i>Task-based language learning and teaching</i>. Oxford:</p>	<ul style="list-style-type: none"> <li>References are textbooks, reading, and supplementary readings used in a course (Altman &amp; Cashin, 1992).</li> <li>References cover primary books or reading for the courses, supplemental books or reading, websites, and links (Davis,2004).</li> <li>References mention textbooks, and suggested readings ((Wolf, Czekanski, &amp; Dillon ,2013).</li> <li>References provide books and other resources employed in a course (RISTEKDIKTI, 2016).</li> </ul>	<ul style="list-style-type: none"> <li>The syllabus from University F provides titles of books as the main references and further reading.</li> <li>Generally, all of the syllabi refer to the concepts proposed by the experts in providing the references of the course, but the existing syllabi from University A, B, and C only mention the textbooks used in the course. They don't mention the main readings, supplementary readings, and other resources.</li> </ul>

	<p>10. Zais, Robert.S. (1976). Curriculum Principles and Foundations. New York: Harper &amp; Row. Publishers, Inc.</p> <p>11. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional</p> <p>12. Undang-Undang RI Nomor 14 Tahun 2005 tentang Guru dan Dosen</p> <p>13. Peraturan Pemerintah RI Nomor 25 Tahun 2005 tentang Standar nasional Pendidikan</p> <p>14. Undang-Undang Guru dan Dosen</p>		<p>Oxford University Press.</p> <p>2. Leaver, B. and Willis, J. (eds.) (2004). <i>Task-based instruction in a foreign language: Practices and programs</i>. Washington, D.C.: Georgetown University Press.</p> <p>3. Nunan, D. (2004). <i>Task-based language teaching</i>. Cambridge: Cambridge University Press.</p> <p>4. Tomlinson, B. (ed.) (1998). <i>Materials development in language teaching</i>. Cambridge: Cambridge University Press.</p> <p>5. Tomlinson, B. (ed.) (2003). <i>Developing materials for language teaching</i>. London: Continuum.</p> <p>6. Van den Branden, K. (ed.). (2006). <i>Task-based language education: From theory to practice</i>. Cambridge: Cambridge University Press.</p>		
--	--	--	---	--	--

**L. Component of a Syllabus: Time Allocation**

University A	University B	University C	University F	Theory	Remarks
The syllabus mentions that each meeting needs 150 minutes.	The syllabus mentions that each meeting needs 150 minutes.	-	The syllabus mentions that each meeting needs 100 minutes.	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

**Course 3: Digital Literacy in English Language Education**

**A. Component of a Syllabus: Course Information**

University A	University F	University G	Theory	Remarks
The course information of	The course information of	The course information of	• Course information provides course title, course	<b>All of the course information</b>

<p>Digital Literacy in ELE course from University A consists of:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Prerequisite</li> <li>• Time</li> <li>• Allocation</li> <li>• Subject Code</li> <li>• Credit</li> <li>• Lecturer Code</li> </ul>	<p>Digital Literacy in ELE course from University F consists of:</p> <ul style="list-style-type: none"> <li>• <i>Program Studi / Fakultas</i></li> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Bobot SKS</i></li> </ul>	<p>Digital Literacy in ELE course from University G consists of:</p> <ul style="list-style-type: none"> <li>• <i>Nama Mata Kuliah</i></li> <li>• <i>Kode Mata Kuliah</i></li> <li>• <i>Bobot</i></li> <li>• <i>Semester</i></li> <li>• <i>Tanggal Penyusunan</i></li> <li>• <i>Dosen Pengampu</i></li> </ul>	<p>number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. meets (Altman &amp; Cashin, 1992).</p> <ul style="list-style-type: none"> <li>• Course information provides the information such as name of university, semester, year, course title, and the descriptions of how to contact a course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, pre-requisites: required courses and skills, co-requisites, class, days, times, class location) (Wolf, Czekanski, &amp; Dillon ,2013)</li> </ul>	<p><b>provided in the existing syllabi from five universities refers to the theories.</b></p>
---	---	--	---	---

#### B. Component of a Syllabus: Course Description

Univ.A	University F	University G	Theory	Remarks
<p><b>No course description in the syllabus.</b></p>	<p>The course is designed to present various concepts of teaching media. The concepts are aimed at equipping learning and teaching process. This course covers the basic concepts of teaching media and its practice to help learning and teaching routines. Students will later be exposed to various kinds of teaching media; from simple to high-tech ones, such as electronic multimedia. At the end, they are expected to be able to develop their own teaching media and use it in classroom learning processes.</p>	<p>Mata kuliah ini mengkaji tentang media pembelajaran dan inovasi pembelajaran berbasis ICT, yang mencakup dasar-dasar pengembangan media, mulai dari konsep media pembelajaran, pengaruh perkembangan teknologi informasi dan komunikasi terhadap media pembelajaran serta inovasi pembelajaran berbasis ICT hingga pengembangan dan produksi pembelajaran berbasis ICT.</p>	<ul style="list-style-type: none"> <li>• Course description is a paragraph describing the general content of the course (Altman &amp; Cashin, 1992).</li> <li>• Course description mainly describes prerequisites, overview of a course, student learning objectives, methods of the instruction (Davis, 2004)</li> <li>• Course description informs a student about the rationale of the course subject, a brief overview of the key content, knowledge and skills to be learned and stating the major learning strategies and activities that students will experience (RISTEKDIKTI,2016)</li> </ul>	<p>Although the course descriptions from the different universities do not provide the learning objectives and methods of instruction as suggested by Davis (2004). They still refer to the theories proposed by Altman &amp; Cashin (1992), and RISTEKDIKTI (2016).</p>

#### C. Component of a Syllabus: Program Learning Outcomes

Univ. A	University F	University G	Theory	Remarks
	<p>Sikap :</p> <ol style="list-style-type: none"> <li>1) Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius</li> <li>2)Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama,moral,dan</li> </ol>	<p>Sikap:</p> <ol style="list-style-type: none"> <li>1.Mampu mengambil keputusan strategis dan inovatif di bidang Pendidikan Bahasa Inggris berdasarkan informasi dan data yang relevan.</li> <li>2.Mampu mengelola sumber daya Pendidikan Bahasa</li> </ol>	<p>Program learning outcomes are the learning outcomes proposed by a study program. The program learning</p>	<p>The program learning outcomes provided in the syllabus of Univ. F and G refer to the elaboration of</p>

<p>etika;</p> <p>3) Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila;</p> <p>4) Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggung jawab pada negara dan bangsa;</p> <p>5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;</p> <p>6) Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</p> <p>7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara;</p> <p>8) Menginternalisasi nilai, norma, dan etika akademik;</p> <p>9) Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri; dan</p> <p>10) Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.</p> <p><b>KETRAMPILAN UMUM :</b></p> <ol style="list-style-type: none"> <li>1. Mampu memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;</li> <li>2. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya</li> </ol> <p><b>KETRAMPILAN KHUSUS:</b></p> <ol style="list-style-type: none"> <li>1. Mampu melakukan tindakan reflektif dan pemanfaatan teknologi informasi dan komunikasi untuk peningkatan kualitas pembelajaran bahasa Inggris.</li> </ol> <p><b>PENGUASAAN PENGETAHUAN:</b></p> <ol style="list-style-type: none"> <li>1. Menguasai konsep teoritis dan teknik</li> </ol>	<p>Inggris, organisasi, dan mengkomunikasikan hasil pengelolaannya secara bertanggung jawab kepada pemangku kepentingan.</p> <p><b>Pengetahuan:</b></p> <ol style="list-style-type: none"> <li>1. Menguasai konsep, struktur, dan pola pikir keilmuan Bahasa Inggris yang diperlukan untuk melaksanakan pembelajaran di satuan pendidikan dasar dan menengah serta studi ke jenjang berikutnya.</li> <li>2. Menguasai konsep dan prinsip pedagogi.</li> </ol> <p><b>Kemampuan Umum:</b></p> <ol style="list-style-type: none"> <li>1. Mampu mengaplikasikan konsep dan prinsip pedagogi, didaktik bahasa Inggris, serta keilmuan bahasa Inggris untuk melakukan perencanaan, pengelolaan, evaluasi, implementasi dan inovasi pendidikan dengan memanfaatkan IPTEKS yang berorientasi pada kecakapan hidup.</li> </ol> <p><b>Kemampuan Khusus:</b></p> <ol style="list-style-type: none"> <li>2. Mampu merancang, melaksanakan penelitian, dan mempublikasikan hasilnya sehingga dapat digunakan sebagai alternatif untuk menyelesaikan masalah di bidang pendidikan Bahasa Inggris.</li> </ol>	<p>outcomes mainly inform the knowledge, affective, and skill domain that the study program expects to be achieved by students (RISTEKDIKTI,2016)</p> <p>RISTEKDIKTI</p>
--	--	--

	<p>pengembangan pembelajaran, penyajian (metode dan prosedur), pengelolaan dan evaluasi Bahasa Inggris yang diperlukan untuk melaksanakan pembelajaran secara integrative.</p> <p>2. Menguasai konsep teoritis tentang pedagogi</p>			
--	---	--	--	--

**D. Component of a Syllabus: Course Learning Outcomes**

University A	University F	University G	Theory	Remarks
<p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Develop technology-based language learning plan effectively and efficiently;</li> <li>2. Identify the type of technology that is appropriate for use in language learning in the classroom;</li> <li>3. Engage actively in technology-based learning during the lecture takes place;</li> <li>4. Implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail through the use of learning platforms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mampu menganalisis berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai</li> <li>2. Dapat menggunakan berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai.</li> <li>3. Mendesain berbagai macam media pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris</li> <li>4. Terampil dalam menggunakan berbagai macam media pembelajaran bahasa Inggris</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengaplikasikan konsep dan prinsip didaktik pedagogis bahasa Inggris serat keilmuan bahasa Inggris untuk melakukan evaluasi dengan memanfaatkan IPTEKS yang berorientasi kepada kecakapan hidup.</li> <li>2. Merancang dan melaksanakan penelitian serta melaporkan dan mempublikasikan hasilnya.</li> <li>3. Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan.</li> </ol>	<ul style="list-style-type: none"> <li>• Course objective elaborates a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman &amp; Cashin, 1992).</li> <li>• Student learning objectives describe what students will be expected to do or know after the course, and what competencies/skills/knowledge will be expected to demonstrate by students at the end of the course (Davis, 2004).</li> <li>• Learning objectives inform students about measureable knowledge that reflects skills, competences, and knowledge that must be achieved (RISTEKDIKTI, 2016).</li> </ul>	<p>The form of learning objectives stated in four universities is different although the contents of the learning objectives refer to the theories provided by the experts.</p>

**D. Component of a Syllabus: Lesson Learning Outcomes**

Univ. A	Univ. F	Univ. G	Theory	Remarks
<ol style="list-style-type: none"> <li>1. Students are able to explain the course outline and the class</li> </ol>	<ol style="list-style-type: none"> <li>1. Mampu mengenali konsep dasar tentang media dalam</li> </ol>	<ol style="list-style-type: none"> <li>1. Mampu memahami gambaran umum perkuliahan (kontrak</li> </ol>	<ol style="list-style-type: none"> <li>3. Course student learning outcomes refer to specific</li> </ol>	<p>By referring to the theories, the learning outcomes stated in the</p>

<p>regulations</p> <ol style="list-style-type: none"> <li>2. Students are able to explain the principles used in the preparation of effective and efficient technology-based learning</li> <li>3. Students are able to identify and select the type of technology-based media are properly used in the language classroom in accordance with existing conditions</li> <li>4. Students are able to elaborate the benefits of technology-based language learning to the development of students</li> <li>5. Students are able to integrate technology and language learning</li> <li>6. Students are able to elaborate and use the types of social software, procedure on the use of blogs, wikis and podcasts in learning English</li> <li>7. Students are able to explain the benefits and procedures of using online reference tools</li> <li>8. Students are able to integrate learning process with technology-based courseware</li> <li>9. Students are able to explain the notion of e-learning and related e-learning, cite examples of the design of e-learning (for example, hybridization or blended learning, give examples of the use of e-learning in language learning.</li> <li>10. Students are able to explain the concept of Web 2.0, the use of</li> </ol>	<p>pembelajaran Bahasa Inggris.</p> <ol style="list-style-type: none"> <li>2. Mampu menguraikan prinsip-prinsip media, technology and learning</li> <li>3. Mampu membandingkan kelebihan dan kekurangan berbagai macam tipe media visual</li> <li>4. Mampu menguraikan kelebihan dan kekurangan media visual dan audio</li> <li>5. Mampu mengklasifikasikan penggunaan media video dan komputer dalam pengajaran bahasa inggris</li> <li>6. Mampu memformulasikan prinsip penggunaan ICT</li> <li>7. Mampu mendisain pembelajaran jarak jauh berbasis internet</li> <li>8. Mampu mendisain dan menerapkan konsep dan teori media pembelajaran dalam praktek mengajar</li> </ol>	<p>belajar) dan penjelasan tentang mata kuliah.</p> <ol style="list-style-type: none"> <li>2. Mampu memahami tetntang inovasi pembelajaran</li> <li>3. Menjelaskan konsep dasar ICT dan Menjelaskan beberapa contoh implementasi atau pemanfaatan ICT dalam dunia pendidikan/pemb elajaran di sekolah.</li> <li>4. Menganalisis Dampak Implementasi ICT dalam pembelajaran</li> <li>5. Mengembangkan media berbasis ICT dan Menjelaskan secara prinsip aplikasi-aplikasi internet yang populer</li> <li>6. Mempersiapkan desain pembelajaran</li> </ol>	<p>measurable results (knowledge, skills, attitudes), expected following learning experience (Wolf, Czekanski, &amp; Dillon ,2013)</p> <p>4. Sub-CPMK (Capaian Pembelajaran Mata Kuliah)or lesson learning outcomes also refer to about measurable knowledge that reflects skills, competences, and knowledge that must be achieved based on CPL (RISTEKDIKTI, 2016)</p>	<p>existing syllabi basically follow the principles of Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016) although the term used between the existing syllabi and the proposed theories are different.</p>
--	---	---	--	--

virtual learning applications, m-learning in language learning.			
11. Students are able to explain the materials being learned			

**E. Component of a Syllabus: Topics and Subtopics or Learning Materials**

Univ. A	Univ. F	University G	Theory	Remarks
1. Principles in Designing Instruction 2. Effective Learning-Teaching Media ICT in ELT 3. Advantages and Disadvantages to integrate Technology into Language Classroom 4. Technology or ICT based teaching 5. Blogs, Wikis, Podcasts 6. Dictionaries and thesaurus, concordances and choruses, online translator engines and online encyclopedias. 7.1. CD-ROMs, DVDs, computer-based testing, electronic portfolios, and interactive whiteboards. 7.2. Examples of the use of technology-based courseware. 7.3. Evaluation of the use of media technology-based courseware. 8. E-learning: Online Teaching and Training, LMS, VLE, SNS and ESNS. 9. Web 2.0, virtual learning application, m-learning in language learning.	1. Media, technology and learning, and technology for learning. 2. Media and material, and visual principles. 3. Visuals and audio 4. Video and computers. 5. Multimedia, internet, and intranet. 6. Distance learning, and lesson planning simulation. 7. Teaching simulation: student-made-media demonstration.	<ul style="list-style-type: none"> <li>• Pengertian media pembelajaran, manfaat media pembelajaran, jenis dan klasifikasi media pembelajaran.</li> <li>• Media pembelajaran yang dibutuhkan di jenjang sekolah formal.</li> <li>• Pengertian inovasi pembelajaran dan alasan perlunya inovasi dalam dunia pembelajaran.</li> <li>• Media dan ICT sebagai inovasi pembelajaran dan Pengaruh ICT terhadap media pembelajaran.</li> <li>• Internet sebagai sumber utama sebagai cara berfikir kritis.</li> <li>• Mempelajari Social Networking sebagai media pembelajaran.</li> <li>• Memilih media Pallete pembelajaran.</li> <li>• Memerapkan ICT dalam pembelajaran</li> <li>• Mengembangkan media berbasis ICT dan menjelaskan aplikasi-aplikasi internet yang populer saat ini.</li> <li>• Pengenalan kebutuhan untuk informasi dan menentukan sifat dan luasnya informasi yang dibutuhkan.</li> </ul>	1. Materials of a syllabus contain the main topic or sub-main topic that will be taught in a course (Altman & Cashin, 1992). 2. The material part discusses topics that will be taught, primary, supplemental readings for the course (Davis,2004) 3. Course materials inform the topics of a course that will be discussed and taught (Wolf, Czekanski, & Dillon ,2013) 4. Learning materials contain the materials that will be taught by a course instructor in relation with the learning objectives that must be achieved (RISTEKDIKTI,2016)	<ul style="list-style-type: none"> <li>• <b>University A uses the term topics in mentioning the learnig materials.</b></li> <li>• The contents of learning materials stated in the existing syllabi refer to the elaboration proposed by Altman &amp; Cashin (1992), Davis (2004), Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016)</li> </ul>



		• Mempersiapkan Desain pembelajaran berbasis ICT IKIP.	
--	--	--	--

F. Component of a Syllabus: Learning Activities

University A	University F	University G	Theory	Remarks
<ol style="list-style-type: none"> <li>Students explain the basic concept and principles used in the preparation of effective and efficient technology-based learning.</li> <li>Students recognize and choose appropriate technology-based media are properly used in the language classroom in accordance with existing conditions</li> <li>Students explain the advantages and disadvantages of using technology-based language learning to the development of students</li> <li>Students demonstrate teaching integrated with technology or ICT</li> <li>Students explain and apply appropriate soft wear (blogs, wikis, and so on) to support their teaching process</li> <li>Students elaborate the benefits and procedures of using online reference tools</li> <li>Students demonstrate a teaching process with technology-based courseware.</li> <li>Students explain the notion of e-learning and related e-learning, cite examples of the design of e-learning</li> </ol>	<ol style="list-style-type: none"> <li>Brainstorming, mahasiswa mempresentasikan topic yang telah ditentukan, mahasiswa memberikan contoh penerapan dalam pembelajaran, menganalisa hasil penelitian terkait.</li> <li>Brainstorming, mahasiswa mempresentasikan topic yang telah ditentukan, mahasiswa memberikan contoh penerapan dalam pembelajaran, menganalisa hasil penelitian terkait.</li> <li>Merancang dan mengimplementasikan tahap-tahap pembelajaran dengan menggunakan media yang sesuai dengan tujuan pembelajaran, mensimulasikan proses pembelajaran dengan menggunakan media pembelajaran untuk materi tertentu, mengevaluasi media pembelajaran yang digunakan dalam mengajar.</li> </ol>	<ol style="list-style-type: none"> <li>Mahasiswa mampu memahami konsep dan pengertian media pembelajaran, manfaat media pembelajaran, jenis, dan klasifikasi media pembelajaran.</li> <li>Mengkaji tentang; pengertian inovasi pembelajaran, alasan perlunya inovasi pembelajaran, dan ICT sebagai inovasi pembelajaran.</li> <li>Mengkaji dan memahami konsep ICT, hakikat TI dan hakikat informasi.</li> <li>Mahasiswa mampu memahami dan memaparkan dampak positif dan negative pembelajaran berbasis ICT.</li> <li>Mahasiswa mampu berpikir kritis pada penggunaan internet.</li> <li>Mahasiswa mampu mempraktekkan teknik-teknik mencari informasi melalui search engine, social media, blogs, social news, forum, dan apps.</li> <li>Mahasiswa bekerja secara kelompok dan mendesain pembelajaran melalui aplikasi.</li> <li>Mahasiswa mempresentasikan projectnya.</li> </ol>	<p>Learning activities inform activities that must be performed by students in the course in order to achieve expected competences (RISTEKDIKTI, 2016).</p>	<p>Generally, the learning activities stated in the existing syllabi refer to the descriptions proposed by RISTEKDIKTI.</p>

**G. Component of a Syllabus: Teaching Media**

University A	University F	University G	Theory	Remarks
1. Computer 2. LCD 3. Whiteboard	-	Hardware 1. Laptop 2. LCD Projector	Teaching media such as whiteboard, computer, LCD, speakers, textbooks, etc. are stated as one of the components of the syllabus (David, 2004; Wolf, Czekanski, & Dillon, 2013)	The descriptions of teaching media stated in the syllabi generally refer to the descriptions stated by David, 2004; Wolf, Czekanski, & Dillon (2013) .

**H. Component of a Syllabus: Teaching Methods**

University A	University F	University G	Theory	Remarks
1. Presentation 2. Discussion 3. Lecturing	1. Ceramah 2. Presentasi 3. Diskusi 4. Tanya-jawab	1. Ceramah 2. Presentasi 3. Diskusi 4. Discovery learning	<ul style="list-style-type: none"> <li>• Methods of instruction inform methods applied by instructors for teaching such as lectures, discussions, group works, etc (Davis, 2004)</li> <li>• Teaching methods can be: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfillment of learning objectives (RISTEKDIKTI, 2016)</li> </ul>	The teaching methods provided in the existing syllabi refer to the explanation proposed by experts.

**I. Component of a Syllabus: Assessments**

University A	University F	University G	Theory	Remarks
The assessments of syllabus consist of: <ul style="list-style-type: none"> <li>• Indicators for scoring</li> <li>• The procedure of assessment (performance assessment)</li> <li>• The form of assessment (Presentation)</li> <li>• The scoring rubric of presentation</li> <li>• Assessment scheme and criteria</li> </ul>	The assessments of syllabus consist of: <ul style="list-style-type: none"> <li>• Indicators of the assessment.</li> <li>• Forms of the assessment: written assessments and performance assessments (presentations and teaching simulations)</li> </ul>	The assessments of syllabus consist of: <ul style="list-style-type: none"> <li>• Indicators of the assessment.</li> <li>• The criteria of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman &amp; Cashin, 1992).</li> <li>• Davis (2004) mentions assessment as the requirements that cover type of the exams and type of knowledge will be tested.</li> <li>• Grading method is clear, explicit explanation of evaluation, graded items and activities, grading rubrics, evaluation of course performance (Wolf, Czekanski, &amp; Dillon, 2013)</li> <li>• Assessments of a syllabus inform types of assessment performed by a course instructor in measuring students' competence to achieve learning outcomes and indicators that describe the competencies that are assessed (RISTEKDIKTI, 2016)</li> </ul>	<ol style="list-style-type: none"> <li>11. University A is the only university that provides the scoring rubric for the assessment.</li> <li>12. All of the universities provide the indicators of the assessment.</li> <li>13. Each university provides various details regarding the assessment.</li> <li>14. The details stated in each syllabus about the assessment basically refer to the concepts elaborated by Altman and Cashin (1992), Davis (2004), Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016)</li> <li>15. Although Altman &amp; Cashin (1992), and Wolf et al consider the term "assessment" used in the existing syllabi as grading and grading method, the main elaboration shares the same details.</li> </ol>

**J. Component of a Syllabus: Meeting / Week**

University A	University F	University G	Theory	Remarks
Meeting informs the	Meeting informs the	Meeting informs the number	<ul style="list-style-type: none"> <li>• Altman &amp; Cashin (1992) include the term</li> </ul>	Generally, the term "meeting" refers to the proposed

number of weeks needed to complete the course.	number of weeks needed to complete the course.	of weeks needed to complete the course.	“week” in course calendar/schedule <ul style="list-style-type: none"> <li>Meeting refers to the number of weeks that is needed to complete the course (RISTEKDIKTI, 2016).</li> </ul>	theories.
--	--	---	--	-----------

**K. Component of a Syllabus: Time Allocation**

University A	University F	University G	Theory	Remarks
The syllabus mentions that each meeting needs 200 minutes.	The syllabus mentions that each meeting needs 150 minutes.	The syllabus mentions that each meeting needs 200 minutes.	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

**L. Component of a Syllabus: References**

University A	University F	University G	Theory	Remarks
<ol style="list-style-type: none"> <li>1. Palloff, R.M. and Keith. P. (2007). <i>Building Online Learning Communities</i>. Francisco: Jossey-Bass.</li> <li>2. Clark, R.K., &amp; Mayer, R.E. (2011). <i>E-learning and the science of instruction</i>. San Francisco: Pfeiffer</li> <li>3. Dudeny, G., &amp; Hockly, N. (2007). <i>How to teach English with technology</i>. Essex:</li> </ol>	<ol style="list-style-type: none"> <li>1. Dudeny, Gavin dan Nicky Hockley. 2007. <i>How to Teach English with Technology</i>. Essex: Pearson Education Limited.</li> <li>2. Harmer, Jeremy. 2007. <i>The Practice of Language Teaching</i>. China: Pearson Education Limited.</li> <li>3. Sharon E. Smaldino, Deborah L. Lowther, James D. Russel. (2014). <i>Instructional Technology &amp; Media for Learning</i>. Prentice hall: Ohio.</li> <li>4. Artikel Jurnal dan bahan bacaan lain yang relevan.</li> </ol>	No references	<ul style="list-style-type: none"> <li>• References are textbooks, reading, and supplementary readings used in a course (Altman &amp; Cashin, 1992).</li> <li>• References cover primary books or reading for the courses, supplemental books or reading, websites, and links (Davis, 2004).</li> <li>• References mention textbooks, and suggested readings ((Wolf, Czekanski, &amp; Dillon, 2013).</li> <li>• References provide books and other resources employed in a course (RISTEKDIKTI, 2016).</li> </ul>	<ul style="list-style-type: none"> <li>• Generally, all of the syllabi refer to the concepts proposed by the experts in providing the references of the course, but the existing syllabi from University A and F only mention the textbooks used in the course. They don't mention the main readings, supplementary readings, and other resources.</li> </ul>

**Course 4: Language Learning Theories and Strategies**

**A. Component of a Syllabus: Course Information**

University E	University H	Theory	Remarks
The course information of Learning Theories and Strategies course from University E consists of: <ul style="list-style-type: none"> <li>• Department</li> <li>• Code</li> </ul>	The course information of Learning Theories and Strategies course from University H consists of: <ul style="list-style-type: none"> <li>• Study Program</li> <li>• Level</li> <li>• Course Code</li> </ul>	<ul style="list-style-type: none"> <li>• Course information provides course title, course number, credit hours, prerequisites, the location of classroom, and the days and hours class/lab/studio/etc. meets (Altman &amp; Cashin, 1992).</li> </ul>	<b>All of the course information provided in the existing syllabi from five universities refers to the theories.</b>

<ul style="list-style-type: none"> <li>• Subject</li> <li>• Credit</li> <li>• Semester</li> <li>• Prerequisite</li> </ul>	<ul style="list-style-type: none"> <li>• Course Group Credit Hour</li> <li>• Semester</li> <li>• Pre-requisite Lecturer(s)</li> <li>• Code of Lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Course information provides the information such as name of university, semester, year, course title, and the descriptions of how to contact a course instructor (Davis, 2004).</li> <li>• Course information informs course title, number section, term, semester, year, dates, pre-requisites: required courses and skills, co-requisites, class, days, times, class location) (Wolf, Czekanski, &amp; Dillon ,2013)</li> </ul>	
---	---	--	--

### B. Component of a Syllabus: Course Description

University E	University H	Theory	Remarks
This course examines various strategy of teaching, productive and receptive, either skills or components.	This course is designed to assist students to be able to make students ready in coping with their future career, their knowledge qualification, and good character as well as attitude. Through this course, students are expected to be able to identify, comprehend, discuss and apply the theories of teaching and learning into practice. Therefore, this course will cover a number of different theoretical views and concepts as well as principles of EFL methodology that serve as the sources and foundations for classroom practices. Therefore, the coverage of the course will include foundations for classroom practices, contexts in teaching, ways of designing and implementing classroom techniques, and classroom practices. Apart from these pedagogical knowledge, their English proficiency as well as content knowledge are also become the focus of the teaching and learning process.	<ul style="list-style-type: none"> <li>• Course description is a paragraph describing the general content of the course (Altman &amp; Cashin, 1992).</li> <li>• Course description mainly describes prerequisites, overview of a course, student learning objectives, methods of the instruction (Davis, 2004)</li> <li>• Course description informs a student about the rationale of the course subject, a brief overview of the key content, knowledge and skills to be learned and stating the major learning strategies and activities that students will experience (RISTEKDIKTI,2016)</li> </ul>	Although the course descriptions from the different universities do not provide the learning objectives and methods of instruction as suggested by Davis (2004). They still refer to the theories proposed by Altman & Cashin (1992), and RISTEKDIKTI (2016).

### C. Component of a Syllabus: Program Learning Outcomes

University E	Univ. H	Theory	Remarks
<ol style="list-style-type: none"> <li>1. Able to apply the knowledge of English language systems (ELO#1)</li> <li>2. Able to develop English teaching programs according to assigned contexts (ELO#2)</li> <li>3. Able to evaluate and reflect on own and others' teaching performance (ELO#3)</li> <li>4. Able to work as a team member of an interdisciplinary and multi-cultural issues (ELO#4)</li> </ol>	-	Program learning outcomes are the learning outcomes proposed by a study program. The program learning outcomes mainly inform the knowledge, affective, and skill domain that the study program expects to be achieved by	The program learning outcomes provided in the syllabus of Univ. F and G refer to the elaboration of RISTEKDIKTI

<p>5. Able to use appropriate analytical tools to identify learning problems, and scaffold students' learning (ELO#5)</p> <p>6. Able to identify, formulate, and solve English teaching problems (ELO#6)</p> <p>7. Able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)</p> <p>8. Able to perform professional responsibilities and ethics (ELO#8)</p> <p>9. Able to recognize the needs, motivate and sustain engagement in lifelong learning (ELO#9)</p>		students (RISTEKDIKTI,2016)	
--	--	-----------------------------	--

**D. Component of a Syllabus: Course Learning Outcomes**

University E	University H	Theory	Remarks
<p>Students are able to teach using the strategy of teaching before applying them in the field of teaching, especially language teaching.</p>	<p>At the end of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. identify the basic concepts in TEFL;</li> <li>2. explain and discuss the basic concepts in EFL;</li> <li>3. identify the principles of teaching and learning EFL;</li> <li>4. explain and discuss the principles of teaching and learning EFL;</li> <li>5. identify principles of approaches and methods in EFL teaching;</li> <li>6. explain and discuss approaches and methods in EFL teaching;</li> <li>7. compare approaches and methods in EFL teaching;</li> <li>8. identify the teaching practices at Junior High Schools, Senior High Schools, and Vocational Schools as Models for their Teaching Practices for teaching demonstration in the Micro Teaching;</li> <li>9. apply the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom.</li> <li>10. Write a lesson plan to be used for teaching demonstration in the micro teaching; and</li> <li>11. Evaluate his/her peer in the micro teaching.</li> </ol>	<ul style="list-style-type: none"> <li>• Course objective elaborates a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman &amp; Cashin, 1992).</li> <li>• Student learning objectives describe what students will be expected to do or know after the course, and what competencies/skills/knowledge will be expected to demonstrate by students at the end of the course (Davis, 2004).</li> <li>• Learning objectives inform students about measureable knowledge that reflects skills, competences, and knowledge that must be achieved (RISTEKDIKTI, 2016).</li> </ul>	<p>The form of learning objectives stated in four universities is different although the contents of the learning objectives refer to the theories provided by the experts.</p>

**D. Component of a Syllabus: Lesson Learning Outcomes**

Univ. E	Univ. H	Theory	Remarks
<ol style="list-style-type: none"> <li>1. Students are able to understand the Teaching and Learning course outline.</li> <li>2. Students are able to understand the explanation of teaching and learning.</li> <li>3. Students are able to understand the Kemp, ADDIE, and Dick Carey Model.</li> <li>4. Students are able to understand the Inductive thinking and concept attainment model.</li> <li>5. Students are able to understand the scientific inquiry and inquiry training model.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to identify and explain the nature of the course, the objective, the general rules, the coverage of the materials, and the evaluating system.</li> <li>2. Students are able to explain the concepts of teaching and teaching methodology.</li> <li>3. Students are able to explain the concepts of learning and learners— learning conditions, learner characteristics, styles, and strategies.</li> <li>4. Students are able to explain the history of</li> </ol>	<ol style="list-style-type: none"> <li>1. Course student learning outcomes refer to specific measureable results (knowledge, skills, attitudes), expected following learning experience (Wolf, Czekanski, &amp; Dillon ,2013)</li> <li>2. Sub-CPMK (Capaian Pembelajaran Mata Kuliah)or lesson learning outcomes also refer to about measureable knowledge that reflects skills, competences, and knowledge that</li> </ol>	<p>By referring to the theories, the learning outcomes stated in the existing syllabi basically follow the principles of Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016) although the term used between the existing syllabi and the proposed theories are different.</p>

<p>6. Students are able to understand the cognitive growth and advance organizer model.</p> <p>7. Students are able to understand the problem based learning and problem solving learning model.</p> <p>8. Students are able to understand the synectics and awareness training model.</p> <p>9. Students are able to understand the classroom meeting, role playing, and social simulation model.</p> <p>10. Students are able to understand the STAD and JIGSAW model.</p> <p>11. Students are able to understand the outbound activities, icebreaking and energizer model.</p> <p>12. Students are able to understand the evaluation process in teaching and learning.</p>	<p>language teaching covering approaches, methods, and techniques.</p> <p>5. Students are able to explain the principles of language teaching and learning.</p> <p>6. Students are able to explain the activities the student teachers do during the teaching practice, for example the lesson plan used in some SekolahMitra.</p> <p>7. Students are able to identify and explain the theories and basic concepts of teaching listening, speaking, reading, and writing.</p> <p>8. Students are able to identify and explain the theories and basic concepts of teaching integrated skills.</p> <p>9. Students are able to apply the theories in practice.</p>	<p>must be achieved based on <i>CPL</i> (RISTEKDIKTI, 2016)</p>	
---	---	---	--

E. Component of a Syllabus: Topics and Subtopics or Learning Materials

Univ. E	Univ. H	Theory	Remarks
<p>1. Teaching and Learning.</p> <p>2. Approach, Strategy, Method, Model, and Technique in TLS.</p> <p>3. Teaching Model Background.</p> <p>4. Models of Teaching.</p> <p>5. Evaluation of Teaching and Learning</p>	<p>1.1. The concept of the nature of the course</p> <p>1.2. General Overview of the course—the course regulations, the learning outcomes to attain, the course objectives, the content of the course, assignments, and the evaluation systems.</p> <p>1.3. The concepts of teaching and teaching methodology.</p> <p>2. Knowing the learners and their characteristics—theories, styles and strategies of learning.</p> <p>3. A Methodical History of Language Teaching illustrated by teaching models from video.</p> <p>4. GTM, Audio lingual Methods, Silent Way, TPR, Communicative language Teaching, Suggestopedia.</p> <p>5. The principles of language teaching and learning—cognitive, affective, and linguistic principles.</p> <p>6. Lesson planning &amp; classroom management.</p> <p>7. Teaching Listening: Theories and Modeling from Harmer's and Harrell's Video.</p> <p>8. Teaching Speaking: Theories and Modeling—Videos or teaching demonstration.</p> <p>9. Teaching Reading: Theories and Modeling—Videos or teaching demonstration.</p>	<p>5. Materials of a syllabus contain the main topic or sub-main topic that will be taught in a course (Altman &amp; Cashin, 1992).</p> <p>6. The material part discusses topics that will be taught, primary, supplemental readings for the course (Davis, 2004)</p> <p>7. Course materials inform the topics of a course that will be discussed and taught (Wolf, Czekanski, &amp; Dillon, 2013)</p> <p>8. Learning materials contain the materials that will be taught by a course instructor in relation with the learning objectives that must be achieved (RISTEKDIKTI, 2016)</p>	<ul style="list-style-type: none"> <li>• <b>University A uses the term topics in mentioning the learning materials.</b></li> <li>• The contents of learning materials stated in the existing syllabi refer to the elaboration proposed by Altman &amp; Cashin (1992), Davis (2004), Wolf, Czekanski, &amp; Dillon (2013), and RISTEKDIKTI (2016)</li> </ul>

	10. Teaching Writing using Genre- based Approach: Theories and Modeling—Videos or teaching demonstration. 11. Teaching Integrated Skill: Theories and Modeling—Videos or teaching demonstration.		
--	---	--	--

**F. Component of a Syllabus: Learning Activities**

University E	University H	Theory	Remarks
1. Discussion about the Teaching and Learning course outline. 2. Discussion about the explanation of teaching and learning. 3. Discussion about the differences between Approach, Strategy, Method, Model, and Technique in TLS. 4. Discussion about the Kemp, ADDIE, and Dick Carey Model. 5. Discussion about the Inductive thinking and concept attainment model. 6. Discussion about the scientific inquiry and inquiry training model. 7. Discussion about the cognitive growth and advance organizer model. 8. Discussion about the direct teaching and indirect teaching model. 9. Discussion about the problem based learning and problem solving learning model. 10. Discussion about the synectics and awareness training model. 11. Discussion about the classroom meeting, role playing, and social simulation model. 12. Discussion about the STAD and JIGSAW model. 13. Discussion about the outbound activities, icebreaking and energizer model. 14. Discussion about the evaluation process in teaching and learning.	1.1. Students discuss the concepts of teaching and teaching methodology 1.2. Students pay attention to the teacher explanation the course 1.3. Students discuss in group their expectation to gain from the course 1.4. Students pay attention to the teacher explanation about the objective of the course, course regulations, the learning outcomes to attain, the content of the course, the assignments, and the evaluation systems 2.1. Reviews the previous topic they have learned and convey the topics and objectives 2.2. Students work in group to discuss concepts related to the topics 2.3. The teacher explain and discuss the theories and principles of learner characteristics, differences, learning styles and strategies 3.1. The teacher reviews the previous topic they have learned and convey the topics and objectives 3.2. Students work in group to discuss concepts of approach, methods, and techniques. 3.3. Teacher explain and discuss the theories of approach, methods, and techniques 3.4. Teacher explain the differences between approach, methods, and techniques 3.5. Students watch some videos of teaching models 4.1. The teacher reviews the previous topic they have learned and convey the topics and objectives 4.2. Students work in group to discuss concepts related to the topics 4.3. The teacher explain and discuss the theories and principles of teaching by principles	Learning activities inform activities that must be performed by students in the course in order to achieve expected competences (RISTEKDIKTI, 2016).	Generally, the learning activities stated in the existing syllabi refer to the descriptions proposed by RISTEKDIKTI.

	<p>5.1. Teacher views the previous topic they have learned and convey the topics and objectives</p> <p>5.2. Students work in group to report the information based on their observation in SekolahMitra.</p> <p>6.1. The teacher reviews the previous topic they have learned and convey the topics and objectives</p> <p>6.2. Students work in group to discuss concepts of teaching listening, speaking, reading, and writing based on the summaries they have written</p> <p>6.3. The teacher explains and discusses the theories of teaching listening, speaking, reading, and writing.</p> <p>6.4. The teacher shows the video of the examples of teaching listening, speaking, reading, and writing.</p> <p>7.1. The teacher reviews the previous topic they have learned and convey the topics and objectives</p> <p>7.2. Students work in group to discuss concepts of teaching writing and teaching integrated skills</p> <p>7.3. The teacher explain and discuss the theories of teaching writing and teaching integrated skills</p> <p>7.4. The teacher show the video of the examples of teaching integrated skills</p> <p>8.1. Students prepare a lesson plan</p> <p>8.2. Students do peer teaching</p> <p>8.3. Some other students act as the observer together with the teacher</p>		
--	--	--	--

**G. Component of a Syllabus: Teaching Media**

Univ. E	University H	Theory	Remarks
	<ol style="list-style-type: none"> <li>1. Handout</li> <li>2. Laptop</li> <li>3. LCD Projector</li> <li>4. Speaker</li> </ol>	Teaching media such as whiteboard, computer, LCD, speakers, textbooks, etc. are stated as one of the components of the syllabus (David, 2004; Wolf, Czekanski, & Dillon ,2013)	The descriptions of teaching media stated in the syllabi generally refer to the descriptions stated by David, 2004; Wolf, Czekanski, & Dillon (2013) .

**H. Component of a Syllabus: Assessments**

University E	University H	Theory	Remarks
Summative Assessments: <ol style="list-style-type: none"> <li>1. Midterm Test</li> <li>2. Final Test</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative Assessments: formative questioning types in regards to the topic discuss, formative test in the form of question and answer session, and short summary writing.</li> <li>2. Summative assessments: midterm test, final test, and teaching simulations</li> </ol>	<ul style="list-style-type: none"> <li>• Grading informs details about how the students will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades (Altman &amp; Cashin, 1992).</li> <li>• Davis (2004) mentions assessment as the requirements that cover type of the exams and type of knowledge will be tested.</li> </ul>	<ul style="list-style-type: none"> <li>• The two universities directly state the types of the assessment: formative and summative assessments.</li> <li>• University E doesn't mention the kinds of the formative assessment for the course.</li> <li>• The elaboration of the assessments stated in</li> </ul>



	<ul style="list-style-type: none"> <li>Grading method is clear, explicit explanation of evaluation, graded items and activities, grading rubrics, evaluation of course performance (Wolf, Czekanski, &amp; Dillon, 2013)</li> <li>Assessments of a syllabus inform types of assessment performed by a course instructor in measuring students' competence to achieve learning outcomes and indicators that describe the competencies that are assessed (RISTEKDIKTI, 2016)</li> </ul>	the syllabi refer to the theories proposed by Altman & Cashin (1992), Davis (2004), Wolf, Czekanski, & Dillon (2013), and RISTEKDIKTI (2016) although they don't directly explain what formative and summative assessments are.
--	---	---

**I. Component of a Syllabus: Meeting / Week**

University E	University H	Theory	Remarks
Meeting informs the number of weeks needed to complete the course.	Meeting informs the number of weeks needed to complete the course.	<ul style="list-style-type: none"> <li>Altman &amp; Cashin (1992) include the term "week" in course calendar/schedule</li> <li>Meeting refers to the number of weeks that is needed to complete the course (RISTEKDIKTI, 2016).</li> </ul>	Generally, the term "meeting" refers to the proposed theories.

**J. Component of a Syllabus: Time Allocation**

University E	University H	Theory	Remarks
The syllabus mentions that each meeting needs 100 minutes.	-	Time allocation elaborates the duration needed to complete each meeting (Ristekdikti, 2016)	The contents refer to the descriptions proposed by RISTEKDIKTI.

**K. Component of a Syllabus: References**

University E	University H	Theory	Remarks
<p><b>Compulsory :</b> Gebhard, Jerry G. 1996. <i>Teaching English as Foreign Language (A Teacher Self – Development and Methodology Guide)</i>. USA: The University of Michigan Press</p> <p><b>Supplementary :</b></p> <ol style="list-style-type: none"> <li>Davies, Ivor K. 1981. <i>Instructional Technique</i>. New York: Mc.Graw Hill Book Company</li> <li>Bruce Joyce &amp; Marsha Weil (1991), <i>Models of Teaching</i> (seconds edition), London: Prentice Hall International Inc.</li> <li>Mary Alice Gunter, Thomas H. Estes &amp; Ian Schaw (1995). <i>Instruction: A Model Approach</i>. Boston: Allyn &amp; Bacon.</li> <li>Komalasari, K. 2010. <i>Pembelajaran Kontekstual: Konsep dan Aplikasi</i>. Bandung: Refika Aditama</li> </ol>	<ol style="list-style-type: none"> <li>Brown, H. D. (2001). <i>Teaching by principles: An interactive approach to language pedagogy</i>. Englewood Cliffs: Prentice Hall.</li> <li>Harmer, J. (2002). <i>The practice of English Language Teaching</i>. Malaysia: Pearson Education Limited.</li> <li>Harmer, J. (2007). <i>How to teach English</i>. China: Pearson Education Limited.</li> <li>Herrell, A. L. &amp; Jordan, M. (2012). <i>50 strategies for teaching English language learners</i>. Boston: Pearson Education Limited.</li> </ol>	<ul style="list-style-type: none"> <li>References are textbooks, reading, and supplementary readings used in a course (Altman &amp; Cashin, 1992).</li> <li>References cover primary books or reading for the courses, supplemental books or reading, websites, and links (Davis, 2004).</li> <li>References mention textbooks, and suggested readings ((Wolf, Czekanski, &amp; Dillon, 2013).</li> <li>References provide books and other resources employed in a course (RISTEKDIKTI, 2016).</li> </ul>	<ul style="list-style-type: none"> <li>Generally, all of the syllabi refer to the concepts proposed by the experts in providing the references of the course</li> <li>University E classifies compulsory and supplementary books as the references.</li> </ul>



**APPENDIX 5**  
**The EPG Framework**

**Key Teaching Competences**

Sub Category	Development Phase	Descriptions
<b>Methodology: Knowledge and Skills</b>	1.1	<ul style="list-style-type: none"> <li>• is learning about different language learning theories and methods.</li> <li>• when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using</li> </ul>
	1.2	<ul style="list-style-type: none"> <li>• has basic understanding of different language learning theories and methods</li> <li>• can select new techniques and materials, with advice from colleagues</li> <li>• can identify techniques and materials for different teaching and learning contexts</li> </ul>
	2.1	<ul style="list-style-type: none"> <li>• has basic understanding of different language learning theories and methods.</li> <li>• can select new techniques and materials, with advice from colleagues.</li> <li>• can identify techniques and materials for different teaching and learning contexts.</li> </ul>
	2.2	<ul style="list-style-type: none"> <li>• is well acquainted with language learning theories and methods, learning styles and learning strategies.</li> <li>• can identify the theoretical principles behind teaching techniques and materials.</li> <li>• can use appropriately a variety of teaching techniques and activities.</li> </ul>
	3.1	<ul style="list-style-type: none"> <li>• can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials.</li> <li>• can use a very wide range of teaching techniques, activities and materials.</li> </ul>
	3.2	<ul style="list-style-type: none"> <li>• has a detailed knowledge of theories of language teaching and learning and shares it with colleagues.</li> <li>• can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques.</li> <li>• can select and create appropriate tasks and materials for any level for use by colleagues.</li> </ul>

**Key Teaching Competences**

Sub Category	Development Phase	Descriptions
<b>Lesson and Course Planning</b>	1.1	<ul style="list-style-type: none"> <li>• can link a series of activities in a lesson plan, when given materials to do so</li> </ul>
	1.2	<ul style="list-style-type: none"> <li>• can find activities to supplement those in the textbook.</li> <li>• can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next.</li> <li>• can adjust lesson plans as instructed to take account of learning success and difficulties</li> </ul>
	2.1	<ul style="list-style-type: none"> <li>• can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group.</li> <li>• can plan phases and timing of lessons with different objectives.</li> <li>• can compare learners' needs and refer to these in planning main and supplementary objectives for lessons</li> </ul>
	2.2	<ul style="list-style-type: none"> <li>• can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials.</li> <li>• can design tasks to exploit the linguistic and communicative potential of materials.</li> <li>• can design tasks to meet individual needs as well as course objectives.</li> </ul>

	3.1	<ul style="list-style-type: none"> <li>• can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision .</li> <li>• can design different tasks based on the same source material for use with learners at different levels.</li> <li>• can use analysis of learner difficulties in order to decide on action points for upcoming lessons</li> </ul>
	3.2	<ul style="list-style-type: none"> <li>• can design specialized courses for different contexts that integrate communicative and linguistic content appropriate to the specialism.</li> <li>• can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons .</li> <li>• can take responsibility for reviewing the curriculum and syllabuses for different courses.</li> </ul>
<b>Enabling Competences</b>		
<b>Sub Category</b>	<b>Development Phase</b>	<b>Descriptions</b>
<b>Digital Media</b>	1.1	<ul style="list-style-type: none"> <li>• can use word-processing software to write a worksheet, following standard conventions.</li> <li>• can search for potential teaching material on the internet.</li> <li>• can download resources from websites.</li> </ul>
	1.2	<ul style="list-style-type: none"> <li>• can create lessons with downloaded texts, pictures, graphics, etc.</li> <li>• can organize computer files in logically ordered folders.</li> </ul>
	2.1	<ul style="list-style-type: none"> <li>• can use software for handling images, DVDs, and sound files.</li> <li>• can use any standard Windows/Mac software, including media players.</li> <li>• can recommend appropriate online materials to students and colleagues.</li> <li>• can use a data projector for lessons involving the internet, a DVD etc.</li> </ul>
	2.2	<ul style="list-style-type: none"> <li>• can set and supervise on-line work for learners.</li> <li>• can use software for handling images, DVDs, and sound files.</li> </ul>
	3.1	<ul style="list-style-type: none"> <li>• can train students to select and use on-line exercises appropriate to their individual needs.</li> <li>• can edit and adapt sound and video files.</li> <li>• can show colleagues how to use new software and hardware.</li> <li>• can coordinate project work with digital media (using, for example, a camera, the internet, social networks).</li> <li>• can troubleshoot most problems with classroom digital equipment</li> </ul>
	3.2	<ul style="list-style-type: none"> <li>• can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning.</li> <li>• can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources.</li> <li>• can design blended learning modules using a learning management system e.g. Moodle.</li> </ul>

**The Analysis of EPG Framework in the Existing Syllabi**

1. ELTM Course

University	Course Name	Contents of the Existing Syllabi			The EPG Framework in the Existing Syllabi		Remark
		Course Learning Outcomes	Lesson Learning Outcomes	Topic	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	
Univ. A	TEFL Methodology	<ul style="list-style-type: none"> <li>Understanding basic concept of learning-teaching process, method, techniques, and evaluation in learning teaching process in English Language Teaching (ELT).</li> <li>Developing students' knowledge, principles, practical skills, techniques and awareness for teaching the four skills and language components (teaching listening skills, reading, speaking, writing skills, grammar, pronunciation and integrated skills)</li> </ul>	Students are able to understand the course outline and the class regulations.	Course outline	Understanding	1.2.1	This course is dominated by the level of EPG Framework 1.2 and 2.2
			Students are able to comprehend the history of language teaching.	History of language teaching	Comprehending	1.2.1	
			Students are able to elaborate approaches and methods in ELT.	Approaches and methods in ELT	Elaborating	2.2.1	
			Students are able to identify principles of language learning and teaching.	Principles of language learning and teaching	Identifying	1.2.3	
			Students are able to identify and analyze appropriate assessment in ELT.	Assessment in ELT	Identifying and analyzing	2.2.2	
			Students are able to elaborate theories of Second Language Acquisition.	Second Language Acquisition theories	Elaborating	2.2.1	
			Students are able to elaborate theories to teach listening.	Teaching listening	Elaborating	2.2.1	
			Students are able to elaborate theories to teach speaking.	Theories of teaching speaking	Elaborating	2.2.3	
			Students are able to elaborate theories to teach reading.	Theories of teaching reading	Elaborating	2.2.1	
			Students are able to elaborate theories to teach writing.	Theories of teaching writing	Elaborating	2.2.1	
		Determining and adapting teaching strategies which are relevant to students' needs, school settings and contexts.	Students are able to apply teaching listening to junior high school and senior high school students.	Teaching listening demonstration	Applying	2.2.3	
			Students are able to apply how to teach speaking to junior high school and senior high school	Teaching speaking demonstration	Applying	2.2.3	

			students.				
			Students are able to apply how to teach reading to junior high school and senior high school students.	Teaching reading demonstration	Applying	<b>2.2.3</b>	
			Students apply how to teach writing to junior high school and senior high school students.	Teaching writing demonstration	Applying	<b>2.2.3</b>	
<b>Univ. B</b>	<b>TEFL</b>	Students are able to comprehend the concepts and characteristics of communicative approach.	Students are able to comprehend the concepts and characteristics of communicative approach.	Introducing the concept of communicative approach.	Comprehending	<b>1.2.1</b>	This course is dominated by the level of EPG Framework 1.2.
		Students are able to identify the process of eclectic approach and comprehend its strategies.	Students are able to identify the process of eclectic approach and comprehend its strategies.	The concept of eclectic approach.	Identifying	<b>1.2.1</b>	
		Students are able to identify children language competence in language acquisition by the concept of communicative language teaching.	Students are able to identify children language competence in language acquisition by the concept of communicative language teaching.	Stage of language communicative language teaching.	Identifying	<b>1.2.1</b>	
		Students are able to elaborate the situation of language acquisition by using direct method and effectiveness of direct method.	Students are able to elaborate the situation of language acquisition by using direct method and effectiveness of direct method.	Situation and the development in direct method.	Elaborating	<b>1.2.1</b>	
		Students are able to elaborate the principles of Silent Way as the teaching method.	Students are able to elaborate the principles of Silent Way as the teaching method.	Concept of silent way and the effectiveness using it.	Elaborating	<b>1.2.1</b>	
		Students are able to comprehend the principles quantum teaching and learning.	Students are able to comprehend the principles quantum teaching and learning.	Quantum teaching and learning (between technique and method)	Comprehending	<b>1.2.1</b>	
		Students are able to identify the concept of methodology in inquiry system.	Students are able to identify the concept of methodology in inquiry system.	Inquiry method in teaching and learning.	Identifying	<b>1.2.3</b>	
		Students are able to comprehend the concept of constructivism methodology.	Students are able to comprehend the concept of constructivism methodology.	Constructivism methodology as a way to know the phenomenon in	Comprehending	<b>1.2.1</b>	

				language teaching and learning.			
		Students are able to identify the characteristics of suggestopedia and background of language acquisition in suggestopedia.	Students are able to identify the characteristics of suggestopedia and background of language acquisition in suggestopedia.	Suggestopedia as a concept in teaching learning activities.	Identifying	<b>1.2.1</b>	
<b>Univ. C</b>	<b>TEFL</b>	Understand the principles of teaching language	Students are able to identify the fundamental reasons of those kinds of methods.	Historical views of language teaching methods.	Identifying	<b>1.2.1</b>	This course is dominated by the level of EPG Framework 1.2 and 2.2.
			Students are able to explain the differences of the three terms.	Approach, methods, and technique.	Explaining	<b>1.2.1</b>	
			Students are able to comprehend interactive language teaching.	Interactive language teaching.	Comprehending	<b>1.2.1</b>	
		Have experience of making lesson plan	Students are able to make lesson plan based on teaching purposes stated.	Making a lesson.	Designing	<b>2.2.3</b>	
		Can do classroom management	Students are able to manage class to get the goal of teaching.	Classroom management.	Managing	<b>2.2.2</b>	
		Understand on the structural and communicative approach	Students are able to comprehend the principles of Structural Approach.	Structural Approach.	Comprehending	<b>1.2.1</b>	
			Students are able to comprehend Communicative Approach principles.	Communicative Approach.	Comprehending	<b>1.2.1</b>	
		Can teach English as a foreign language by having clear and systematic understanding on teaching English by principles	Students are able to use communicative approach in their teaching.	Communicative Approach.	Applying	<b>2.2.3</b>	
			Students are able to comprehend the theories of teaching listening.	Teaching listening.	Comprehending	<b>1.2.1</b>	
			Students are able to teach listening.	Teaching listening.	Teaching or applying	<b>2.2.3</b>	
			Students are able to comprehend the theories of teaching speaking.	Teaching speaking.	Comprehending	<b>1.2.1</b>	
			Students are able to teach speaking.	Teaching speaking.	Teaching or applying	<b>2.2.3</b>	
			Students are able to comprehend the theories of teaching reading.	Teaching reading.	Comprehending	<b>1.2.1</b>	
			Students are able to teach reading.	Teaching reading.	Teaching or applying	<b>2.2.3</b>	
Students are able to comprehend	Teaching writing.	Comprehending	<b>1.2.1</b>				

			the theories of teaching writing. Students are able to teach writing.	Teaching writing.	Teaching or applying	<b>2.2.3</b>	
		Assess the language skills	Students are able to assess four language skill (listening, speaking, reading, and writing).	Assessing language skills.	Designing	<b>2.2.3</b>	
		Use the best teaching principles for teaching purposes	Students are able to decide the aim of teaching, to select the material, to do teaching, and to assess the skills.	Workshop on ELT.	Designing	<b>2.2.3</b>	
<b>Univ. D</b>	<b>TEFL</b>	Mengidentifikasi, Menjelaskan/menguraikan antara <i>approach, method, dan technique</i> pada konteks <i>English language teaching</i> .	Students are able to comprehend the objectives of the course, assignments, and build the atmosphere of the Teaching English as Foreign Language course	Pengenalan mata kuliah dan RPS, menjelaskan sekilas tujuan mata kuliah <i>English as Foreign Language</i> secara umum	Comprehending	<b>1.1.1</b>	This course is dominated by the level of EPG Framework 1.2 and 2.2.
			Students are able to identify, mention, and distinguish approaches, methods, and techniques in the context of English language teaching	<i>Approach, Method, Technique in English language Teaching</i>	Identifying, mentioning, and distinguishing.	<b>1.2.3</b>	
		Menganalisis pendekatan, metode dan tehnik pengajaran dan pembelajaran Bahasa Inggris pada <i>The 19th and Early to Mid-20th Century</i>	Students are able to analyze the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century.	<i>Grammar Translation Method, Direct Method, and Classicist</i>	Analyzing	<b>2.2.1</b>	
		Menganalisis pendekatan, metode dan tehnik pengajaran dan pembelajaran Bahasa Inggris pada <i>The Mid-to-Late-20th Century</i>	Students are able to analyze the approaches, methods and techniques of English teaching and learning at The Mid-to-Late-20th Century.	Audiolingual, Audiovisual, Silent Way, <i>Total Physical Response, Behaviorism, Cognitive Code</i>	Analyzing	<b>2.2.1</b>	
		Menganalisis Communicative Approach dalam konteks <i>English language teaching</i>	Students are able to analyze Communicative Approach in the context of English language teaching.	<i>Communicative Language Teaching, Content Based Learning, Task Based Learning, and Constructivism</i>	Analyzing	<b>2.2.1</b>	
		Mengevaluasi pendekatan, metode dan tehnik pengajaran dan	Students are able to evaluate the approaches, methods and	Multilingual approach, Didactic	Evaluating	<b>2.1.3</b>	



		pembelajaran Bahasa Inggris pada The 21th Century.	techniques of English teaching and learning at the 21th Century.	of Plurilingualism, and Third Language Acquisition.			
		Merancang dan memberikan contoh pembelajaran Bahasa Inggris dengan <i>Scientific Methods</i> .	Students are able to design and provide examples of English learning and teaching with Scientific Methods.	Scientific Approach, Student Centre Learning SCL (Discovery Learning, Inquiry Learning, Problem Based Learning, Project Based Learning)	Designing and demonstrating	2.2.3	
			Students are able to design and provide examples of teaching and learning English with integrated skills in the classroom.	Integrated Skills.	Designing and demonstrating.	2.2.3	
Univ. E	TEFL	Students will have sufficient acquaintance with approaches and methods of teaching, learners difference, teacher's roles, classroom management, method teaching grammar and vocabulary, teaching receptive skills (listening and reading) and productive skills (speaking and writing )	Students are able to able to understand the course.	Introduction to the course	Understanding	1.1.1	This course is dominated with the EPG level of 1.1 to 2.2
			Students are able to able to understand: Syntax, Morphology, and LC.	Describing English Linguistics.	Understanding	1.2.1	
			Students are able to able to understand the Grammar Translation Method, Audiolingualism Method, Natural Approach, Communicative Approach, Content – Based Instruction.	Approaches and Methods.	Understanding	1.2.1	
			Students are able to able to understand the Learner Difference: a. Cognitive: Intelligence and aptitude. b. Affective: Between anxiety and motivation. c. Learning Style: Age, and Socio-Cultural Background d. Characteristics of good learners.	Describing Learners.	Understanding	1.2.1	
			Students are able to able to	Understanding	Understanding	1.2.1	

			understand the teacher's multiple roles and characteristics of a good teacher.	teachers.			
			Students are able to able to understand the principles of teaching small class, large class, and grouping students.	Classroom Setting.	Understanding	<b>1.2.1</b>	
			Students are able to understand the grammar teaching inductively and deductively.	Teaching grammar.	Understanding	<b>1.2.1</b>	
			Students are able to understand and practice Individual Vocabulary, Contextualized, Vocabulary Using Media: Realia, Pictures, and MultiMedia.	Teaching vocabulary	Understanding	<b>1.2.1</b>	
			Students are able to comprehend the theories of teaching listening and reading .	Teaching receptive skills.	Comprehending	<b>1.2.1</b>	
			Students are able to comprehend the theories of teaching speaking and writing.	Teaching productive skills.	Comprehending	<b>1.2.1</b>	
		Students will have sufficient acquaintance with teaching practices	Students are able to teach listening.	Teaching receptive skill.	Applying	<b>2.1.1</b>	
			Students are able to teach speaking.	Teaching productive skill.	Applying	<b>2.1.1</b>	
			Students are able to teach reading.	Teaching receptive skill.	Applying	<b>2.1.1</b>	
			Students are able to teach writing.	Teaching productive skill.	Applying	<b>2.1.1</b>	
			Students are able to understand and practice teaching English as Foreign Language	Final project.	Applying	<b>2.2.3</b>	
		Students will have sufficient acquaintance assessment and testing.	Students are able to assess four language skill (listening, speaking, reading, and writing).	Assessing and testing.	Applying	<b>2.2.1</b>	

## 2. CMD Course

University	Course Name	Contents of the Existing Syllabi			The EPG Framework in the Existing Syllabi		Remark
		Course Learning Outcomes	Lesson Learning Outcomes	Topic	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	
Univ. A	Learning Material Development and Evaluation	Understand basic concepts about the use learning materials in teaching learning process.	Students are able to elaborate the course outline and the class regulations	Course outline.	Elaborating	1.1.1	The levels of EPG implicitly employed in the course are 1.1 to 2.2.
			Students are able to overview of learning materials.	Overview of learning materials in ELT.	Understanding	1.1.1	
		Apply knowledge, principles, practical skills for developing and evaluating learning materials being used in teaching learning process.	Students are able to identify and analyze authentic materials in ELT.	Authentic materials in ELT.	Identifying and analyzing	1.2.1	
			Students are able to classify taxonomy and its relevance to learning materials design.	Learning taxonomy.	Classifying	1.2.3	
			Students are able to overview the concept and use of textbooks.	Overview of textbook.	Understanding	1.1.1	
		Evaluate and develop ELT materials.	Students are able to evaluate fabricated materials in ELT.	Evaluate and develop fabricated materials in ELT.	Evaluating	2.1.1	
			Students are able to evaluate textbook evaluation.	Textbook evaluation.	Evaluating	2.1.1	
			Students are able to evaluate the use of textbooks into learning process.	Adapting and adopting textbook into learning process.	Evaluating	2.2.1	
			Students are able to evaluate result of various researches about textbook evaluation.	Textbook evaluation case studies.	Evaluating	2.1.1	
			Students are able to evaluate the learning materials being produced by other students	Learning materials evaluation.	Evaluating	2.1.1	
		Design ELT materials.	Students are able to produce learning materials for listening	Learning materials for listening	Producing	2.2.2	
			Students are able to produce learning materials for reading	Learning materials for reading	Producing	2.2.2	

			Students are able to produce learning materials for speaking	Learning materials for speaking	Producing	2.2.2	
			Students are able to produce learning materials for writing	Learning materials for writing	Producing	2.2.2	
<b>Univ. B</b>	Kurikulum dan Pembelajaran	Kompetensi yang diharapkan setelah mahasiswa mengikuti kegiatan perkuliahan mata kuliah ini adalah mahasiswa memiliki pengetahuan dan pemahaman mengenai hakekat kurikulum dan pembelajaran dengan berbagai unsur dan pendekatan serta implikasinya terhadap proses pembelajaran, sebagai landasan dalam melaksanakan tugas bagi pendidik dan tenaga kependidikan.	Tujuan yang diharapkan setelah mahasiswa mengikuti setiap tahapan perkuliahan pada mata kuliah ini adalah Mahasiswa memiliki pengetahuan dan penguasaan Mata Kuliah Kurikulum dan Pembelajaran baik secara teoritis maupun praktis. Antara lain meliputi: kedudukan, Konsep, fungsi dan peranan kurikulum; landasan-landasan pengembangan kurikulum; prinsip-prinsip dan produk pengembangan kurikulum; komponen-komponen kurikulum dan pengembangannya; sejarah perkembangan dan profil kurikulum di Indonesia; pengembangan kurikulum masa depan; model, pendekatan, dan proses pengembangan kurikulum; evaluasi dan perubahan kurikulum; hakekat belajar dan pembelajaran; prinsip-prinsip belajar dan pembelajaran; model dan pendekatan pembelajaran; komponen-komponen pembelajaran; dan inovasi dalam pelaksanaan pembelajaran.	Pengertian dan Konsep Kurikulum.	Understanding	1.1.1	The levels of EPG implicitly employed in the course are 1.1 to 2.2.
				Landasan-landasan Pengembangan Kurikulum.	Understanding	1.1.1	
				Komponen-komponen kurikulum dan pengembangannya.	Understanding	1.1.1	
				Prinsip-prinsip Pengembangan Kurikulum.	Applying	1.2.2	
				Pendekatan, Model, dan Prosedur Pengembangan Kurikulum.	Applying	1.2.2	
				Evaluasi Kurikulum.	Evaluating	2.1.3	
				Perkembangan Kurikulum di Indonesia	Analyzing	2.1.3	
				Pembaharuan kurikulum	Analyzing	2.1.3	
				Konsep Dasar Pembelajaran	Analyzing	2.1.3	
				Komponen-komponen pembelajaran	Analyzing	2.1.3	
				Prinsip-prinsip belajar dan pembelajaran	Analyzing	2.1.3	
				Pendekatan dan Model Pembelajaran	Analyzing	2.1.3	
				Inovasi Pembelajaran	Applying	2.2.1	
<b>Univ. C</b>	<b>Curriculum and Material Development</b>	Understand the current curriculum	Students can identify the fundamental reasons of those kinds of methods.	Historical views of Language Curriculum and Development	Identifying	1.1.1	The levels of EPG implicitly employed in the course are 1.1 to 2.2.

			Students can explain the differences of the three terms.	Component of curriculum.	Explaining	1.1.1				
			Students understand about <i>Kurikulum 2013</i>	Kurikulum 2013.	Understanding	1.1.1				
			Students recognize and understand the kinds of syllabus.	Kinds of syllabus.	Recognizing	1.1.1				
			Students understand about genre and types of text.	Genre in the classroom.	Understanding	1.1.1				
		Have experience of making lesson plan	Students are able to arrange the syllabus.	Workshop of making a syllabus.	Arranging	1.2.3				
			Students are able to make lesson plan.	Workshop making lesson plan.	Designing	2.1.2				
		Develop the material	Students are able to recognize or select the instructional material using the relevant sources such as: internet, articles, books newspapers, and magazines.	Workshop of material development.	Recognizing and selecting	2.2.1				
			Use the best teaching principles for language teaching purposes	Students are able to make assessment.	Workshop of making assessment.	Designing		2.2.1		
		<b>Univ. F</b>	<b>ELT Material Development</b>	Mampu menganalisis berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai	Defining, identifying, and explaining the concepts and relationships o curriculum, syllabus, and materials.	Description of the course, the competence students should acquire, the teaching and learning process, and assignments.		Defining, identifying, and explaining	1.1.1	The levels of EPG implicitly employed in the course are 1.1, 2.1 and 2.2.
					Identifying and analyzing roles of materials in the learning materials.	Roles of materials in the learning process.		Identifying and analyzing	1.1.1	
Dapat menggunakan berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai.	Arranging and relating the stages including the design, development, evaluation, and revision.			Explanation of the stages including the design, development, evaluation, and revision.	Arranging	2.1.2				
	Categorizing, and analyzing, needs and learners and setting the objectives.			Analyzing needs and learners and setting the objectives	Categorizing, and analyzing	2.1.2				
	Outlining and arranging the			Content outline and	Arranging	2.1.2				

			content outline and development and delivery methods.	development and delivery methods			
			Defining and reviewing the objectives, evaluating strategies, and collecting and analyzing data	Reviewing objectives, evaluating strategies, and collecting and analyzing data	Defining and reviewing	2.1.2	
			Identifying, and applying the developing and implementing revision plan	Developing and implementing revision plan	Identifying, and applying	2.1.2	
		Mendesain berbagai macam materi pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris	Plan, design, and construct students' worksheets	Designing students' own materials	Designing	2.2.1	
		Terampil dalam menggunakan berbagai macam materi pembelajaran bahasa Inggris					

### 3. Digital Literacy in English Language Education

University	Course Name	Contents of the Existing Syllabi			The EPG Framework in the Existing Syllabi		Remark
		Course Learning Outcomes	Lesson Learning Outcomes	Topic	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	
Univ. A	ICT in English Language Education	Identify the type of technology that is appropriate for use in language learning in the classroom	Students are able to explain the course outline and the class regulations	Course outline, and Class regulations	Explaining	2.1.3	The levels of EPG implicitly stated in the syllabus are 1.1, 1.2, 2.1, and 3.1
			Students are able to identify and select the type of technology-based media are properly used in the language classroom in accordance with existing conditions	Effective Learning-Teaching Media ICT in ELT	Identifying and selecting	2.1.3	
		Engage actively in technology-based learning during the lecture takes place	Students are able to explain the principles used in the preparation of effective and efficient technology-based learning	Principles in Designing Instruction	Explaining	2.1.3	

			Students are able to elaborate the benefits of technology-based language learning to the development of students	Advantages and Disadvantages to integrate Technology into Language Classroom	Elaborating	<b>2.1.3</b>		
			Students are able to explain the benefits and procedures of using online reference tools,	1. Dictionaries and thesaurus 2. Concordances and coruses, 3. Online translator engines and online encyclopedias.	Explaining	<b>2.1.3</b>		
			Students are able to explain the notion of e-learning and related e-learning, cite examples of the design of e-learning (for example, hybridization or blended learning, give examples of the use of e-learning in language learning.	E-learning: Online Teaching and Training LMS, VLE, SNS and ESNS	Explaining	<b>2.1.3</b>		
			Students are able to explain the concept of Web 2.0, the use of virtual learning applications, m-learning in language learning.	Web 2.0, Virtual learning application, m-learning in language learning.	Explaining	<b>2.1.3</b>		
			Students are able to explain the materials being learned	Materials review	Explaining	<b>2.1.3</b>		
			<ul style="list-style-type: none"> <li>Implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail through the use of learning platforms.</li> <li>Develop technology-based language learning plan effectively and efficiently</li> </ul>	Students are able to elaborate and use the types of social software, procedure on the use of blogs, wikis and podcasts in learning English	Blogs, Wikis , and Podcasts	Elaborating and applying		<b>2.1.3</b>
				Students are able to integrate technology and language learning	Technology or ICT based teaching	Integrating		<b>3.1.4</b>
<b>Univ. F</b>	<b>English Language Teaching (ELT) Media</b>	Mampu menganalisis berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai	Mampu mengenali konsep dasar tentang media dalam pembelajaran Bahasa Inggris	General overview of the course, and What is teaching media?	Recognizing	<b>2.1.3</b>	The course is dominated by EPG level of 2.1, 2.2 and 3.1.	
			Mampu menguraikan prinsip-prinsip Media, technology	• Media, technology and learning	Elaborating	<b>2.1.3</b>		

			and learning	<ul style="list-style-type: none"> <li>• Technology for learning</li> </ul>			
			Mampu membandingkan kelebihan dan kekurangan berbagai macam tipe media visual	<ul style="list-style-type: none"> <li>• Media and material</li> <li>• Visual principles</li> </ul>	Comparing	2.1.3	
			Mampu menguraikan kelebihan dan kekurangan media visual dan audio	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Audio</li> </ul>	Elaborating	2.1.3	
			Mampu mengklasifikasikan penggunaan media video dan komputer dalam Pengajaran bahasa Inggris	<ul style="list-style-type: none"> <li>• Video</li> <li>• Computers</li> </ul>	Classifying	2.1.3	
		Dapat menggunakan berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai.	Mampu memformulasikan prinsip penggunaan ICT	<ul style="list-style-type: none"> <li>• Multimedia</li> <li>• Internet</li> <li>• Intranet</li> </ul>	Formulating	2.2.2	
		<ul style="list-style-type: none"> <li>• Mendesain berbagai macam media pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris</li> <li>• Terampil dalam menggunakan berbagai macam media pembelajaran bahasa Inggris</li> </ul>	Mampu mendisain pembelajaran jarak jauh berbasis internet	Distance learning and lesson planning preparation	Designing	3.1.4	
			Mampu mendisain dan menerapkan konsep dan teori media pembelajaran dalam praktek mengajar	Teaching simulation	Designing	3.1.4	
<b>Univ. G</b>		Mampu mengidentifikasi dan menganalisis masalah mutu, relevansi atau akses pembelajaran bahasa Inggris	Mampu memahami gambaran umum perkuliahan (kontrak belajar) dan penjelasan tentang mata kuliah.	<ul style="list-style-type: none"> <li>• Pengertian media pembelajaran, manfaat media pembelajaran, jenis dan klasifikasi media pembelajaran.</li> <li>• Media pembelajaran yang dibutuhkan di jenjang sekolah formal.</li> <li>• Pengenalan kebutuhan untuk</li> </ul>	Understanding	2.1.3	The course is dominated by EPG level of 2.1, 2.2, and 3.1



				informasi dan menentukan sifat dan luasnya informasi yang dibutuhkan.			
			Mampu memahami tentang inovasi pembelajaran	Pengertian inovasi pembelajaran dan alasan perlunya inovasi dalam dunia pembelajaran	Understanding	<b>2.1.3</b>	
			Menjelaskan konsep dasar ICT dan Menjelaskan beberapa contoh implementasi atau pemanfaatan ICT dalam dunia pendidikan/pembelajaran di sekolah.	Media dan ICT sebagai inovasi pembelajaran dan Pengaruh ICT terhadap media pembelajaran.	Explaining	<b>2.1.3</b>	
			Menganalisis dampak implementasi ICT dalam pembelajaran	Dampak positif dan negative dari ICT	Analyzing	<b>2.1.3</b>	
		Mengaplikasikan konsep dan prinsip didaktik pedagogis bahasa Inggris serit keilmuan bahasa Inggris untuk melakukan evaluasi dengan memanfaatkan IPTEKS yang berorientasi kepada kecakapan hidup.	Mengembangkan media berbasis ICT dan menjelaskan secara prinsip aplikasi-aplikasi internet yang populer	<ul style="list-style-type: none"> <li>• Internet sebagai sumber utama sebagai cara berfikir kritis.</li> <li>• Mempelajari Social Networking sebagai media pembelajaran.</li> <li>• Memilih media Pallete pembelajaran.</li> </ul>	Developing	<b>2.2.2</b>	
		Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan	Mempersiapkan desain pembelajaran	<ul style="list-style-type: none"> <li>• Menerapkan ICT dalam pembelajaran</li> <li>• Mengembangkan media berbasis ICT dan menjelaskan aplikasi-aplikasi internet yang populer saat ini.</li> </ul>	Applying and designing	<b>3.1.4</b>	

				<ul style="list-style-type: none"> <li>• Mempersiapkan Desain pembelajaran berbasis ICT IKIP.</li> </ul>			
--	--	--	--	--	--	--	--

## 4. Language Learning Theories and Strategies

University	Course Name	Contents of the Existing Syllabi			The EPG Framework in the Existing Syllabi		Remark
		Course Learning Outcomes	Lesson Learning Outcomes	Topic	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	
Univ. E	Teaching and Learning Strategy	Students are able to teach using the strategy of teaching before applying them in the field of teaching, especially language teaching	Students are able to understand the Teaching and Learning course outline.	Introduction	Understanding	1.2.1	The level of EPG implicitly employed in the course is 1.2
			Students are able to understand the explanation of teaching and learning.	Teaching and Learning	Understanding	1.2.1	
			Students are able to understand the Kemp, ADDIE, and Dick Carey Model.	Approach, Strategy, Method, Model, and Technique in TLS	Understanding	1.2.1	
			Students are able to understand the Inductive thinking and concept attainment model	Teaching Model Background	Understanding	1.2.1	
			Students are able to understand the scientific inquiry and inquiry training model.	Models of Teaching	Understanding	1.2.1	
			Students are able to understand the cognitive growth and advance organizer model.	Models of Teaching	Understanding	1.2.1	
			Students are able to understand the problem based learning and problem solving learning model.	Models of Teaching	Understanding	1.2.1	
			Students are able to understand the synectics and awareness training model.	Models of Teaching	Understanding	1.2.1	
			Students are able to understand the classroom meeting, role playing, and social simulation model.	Models of Teaching	Understanding	1.2.1	
			Students are able to understand the STAD and JIGSAW model.	Models of Teaching	Understanding	1.2.1	
		Students are able to understand the	Models of Teaching	Understanding	1.2.1		

			outbound activities, icebreaking and energizer model.				
			Students are able to understand the evaluation process in teaching and learning	Evaluation of Teaching and Learning	<b>Understanding</b>	<b>1.2.1</b>	
<b>Univ. H</b>	Teaching and Learning Strategies	Identify the basic concepts in TEFL	<ul style="list-style-type: none"> <li>• Students are able to identify and explain the nature of the course, the objective, the general rules, the coverage of the materials, and the evaluating system.</li> <li>• Students are able to explain the concepts of teaching and teaching methodology.</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of the nature of the course</li> <li>• General Overview of the course—the course regulations, the learning outcomes to attain, the course objectives, the content of the course, assignments, and the evaluation systems.</li> <li>• The concepts of teaching and teaching methodology</li> </ul>	<b>Identifying and explaining</b>	<b>1.2.1</b>	The levels of EPG implicitly employed in the course are 1.2, 2.1 and 2.2.
		Explain and discuss the basic concepts in EFL	Students are able to explain the concepts of learning and learners— learning conditions, learner characteristics, styles, and strategies	<ul style="list-style-type: none"> <li>• Knowing the Learners and their characteristics—theories, styles and strategies of learning.</li> <li>• The teacher roles.</li> </ul>	<b>Explaining</b>	<b>1.2.1</b>	
		Identify the principles of teaching and learning EFL	Students are able to explain the principles of language teaching and learning.	The principles of language teaching and learning— cognitive, affective, and linguistic principles	<b>Explaining</b>	<b>1.2.1</b>	
		Explain and discuss the principles of teaching and learning EFL					
		Identify principles of approaches and methods in EFL teaching	Students are able to explain the history of language teaching covering approaches, methods, and techniques.	<ul style="list-style-type: none"> <li>• A Methodical History of Language Teaching illustrated by teaching models from video.</li> <li>• GTM, Audio lingual Methods, Silent Way, TPR, Communicative language Teaching, Suggestopaedia</li> </ul>	<b>Explaining</b>	<b>2.1.1</b>	
		Explain and discuss approaches and methods in EFL teaching					
		Compare approaches and methods in EFL teaching					
Identify the teaching	Students are able to explain the activities	Lesson planning & classroom	<b>Explaining</b>	<b>2.1.3</b>			

	practices at Junior High Schools, Senior High Schools, and Vocational Schools as Models for their Teaching Practices for teaching demonstration in the Micro Teaching;	the student teachers do during the teaching practice, for example the lesson plan used in some SekolahMitra.	management			
	Apply the knowledge and understanding of lesson planning, teaching and learning strategies and assessment in the English classroom.	<ul style="list-style-type: none"> <li>• Students are able to identify and explain the theories and basic concepts of teaching listening, speaking, reading, and writing.</li> <li>• Students are able to identify and explain the theories and basic concepts of teaching integrated skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Listening: Theories and Modeling from Harmer's and Harrell's Video Teaching listening demonstration</li> <li>• Teaching Speaking: Theories and Modeling—Videos or teaching demonstration</li> <li>• Teaching speaking demonstration.</li> <li>• Teaching Reading: Theories and Modeling—Videos or teaching demonstration</li> <li>• Teaching reading demonstrations</li> <li>• Teaching Writing using Genre-based Approach: Theories and Modeling—Videos or teaching demonstration</li> <li>• Teaching writing demonstrations</li> <li>• Teaching Integrated Skill: Theories and Modeling—Videos or teaching demonstration</li> </ul>	<b>Identifying and explaining</b>	<b>2.1.1</b>	
	Write a lesson plan to be used for teaching demonstration in the micro	Students are able to apply the theories in practice.	Teaching demonstration in the micro teaching laboratory as the final exam	<b>Demonstrating</b>	<b>2.2.3</b>	

		teaching.					
		Evaluate his/her peer in the micro teaching.					



### The Evaluation Sheet

Instrument of Measuring the Incorporation of ICT Competence in the Syllabuses

Name of Course: English Language Teaching Methodology

Date : \_\_\_\_\_

Expert's Name:

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

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

No.	The Components of the Syllabus	The Statements	The Indicators of ICT Competences	Incorporations of ICT Competences on Syllabus Components		Notes
				Implicit	Explicit	
1.	Course Information	Subject : English Language Teaching Methodology Credit : 3 SKS Semester : 4 Lecturer : Lecturer Code : <b>Email</b> : <a href="mailto:webweby20@gmail.com">webweby20@gmail.com</a> <b>Course's URL:</b> <a href="https://padlet.com/webweby20/gvc0483e841z">https://padlet.com/webweby20/gvc0483e841z</a>	TL10: Create an email account for a sustained series of email correspondence. KD6: Use online technology or websites to deliver teaching or support material. KD7: Use an electronic forum (e.g., blog) to post information for students about the class. KD9: Demonstrate the integration of the technology in innovative ways. KD20: Provide learning opportunities outside the classroom for individual differences through ICT. KC2: Design blended learning modules using a learning management system.			

2.	Course Description	<p>This course covers major theories of approaches and methods to language teaching as well as their applications, with reference to EFL teaching/learning in the Indonesian context theoretically and practically. This course allows students to obtain knowledge of approaches and methods to language teaching, give experiences for students in applying approaches and methods in a limited context of learning, and develop students' ability and creativity in implementing methods derived from the philosophy and principles of teaching English language art in different levels of educational institutions. The main topics to be covered include students' knowledge of approaches, methods, and techniques, the approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century, the Mid-to-Late-20th Century, Post method Era, and the scientific approach. Students' practices in implementing approaches, methods, and techniques English teaching and learning on the 19th and Early to Mid-20th Century, the Mid-to-Late-20th Century, Post method Era, and the scientific approach are also the main topics covered in the course. To achieve the effective results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, internet, websites, e-mail, PowerPoints, etc.), access the course's website (Padlet) and other websites in maintaining independent learning, and encourage students to involve various ICT tools creatively in their learning process.</p>	TL21: Utilize technology tools to expand upon a conventional activity.			
			TL27: Implement the digital technology in classroom including software programs, database, or webpages.			
			KD8: Demonstrate the integration of the technology in innovative ways.			
			KD31: Apply ICT to access and share resources to support their activities and their own professional learning.			
			KC2: Design blended learning modules using a learning management system.			
			KC3 : Adapt relevant learning experiences that incorporate digital tools and resources to promote students' learning and creativity.			
3.	Program Study Learning Outcomes	<p><i>Keterampilan Umum:</i></p> <ul style="list-style-type: none"> <li><i>Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidangnya.</i></li> <li><i>Mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan, teknologi atau seni sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah untuk menghasilkan solusi, gagasan, desain, atau kritik seni serta menyusun deskripsi saintifik hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir.</i></li> </ul> <p><i>Keterampilan Khusus:</i></p> <ul style="list-style-type: none"> <li><i>Merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris dengan memanfaatkan IPTEK yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas.</i></li> <li><i>Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan.</i></li> </ul>	KD9: Demonstrate the integration of the technology in innovative ways.			
			KD23: Implement the ICT tools to support learner centered strategies based on the needs of the students.			
			KC9: Apply ICT to develop students' communications and collaboration skills.			

		<p><i>Pengetahuan:</i></p> <ul style="list-style-type: none"> <li>Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan <b>IPTEKS</b> yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam.</li> </ul>			
4.	Course Learning Outcomes	At the end of the course, students are expected to be able to: (1) Identify different language learning theories and methods, (2) Understand different language theories and methods, (3) Analyze techniques and materials for two or more levels, (4) Evaluate a practical perspective of the suitability of techniques and materials for different teaching contexts, and (5) Apply a variety of teaching methods, techniques and activities with the support of various ICT tools such as LCD, computer, laptop, cell phone, speakers, internet, Ms. Office, Ms. PowerPoint, websites, emails, etc. that can provide learning opportunities outside the classroom, initiate independent learning for students, and improve students' creativity in learning this course by employing ICT tools.	TL21: Utilize technology tools to expand upon a conventional activity.		
			TL28: Implement the digital technology in classroom technology include software programs, database, or webpages.		
			KD3: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.		
			KD19: Provide learning opportunities outside the classroom for individual differences through ICT.		
			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.		
5.	Lesson Learning Outcomes	<p><b>Week 1:</b></p> <ul style="list-style-type: none"> <li>Students are able to understand the course outline and the class regulations.</li> <li>Students are able to identify and comprehend the differences of approaches, methods, and techniques in English language teaching.</li> <li>Students are able to access the document that informs the course outline and the class regulations attached on Padlet.</li> </ul> <p><b>Week 2-3:</b></p> <ul style="list-style-type: none"> <li>Students are able to identify and comprehend the approaches, methods</li> </ul>	TL1: Use the search engines in computer devices.		
			TL3: Recognize how a browser works to access a website.		
			TL4: Implement the several ICT resources for online reading.		
			TL5: Use ICT resources to enhance productivity. <ul style="list-style-type: none"> <li>Digital classroom platforms.</li> <li>Websites</li> </ul>		



		<p>and techniques of English teaching and learning on the 19th and Early to Mid-20th Century.</p> <ul style="list-style-type: none"> <li>• Students are able to identify and comprehend the approaches, methods and techniques of English teaching and learning at The Mid-to-Late-20th Century.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation, and employ a reference management tool such as Mendeley.</li> </ul> <p><b>Week 4-5:</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify and comprehend approaches, methods and techniques of English teaching and learning at the post method era.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation, and employ a reference management tool such as Mendeley.</li> </ul> <p><b>Week 6:</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify and comprehend the scientific approach.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation, and employ a reference management tool such as Mendeley.</li> </ul> <p><b>Week 7:</b></p> <ul style="list-style-type: none"> <li>• Students are able to analyze the strengths and weaknesses of approaches, methods, and techniques of English teaching and learning.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, and employ a reference management tool such as Mendeley.</li> </ul> <p><b>Week 9-10:</b></p> <ul style="list-style-type: none"> <li>• Students are able to analyze the challenges of implementing Kurikulum 2013 by referring to research articles conducted by some</li> </ul>	<ul style="list-style-type: none"> <li>• Social Sites</li> </ul> <p>TL6: Demonstrate the use of common hardware in supporting teaching learning activity, such as:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> <li>• Speaker</li> </ul> <p>TL7: Use presentation software and digital resources to support instruction, such as:</p> <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul> <p>TL10: Demonstrate the basic tasks and use word processors, such as:</p> <ul style="list-style-type: none"> <li>• Microsoft office</li> <li>• WPS</li> <li>• text entry</li> <li>• editing text</li> <li>• formatting text</li> </ul> <p>TL12: Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such by employing digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet) , social sites (Email, WhatsApp, Facebook, and Blogspot), etc.</p> <p>TL17: Use resources from websites.</p>			
--	--	---	---	--	--	--

		<p>educators.</p> <ul style="list-style-type: none"> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation by Ms. PowerPoint, and employ a reference management tool such as Mendeley.</li> </ul> <p><b>Week 11:</b></p> <ul style="list-style-type: none"> <li>Students are able to evaluate scientific approach since the approach is employed in the national curriculum.</li> <li>Students are able to create slides for the presentation, and employ word-processing software and a reference management tool such as Mendeley.</li> </ul> <p><b>Week 12-13:</b></p> <ul style="list-style-type: none"> <li>Students are able to demonstrate teaching simulation by integrating skills for junior and senior high school level and employing any approaches, methods, and techniques of ELT that have been discussed.</li> <li>Students are able to find more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>Students are able to design the ICT-integrated teaching learning activities by employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc., and online applications such as Padlet, Google Classroom, etc., in delivering the materials.</li> </ul> <p><b>Week 14-15:</b></p> <ul style="list-style-type: none"> <li>Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level.</li> <li>Students are able to find more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>Students are able to design the ICT-integrated teaching learning activities by employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc.,</li> </ul>	<p>TL23: Ensure that students understand how to use the technology to meet instructional goals.</p> <p>KD3: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</p> <p>KD4: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.</p> <p>KD6: Use online technology or websites to deliver teaching or support material.</p> <p>KD9: Demonstrate the integration of the technology in innovative ways.</p> <p>KD14: Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.</p> <p>KD19: Provide learning opportunities outside the classroom for individual differences through ICT.</p> <p>KD20: Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.</p> <p>KD23: Implement the ICT tools to support learner centered strategies based on the needs of</p>			
--	--	---	--	--	--	--

		online applications such as Padlet, Google Classroom, etc., in delivering the materials.	the students			
			KD24: Implement ICT tools to develop students' higher order skills and creativity.			
			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.			
			KC9: Apply ICT to develop students' communications and collaboration skills.			
			KC12: Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.			
			KC13: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).			
6.	Teaching Media	<ul style="list-style-type: none"> <li>• Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.</li> <li>• Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc.</li> <li>• Online Applications: Padlet, Gmail, Prezi, etc.</li> </ul>	TL5: Use ICT resources to enhance productivity. <ul style="list-style-type: none"> <li>• Digital classroom platforms</li> <li>• Websites</li> <li>• Social Sites</li> </ul>			
			TL6: Demonstrate the use of common hardware in supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> </ul>			

			<ul style="list-style-type: none"> <li>• Speaker</li> </ul>			
			<p>TL7: Use presentation software and digital resources to support instruction, such as:</p> <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>			
			<p>TL28: Implement the digital technology in classroom technology include software programs, database, or webpages.</p>			
			<p>TL31: Provide different types of ICT facilities and availabilities for teaching materials.</p>			
			<p>KD5: Use online technology or websites to deliver teaching or support material.</p>			
			<p>KD7: Use an electronic forum (e.g., blog) to post information for students about the class.</p>			
			<p>KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>			
			<p>KC12: Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.</p>			
7.	Teaching Methods	<p><b>Week 1-6</b>  <b>Lecturing:</b>  a. The lecturer employs a laptop, LCD TV or LCD Projector in presenting</p>	<p>TL1: Use the search engines in computer devices.</p>			
			<p>TL4: Implement the several ICT</p>			

		<p>the material.</p> <p>b. The lecturer employs Ms. PowerPoint to create slides that discuss the material.</p> <p><b>Discussion:</b></p> <p>a. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>b. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p> <p><b>Week 7:</b> <b>Lecturing:</b></p> <ul style="list-style-type: none"> <li>The lecturer employs a laptop, LCD TV or LCD Projector in presenting the material.</li> <li>The lecturer employs Ms. PowerPoint to create slides that discuss the material.</li> </ul> <p><b>Discussion and Discovery Learning :</b></p> <ul style="list-style-type: none"> <li>Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</li> <li>Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</li> </ul> <p><b>Week 9-10:</b> <b>Lecturing:</b></p> <ul style="list-style-type: none"> <li>The lecturer employs a laptop, LCD TV or LCD Projector in presenting the material.</li> <li>The lecturer employs Ms. PowerPoint to create slides that discuss the material.</li> </ul> <p><b>Discussion and Problem Based Learning:</b></p> <ul style="list-style-type: none"> <li>Students search and discuss additional information related to the</li> </ul>	<p>resources for online reading.</p> <p>TL5: Use ICT resources to enhance productivity.</p> <ul style="list-style-type: none"> <li>Digital classroom platforms</li> <li>Websites</li> <li>Social Sites</li> </ul> <p>TL6: Demonstrate the use of common hardware in supporting teaching learning activity, such as:</p> <ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>LCD TV</li> <li>DVD player</li> <li>Speaker</li> </ul> <p>TL7: Use presentation software and digital resources to support instruction, such as:</p> <ul style="list-style-type: none"> <li>PPT</li> <li>Prezi</li> <li>Canva</li> <li>Keynote</li> </ul> <p>TL24: Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).</p> <p>TL27: Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.</p> <p>KD1: Use software for handling images, DVDs, and sound files.</p> <p>KD3: Engage students in exploring real-world issues and solving authentic problems using digital</p>			
--	--	--	--	--	--	--

		<p>material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <ul style="list-style-type: none"> <li>Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</li> </ul> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p> <p><b>Week 11:</b> <b>Discussion:</b></p> <ul style="list-style-type: none"> <li>Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</li> <li>Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</li> </ul> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p> <p><b>Week 12-15:</b> <b>Teaching Demonstration:</b></p> <ul style="list-style-type: none"> <li>Students are allowed to find more resources for the teaching materials from the websites such as www.teachingenglish.co.uk, www.bbc.co.uk, en.islcollective.com, etc.</li> <li>Students are allowed to employ ICT tools such as laptops, speakers, and LCD projector, and software such as Ms. PowerPoint, Prezi, Media Player, etc. in delivering the materials.</li> </ul>	<p>tools and resources.</p> <p>KD4: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.</p> <p>KD6: Use online technology or websites to deliver teaching or support material.</p> <p>KD9: Demonstrate the integration of the technology in innovative ways.</p> <p>KD19: Provide learning opportunities outside the classroom for individual differences through ICT.</p> <p>KD20: Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.</p> <p>KD22: Implement the ICT tools in methods and strategies of learning activity to maximize students' learning.</p> <p>KD24: Implement ICT tools to develop students' higher order skills and creativity.</p> <p>KD28: Implement collaborative, project-based learning and ICT in supporting 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.</p>			
--	--	--	---	--	--	--

			KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.			
			KC9: Apply ICT to develop students' communications and collaboration skills.			
			KC12: Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.			
			KC13: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).			
8.	Course Materials	<ul style="list-style-type: none"> <li>Approaches, Methods, Techniques in English language Teaching</li> <li>The approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century.</li> <li>The approaches, methods and techniques of English teaching and learning at The Mid-to-Late-20th Century.</li> <li>The approaches, methods and techniques of English teaching and learning at the post method era.</li> <li>Scientific Approach</li> <li>Teaching simulation of integrated skills.</li> <li>Teaching simulation of scientific approach.</li> </ul> <p><b>Note:</b> The files supporting course materials such as e-books, journal articles, etc. are uploaded in the course' Padlet.</p>	TL5: Use ICT resources to enhance productivity such as <ul style="list-style-type: none"> <li>Digital classroom platforms</li> <li>Websites</li> <li>Social Sites</li> </ul>			
			TL16: Use potential teaching material on the internet.			
			KD6: Use online technology or websites to deliver teaching or support material.			
			KD11: Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			
9.	Indicators	Week 1:	TL1: Use the search engines in			

<p>Students' ability in identifying and comprehending the differences of approaches, methods, and techniques in teaching English by employing PPT slides, word processing software and a reference management tool.</p> <p><b>Week 2-3:</b> Students' ability in identifying and comprehending the underlying principles of Grammar Translation Method, Direct Method, Audiolingual Method, Silent Way, Suggestopedia, and Total Physical Response by PPT slides, word processing software and a reference management tool.</p> <p><b>Week 4-5:</b> Students' ability in identifying and comprehending the underlying principles of Communicative Language Teaching, Task-Based Language Teaching, Content-Based Instruction, and Cooperative Learning by employing PPT slides, word processing software and a reference management tool.</p> <p><b>Week 6:</b> Students' ability in identifying and comprehending the underlying principles of scientific approach and other approaches that support the scientific approach such as Discovery Learning, Inquiry Learning, Problem Based Learning, and Project Based Learning by employing PPT slides, word processing software and a reference management tool.</p> <p><b>Week 7:</b> Students' ability in analyzing the strengths and weaknesses of the approaches, methods, and techniques in ELT by employing word processing software and a reference management tool.</p> <p><b>Week 9-10:</b> Students' ability in analyzing the challenges of implementing Kurikulum 2013 by employing PPT slides, word processing software and a reference management tool.</p> <p><b>Week 11:</b> Students' ability in evaluating teaching demonstration shown in videos by employing PPT slides, word processing software and a reference management tool.</p>	computer devices.			
	TL3: Recognize how a browser works to access a website.			
	TL4: Implement the several ICT resources for online reading.			
	TL6 Demonstrate the use of common hardware in supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> <li>• Speaker</li> </ul>			
	TL7: Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>			
	TL10: Demonstrate the basic tasks and use word processors, such as: <ul style="list-style-type: none"> <li>• Microsoft office</li> <li>• WPS</li> <li>• text entry</li> <li>• editing text</li> <li>• formatting text</li> <li>• printing</li> </ul>			
	TL17: Use resources from websites.			
	TL24: Ensure that students understand how to use the technology to meet instructional goals.			
	TL28: Implement the digital technology in classroom technology include software programs, database, or webpages.			



		<p><b>Week 12-13:</b> Students' ability in performing the teaching demonstration by allowing them to find more resources for the teaching materials from some webistes and employing ICT tools such as laptops, speakers, and LCD projector, and software such as Ms. PowerPoint, Prezi, Media Player, etc. in delivering the materials.</p> <p><b>Week 14-15:</b> Students' ability performing the teaching simulation by employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc. and online applications in delivering the materials.</p>	<p>KD2: Coordinate project work with digital media (using, for example, a camera, the internet, social networks)</p>			
			<p>KD3: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</p>			
			<p>KD4: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.</p>			
			<p>KD9: Demonstrate the integration of the technology in innovative ways.</p>			
			<p>KD20: Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.</p>			
			<p>KD24: Implement ICT tools to develop students' higher order skills and creativity.</p>			
			<p>KD28: Implement collaborative, project-based learning and ICT in supporting 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.</p>			
			<p>KC1: Create lessons with downloaded texts, pictures, graphics, etc.</p>			
			<p>KC3: Adapt relevant learning</p>			

			experiences that incorporate digital tools and resources to promote student learning and creativity.			
			KC5: Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.			
			KC9: Apply ICT to develop students' communications and collaboration skills.			
			KC12: Incorporate multimedia production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.			
			KC13: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).			
10.	<b>Learning Activities</b>	<b>Week 1:</b> <ul style="list-style-type: none"> <li>The lecturer presents the course outline by Ms. PowerPoint.</li> <li>The lecturer informs Padlet, as the digital classroom platform for sharing the materials and e-books, submitting projects or tasks, providing some e-books, etc., and it can be accessed through their laptops, tabs, and smartphones.</li> <li>Students provide the contribution and their ideas on the course outline and class regulations.</li> <li>Students present their understanding in the differences of approaches, methods, and techniques in teaching English with the assistance of their</li> </ul>	TL3: Recognize how a browser works to access a website.			
			TL4: Implement the several ICT resources for online reading.			
			TL5: Use ICT resources to enhance productivity. <ul style="list-style-type: none"> <li>Digital classroom platforms</li> <li>Websites</li> <li>Social Sites</li> </ul>			
			TL6: Demonstrate the use of common hardware in			

		<p>laptops, Ms. PowerPoint, and LCD Projector.</p> <p><b>Week 2-3:</b></p> <ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students identify and comprehend the underlying principles of Grammar Translation Method, Direct Method, Audiolingual Method, Silent Way, Suggestopedia, and Total Physical Response and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul> <p><b>Week 4-5:</b></p> <ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students identify and comprehend the underlying principles of Communicative Language Teaching, Task-Based Language Teaching, Content-Based Instruction, and Cooperative Learning and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul> <p><b>Week 6:</b></p> <ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students identify and comprehend the underlying principles of scientific approach and other approaches that support the scientific approach such as Discovery Learning, Inquiry Learning, Problem</li> </ul>	<p>supporting teaching learning activity, such as:</p> <ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>LCD TV</li> <li>DVD player</li> <li>Speaker</li> </ul>			
			<p>TL7: Use presentation software and digital resources to support instruction.</p>			
			<p>TL8: Recognize the basic function of graphics software and use the software package to create a simple graphic display.</p>			
			<p>TL21: 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).</p>			
			<p>TL23: Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).</p>			
			<p>TL27: Implement the digital technology in classroom technology include software programs, database, or webpages.</p>			
			<p>TL28: Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.</p>			
			<p>KD 1: Use software for handling images, DVDs, and sound files.</p>			
			<p>KD4: Develop technology-enriched</p>			

		<p>Based Learning, and Project Based Learning, and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p> <p><b>Week 7:</b></p> <ul style="list-style-type: none"> <li>The lecturer instructs students to form a group and choose three methods that will be analyzed.</li> <li>Students discuss and analyzed the strengths and weaknesses of the three methods in a group by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students write their analysis by employing word processing software a reference management tool such as Mendeley in providing citation and references.</li> <li>Students submit their analysis paper to the course's Padlet as the mid-test.</li> </ul> <p><b>Week 9-10:</b></p> <ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students analyze the challenges of implementing Kurikulum 2013 by referring to research articles conducted by some educators.</li> <li>Students share their analysis with the assistance of the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul> <p><b>Week 11:</b></p> <ul style="list-style-type: none"> <li>The lecturer shows the video of teaching demonstration performed by a teacher.</li> <li>Students share their ideas, criticize, and give the feedbacks regarding videos of teaching demonstration shown by the lecturer with the</li> </ul>	<p>learning environments that enable all students to pursue their individual curiosities.</p> <p>KD7: Implement lesson plans obtained from other teachers via Internet.</p> <p>KD10: Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.</p> <p>KD11: Demonstrate the use of ICT tools to organize and retrieve materials and students' data.</p> <p>KD14: Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.</p> <p>KD18: Use different materials for each lesson to present a certain similar topic.</p> <p>KD19: Provide learning opportunities outside the classroom for individual differences through ICT.</p> <p>KD20: Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.</p> <p>KD21: Implement ICT tools in solving simple and complex explanation in teaching and learning activities.</p> <p>KD22: Implement the ICT tools in</p>			
--	--	--	---	--	--	--

		<p>assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p> <p><b>Week 12-13:</b> Students perform a team-teaching simulation of integrated skills the by finding more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc., and employing ICT tools such as laptops, speakers, and LCD projector, and software such as Ms. PowerPoint, Prezi, Media Player, etc., and online applications such as Padlet, Google Classroom, etc. in delivering the materials.</p> <p><b>Week 14-15:</b> Students perform teaching simulations of scientific approach employment in the form of a team teaching by finding more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc., and employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc., and online applications such as Padlet, Google Classroom, etc. in delivering the materials.</p>	<p>methods and strategies of learning activity to maximize students' learning.</p> <p>KD23: Implement the ICT tools to support learner centered strategies based on the needs of the students.</p> <p>KD24: Implement ICT tools to develop students' higher order skills and creativity.</p> <p>KD28: Implement collaborative, project-based learning and ICT in supporting student thinking and social interaction.</p> <p>KD29: Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.</p> <p>KD30: Manage student project-based learning activities in a technology-enhanced environment.</p> <p>KD31: Apply ICT to access and share resources to support their activities and their own professional learning.</p> <p>KC1: Create lessons with downloaded texts, pictures, graphics, etc.</p> <p>KC3: Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and</p>			
--	--	--	---	--	--	--

			creativity.			
			KC6: Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.			
			KC7: Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.			
			KC8: Design online materials that support students' deep understanding of key concepts and their application to real world problems.			
			KC12: Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).			
			KC14: Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.			
11.	Assessments	<p><b>Presentations:</b> Employing laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>Written Summary:</b> Using word processing software such as Ms. Word, using a reference management tool such as Mendeley in providing citation and references, and submitting the summary of the discussed topic to the course' Padlet.</p>	<p>TL5: Use ICT resources to enhance productivity.</p> <ul style="list-style-type: none"> <li>• Digital classroom platforms</li> <li>• Websites</li> <li>• Social Sites</li> </ul>			
			TL6: Demonstrate the use of common hardware in			

		<p><b>Written Analysis:</b> A written analysis by using word processing software such as Ms. Word, using reference management tool such as Mendeley in providing citation and references, and submitting the summary of the discussed topic to the course' Padlet.</p> <p><b>Written Evaluation:</b> A written evaluation by using word processing software such as Ms. Word, using reference management tool such as Mendeley in providing citation and references, and submitting it to the course' Padlet.</p> <p><b>Performance Assessment:</b> Doing the teaching simulation by finding more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc., and employing ICT tools such as laptops, speakers, and LCD projector, and software such as Ms. PowerPoint, Prezi, Media Player, etc. and online applications in delivering the materials.</p>	supporting teaching learning activity, such as: <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• LCD TV</li> <li>• DVD player</li> <li>• Speaker</li> </ul>			
			TL7: Use presentation software and digital resources to support instruction, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Prezi</li> <li>• Canva</li> <li>• Keynote</li> </ul>			
			TL8: Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: <ul style="list-style-type: none"> <li>• PPT</li> <li>• Keynote</li> <li>• Inkspace</li> <li>• pixlr</li> </ul>			
			TL17: Use resources from websites.			
			TL25: Demonstrate familiarity with a variety of forms of assessment that employ technology.			
			TL32: Provide graded and non-graded practice reviews, quizzes, and examinations.			
			KD1: Coordinate project work with digital media (using, for example, a camera, the internet, social networks) internet, social networks).			
			KD12: Evaluate students' works that are posted in blogs, social medias, or electronic mails.			
			KD14: Use computer-based			

			diagnostic, formative, and summative testing where feasible.			
			KD15: Use technology-enhanced assessment results to plan instruction.			
			KD25: Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies.			
			KD26: Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.			
			KD27: Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.			
			KD28: Implement collaborative, project-based learning and ICT in supporting 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.			
			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.			
			KC10: Develop both knowledge- and performance-based rubrics to assess their own understanding			



			of key subject matter and ICT skills.			
12.	References	<b>References</b> 1. Main Readings: Richards, J.C, & Rodgers, T.S. 2001. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press. Harmer, J. 2005. The Practice of English Language Teaching. Malaysia: Pearson Brown, H.D. 2003. Teaching by Principles. London: Longman Freeman, Diane Larsen. 2001. Techniques and Principles in Language Teaching. Oxford: Oxford University Press. 2. Supplementary Readings: Ur, P. 1999. A Course in Language Teaching Practice and Theory. New York: Cambridge University Press. Daryanto. 2016. Pendekatan Pembelajaran Saintifik Kurikulum 2013. Yogyakarta: Penerbit Gaya Media. Slavin, Robert. E. 1990. Cooperative Learning. New York: Prentice Hall. <a href="https://www.academia.edu/">https://www.academia.edu/</a> <a href="https://www.researchgate.net/">https://www.researchgate.net/</a>	TL1: Use the search engines in computer devices.			
			TL2: Identify the use of the Internet and the World Wide Web.			
			TL3: Recognize how a browser works to access a website.			
			TL4: Implement the several ICT resources for online reading.			
			TL5: Use ICT resources to enhance productivity. <ul style="list-style-type: none"> <li>• Digital classroom platforms</li> <li>• Websites</li> <li>• Social Sites</li> </ul>			
			TL17: Use resources from websites.			
			KD6: Use online technology or websites to deliver teaching or support material.			
			KD8: Use an electronic forum (e.g., blog) to post information for students about the class.			
			KD9: Demonstrate the integration of the technology in innovative ways.			
			13.	Course Policy	<b>Academic Dishonesty:</b> In avoiding the plagiarism in an academic work and cheating in an exam, the students' works will be checked. Details on plagiarism may be found at <a href="http://www.plagiarism.org">http://www.plagiarism.org</a> .  <b>Missed Exams/Assignments:</b> A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The soft files of	TL33: Demonstrate the responsibility in using technology systems, information and software.
KD10: Demonstrate the use of ICT tools to organize and retrieve materials and students' data.						
KC11: Incorporate multimedia						

		student's assignment will be collected in the course's Padlet: <a href="https://padlet.com/webweby20/gvc0483e841z">https://padlet.com/webweby20/gvc0483e841z</a>	production, web production and publishing technologies into their projects in ways that support students' ongoing knowledge production and communication with other audiences.			
--	--	---	--	--	--	--



## The Syllabuses

### Course Information:

Subject : Language Learning Theories and Strategies  
 Credit : 3 SKS  
 Semester : 5  
 Lecturer :  
 Lecturer Code :  
 Email : [webweby20@gmail.com](mailto:webweby20@gmail.com)  
 Course's URL : <https://padlet.com/webweby20/o4mz0u37lew4>  
 Time Allocation: 16 Meetings x @150 Minutes

### Course Description:

This course covers various strategies of teaching productive and receptive skills and components based on the theories in language learning. Through this course, students are expected to be able to obtain knowledge in identifying, comprehending, discussing and applying the theories of teaching and learning into practice. Therefore, this course will discuss a number of different theoretical views and concepts as well as principles of EFL methodology that become the sources and foundations for classroom practices. The topics to be covered include students' knowledge of: (1) approaches, methods, and techniques in English language teaching, (2) initiating classroom interaction, and giving feedbacks, (3) the observation of teaching and learning process, (4) the principles of teaching pronunciation and vocabulary, (5) the principles of teaching listening and speaking, and (6) the principles of teaching integrated skills. The students' practices in demonstrating teaching and learning activities are also the main topics covered in the course. To maximize the results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, internet, websites, e-mail, PowerPoints, etc.), access the course's website (Padlet) and other websites in maintaining independent learning, and encourage students to integrate various ICT tools creatively in their learning process.

### Program Learning Outcomes (CPL-Prodi):

#### Sikap:

- *Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.*
- *Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.*
- *Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan*

#### Keterampilan Umum:

- *Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya.*
- *Mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan, teknologi atau seni sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah untuk menghasilkan solusi, gagasan, desain, atau kritik seni serta menyusun deskripsi saintifik hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir.*

**Keterampilan Khusus:**

- Mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate.
- Merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris dengan memanfaatkan IPTEK yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas.
- Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan.

**Pengetahuan:**

- Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (general English) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate.
- Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan IPTEKS yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam.
- Menguasai konsep teoritis tentang pedagogi.

**Course Learning Outcomes:**

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

- Teaching Media:** a. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.  
 b. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc  
 c. Online Applications: Padlet, Gmail, Prezi, etc.

**Course Calendar**

Week	Lesson Learning Outcomes	Indicators	Course Materials (Topics)	Teaching Methods	Learning Activities	Assessments
1	<ul style="list-style-type: none"> <li>• Students are able to understand the course outline and the class regulations.</li> <li>• Students are able to identify</li> </ul>	Students' ability in identifying and explaining the differences of approaches, methods, and	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Approaches, Methods, Techniques in English language</li> </ul>	<b>Lecturing:</b> <ul style="list-style-type: none"> <li>• The lecturer informs Padlet, as the digital classroom platform for sharing the</li> </ul>	<ul style="list-style-type: none"> <li>• The lecturer presents the course outline and materials by Ms. PowerPoint.</li> <li>• The lecturer informs Padlet, as the digital classroom</li> </ul>	<b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the

	<p>and explain the differences of approaches, methods, and techniques in English language teaching.</p> <ul style="list-style-type: none"> <li>• Students are able to access the document that informs the course outline and the class regulations attached on Padlet.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>techniques in English language teaching by employing PPT slides, word processing software and a reference management tool.</p>	<p>teaching.</p>	<p>materials, submitting projects or tasks, providing some e-books, etc.</p> <ul style="list-style-type: none"> <li>• The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating and presenting the course outline and materials.</li> </ul> <p><b>Discussion:</b></p> <p>c. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>d. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital</p>	<p>platform for sharing the materials and e-books, submitting projects or tasks, providing some e-books, etc., and it can be accessed through their laptops, tabs, and smartphones.</p> <ul style="list-style-type: none"> <li>• Students provide the contribution and their ideas on the course outline and class regulations.</li> <li>• Students have the same perception regarding the course outline and class regulations within a semester.</li> <li>• Students discuss and work in a group of the topic.</li> <li>• Students present their understanding in approaches, methods, and techniques in English language teaching with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p>slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>• Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>• Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
--	--	---	------------------	--	--	---

				<p>platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>		
2	<ul style="list-style-type: none"> <li>• Students are able to identify and explain the principles of language teaching and learning.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>Students' ability in explaining the principles of language teaching and learning by presenting it through PPT slides, word processing software and a reference management tool.</p>	<p>The principles of language teaching and learning—cognitive, affective, and linguistic principles.</p>	<p><b>Lecturing:</b> The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</li> <li>Students are allowed to access websites that provide</li> </ol>	<ul style="list-style-type: none"> <li>• Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>• Students show their understanding in differentiating approaches, methods, and techniques in teaching English with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>• Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>• Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>

				<p>the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>		
3-4	<ul style="list-style-type: none"> <li>Students are able to analyze and explain how to initiate classroom interaction and give feedbacks to students.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>Students' ability explaining their analysis of the initiating the classroom interaction and giving feedbacks to students by presenting it through PPT word processing software and a reference management tool.</p>	<ul style="list-style-type: none"> <li>Initiating classroom interaction</li> <li>Giving feedbacks</li> </ul>	<p><b>Lecturing:</b> The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p> <p><b>Discussion:</b> c. Students search and discuss additional information related to the material explained by the lecturer by</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students present the analysis in initiating classroom interaction and giving feedbacks</li> </ul>	<p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool</li> </ul>

				<p>accessing Internet through their laptops smartphones or tablets.</p> <p>d. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>appropriately to students with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>such as Mendeley in providing citation and references</p> <ul style="list-style-type: none"> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Students are able to analyze the teaching and learning process in the classroom.</li> <li>• Students are able to employ their gadgets such as smartphones, tabs, and</li> </ul>	Students' ability identifying and analyzing the problems in teaching, an approach, method,	The teaching and learning process	<p><b>Observation:</b> Students employ their gadgets such as smartphones, tabs, and camera recorders in recording the teaching</p>	<ul style="list-style-type: none"> <li>• Students identify the problems in teaching English by observing directly to a class by watching the teaching and learning activities they have</li> </ul>	<p><b>The written report of the observation:</b></p> <ul style="list-style-type: none"> <li>• Students write the report of the observation using word processing software such as Ms. Word.</li> </ul>



	<p>camera recorders efficiently in recording the teaching and learning process while doing the observation.</p> <ul style="list-style-type: none"> <li>Students are able to employ word-processing software and a reference management tool such as Mendeley and search more references from Internet in writing the report of the observation.</li> </ul>	<p>and technique applied by the teacher, and the activities instructed by the teacher to students in the class by employing their gadgets such as smartphones, tabs, and camera recorders efficiently in recording the teaching and learning process, word-processing software, and a reference management tool such as Mendeley.</p>		<p>and learning process while doing the observation.</p> <p><b>Problem Based Learning and Discovery Learning:</b></p> <ul style="list-style-type: none"> <li>Students watch the video that they have recorded after doing the observation.</li> <li>Students employ word-processing software and a reference management tool such as Mendeley and search more references from Internet.</li> </ul>	<p>recorded by their gadgets.</p> <ul style="list-style-type: none"> <li>Students observe and analyze the teaching and learning process performed by an English teacher including an approach, method, and strategy employed in the class.</li> <li>Students observe and analyze activities instructed by the teacher to students.</li> <li>Students make the written report of the observation by employing word-processing software and a reference management tool such as Mendeley and search more references from Internet in writing the report of the observation.</li> </ul>	<ul style="list-style-type: none"> <li>Students are allowed to use reference management tool such as Mendeley in providing citation and references</li> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
7	<b>Mid Test</b>					
8	<ul style="list-style-type: none"> <li>Students are able to analyze the principles of teaching pronunciation and vocabulary.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more</li> </ul>	<p>Students' ability in explaining their analysis of the underlying principles of teaching pronunciation and vocabulary by presenting it</p>	<ul style="list-style-type: none"> <li>Teaching pronunciation.</li> <li>Teaching vocabulary</li> </ul>	<p><b>Lecturing:</b></p> <p>The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research</li> </ul>	<p><b>Presentation:</b></p> <p>Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by</li> </ul>

	<p>references, create slides for the presentation and employ a reference management tool such as Mendeley.</p>	<p>through PPT slides, word processing software and a reference management tool.</p>		<p><b>Discussion:</b></p> <p>e. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>f. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD</p>	<p>articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</p> <ul style="list-style-type: none"> <li>• Students analyze the underlying principles of teaching pronunciation and vocabulary and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p>using word processing software such as Ms. Word.</p> <ul style="list-style-type: none"> <li>• Students are allowed to use reference management tool such as Mendeley in providing citation and references</li> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
--	--	--	--	--	---	--

9	<ul style="list-style-type: none"> <li>Students are able to analyze the principles of teaching grammar.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>Students' ability in explaining their analysis of the principles in teaching grammar by presenting it through PPT slides, word processing software and a reference management tool.</p>	Teaching grammar	<p>Projector.</p> <p><b>Lecturing:</b> The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p> <p><b>Discussion:</b> g. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets. h. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students analyze the underlying principles of teaching grammar in inductive and deductive ways and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
---	--	--	------------------	---	--	---

				<p>websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>		
10	<ul style="list-style-type: none"> <li>Students are able to analyze the principles of teaching listening and reading.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>Students' ability in explaining their analysis of the principles of teaching listening and reading by presenting it through PPT slides, word processing software and a reference management tool.</p>	<ul style="list-style-type: none"> <li>Teaching listening and reading.</li> </ul>	<p><b>Lecturing:</b> The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</li> <li>Students are</li> </ol>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students analyze the principles of teaching listening and speaking and present their understanding with the assistance of</li> </ul>	<p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>

				<p>allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>their laptops, Ms. PowerPoint, and LCD Projector.</p>	
11	<ul style="list-style-type: none"> <li>Students are able to analyze the principles of teaching speaking and writing.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>Students' ability in explaining their analysis of the principles of teaching speaking and writing by presenting it through PPT slides, word processing software and a reference management tool.</p>	<ul style="list-style-type: none"> <li>Teaching speaking and writing.</li> </ul>	<p><b>Lecturing:</b> The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p> <p><b>Discussion:</b> k. Students search and discuss additional information related</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net,</li> </ul>	<p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>Summary of a topic discussed:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool such as</li> </ul>

				<p>to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>l. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</p> <ul style="list-style-type: none"> <li>Students analyze the principles of teaching reading and writing and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p>Mendeley in providing citation and references.</p> <ul style="list-style-type: none"> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
12	<ul style="list-style-type: none"> <li>Students are able to analyze the principles of teaching English in integrated skills.</li> </ul>	Students' ability in explaining their analysis of the	Teaching integrated skills.	<p><b>Lecturing:</b> The lecturer employs a laptop, LCD TV or</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding</li> </ul>	<p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops,</p>

	<ul style="list-style-type: none"> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>principles of teaching integrated skills by presenting it through PPT slides, word processing software and a reference management tool.</p>		<p>LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material.</p> <p><b>Discussion:</b></p> <p>m. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>n. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b></p>	<p>more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</p> <ul style="list-style-type: none"> <li>Students analyze the principles of teaching integrated skills and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p>Ms. PowerPoint or other software in making the slides.</p> <p><b>Summary of a topic:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
--	--	--	--	--	--	--

				Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.		
13-15	<ul style="list-style-type: none"> <li>Students are able to demonstrate teaching simulation as the final test.</li> <li>Students are able to find more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>Students are able to design the ICT-integrated teaching learning activities by employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. Word, Ms. PowerPoint, Prezi, Media Player, etc., and online applications such as Padlet, Google Classroom, Canva etc., in designing a lesson plan and delivering the materials.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in doing the teaching simulation by employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. Word, Ms. PowerPoint, Prezi, Media Player, etc. and online applications in delivering the materials.</li> <li>Students' ability in evaluating</li> </ul>	Teaching simulations.	<p><b>Demonstration and Project Based Learning:</b></p> <ul style="list-style-type: none"> <li>Students design lesson plans with the use of word-processing software or other applications in designing lesson plan such as Canva.</li> <li>Students are allowed to find more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>Students are allowed to employ ICT tools such as</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a lesson plan with the use of word-processing software or other applications in designing lesson plan such as Canva.</li> <li>Students do the team-teaching simulation by finding more resources for the teaching materials from the websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc., and employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc.,</li> </ul>	Teaching simulation by finding more resources for the teaching materials from the websites and employing ICT tools such as laptops, speakers, and LCD projector, and software such as Ms. PowerPoint, Ms. Word Prezi, Media Player, etc., and online applications in delivering the materials and designing lesson plans.



		their peer after doing the teaching simulation with the use of evaluation sheets.		laptops, speakers, and LCD projector, and software such as Ms. PowerPoint, Prezi, Media Player, etc. in delivering the materials.	and online applications such as Padlet, Google Classroom, etc. in delivering the materials. • Some students act as the observers together with the lecturer.	
16	<b>Final Test</b>					

### Assessment Criteria

Assessment is conducted through the following methods:

a) Test including:

- Mid-term test the weight of which is 20% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered;
- End-of-term test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered

b) Non-test including:

- Presentations and written summaries the weight of which is 40% of the final score; maximum score (A: 80 -100) is given when the assignments are due and meet at least 80% of the expected features.

c) Attendance the weight of which is 10%.

### Course Policy:

A. Attendance:

A student who, without notice or permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.

B. Lateness:

1. Late submission of written work 1-7 days: Minus 20 of 1-100 scores range;
2. Late submission of written work more than 7 days: the work will not be graded and 0 be given;
3. Late coming to the class within 1-10 minutes: students will be allowed to join in;
4. Late coming to the class more than 10 minutes: students will still be allowed to join in but be considered absent.

C. Academic Dishonesty

In avoiding the plagiarism in an academic work and cheating in an exam, the students' work will be checked. Details on plagiarism may be found at <http://www.plagiarism.org>.

D. Missed Exams/Assignments:

A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The soft files of student's assignment will be collected in the course's Padlet: <https://padlet.com/webweby20/o4mz0u37lew4>

E. Attitudes in Classroom:

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively involve in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.

**References:**

1. **Main Readings:**

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

2. **Supplementary Readings:**

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

**Course Information:**

Subject : Curriculum and Material Development  
 Credit : 3 SKS  
 Semester : 5  
 Lecturer :  
 Lecturer Code :  
 Email : [webweby20@gmail.com](mailto:webweby20@gmail.com)  
 Course's URL : <https://padlet.com/webweby20/a0zsmviahayi>  
 Time Allocation: 16 Meetings x @150 Minutes

**Course Descriptions:**

This course covers the concept of curriculum, its program design and implementation. In this course, the students are given the opportunity to obtain the knowledge of the concept of curriculum in general and the current curriculum used in Indonesia and its elements including syllabus, Bloom Taxonomy and lesson unit plan. Having the knowledge of curriculum, of its elements, and of material development, students are also given practices to develop lesson plans and teaching materials for grade-schools based on the current curriculum used. The topics to be covered include students' knowledge of: curriculum, syllabus, lesson plans, and learning materials, *Kurikulum 2013*, Bloom's Learning Taxonomy, and the analysis of chapters in a textbook. Students' practices in developing a lesson plan and learning material are also the main topics covered in the course. To achieve the effective results of learning, this course supports students to employ ICT tools (LCD, computer, laptop, cell phone, printer, internet, websites, e-mail, PowerPoints, etc), access the course's website (Padlet) and other websites in maintaining independent learning, and encourage students to integrate various ICT tools creatively in their learning process.

**Program Learning Outcomes (CPL-Prodi):***Sikap:*

- *Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.*
- *Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.*
- *Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan*

*Keterampilan Umum:*

- *Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atauteknologi sesuai dengan bidang keahliannya.*
- *Mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan, **teknologi** atau seni sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah untuk menghasilkan solusi, gagasan, desain, atau kritik seni serta menyusun deskripsi saintifik hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir.*

*Keterampilan Khusus:*

- *Mahir berbahasa Inggris lisan dan tulisandalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate.*

- *Merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris dengan memanfaatkan IPTEK yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas.*

- *Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan*

*Pengetahuan:*

- *Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (general English) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate.*
- *Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan Ipteks yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam.*
- *Menguasai konsep teoritis tentang pedagogi.*

#### **Course Learning Outcomes:**

At the end of the course, students are expected to be able to: (1) Understand the principles of curriculum and materials development, (2) List a series of activities in a lesson plan, (3) Apply lesson plans as instructed to take account of learning success and difficulties, (3) Analyze a syllabus and specified materials to prepare lesson plans, (4) Design a course or part of a course taking account of the syllabus, (5) Design tasks to exploit the linguistic and communicative potential of materials with the integration of various ICT tools such as LCD, computer, laptop, cell phone, speakers, internet, Ms. Office, Ms. PowerPoint, websites, emails, etc. that can provide learning opportunities outside the classroom, initiate independent learning for students, and improve students' creativity in designing materials by employing ICT tools.

**Teaching Media:** a. Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.

b. Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc

c. Online Applications: Padlet, Gmail, Prezi, Canva, etc.

#### **Course Calendar**

<b>Week</b>	<b>Lesson Learning Outcomes</b>	<b>Course Materials (Topics)</b>	<b>Indicators</b>	<b>Teaching Methods</b>	<b>Learning Activities</b>	<b>Assessments</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Students are able to understand the course outline and the class regulations.</li> <li>• Students are able to access the document that informs</li> </ul>	<ul style="list-style-type: none"> <li>• Course outline</li> <li>• Class regulations</li> </ul>	-	<b>Lecturing:</b> a. The lecturer informs Padlet, as the digital classroom platform for sharing the materials, submitting projects or	<ul style="list-style-type: none"> <li>• The lecturer presents the course outline by Ms. PowerPoint.</li> <li>• The lecturer informs Padlet, as the digital classroom platform for sharing the materials and e-books, submitting projects or tasks,</li> </ul>	-

	the course outline and the class regulations attached on Padlet.			<p>tasks, providing some e-books, etc.</p> <p>b. The lecturer employs a laptop, LCD TV or LCD Projector in presenting the course outline.</p> <p>c. The lecturer employs Ms. PowerPoint to create slides that discuss the course outline.</p> <p><b>Discussion</b></p>	<p>providing some e-books, etc., and it can be accessed through their laptops, tabs, and smartphones.</p> <ul style="list-style-type: none"> <li>• Students provide the contribution and their ideas on the course outline and class regulations.</li> <li>• Students have the same perception regarding the course outline and class regulations within a semester.</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Students are able to identify and explain the concepts and relationships of curriculum, syllabus, lesson plans, and learning materials.</li> <li>• Students are able to identify and explain roles of lesson plans and learning materials.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as</li> </ul>	Curriculum, syllabus, lesson plans, and learning materials.	<ul style="list-style-type: none"> <li>• Students' ability in identifying and explaining the concepts and relationships of curriculum, syllabus, lesson plans, and learning materials by employing PPT slides, word processing software and a reference management tool.</li> </ul>	<p><b>Lecturing:</b></p> <p>c. The lecturer employs a laptop, LCD TV or LCD Projector in presenting the material.</p> <p>d. The lecturer employs Ms. PowerPoint to create slides that discuss the material.</p> <p><b>Discussion:</b></p> <p>e. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops</p>	<ul style="list-style-type: none"> <li>• Students discuss and work in a pair or group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>• Students present their understanding in identifying and explaining the concepts and relationships of curriculum, syllabus, and lesson plans, and learning materials with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> <li>• Students present their</li> </ul>	<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</li> </ul> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>• Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>• Students are allowed to use reference</li> </ul>

	Mendeley.		<ul style="list-style-type: none"> <li>Students' ability in identifying and explaining roles of lesson plans and learning materials by employing PPT slides, word processing software and a reference management tool.</li> </ul>	<p>smartphones or tablets.</p> <p>f. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet)</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>understanding in identifying and explaining roles of lesson plans and learning materials with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>management tool such as Mendeley in providing citation and references.</p> <ul style="list-style-type: none"> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
3.	<ul style="list-style-type: none"> <li>Students are able to identify and explain the characteristics of <i>Kurikulum 2013</i>.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<i>Kurikulum 2013.</i>	<ul style="list-style-type: none"> <li>Students' ability in identify and explaining the characteristics of <i>Kurikulum 2013</i> by employing PPT slides, word processing software and a reference management</li> </ul>	<p><b>Lecturing:</b></p> <p>a. The lecturer employs a laptop, LCD TV or LCD Projector in presenting the material.</p> <p>b. The lecturer employs Ms. PowerPoint to create slides that discuss the material.</p> <p><b>Discussion:</b></p> <p>o. Students search and discuss additional</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a pair or group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students present the results of their discussion in identifying and explaining the characteristics of <i>Kurikulum 2013</i> with the assistance</li> </ul>	<p><b>Presentation:</b></p> <p>1. Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <p>1. Students write the summary of a topic that has been discussed</p>

			<p>tool.</p> <p>information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>p. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet)</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>of their laptops, Ms. PowerPoint, and LCD Projector.</p> <p>by using word processing software such as Ms. Word.</p> <p>2. Students are allowed to use reference management tool such as Mendeley in providing citation and references</p> <p>3. Students submit the summary of the discussed topic to the course' Padlet.</p>	
4.	<ul style="list-style-type: none"> <li>Students are able to classify taxonomy learning and its relevance to design lesson plans and learning materials.</li> <li>Students are able to access websites and the</li> </ul>	Bloom's Learning Taxonomy	<ul style="list-style-type: none"> <li>Students' ability in analyzing and exemplifying Bloom's Learning Taxonomy into a lesson plan</li> </ul>	<p><b>Lecturing:</b></p> <p>a. The lecturer employs a laptop, LCD TV or LCD Projector in presenting the material.</p> <p>b. The lecturer employs Ms. PowerPoint to</p> <ul style="list-style-type: none"> <li>The lecturer gives the explanation related to Bloom's Learning Taxonomy.</li> <li>Students analyze and exemplify taxonomy and its relevance to design lesson plans and learning materials by finding additional resources from the Internet. Then,</li> </ul>	<p><b>Presentation:</b></p> <p>1. Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p>

	digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.		and learning material design by employing PPT slides, word processing software and a reference management tool.	create slides that discuss the material. <b>Discussion:</b> a. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets. b. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet) <b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.	they present their understanding of Bloom Taxonomy with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.	<b>A summary of the topic discussed:</b> 1. Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word. 2. Students are allowed to use reference management tool such as Mendeley in providing citation and references. 3. Students submit the summary of the discussed topic to the course' Padlet.
5-6	<ul style="list-style-type: none"> <li>Students are able to analyze the consistency of textbooks with the</li> </ul>	The analysis of chapters in a textbook.	<ul style="list-style-type: none"> <li>Students' ability in explaining their</li> </ul>	<b>Lecturing:</b> a. The lecturer employs a laptop, LCD TV or	<ul style="list-style-type: none"> <li>Students work in a group in doing the analysis.</li> <li>Students choose two weakest</li> </ul>	<b>Presentation:</b> 1. Students with their groups do the



	<p>syllabus proposed by Kurikulum 2013.</p> <ul style="list-style-type: none"> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>		<p>analysis of two chapters in a textbook whether the learning materials including exercises and tasks are in line with the <i>Kompetensi Inti</i> and <i>Dasar</i> stated in the syllabus by employing PPT slides, word processing software and a reference management tool.</p>	<p>LCD Projector in presenting the material.</p> <p>b. The lecturer employs Ms. PowerPoint to create slides that discuss the material.</p> <p><b>Discussion:</b></p> <p>a. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>b. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet)</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops,</p>	<p>chapters in any textbooks to be analyzed whether the learning materials including exercises and tasks of the two chapters are in line with the <i>Kompetensi Inti</i> and <i>Dasar</i> stated in the syllabus.</p> <ul style="list-style-type: none"> <li>Students present their analysis by doing the presentation in the class and making the report of the analysis in the paper 2013 with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p>presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A written report of the analysis:</b></p> <ol style="list-style-type: none"> <li>Students write the report of a textbook analysis that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool such as Mendeley in providing citation and references on their analysis.</li> <li>Students submit the report of the analysis to the course's Padlet.</li> </ol>
--	--	--	---	--	---	--

				Ms. PowerPoint, and LCD Projector.			
7.	<b>Mid Test</b>						
8-9	<ul style="list-style-type: none"> <li>Students are able to design a lesson plan for junior or senior high school levels.</li> <li>Students are able to access websites in providing the guidance of designing a lesson plan and employ word-processing software or an application for designing a lesson plan such as Canva.</li> </ul>	Designing lesson plan	a	Students' ability in designing a lesson plan by accessing websites in providing the guidance of designing a lesson plan and employing word-processing software or an application for designing a lesson plan such as Canva.	<p><b>Lecturing:</b></p> <p>a. The lecturer employs a laptop, LCD TV or LCD Projector in presenting the instruction of the project that must be done by students.</p> <p>b. The lecturer employs Ms. PowerPoint to create slides that explain the instructions.</p> <p><b>Project Based Learning:</b></p> <p>a. Students search and discuss additional information related to designing a lesson by accessing Internet through their laptops</p>	<ul style="list-style-type: none"> <li>Students do the activity in a group.</li> <li>Students design a lesson plan by referring to <i>Kompetensi Inti</i> and <i>Kompetensi Dasar of Kurikulum 2013</i> for English subject by utilizing the use of websites in providing the guidance to a lesson plan, word-processing software, and application for designing a lesson plan such as Canva in designing the lesson plan.</li> </ul>	<p><b>A lesson plan design:</b></p> <ul style="list-style-type: none"> <li>Students are allowed to find resources from websites in designing a lesson plan or obtain a lesson plan of a teacher displayed in websites as the guidance.</li> <li>Students employ word-processing software or an application such as Canva in designing a lesson plan.</li> <li>Students submit their lesson plans to the course's Padlet.</li> </ul>

				<p>smartphones or tablets.</p> <p>b. Students are allowed to access websites that provide more information about designing a lesson plans, and an example of lesson plans designed by other teachers in websites as the guidance.</p>		
10-15	<ul style="list-style-type: none"> <li>Students are able to design learning materials including exercises and tasks in integrated skills (listening, speaking, reading, and writing) for junior or senior high school levels.</li> <li>Students are able to access websites that provide teaching and learning resources, employ word-processing software in designing learning materials, graphic software for editing</li> </ul>	Designing learning materials.	Students' ability in designing learning materials by employing teaching and learning resources obtained from websites, and software that support them in designing learning materials.	<p><b>Lecturing:</b></p> <p>a. The lecturer employs a laptop, LCD TV or LCD Projector in presenting the instructions of the project that must be done by students.</p> <p>b. The lecturer employs Ms. PowerPoint to create slides that presents the instructions.</p>	<ul style="list-style-type: none"> <li>Students do the activity in a group.</li> <li>Students design a learning material for one chapter.</li> <li>Students design learning materials including exercises and tasks in integrated skills referring to <i>Kompetensi Inti</i> and <i>Kompetensi Dasar</i> of <i>Kurikulum 2013</i> for English Subject by searching from some websites and employing word processing software, graphic software, and other software in designing learning materials.</li> </ul>	<p><b>Learning material design:</b></p> <ol style="list-style-type: none"> <li>Students search resources for designing learning materials from websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>Students are allowed to employ word-processing software in designing learning materials, graphic software for editing</li> </ol>

	<p>pictures that will be attached in their learning material designs, and other software that can support them in designing learning materials.</p>		<p><b>Project-Based Learning:</b></p> <ol style="list-style-type: none"> <li>1. Students search resources for designing learning materials from websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>2. Students are allowed to employ word-processing software in designing learning materials, graphic software for editing pictures that will be attached in their learning material designs, and other software that can support them in designing learning</li> </ol>		<p>pictures that will be attached in their learning material designs, and other software that can support them in designing learning materials.</p> <ol style="list-style-type: none"> <li>3. Students submit their projects to the course's Padlet</li> </ol>
--	---	--	--	--	--

				materials.	
16	Final Test				

### Assessment Criteria

Assessment is conducted through the following methods:

a) Test including:

- Mid-term test the weight of which is 20% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered;
- End-of-term test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered

b) Non-test including:

- Presentations, written summaries, a lesson plan design, and a learning material design the weight of which is 40% of the final score; maximum score (A: 80 -100) is given when the assignments are due and meet at least 80% of the expected features.

d) Attendance the weight of which is 10%.

### Course Policy:

F. Attendance:

A student who, without notice or permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.

G. Lateness:

1. Late submission of written work 1-7 days: Minus 20 of 1-100 scores range;
2. Late submission of written work more than 7 days: the work will not be graded and 0 be given;
3. Late coming to the class within 1-10 minutes: students will be allowed to join in;
4. Late coming to the class more than 10 minutes: students will still be allowed to join in but be considered absent.

H. Academic Dishonesty

In avoiding the plagiarism in an academic work and cheating in an exam, the students' work will be checked. Details on plagiarism may be found at <http://www.plagiarism.org>.

I. Missed Exams/Assignments:

A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The soft files of student's assignment will be collected in the course's Padlet: <https://padlet.com/webweby20/a0zsmviahayi>

J. Attitudes in Classroom:

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively involved in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.

**References****3. Main Readings:**

- Richards, Jack. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson. B. (2008). *English Language Learning Materials: Critical Review*. New York: Continuum International Publishing Group.
- Gray, John. (2013). *Critical Perspectives on Language Teaching Materials*. London: Palgrave Macmillan.
- Garton Sue and Kathleen Graves. (2014). *International Perspectives on Material in ELT*. London: Palgrave Macmillan.
- Nation, I.S.P. (2010). *Language Curriculum Design*. UK: Taylor and Francis.

**4. Supplementary Readings:**

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



**Course Information:**

Subject : Digital Literacy in English Language Education  
 Credit : 3 SKS  
 Semester : 4  
 Lecturer :  
 Lecturer Code :  
 Email : [webweby20@gmail.com](mailto:webweby20@gmail.com)  
 Course's URL : <https://padlet.com/webweby20/46j308zqtjms>  
 Time Allocation: 16 Meetings x @150 Minutes

**Course Description:**

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

**Program Learning Outcomes (CPL-Prodi):***Sikap:*

- *Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.*
- *Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.*
- *Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan*

*Keterampilan Umum:*

- *Mampu memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;*
- *Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya*

*Keterampilan Khusus:*

- *Merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris dengan memanfaatkan IPTEK yang berorientasi pada kecakapan hidup di tingkat dasar, menengah, dan atas.*

- Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan
- Pengetahuan:
- Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (*general English*) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *post-intermediate*.
  - Menguasai konsep, prinsip, teknik dan langkah-langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran bahasa Inggris dengan memanfaatkan IPTEKS yang berorientasi pada kecakapan hidup di tingkat dasar dan menengah secara mendalam.
  - Menguasai konsep teoritis tentang pedagogi.

#### Course Learning Outcomes:

At the end of the course, students are expected to be able to: (1) Identify the type of technology that is appropriate for use in language learning in the classroom, (2) Implement technology-based learning in the classroom ranging from the use of simple technology products such as e-mail, Ms. Office, etc. through the use of learning platforms, (3) Design technology-based language learning plan with digital media, and (4) Be skillful in utilizing various hardware, software, applications, online applications, etc. in teaching and learning English.

- Teaching Media:**
- Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.
  - Software: Ms. Word, Ms. PowerPoint, Browsers (Google Chrome, Mozilla Firefox), etc
  - Online Applications: Padlet, Gmail, Prezi, etc.

#### Course Calendar

Week	Lesson Learning Outcomes	Indicators	Course Materials	Teaching Methods	Learning Activities	Assessments
1	<ul style="list-style-type: none"> <li>• Students are able to understand the course outline and the class regulations.</li> <li>• Students are able to identify and explain ICT as the learning and teaching innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' ability in identifying and explaining ICT as the learning and teaching innovation by Students' ability in identifying and</li> </ul>	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• ICT as the learning and teaching innovation.</li> </ul>	<p><b>Lecturing:</b></p> <ul style="list-style-type: none"> <li>• The lecturer informs Padlet, as the digital classroom platform for sharing the materials, submitting projects or tasks, providing some e-</li> </ul>	<ul style="list-style-type: none"> <li>• The lecturer presents the course outline and materials by Ms. PowerPoint.</li> <li>• The lecturer informs Padlet, as the digital classroom platform for sharing the materials and e-books, submitting projects or tasks, providing some e-books, etc., and it</li> </ul>	<p><b>Presentation:</b></p> <p>Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p>



	<ul style="list-style-type: none"> <li>• Students are able to access the document that informs the course outline and the class regulations attached on Padlet.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	<p>explaining the differences of approaches, methods, and techniques in English language teaching by employing PPT slides, word processing software and a reference management tool.</p>		<p>books, etc.</p> <ul style="list-style-type: none"> <li>• The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating and presenting the course outline and materials.</li> </ul> <p><b>Discussion:</b> g. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>h. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b></p>	<p>can be accessed through their laptops, tabs, and smartphones.</p> <ul style="list-style-type: none"> <li>• Students provide the contribution and their ideas on the course outline and class regulations.</li> <li>• Students discuss and work in a group on the topic.</li> <li>• Students present their understanding regarding ICT as the teaching and learning innovation with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>• Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
--	--	--	--	--	--	--

				Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.		
2	<ul style="list-style-type: none"> <li>• Students are able to identify and explain the concept of ICT and the implementation of ICT in teaching and learning processes.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	Students' ability in explaining the concept and implementation of ICT in teaching and learning processes by employing PPT slides, word processing software and a reference management tool.	The concept and implementation of ICT in teaching and learning processes.	<p><b>Lecturing:</b></p> <ul style="list-style-type: none"> <li>• The lecturer informs Padlet, as the digital classroom platform for sharing the materials, submitting projects or tasks, providing some e-books, etc.</li> <li>• The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating and presenting the course outline and materials.</li> </ul> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones</li> </ol>	<ul style="list-style-type: none"> <li>• Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>• Students present and explain the concept and implementation of ICT in teaching and learning processes with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p><b>Presentation:</b></p> <p>Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>• Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>• Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>

				<p>or tablets.</p> <p>j. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	
3	<ul style="list-style-type: none"> <li>• Students are able to analyze and explain the advantages and disadvantages of implementing ICT in teaching and learning processes.</li> <li>• Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for</li> </ul>	<ul style="list-style-type: none"> <li>• Students' ability in explaining their analysis of the advantages and disadvantages of implementing ICT in teaching and learning processes by employing PPT</li> </ul>	<ul style="list-style-type: none"> <li>• The advantages and disadvantages of ICT.</li> </ul>	<p><b>Lecturing:</b></p> <ul style="list-style-type: none"> <li>• The lecturer informs Padlet, as the digital classroom platform for sharing the materials, submitting projects or tasks, providing some e-books, etc.</li> <li>• The lecturer employs a laptop, LCD TV or</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet)..</li> <li>• Students present the analysis of</li> </ul> <p><b>Presentation:</b> Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>• Students write the summary of a topic that has been discussed by using word</li> </ul>

	<p>the presentation and employ a reference management tool such as Mendeley.</p>	<p>slides, word processing software and a reference management tool.</p>		<p>LCD Projector, and Ms. PowerPoint in creating and presenting the course outline and materials.</p> <p><b>Discussion:</b></p> <p>k. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>l. Students are allowed to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their</p>	<p>the advantages and disadvantages of implementing ICT in teaching and learning processes with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	<p>processing software such as Ms. Word.</p> <ul style="list-style-type: none"> <li>• Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>• Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>
--	--	--	--	---	---	--

				laptops, Ms. PowerPoint, and LCD Projector.		
4	<ul style="list-style-type: none"> <li>Students are able to analyze and explain the popular applications that can be found in the Internet and applied in the teaching and learning processes.</li> <li>Students are able to access websites and the digital platform of the course (Padlet) in finding more references, create slides for the presentation and employ a reference management tool such as Mendeley.</li> </ul>	Students' ability in analyzing and explaining the popular applications that can be found in the Internet and applied in the teaching and learning by employing PPT slides, word processing software and a reference management tool.	The popular applications found in the Internet that can be applied in the teaching and learning processes.	<p><b>Lecturing:</b></p> <ul style="list-style-type: none"> <li>The lecturer informs Padlet, as the digital classroom platform for sharing the materials, submitting projects or tasks, providing some e-books, etc.</li> <li>The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating and presenting the course outline and materials.</li> </ul> <p><b>Discussion:</b></p> <p>m. Students search and discuss additional information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets.</p> <p>n. Students are allowed</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic by finding more information related to the material discussed from websites that provide the research articles, such as researchgate.net, academia.edu, etc., e-books provided in websites and the digital platform of the course (Padlet).</li> <li>Students present the use or functions and steps on using some popular applications found in the Internet that can be applied in the teaching and learning processes with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</li> </ul>	<p><b>Presentation:</b></p> <p>Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides.</p> <p><b>A summary of the topic discussed:</b></p> <ul style="list-style-type: none"> <li>Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word.</li> <li>Students are allowed to use reference management tool such as Mendeley in providing citation and references.</li> <li>Students submit the summary of the discussed topic to the course' Padlet.</li> </ul>

				<p>to access websites that provide the research articles, such as researchgate.net, academia.edu, etc. and access e-books provided in websites and the digital platform of the course (Padlet).</p> <p><b>Presentation:</b> Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.</p>	
5-6	<ul style="list-style-type: none"> <li>Students are able to employ the online applications that can be applied for the distance learning and teaching process such as Edmodo, Google Classroom, Padlet, etc.</li> </ul>	Students' ability in employing the online applications that can be applied for the distance learning and teaching process.	Distance Learning	<p><b>Demonstration:</b> Students demonstrate an online application they choose that can be applied for the distance learning and teaching process such as Edmodo, Google Classroom, Padlet, etc.</p>	<ul style="list-style-type: none"> <li>Students discuss and work in a group on the topic.</li> <li>Students demonstrate the distance learning and teaching process by creating learning materials, tasks, exercises, and quizzes uploaded to online applications such as Edmodo, Google Classroom, Padlet, etc. or other online applications they choose.</li> </ul> <p><b>Performance:</b> Students employ online applications such as Edmodo, Google Classroom, Padlet, etc. or other online applications they choose.</p>
7	<b>Mid Test</b>				
8-10	<ul style="list-style-type: none"> <li>Students are able to design the ICT-based teaching and</li> </ul>	Students' ability to design the ICT	The design of the ICT-based	<p><b>Project Based Learning:</b></p>	<ul style="list-style-type: none"> <li>Students work in a group.</li> </ul> <p><b>Designing Lesson plan and teaching materials:</b></p>

	<p>learning process in the classroom.</p> <ul style="list-style-type: none"> <li>• Students are able to integrate ICT tools such as laptops, LCD projector, speakers, etc. software such as Ms. Office, media player, etc., and online applications such as Google Classroom, Edmodo, Padlet, Prezi, etc.</li> </ul>	<p>based teaching and learning process in the classroom.</p>	<p>teaching and learning process in the classroom.</p>	<ul style="list-style-type: none"> <li>• Students employ word processing software or application in designing a lesson plan.</li> <li>• Students find resources for designing learning materials from some websites.</li> <li>• Students employ ICT tools, software, applications, or online applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Students design a lesson plan by employing word processing software or online application such as Canva.</li> <li>• Students design teaching materials by finding resources from websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>• Students design a teaching and learning process which is integrated with ICT by employing ICT tools, software, applications, or online applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are allowed to find resources from websites in designing a lesson plan or obtain a lesson plan of a teacher displayed in websites as the guidance.</li> <li>• Students search resources for designing learning materials from websites such as <a href="http://www.teachingenglish.co.uk">www.teachingenglish.co.uk</a>, <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, <a href="http://en.islcollective.com">en.islcollective.com</a>, etc.</li> <li>• Students employ word-processing software or an application such as Canva in designing a lesson plan and learning materials.</li> </ul>
11-15	<ul style="list-style-type: none"> <li>• Students are able to demonstrate the ICT based teaching and learning process.</li> <li>• Students are able to integrate ICT tools such as laptops, LCD projector, speakers, etc. software such as Ms. Office, media player, etc., and online applications such as Google Classroom, Edmodo, Padlet, Prezi, etc.</li> </ul>	<p>Students' ability to demonstrate the ICT based teaching and learning process.</p>	<p>The demonstration of the ICT-based teaching and learning process.</p>	<p><b>Teaching demonstration:</b> Students employ ICT tools, software, applications, or online applications for the teaching demonstration.</p>	<ul style="list-style-type: none"> <li>• Students demonstrate the ICT based teaching and learning process by integrating ICT tools such as laptops, LCD projector, speakers, etc. software such as Ms. Office, media player, etc., and online applications such as Google Classroom, Edmodo, Padlet, Prezi, etc.</li> </ul>	<p><b>Teaching Demonstration:</b> Students integrate ICT tools, software, applications, or online applications for the teaching demonstration.</p>
16	<b>Final Test</b>					

Assessment is conducted through the following methods:

a) Test including:

- Mid-term test the weight of which is 20% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered;
- End-of-term test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered

b) Non-test including:

- Presentations and written summaries the weight of which is 40% of the final score; maximum score (A: 80 -100) is given when the assignments are due and meet at least 80% of the expected features.

e) Attendance the weight of which is 10%.

#### Course Policy:

K. Attendance:

A student who, without notice or permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.

L. Lateness:

1. Late submission of written work 1-7 days: Minus 20 of 1-100 scores range;
2. Late submission of written work more than 7 days: the work will not be graded and 0 be given;
3. Late coming to the class within 1-10 minutes: students will be allowed to join in;
4. Late coming to the class more than 10 minutes: students will still be allowed to join in but be considered absent.

M. Academic Dishonesty

In avoiding the plagiarism in an academic work and cheating in an exam, the students' work will be checked. Details on plagiarism may be found at <http://www.plagiarism.org>.

N. Missed Exams/Assignments:

A student who, without notice or permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned. The soft files of student's assignment will be collected in the course's Padlet: <https://padlet.com/webweby20/46j308zqtjms>

O. Attitudes in Classroom:

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively involved in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.

#### References

5. **Main Readings:**

Dudeny, Gavin dan Nicky Hockley. 2007. *How to Teach English with Technology*. Essex: Pearson Education Limited.

Harmer, Jeremy. 2007. *The Practice of Language Teaching*. China: Pearson Education Limited.

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

6. **Supplementary Reading:**

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