APPENDIX 1 The Indicators of ICT Competences

Code	The Indicators of ICT Competences	Sources		Unesco' Approac	
			TL	KD	KC
TL1	Use the search engines in computer devices.	(UNESCO, 2011)	v		
TL2	Identify the use of the Internet and the World Wide Web		v		
TL3	Recognize how a browser works to access a website.		v		
TL4	Implement the several ICT resources for online reading.		v		
TL6	Use ICT resources to enhance their productivity. Digital classroom platforms Websites Social Sites (Islcollective, esl-galaxy, eslprintables) 		v		
TL7	Demonstrate the use of common hardware in supporting teaching learning activity, such as: • Laptop • Projector • LCD TV • DVD player • Speaker		v		
TL8	Use presentation software and digital resources to support instruction, such as: PPT Prezi Canva Keynote 		v		
TL9	 Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT Keynote Inkspace pixlr 		v		
TL 10	Create an email account and use it for a sustained series of email correspondence.		v		

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TL11	Demonstrate the basic tasks and use word processors, such as:		v	
	micosoft office			
	• WPS			
	• text entry			
	• editing text			
	• formatting text			
	• printing			
TL12	Use common communication and collaboration technologies		v	
	• text messaging			
	video conferencing			
	web-based collaboration			
	social environments			
TL13	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom.		v	
	Digital classroom platforms			
	(Google classroom, Edmodo, Moodle, Padlet)			
	• Social sites			
TL14	(Email, whatsapp, facebook, flickr, blogspot) Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		v	
TL15	Integrate the use of a computer laboratory into ongoing teaching activities.		v	
TL16	Use word-processing software to write a worksheet, following standard conventions.	EPG, 2011	v	
TL17	Use for potential teaching material on the internet.		v	
TL18	Use resources from websites.		v	
TL19	Use software for handling images, DVDs, and sound files.		v	
TL20	Use any standard Windows/Mac software, including media players.		v	
TL21	Use a data projector for lessons involving the internet, a DVD etc.		v	
TL22	Use online technology as available to deliver instructional or support material.	Healey, 2008	v	
TL23	Utilize technology tools to expand upon a conventional activity.		v	
TL24	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	
TL25	Choose a technology environment that is aligned with the goals of the class.		v	
TL26	Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).		v	
TL27	Demonstrate familiarity with a variety of forms of assessment that employ technology.		v	

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

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

APPENDIX 2 The Analyses of the ICT Competences in the Existing Syllabi The Table Analysis of ICT Competence Employment in the Existing Syllabi

Course: ELTM

Course. ELTM		
	The Codes	
C1: Course Information	C6: Teaching Methods	
C2: Course Description.	C7: Indicators	
C3: Course Learning Outcomes	C8: Learning Activities	
C4: Lesson Learning Outcomes	C9: Assessment	
C5: Teaching Media	C10: Resources	

Code	Indicators of ICT Competences	Sources		Level									C	ompo	nents	of the	e Sylla	bi							
			TL	KD	KC	C6	:Lear	ning /	Activi	ties	C	7:Tea	ching	Med	ia	C8	: Teac	hing	Meth	ods		C9: A	ssess	nent	
						U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.	U.
TL1	Use the search engines in computer devices.	UNESCO , 2011	v			A	B	C	D	E	A	B V	C	D	E	A	B	C	D	E	A	B	C	D	E
TL2	Understand the use of the Internet and the World Wide Web		v									v													
TL3	Recognize how a browser and URL work to access a website.		v									v													
TL5	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, -Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL)		v									v													

																2	220
TL6	 Use ICT resources to enhance their productivity. Digital classroom platforms Websites Social Sites (Islcollective, esl-galaxy, eslprintables) 	v						v	v								
TL7	Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop Projector LCD TV DVD player Speaker	v		v			V	v				v					
TL8	Use presentation software and digital resources to support instruction, such as: PPT Prezi Canva Keynote	v								V		v					
TL9	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT Keynote Inkspace pixlr	V								V		v	v	v	v	v	

TL10	Demonstrate the basic tasks and use word processors, such as: micosoft office WPS text entry editing text formatting text printing		v											V	V	V	v
TL12	 Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet) Social sites (Email, whatsapp, facebook, flickr, blogspot) 		v								V						
TL13	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		v		v						v						
TL14	Integrate the use of a computer laboratory into ongoing teaching activities.		v						v								
TL15	Use word-processing software to write a worksheet, following standard conventions.	European Union, 2011	v											v	v	v	v
TL16	Search for potential teaching material on the internet.		v					v									
TL17	Download resources from websites.		v					v									
TL18	Use software for handling images, dvds, and sound files.		v					v									
TL19	Use any standard Windows/Mac software, including media players.		v					v									
TL20	Use a data projector for lessons involving the internet, a DVD etc.		v				V	v			V		v				

TL21	Use online technology as available to deliver instructional or support material.	Healey, 2008	v							v							
TL22	Utilize technology tools to expand upon a conventional activity.		v		v					v							
TL24	Choose a technology environment that is aligned with the goals of the class.		v					V		v							
TL25	Ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).		v												v		
TL26	Demonstrate familiarity with a variety of forms of assessment that employ technology.		v											v	v		
TL29	Implement the digital technology in classroom technology include software programs, database, or webpages	Celce Murcia, 2014	v						v	v	v		v				
TL30	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.		v		v			V			V						
TL34	Demonstrate the responsibility in using technology systems, information and software.		v							v							
KD3	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress			V							V		V				
KD5	Use online technology available to deliver teaching or support material.			v				V	v	v							
KD8	Demonstrate the integration of the technology in innovative ways.	Healey, 2008		v	v				v	v	V						

KD10	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		v					v								
KD11	Demonstrate the use of ICT tools to encourage students to document their own progress.		v							V						
KD13	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		v										v	v		
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.	Dilek Cakiki, 2006	v							V						
KD21	Implement ICT tools in solving simple and complex explanation in teaching and learning activity	Tomei, 2005	v							V						
KD22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning		v					V		V		v				
KD23	Implement the ICT tools to support learner centered strategies based on the needs of the students		v							V		v		v		
KD24	Implement ICT tools to develop students' higher order skills and creativity.		v							V		v	v	v		
KD25	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies		v											v		
KD26	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.		v													V
KC2	Design blended learning modules using a learning management system.			v					v							

Course: Curriculum and Material Development

	The Codes	
C1: Course Information	C6: Teaching Methods	1
C2: Course Description.	C7: Indicators	
C3: Course Learning Outcomes	C8: Learning Activities	
C4: Lesson Learning Outcomes	C9: Assessment	
C5: Teaching Media	C10: Resources	

				Unesco' Approac							The	e Com	pone	nts of	the S	yllabı	15					
Code	The Indicator <mark>s of ICT Competences</mark>	Sources	TL	KD	KC	C3		C6:Le Activ	arning vities	g	(achin dia	g	(eachin hods	g	C	9:Asse	essme	nt
							U. A	U. B	U. C	U. F	U. A	U. B	U. C	U. F	U. A	U. B	U. C	U. F	U. A	U. B	U. C	U. F
TL7	Demonstrate the use of common hardware in supporting teaching learning activity, such as: • Laptop • Projector • LCD TV • DVD player • Speaker	UNESCO, 2011	v		¥		v				v		X S			v						
TL8	Use presentation software and digital resources to support instruction, such as: • PPT • Prezi • Canva • Keynote		v								v				v							

TL9	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: • PPT • Keynote • Inkspace • pixlr		v				v	11		v			v	v	v
TL10	Demonstrate the basic tasks and use word processors, such as: micosoft office WPS text entry editing text formatting text printing		V				V						v	v	v
TL12	 Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet) Social sites (Email, whatsapp, facebook, flickr, blogspot) 		V				1			v					
TL13	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		v		v		~		5	v	\mathcal{D}				
TL15	Use word-processing software to write a worksheet, following standard conventions.	EPG, 2011	v				Ľ						v	v	v
TL20	Use a data projector for lessons involving the internet, a DVD etc.		v				V			v					
TL21	Use online technology as available to deliver instructional or support material	Healey, 2008	v			5									
TL22	Utilize technology tools to expand upon a conventional activity.		v		v						v				
TL24	Choose a technology environment that is aligned with the goals of the class.		v		7		v								

													-	-						-	-
TL25	Ensure that students understand how to use the		v																		
	technology to meet instructional goals (e.g., teach														v				v		
	students how to evaluate online resources).																				
TL26	Demonstrate familiarity with a variety of forms		v															v	v		v
	of assessment that employ technology.																	*	•		•
TL29	Implement the digital technology in classroom	Celce	v			$ \rangle$															
	technology include software programs, database,	Murcia,												v							
	or webpages	2014																			
TL30	Implement the relevant application in teaching		v																		
	and learning process such as word processing,						v			v				v							
	dictionaries, and a web browser.																				
KD3	Develop technology-enriched learning	EPG, 2011		v					-												
	environments that enable all students to pursue				· · ·																
	their individual curiosities and become active							_						v	v						
	participants in setting their own educational																				
	goals, managing their own learning, and assessing																				
	their own progress																				
KD5	Use online technology available to deliver	ISTE, 2008		v						v											
VDO	teaching or support material.									/											
KD8	Demonstrate the integration of the technology in	Healey, 2008		v			v							v							
KDO	innovative ways.	2008			-									-							
KD9	Demonstrate the understanding of various			v																	
	features of social media, blogs, and electronic																				
KD10	mails in providing feedbacks. Demonstrate the use of ICT tools to organize and																				
KDIU	retrieve materials and students' data.			v								7									
KD11	Demonstrate the use of ICT tools to encourage			v								5					<u> </u>				
KDII	students to document their own progress.			v										v							
KD12	Evaluate students' works that are posted in blogs,			v																	
KD12	social medias, or electronic mails.			v																	
KD13	Adapt technology-based activities and tasks to			v							~						<u> </u>				
KD15	align with the learning goals and with the needs			v											v			v	v		
	and abilities of the students.									D) '					v			v	v		
KD14	Use computer-based diagnostic, formative, and			v				~~~													
11014	summative testing where feasible.			v			5-														
KD15	Use technology-enhanced assessment results to			v																	
KD15	plan instruction.			v																	
	pian instruction.											/				1	I				

KD16	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists,			v			_										
	matrices)																
KD17	Organize the clear exercise and set of instruction	Phil		v	A												
	for the students to follow (clear instruction)	Spencer, 2011															
KD18	Use different materials for each lesson to present a certain similar topic	Dilek Cakiki,		v													
KD19	Provide learning opportunities outside the classroom for individual differences through ICT.	2006		v													
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.			v								v	v				
KD21	Implement ICT tools in solving simple and complex explanation in teaching and learning activity.	Tomei, 2005		v								v					
KD22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning			v								v	v				
KD23	Implement the ICT tools to support learner centered strategies based on the needs of the students			V							\mathcal{E}	v	v			v	
KD24	Implement ICT tools to develop students' higher order skills and creativity.			v	4					Ņ	7	v	v		v	v	
KD25	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies			v		5						~				v	v
KD26	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.		2	v								\boldsymbol{D}					
KD27	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		C	v			T	2	Э.								

KD28	Describe how collaborative, project-based			v															
	learning and ICT can support student thinking																		
	and social interaction, as students come to																		
	understand key concepts, processes, and skills in																		
	the subject matter and use them to solve real-																		
	world problems.																		
KD29	Design online materials that support students'			v															
	deep understanding of key concepts and their																		
	application to real world problems																		
KD30	Structure unit plans and classroom activities so			v															
	that open-ended tools and subject-specific																		
	applications will support students in their																		
	reasoning with, talking about, and use of key				- V.														
	subject matter concepts and processes while they																		
	collaborate to solve complex problems.								_										
KD31	Manage student project-based learning activities			v															
	in a technology-enhanced environment.																		
KD32	Apply ICT to access and share resources to			v															-
_	support their activities and their own professional										7								
	learning.								_		r								
KC9	Help students develop both knowledge- and				v					_									
	performance-based rubrics and apply them to													-					
	assess their own understanding of key subject																		
	matter and ICT skills. Help students to use these																		
	rubrics to assess other students' work.			~ 10															
KC10	Design online materials and activities that engage				v								7						
	students in collaborative problem-solving,																		
	research or creating art.														5				
KC11	Help students incorporate multimedia production,				v														
	web production and publishing technologies into																		
	other audiences																		
KC12	Prepare teaching materials using basic	Healey.			v			$\overline{\mathbf{x}}$								1			
		2008			_		50												
								\sim											
	creates Internet resources).				-														
KC13	Adapt digital resources that are found to be				v						1	11	-						
					·														
KC12 KC13	their projects in ways that support their ongoing knowledge production and communication with other audiences Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that	Healey, 2008	S		F	C													

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' Approac						Compo	onents (of the Sy	yllabus						cted Lea Product	
			TL	KD	КС	C1	C2	C3	C4	C5	C7	C8	C9	C10	C11	C12	C13	SM	Р	TD
TL1	Use the search engines in computer devices.	UNESCO , 2011	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
TL4	Implement the several ICT resources for online reading.		V							V		V	V	V		V		V		V
TL5	Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites (Islcollective, esl-galaxy, eslprintables)		V							V	V	V		v	v	v		v	V	V

TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop Projector LCD TV DVD player Speaker	V				V	V	V	V	V	V		V	V	V
TL7	Use presentation software and digital resources to support instruction, such as: PPT Prezi Canva Keynote	V				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: PPT Keynote Inkspace pixlr	V				V		V		V	V			V	V
TL9	Create an email account for a sustained series of email correspondence.	V		V											
TL10	Demonstrate the basic tasks and use word processors, such as: micosoft office WPS text entry editing text formatting text printing	V				V	V		V		V		V		V

TL11	Use common communication and collaboration technologies • text messaging		V						V							V
	 video conferencing web-based collaboration 															
TL12	 social environments Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom. Digital classroom platforms (Google classroom, Edmodo, Moodle, Padlet) Social sites (Email, whatsapp, facebook, flickr, 		V				V				V			V	V	V
TL13	and blogspot) Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		V				V									V
TL14	Integrate the use of a computer laboratory into ongoing teaching activities.		V													
TL15	Use word-processing software to write a worksheet, following standard conventions.	EPG, 2011	V									V		V		V
TL16	Use for potential teaching material on the internet.		V				V	V								V
TL17	Use resources from websites.		V				V	V		V		V	V	V		V
TL18	Use any standard Windows/Mac software, including media players.		V				V		V			V			V	
TL19	Use a data projector for lessons involving the internet, a DVD etc.		V				V		V			V			V	V
TL20	Utilize technology tools to expand upon a conventional activity.	Healey	V		V	V	V									V

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).		V								V					V
TL22	Choose a technology environment that is aligned with the goals of the class.		V				V									V
TL23	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					
TL24	Demonstrate familiarity with a variety of forms of assessment that employ technology.		V									V				
TL25	Employ appropriate record-keeping tools and techniques (e.g., software- based classroom management tools, electronic grade books, reports to stakeholders).		V													
TL26	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.	Celce Murcia, 2014	V				V		V					V	V	V
TL27	Implement the digital technology in classroom technology include software programs, database, or webpages		V		V	V	v	V		V	V			V	V	V
TL28	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.		V				V				V			V	V	V
TL29	Implement the appropriate ICT tools in giving fast feedback to students' error.	Dilek Cakiki, 2006	V									V				
TL30	Provide different types of ICT facilities and availabilities for		V					V								V

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

KD 11	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		V							V		V			V
KD 12	Demonstrate the use of ICT tools to encourage students to document their own progress.		V												
KD 13	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		V								V				
KD 14	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
KD 15	Use computer-based diagnostic, formative, and summative testing where feasible.		V								V				
KD 16	Use technology-enhanced assessment results to plan instruction.		V								V				
KD 17	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V												
KD 18	Use different materials for each lesson to present a certain similar topic.	Dilek Cakiki, 2006	V							V					V
KD 19	Provide learning opportunities outside the classroom for individual differences through ICT.		V	V		V	V	V		V			V	V	V
KD 20	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					
KD 21	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	Tomei, 2005	V							V					V

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

	enhanced environment.																
KD 31	Apply ICT to access and share resources to support their activities and their own professional learning.		V									V			V	V	V
KC1	Create lessons with downloaded texts, pictures, graphics, etc.	EPG, 2011		V				V			V	V				V	V
KC2	Design blended learning modules using a learning management system.			V	V	V											V
КС3	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	ISTE, 2008		V		V	V	V	V	V	V	V			V	V	V
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			V									V				
KC5	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	Dilek Cakiki, 2006		V							V						V
KC6	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	UNESCO ,2011		V				V				V					V
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.			V								V			V	V	V
KC 8	Design online materials that support students' deep understanding of key concepts and their application to real world problems			V								V			V	V	V

КС9	Apply ICT to develop students' communications and collaboration skills.		V		V	V	V	V	V	V				V	V	V
KC10	Develop both knowledge- and performance-based rubrics to assess their own understanding of key subject matter and ICT skills.		V									V				
KC11	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.		V													V
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		V				V	V	V	V			v		V	V
KC13	Prepare teaching materials using basic technological tools (e.g., word- processing software, presentation software, and software that creates Internet resources).	Healey, 2008	V						V		V					V
KC14	Modify learning activities to address students 'diverse learning styles, working strategies, and abilities using digital tools and resources.	Hubbard et al., 2008	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' Approac						Сотр	ponen	ts of t	he Syl	llabus	5				E	Expect P	ted Le roduc		ıg
			TL	KD	КС	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	Р	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. Digital classroom platforms Websites Social Sites (Islcollective, esl-galaxy, eslprintables) 		V							V	V	V			v	v	V		V	V	V	V	V
TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as: • Laptop • Projector • LCD TV • DVD player • Speaker	-	V							V	V	V		V	V	V			V	V	V		
TL7	Use presentation software and digital resources to support instruction, such as: PPT Prezi Canva Keynote	-	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: PPT 		V							V		V			V	V				V			

	Keynote																	
	Inkspace																	
	• pixlr																	
TL9	Create an email account for a sustained series		V		V													
	of email correspondence.																	
TL10	Demonstrate the basic tasks and use word		V				V	V		V		V	V	V		V	V	V
	processors, such as:																	
	micosoft office																	
	• WPS																	
	• text entry																	
	• editing text																	
	• formatting text																	
TL11	printing Use common communication and collaboration		v						v				v					
ILII	technologies		v						v				v					
	 text messaging 																	
	 video conferencing 																	
	 web-based 																	
	collaboration																	
	social environments																	
TL12	Distinguish the use of ICT resources for		V				V				V			V	V	V		
	individuals and small groups of students in the																	
	regular classroom.																	
	Digital classroom platforms																	
	(Google classroom,																	
	Edmodo, Moodle, Padlet)																	
	Social sites																	
	(Email, whatsapp,																	
	facebook, flickr,																	
	and blogspot)																	
TL13	Incorporate appropriate ICT activities into		V				V											
	lesson plans so as to support students'																	
TL14	acquisition of school subject matter knowledge.		v															$\left \right $
11.14	Integrate the use of a computer laboratory into ongoing teaching activities.		v															
TL15	Use word-processing software to write a	EPG,	V									V						V
1113	worksheet, following standard conventions.	2011	ľ									۷						
	worksheet, forowing standard conventions.	2011																

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

		-											* 7							
TL31	Provide graded and non-graded practice reviews, quizzes, and examinations	Tomei, 2005	V										V							
TL32	Demonstrate the responsibility in using technology systems, information and software.		V												V					
KD 1	Use software for handling images, DVDs, and sound files.	EPG, 2011		V				V		V		V	V				V			
KD2	Coordinate project work with digital media (using, for example, a camera, the internet, social networks)			V									V					V	V	V
KD3	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources			V				V		V	V					V	V	V		
KD4	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.			V			V	V		V		V			V			V		
KD5	Prepare instructional materials for students using basic technology tools (e.g., word- processing software, presentation software, and software that creates Internet resources).	ISTE, 2008		V					V							V	V	V	V	V
KD6	Use online technology or websites to deliver teaching or support material.			V	V			V	V					V		v	V	V	V	V
KD7	Implement lesson plans obtained from other teachers via Internet.			V						V		V	V						V	V
KD8	Use an electronic forum (e.g., blog) to post information for students about the class	Healey, 2008		V	V				V					V						
KD9	Demonstrate the integration of the technology in innovative ways.			V	V			V		v	V			v		V	V	V	V	V
KD 10	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.			V								V								
KD 11	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.			V								V			V				V	V
KD 12	Demonstrate the use of ICT tools to encourage students to document their own progress.			V																

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

							_							 					
	assessment techniques.																		
KD 27	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		V										V						
KD 28	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
KD 29	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			
KD 30	Manage student project-based learning activities in a technology-enhanced environment.		V									V			V	V	V		
KD 31	Apply ICT to access and share resources to support their activities and their own professional learning.		V									V			V	v	V	V	V
KC1	Create lessons with downloaded texts, pictures, graphics, etc.	EPG, 2011		V				V	V		V	V	V			V		V	V
KC2	Design blended learning modules using a learning management system.			V	V	V													
KC3	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	ISTE, 2008		V		V	V	V			V				V	V	V	V	V
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			V									V						
KC5	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	Dilek Cakiki, 2006		V				v							V	V	V	V	V

					_														
KC6	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	UNESCO, 2011	V				V				V				V	V	v		
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.		V								V				V	V	V	V	V
KC 8	Design online materials that support students' deep understanding of key concepts and their application to real world problems		V					V							V	V			
КС9	Apply ICT to develop students' communications and collaboration skills.		V			V	V		V						V	V	V	V	V
КС 10	Develop both knowledge- and performance- based rubrics to assess their own understanding of key subject matter and ICT skills.		V									V							
КС 11	Design online materials and activities that engage students in collaborative problem- solving, research or creating art.		V					V										V	V
КС 12	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
КС 13	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	Healey, 2008	V				V		V		V	V						V	V
КС 14	Modify learning activities to address students 'diverse learning styles, working strategies, and abilities using digital tools and resources.	Hubbard et al., 2008	V										V						

3. Course: Language Learning Theories and Strategies

	The Codes		
C1: Course Information	C6: Teaching Media	C11: Assessment	R : Report
C2: Course Description.	C7: Teaching Methods	C12: Resources	TD: Teaching Demonstration
C3: Program Learning Outcomes	C8: Course Materials	C13: Course Policy	
C4: Cours <mark>e Learning Outcomes</mark>	C9: Indicators	SM: Summary Writing	
C5: Lesson Learning Outcomes	C10: Learning Activities	P : Presentation	

						-					-											
Code	The Indicators of ICT Competence	Sources	1	Unesco' Approac						Comp	onen	ts of t	he Syl	llabus					Exp	ected Proc	Lear lucts	
			TL	KD	КС	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	Р	R	T D
TL1	Use the search engines in computer devices.	UNESCO, 2011	V							V		V		V			V					V
TL2	Identify the use of the Internet and the World Wide Web	_	V									V		V			V					V
TL3	Recognize how a browser works to access a website.		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
TL5	 Use ICT resources to enhance productivity. Digital classroom platforms Websites Social Sites 		V							V	V	V	V		V	v	V		V	v	V	V
TL6	 Demonstrate the use of common hardware in supporting teaching learning activity, such as: Laptop Projector LCD TV DVD player Speaker 		v							V	V	V		V	V	V			V	V	V	V

TL7	Use presentation software and digital resources to support instruction, such as: • PPT		V				V	V	V	V	V	V			V		V
	• Prezi																
	• Canva																
	Keynote	_															
TL8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: • PPT		V				V		V		V	V			V		V
	Keynote																
	 Inkspace 																
	pixlr																
TL9	Create an email account for a sustained series of	-	v		V												
	email correspondence.				, v												
TL10	Demonstrate the basic tasks and use word	-	v				v	v		V		v	v	v		V	V
1210	processors, such as:													, i		·	
	 micosoft office 																
	• WPS																
	• text entry																
	• editing text																
	formatting text																
	• printing																
TL11	Use common communication and collaboration technologies		V						V				V				V
	text messaging																
	video conferencing																
	• web-based																
	collaboration																
	 social environments 																
TL12	Distinguish the use of ICT resources for individuals and small groups of students in the		V				V				V			V	V	V	V
	regular classroom.																
	Digital classroom platforms																
	(Google classroom,																
	Edmodo, Moodle, Padlet)																
	Social sites																
	(Email, whatsapp,																

	facebook, flickr,																		
	and blogspot)																		
TL13	Incorporate appropriate ICT activities into lesson	1	V					V											V
	plans so as to support students' acquisition of																		
	school subject matter knowledge.																		
TL14	Integrate the use of a computer laboratory into		V																
	ongoing teaching activities.																		
TL15	Use word-processing software to write a	EPG, 2011	V											V					V
	worksheet, following standard conventions.	-																	
TL16	Use potential teaching material on the internet.	-	V					V	V		V							V	V
TL17	Use resources from websites.	-	V					V	V			V	V	V	V	V	V	V	V
TL18	Use any standard Windows/Mac software,		V					V		V			V	V			V		
	including media players.	-																	
TL19	Use a data projector for lessons involving the		V					v		V			V	V			V	V	V
TT 20	internet, a DVD etc.	TTaalaas	V		 	V	V	17											V
TL20	Utilize technology tools to expand upon a conventional activity.	Healey	V			V	V	V											V
TL21	Recognize the use of new technologies for		v										V						V
	teaching learning activities and professional																		
	purposes (e.g., podcasts for listening and																		
	speaking, blogs for writing and reading).	-			 														
TL22	Choose a technology environment that is aligned		V					V											V
	with the goals of the class.	-			 														
TL23	Ensure that students understand how to use the		V					V		V		V	V			V	V	V	
	technology to meet instructional goals (e.g., teach																		
TT 04	students how to evaluate online resources).	-	V		 									v					──┤
TL24	Demonstrate familiarity with a variety of forms of assessment that employ technology.		v											v					
TT 25		-	V		 														
TL25	Employ appropriate record-keeping tools and techniques (e.g., software-based classroom		v																
	management tools, electronic grade books,																		
	reports to stakeholders).																		
TL26	Implement mobile device that employ a computer	Celce	V		 			v		V						V	V	V	v
11/40	at their core such as cell phones, personal digital	Murcia, 2014						,		*						· ·		*	'
	assistant (PDA), MP3 player and etc.																		
TL27	Implement the digital technology in classroom	1	v			V	V						V			V	V	V	V
	technology include software programs, database,							v	v			V	·						
	or webpages																		

							-													
TL28	Implement the relevant application in teaching		V					V					V				V	V	V	V
	and learning process such as word processing,																			
	dictionaries, and a web browser.					 														
TL29	Implement the appropriate ICT tools in giving	Dilek Cakiki,	V										V	V						
	fast feedback to students' error.	2006			 															
TL30	Provide different types of ICT facilities and		V						V										V	V
	availabilities for teaching materials.				 															<u> </u>
TL31	Provide graded and non-graded practice reviews, quizzes, and examinations	Tomei, 2005	V											V						
TL32	Demonstrate the responsibility in using		V													V				
	technology systems, information and software.																			
KD 1	Use software for handling images, DVDs, and sound files.	EPG, 2011		V				V		V			V	V				v		V
KD2	Coordinate project work with digital media	1		V										V	1				V	V
	(using, for example, a camera, the internet, social																			
	networks)																			
KD3	Engage students in exploring real-world issues			V				V		V		V					V	V	V	V
	and solving authentic problems using digital tools																			
	and resources																			
KD4	Develop technology-enriched learning			V			V	V		V			V			V			V	V
	environments that enable all students to pursue																			
	their individual curiosities.																			
KD5	Prepare instructional materials for students using	ISTE, 2008		V					V								V	V	V	V
	basic technology tools (e.g., word-processing																			
	software, presentation software, and software that																			
	creates Internet resources).	-			 															
KD6	Use online technology or websites to deliver			V	V			V	V		V				V		V	V	V	V
	teaching or support material.	-		* 7	 								* *							
KD7	Implement lesson plans obtained from other			V						V			V	V						V
VDQ	teachers via Internet.	Haalan 2000		V	 V	 			v						V					V
KD8	Use an electronic forum (e.g., blog) to post information for students about the class	Healey, 2008		v	V				v						V					v
KD9	Demonstrate the integration of the technology in			V	V			V				V					V	V	V	V
	innovative ways.									V					V					
KD	Demonstrate the understanding of various			V									V							V
10	features of social media, blogs, and electronic																			
	mails in providing feedbacks.																			

KD 11	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		V						V		V		V				V
KD 12	Demonstrate the use of ICT tools to encourage students to document their own progress.	-	V														
KD 13	Evaluate students' works that are posted in blogs, social medias, or electronic mails.	-	V								V	v					
KD 14	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
KD 15	Use computer-based diagnostic, formative, and summative testing where feasible.		V									V					
KD 16	Use technology-enhanced assessment results to plan instruction.		V									V					
KD 17	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V														
KD 18	Use different materials for each lesson to present a certain similar topic.	Dilek Cakiki, 2006	V								V						V
KD 19	Provide learning opportunities outside the classroom for individual differences through ICT.		V	V		V	V	V			V			V	V	V	V
KD 20	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						
KD 21	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	Tomei, 2005	V								V						V
KD 22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning		V					V			V						V

KD 23	Implement the ICT tools to support learner centered strategies based on the needs of the students		V									V			V	V	V	V
KD 24	Implement ICT tools to develop students' higher order skills and creativity.		V					v		V		V			V	V	V	V
KD 25	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies		V										V					
KD 26	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.		V										V					
KD 27	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		V										V					
KD 28	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
KD 29	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
KD 30	Manage student project-based learning activities in a technology-enhanced environment.		V									V			V	V	V	V
KD 31	Apply ICT to access and share resources to support their activities and their own professional learning.		V									V			v	v	V	V
KC1	Create lessons with downloaded texts, pictures, graphics, etc.	EPG, 2011		V				V	V		V	V	V			V		V
KC2	Design blended learning modules using a learning management system.			V	V	V												V
KC3	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	ISTE, 2008		V		V	V	V			V				V	V	V	V
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		V								V							
----------	---	-----------------------	---	--	---	---	---	---	---	---	---	---	---	---	---	---		
KC5	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	Dilek Cakiki, 2006	V			v							V	V	V	V		
KC6	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	UNESCO,20 11	V			V				V			V	V	V	V		
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.		V							V			V	V	V	V		
KC 8	Design online materials that support students' deep understanding of key concepts and their application to real world problems		V				V						V	V		V		
КС9	Apply ICT to develop students' communications and collaboration skills.		V		V	V		V					V	V	V	V		
КС 10	Develop both knowledge- and performance-based rubrics to assess their own understanding of key subject matter and ICT skills.		V								V							
КС 11	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.		V				V									V		
КС 12	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		
КС 13	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	Healey, 2008	V			V		V	V	V	V					V		

KC	Modify learning activities to address students	Hubbard et	V					V			
14	'diverse learning styles, working strategies, and	al., 2008									
	abilities using digital tools and resources.										

4. Course: Digital Literacy in English Language Education

	The Codes		
C1: Course Information	C5: Teaching Media	C9: Assessment	LP: Lesson Plan
C2: Course Description.	C6: Teaching Methods	C10: Resources	LM: Learning Materials
C3: Program Learning Outcomes	C7: Course Materials	C11: Course Policy	TD: Teaching Demonstration
C3: Course Learning Outcomes	C7: Indicators	SM: Summary Writing	777
C4: Lesson Learning Outcomes	C8: Learning Activities	P : Presentation	

Code	The Indicators of ICT Competence	Sources		Unesco's Approac						Comp	onen	ts of t	he Syl	llabus	5				E		ted Le utcom		ıg
	· · · · · · · · · · · ·		TL	KD	КС	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	Р	L P	L M	T D
TL1	Use the search engines in computer devices.	UNESCO, 2011	V							V			V	V			V				V	V	V
TL2	Identify the use of the Internet and the World Wide Web		V										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. Digital classroom platforms Websites Social Sites (Islcollective, esl-galaxy, eslprintables) 		V							V	V		V		v	v	V		v	v	V	V	V

TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as: • Laptop	v				V	V	V	V	V	V		V	V			V
	ProjectorLCD TV																
	DVD player																
	 Speaker 																
TL7	Use presentation software and digital resources to support instruction, such as: PPT Prezi Canva	V				V	V	V	V	V	V			V			V
	Keynote																
TL8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as:	V				V		V		V	V			V			V
	PPT Kumata																
	KeynoteInkspace																
	• pixlr																
TL9	Create an email account for a sustained series of email correspondence.	V		V													
TL10	Demonstrate the basic tasks and use word processors, such as: micosoft office WPS text entry	V				V	V		V		V	V	V		V	V	V
	editing textformatting textprinting																
TL11	Use common communication and collaboration technologies text messaging video conferencing web-based 	V						V				V					V
	collaborationsocial environments																

TL12	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom.Digital classroom platforms		V				V				V			V	V			V
	(Google classroom, Edmodo, Moodle, Padlet)																	
	 Social sites (Email, whatsapp, facebook, flickr, and blogspot) 																	
TL13	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.		V				V											V
TL14	Integrate the use of a computer laboratory into ongoing teaching activities.		V															
TL15	Use word-processing software to write a worksheet, following standard conventions.	EPG, 2011	V									V					V	V
TL16	Use for potential teaching material on the internet.		V				V	V									V	V
TL17	Use resources from websites.		V				V	V		V	V	V	V	V	V	V	V	V
TL18	Use any standard Windows/Mac software, including media players.		V				V		V		V	V			V			
TL19	Use a data projector for lessons involving the internet, a DVD etc.		V				V		V		V	V			V			V
TL20	Utilize technology tools to expand upon a conventional activity.	Healey	V		V	V	V											V
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).		V								V							V
TL22	Choose a technology environment that is aligned with the goals of the class.		V				V											V
TL23	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	
TL24	Demonstrate familiarity with a variety of forms of assessment that employ technology.		V									V						

							_											
TL25	Employ appropriate record-keeping tools and		V															
	techniques (e.g., software-based classroom																	
	management tools, electronic grade books, reports to stakeholders).																	
TL26	Implement mobile device that employ a	Celce	V				v		v					v	v			V
11240	computer at their core such as cell phones,	Murcia,	v				ľ		v					ľ	ľ			•
	personal digital assistant (PDA), MP3 player	2014																
	and etc.																	
TL27	Implement the digital technology in classroom	-	v		V	V					V			V	V	V	V	V
	technology include software programs,						V	V		V								
	database, or webpages																	
TL28	Implement the relevant application in teaching		V				V				V			V	V	V	V	V
	and learning process such as word processing,																	
	dictionaries, and a web browser.																	
TL29	Implement the appropriate ICT tools in giving	Dilek	V								V	V						
	fast feedback to students' error.	Cakiki,																
TL30	Provide different types of ICT facilities and	2006	V					V										V
FT 01	availabilities for teaching materials.											X 7						'
TL31	Provide graded and non-graded practice	Tomei, 2005	V									V						
	reviews, quizzes, and examinations																	
TL32	Demonstrate the responsibility in using	-	V										V					
	technology systems, information and software.																	
VD 1	Use sefering for her dling inserts DVDs and	EDC 2011		V		 	V		V		v	N			V			V
KD 1	Use software for handling images, DVDs, and sound files.	EPG, 2011		V			V		V		v	v			v			V
VD		-		N								V				V	v	v
KD2	Coordinate project work with digital media			V								v				v	v	V
	(using, for example, a camera, the internet, social networks)																	
KD3	Engage students in exploring real-world issues	-		V			V		v	V				v	v			V
KDS	and solving authentic problems using digital			v			v		v	v				v	v			v
	tools and resources																	
KD4	Develop technology-enriched learning	-		V		v	v		V		v		V					V
MD4	environments that enable all students to pursue								•									
	their individual curiosities.																	
KD5	Prepare instructional materials for students	ISTE, 2008		V				V						V	V	V	V	V
	using basic technology tools (e.g., word-	, í																
	processing software, presentation software, and																	
	software that creates Internet resources).																	

KD6	Use online technology or websites to deliver		V	V		1	/	V					V		V	V	V	V	V
KD7	teaching or support material. Implement lesson plans obtained from other teachers via Internet.		V						v		V	V					V	V	V
KD8	Use an electronic forum (e.g., blog) to post information for students about the class	Healey, 2008	V	V				V					V						V
KD9	Demonstrate the integration of the technology in innovative ways.		V	V			1		v	V			v		V	V	V	V	V
KD 10	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.		V								V								V
KD 11	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		V								V			V			V	V	V
KD 12	Demonstrate the use of ICT tools to encourage students to document their own progress.		V																
KD 13	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		V								V	V							
KD 14	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.		V				/				V								V
KD 15	Use computer-based diagnostic, formative, and summative testing where feasible.		V									V							
KD 16	Use technology-enhanced assessment results to plan instruction.		V									V							
KD 17	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices)		V																
KD 18	Use different materials for each lesson to present a certain similar topic.	Dilek Cakiki, 2006	V								V								V

KD 19	Provide learning opportunities outside the classroom for individual differences through		V	V		V	V	V		V			V	V	V	V	V
KD	ICT. Implement technology into language instruction		V		 		V	 V	v	V		 					
20	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							
KD 21	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.	Tomei, 2005	V							V							V
KD 22	Implement the ICT tools in methods and strategies of learning activity to maximize students' learning		V					V		V							V
KD 23	Implement the ICT tools to support learner centered strategies based on the needs of the students		V							V			V	V			V
KD 24	Implement ICT tools to develop students' higher order skills and creativity.		V				V	V		V			V	V	V	V	V
KD 25	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies		V								V						
KD 26	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.		V								V						
KD 27	Apply knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.		V								V						
KD 28	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
KD 29	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

	they collaborate to solve complex problems.																		
KD 30	Manage student project-based learning activities in a technology-enhanced environment.		V									V			V	V			V
KD 31	Apply ICT to access and share resources to support their activities and their own professional learning.		V									V			V	v	V	V	V
KC1	Create lessons with downloaded texts, pictures, graphics, etc.	EPG, 2011		V				V	V		V	V	V			V	V	V	V
KC2	Design blended learning modules using a learning management system.			V	V	V													V
KC3	Adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	ISTE, 2008		V		V	V	V			V				V	V	V	V	V
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			V									V						
KC5	Design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	Dilek Cakiki, 2006		V				v							V	V	V	V	V
KC6	Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.	UNESCO,2 011		V				V				V			V	V			V
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.			V								V			V	V	V	V	V
KC 8	Design online materials that support students' deep understanding of key concepts and their application to real world problems			V					V						V	V			V
KC9	Apply ICT to develop students' communications and collaboration skills.			V			V	V		V					V	V	V	V	V
КС 10	Develop both knowledge- and performance- based rubrics to assess their own understanding of key subject matter and ICT skills.			V									V						

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



APPENDIX 4 The Analysis of Examining Content of Syllabus Components

Course 1: English Language Teaching MethodA.Component of a Syllabus: Course Information

University A	University B	University C	University D	University E	Theory	Remarks
The course	The course	The course	The course	The course	• A course information provides course title	All of the course
		7			• A course information provides course title,	
information of	information of	information of	information of	information of	course number, credit hours, prerequisites,	information
English Language	English L <mark>anguage</mark>	English Language	English Language	English Language	he location of classroom, and the days and	provided in the
Teaching Method	Teaching Method	Teaching Method	Teaching Method	Teaching Method	hours class/lab/studio/etc. meets (Altman &	existing syllabi
course from	course from	course from	course from	course from	Cashin, 1992).	from five
University A consists	University B consists	University C consists	University D consists	University E consists	• Course information provides the	universities refers
of:	of:	of:	of:	of:	information such as name of university,	to the theories.
Subject	• Name of the	• Name of the	Nama MK	Department	semester, year, course title, and the	
Prerequisite	Course	Course	• Kode	• Code	descriptions of how to contact a course	
• Time	• Code of the	• Code of the	• SKS	 Subject 	instructor (Davis, 2004).	
Allocation	Course	Course	• Semester	• Credit	• Course information informs course title,	
Subject Code	• Semester	Credit	• Team Teaching	Semester	number section, term, semester, year, dates,	
• Credit	• Name of the	 Semester 	Koordinator MK	 Prerequisite 	pre-requisites: required courses and skills,	
 Lecturer Code 	Lecturer		Ketua Prodi	1 Internet	co-requisites, class, days, times, class	
			- Herna From		location) (Wolf, Czekanski, & Dillon	
					,2013)	

Component of a Syllabus: Course Description B.

Univ.	Unive	ersity C	University D	University E	Theory	Remarks



No course	No course	This course provides students	Mata kuliah ini mengkaji	The description of the	• Course description is a paragraph describing	Although the course
descripti	descriptio	with historical views of	tentang konsep teoritis tentang	course is to acquaint	the general content of the course (Altman &	descriptions from
on in the	n in the	language teaching methods	berbagai metode pembelajaran	students with rudimentary	Cashin, 1992).	the different
syllabus.	syllabus.	that serve as the source of	Bahasa Inggris yang sedang	theories of TEFL	• A course description mainly describes	universities do not
		classroom practices and	berkembang serta	(approaches and methods	prerequisites, overview of a course, student	provide the learning
		principles in language	mendeskusikannya dan jika	of	learning objectives, methods of the	objectives and
		teaching. The topics are the	memungkinkan mencobakan	teaching, learner	instruction (Davis, 2004)	methods of
		following: (1) historical views	prinsip-prinsip pembelajaran	difference, classroom	• Course description informs a student about	instruction as
		of language teaching, (2)	tersebut di dalam kelas untuk	management, and teaching	the rationale of the course subject, a brief	suggested by Davis
		Approach, methods, and	didiskusikan bersama. Melalui	evaluation as well as	overview of the key content, knowledge and	(2004). They still
		technique, (3) making a	mata kuliah ini dihrapkan	practicing teaching	skills to be learned and stating the major	refer to the theories
		lesson plan, (4) interactive	mahasiswa mampu mengambil	receptive	learning strategies and activities that students	proposed by Altman
		langauge teachuing, (5)	keputusan strategis yang	skills (listening and	will experience (RISTEKDIKTI,2016)	& Cashin (1992),
		classroom management, (6)	berkaitan bidang pengetahuan	speaking) and productive		and RISTEKDIKTI
		teaching language skills, (7)	pengjaran Bahasa Inggris serta	skills, reading and writing.		(2016).
		assesing language skills and	mengaitkannya dengan			
		(8) workshops on ELT.	kehidupan nyata dengan			
			pemanfaatan IPTEKS.			

C. Components of a Syllabus: Program Learning Outcomes

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

skripsi dan meng <mark>gunggahnya dalam laman perguruan tinggi</mark>	
KU5: Mampu mengambil keputusan secara tepat dalam konteks penyelesaian	
masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan	
data;	
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	
KU8: Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang	
Berada dibawah tanggung jawabnya, dan mampu mengelola	
C. Keterampilan Khusus (KK)	
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.;	711
KK2: Mengaplikasikan bahasa Inggris secara lisan dan tertulis dalam konteks	
komunikasi umum, akademis dan pekerjaan sesuai dengan standar mutu	
internasional	
D. Pengetahuan (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.	
P2: Menguasai konsep teoritis budaya, tata nilai institusi serta sejarah dan	
pemikiran modern masyarakat negara-negara berbahasa Inggris secara	
mendalam	

D. Component of a Syllabus: Course Learning Outcomes

University A	Univ <mark>ersity B</mark>	University C	University D	University E	Theory	Remarks
After completing	1. This course is	The objectives of the	1. Mengidentifikasi,	Students	• Course objective elaborates a behavior, skill,	The form of
this course, students	intended to	course are that the	Menjelaskan/	will have sufficient	or action that a student can demonstrate if	learning
are expected to be	overview the	students:	menguraikan antara	acquaintance with	they have achieved mastery of the objective	objectives or
able to:	concepts of	1. Understand the	approach, method,	approaches and	(Altman & Cashin, 1992).	course learning
1. Understand	communicative	principles of	dan technique pada	methods of teaching,	• Student learning objectives describe what	outcomes stated in
basic concept of	approach, hoping	teaching	konteks English	learners difference,	students will be expected to do or know after	four universities is
learning-	students recognize	language	language teaching.	teacher's	the course, and what	different although
teaching	the principles of	2. Have experience	2. Menganalisis	roles,classroom	competencies/skills/knowledge will be	the contents of the
process,	communicative	of making lesson	pendekatan, metode	management, method	expected to demonstrate by students at the	learning
method,	approach.	plan	dan tehnik pengajaran	teaching grammar	end of the course (Davis, 2004).	objectives refer to
techniques, and	2. Students are	3. Can do	dan pembelajaran	and vocabulary,		the theories

									_		1		
	luation in		needed to		classroom	_	Bahasa Inggris pada	teaching receptive	•	CPMK or course learning outcomes inform	provided	by	the
	rning		recognize and		management		The 19th and Early to	skills (listening and		students about measureable knowledge that	experts.		
	ching		analyze the	4.			Mid-20th Century.	reading) and		reflects skills, competences, and knowledge			
	cess in		process and		the structural and	3.	. Menganalisis	productive skills		that must be achieved (RISTEKDIKTI,			
-	glish		strategies eclectic		communicative		pendekatan, metode	(speaking and writing		2016).			
	nguage		approach.		approach		dan tehnik pengajaran), evaluation					
	aching	3.		5.	Can teach		dan pembelajaran	(assessment and					
(EL			recognize the		English as a		Bahasa Inggris pada	testing) as well as					
	evelop		concept of		foreign language		The Mid-to-Late-20th	teaching practices.					
	udents'		communicative		by having clear		Century.						
	nowledge,		language learning.		and systematic	4.	. Menganalisis						
	rinciples,		They are intended		understanding on		Communicative						
	ractical		to describe		teaching English		Approach dalam						
	cills, ,		children language		by principles		konteks English						
	chniques and		competence in	6.	Assess the		language teaching.						
	wareness for		lan <mark>guage</mark>		language skills	5.	. Mengevaluasi						
	aching the		acq <mark>uisition by</mark>	7.	Use the best		pendekatan, metode		1				
	our skills and		usi <mark>ng</mark>		teaching		dan tehnik pengajaran						
lar	nguage		co <mark>mmunicative</mark>		principles for		dan pembelajaran						
	omponents		language teaching.		teaching		Bahasa Inggris pada						
	eaching	4.			purposes		The 21th Century.						
	stening		suggested and			6.	. Merancang dan						
ski	cills, reading,		intended to find				memberikan contoh						
	beaking,		out the				pembelajaran Bahasa						
wr	riting skills,		d <mark>evelopment o</mark> f				Inggris dengan						
gra	rammar,		community				Scientific Methods						
	ronunciation		language learning.										
	nd integrated	5.	Students can										
	cills)		descri <mark>be</mark> the										
	etermine and		situation and the										
	lapt teaching		development										
	rategies		direct method.										
	hich are	6.	Students describe										
-	elevant to		how learner learn										
	udents'		to improve the										
	eeds, school		English as second										
	ettings and		language by silent										
co	ontexts.		way.										
		7.	Students are						-				
			intended to know										



method basic			
concept in			1
constructivisme			l .
method.			1

E. Component of a Syllabus: Lesson Learning Outcomes

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

Second	language acquisition in	to comprehend	5. Students are able to	good learners.	
Language	community language	Communicative	analyze	5. Students are able to	
Acquisitio	n learning.	Approach	Communicative	able to understand the	
7. Students a	re 5. Students are intended to	principles.	Approach in the	teacher's multiple	
able to app	ly tell the situation of	9. Students are able	context of English	roles and	
teaching	language acquisition by	to use	language teaching.	characteristics of a	
listening t	using direct method and	communicative	6. Students are able to	good teacher.	
junior hig	effectiveness of direct	approach in their	evaluate the	5. Students are able to	
school and	method.	teaching.	approaches, methods	able to understand the	
senior hig	n 5. Students need to	10. Students are	and techniques of	principles of teaching	
school stu	lents understand and	able to	English teaching and	small class, large	
8. Students a	re describe silent way	comprehend the	learning at the 21th	class, and grouping	
able to ela		theories of	Century.	students	
theories to	teach improve their target	teaching	7. Students are able to	7. Students are able to	
reading	language or foreign	listening.	design and provide	practice teaching	
9. Students a		11. Students are	1 0	small class, large	
able to app	ly and practicing	able to teach	learning and teaching	class, and grouping	
how to tea	ch conversation.	listening.	with Scientific	students.	
reading to	7. Students are intended to	12. Students are	Methods.	8. Students are able to	
junior hig		able to		understand and	
school and	meaning of quantum	comprehend the	design and provide	practice the grammar	
senior hig	0 0	theories of		teaching inductively	
school stu	lents Its method, technique,	teaching	and learning English	and deductively.	
10. Students a	re the students, and	listening.	with integrated skills in	Students are able to	
able to app		13. Students are	the classroom.	practice the grammar	
theories to		able to teach		teaching inductively	
speaking	des <mark>cribe about audio as</mark>	speaking.		and deductively.	
11. Students a		14. Students are		0. Students are able to	
able to app		able to		understand methods	
how to tea	1 0	comprehend the		for teaching	
speaking t		theories of		listening and	
junior hig		teaching		reading.	
school and	5 1	reading.		1. Students are able to	
senior hig		15. Students are		practice methods for	
school stu	5 6 6	able to teach		teaching listening	
12. Students a		reading.		and reading.	
able to ela	8 8	16. Students are		2. Students are able to	
theories to	teach acquisition in inquiry	able to		understand methods	
writing	method.	comprehend the		for teaching	
13. Students a	pply 10. Students need to	theories of		speaking and	- /

	1			
how to teach	recognize concept of	teaching writing.		writing.
writing to junior	constructivism	17. Students are	13.	S. Students are able to
high school and	methodology.	able to teach		practice methods for
senior high	11. Students need to	writing.		teaching speaking
school students	describe the	18. Students are		and writing.
	characteristics of	able to assess	4.	. Students are able to
	suggestopedia and	four language		understand the
	background of	skill (listening,		theories of
	language acquisition in	speaking,		assessment, testing
	suggestopedia	reading, and		and evaluating.
	12. Students are intended to	writing).		
	tell the theories	19.Students are able to		
	supported, they are able	decide the aim of		
	to describe concept and	teaching, to select		
	strat <mark>egies in</mark>	the material, to do		
	const <mark>ructivisme</mark>	teaching, and to		
	meth <mark>od</mark> .	assess the skills.		

F. Component of a Syllabus: Course Materials

	University A		University	В		Univers	ity C		Univer	sity D		University E		Theo	ry	Remark	ks
1	Course outline and I	_	Introducing	the	1	Historical	views of	1	Approach,	Method,	1	Describing English	1	Materials o	f a syllabus	• The syllabus	s form
1.			8		1.	_		1.			1.		1.		-	-	
	class regulations.		concept	of		language	teaching			hnique in		Linguistics.			n <mark>ain to</mark> pic or	5	B states
2.	History of language		communicative			methods.			English	language	2.	Approaches and		sub-main to	p <mark>ic that</mark> will	topics	and
	teaching.		approach.		2.	Approach,	methods,	-	Teaching.			Methods.		be taught	in a course	subtopics th	hat will
3.	Approaches and		a. Concepts	or		and	technique	2.	Grammar	Translation	3.	Describing Learners		(Altman	<mark>& C</mark> ashin,	be discussed	d in the
	methods in ELT.		definition			Grammar	Translation		Method,	Direct	4.	Understanding		1992).		course.	
4.	Principles of		communicat	tive 🖉		Method,	Direct		Method, an	nd Classicist.		teachers	2.	The mat	<mark>eria</mark> l part	• Although	the
	language learning and		approach.			method,	<mark>Au</mark> dio	3.	Audiolingu	ial,	5.	Classroom Setting	r.	discusses to	pics that will	existing	syllabus
	teaching.		b. H <mark>ow</mark>			Lingual Me	ethod, etc.		Audiovisua	al, Silent	6.	Teaching grammar		be taught	, primary,	uses term "t	opics or
5.	Assessment in ELT.		communicat	tive	3.	Making a le	esson		Way, Tot	al Physical	7.	Teaching		supplementa	l readings	sub-topics",	not
6.	Second Language		approach o	can be	4.	Interactive	language		Response,		1	vocabulary		for the	course	learning m	naterials,
	Acquisition theories.		effective?			teaching			Behavioris	m,	8.	Teaching receptive		(Davis,2004)	the elabora	ation of
7.	Teaching listening		c. The way	how to	5.	Classroom			Cognitive (Code.		skills	3.	Course mate	erials inform	the term re	efers to
	demonstration.		teach by	using		managemen	nt	4.	Communic	ative	9.	Teaching		the topics	of a course	the elal	boration
8.	Theories of teaching		communicat	tive	6.	Structural a	pproach		Language	Teaching,		productive skills		that will b	e discussed	proposed	by
L	reading.		approach.		7.	Communic	ative		Content	Based	10	. Assessing and		and taug	ht (Wolf,		

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

language	
acquisition	
b. The process of	
language	
acquisition	
c. Stage of language	
acquisiti <mark>on</mark>	
d. The in <mark>fluence in</mark>	
lang <mark>uage</mark>	
acquisition	
e. Correlation between	
L1and L2 language	
acquisition and	
community	
language learning.	
5. S <mark>ituation an</mark> d the	
d <mark>evelopment in direct</mark>	
method.	
a. The process in	
direct method.	
b. Language	
acquisition by using	
direct method.	
5. Concept of silent way	
and the effectiveness	
usin <mark>g it.</mark>	
a. The process using	
silent way	
b. The effectiveness	
of using silent way	
7. Quantum teaching	
and learning (between	
technique and	
method)	
a. How the teachers	



	analyze the language by using constructivism methodology. 1. Suggestopedia as a concept in teaching learning activities. a. Definition of suggestopedia. b. Factor influence in suggestopedia toward language acquisition. 12. Constructivisme method. a. Definition of constructivisme method.
Component of a Syllabus:	s: Learning Activities

G. Component of a Syllabus: Learning Activities

University A	University B	Univers	sity C	University D			University E			Theory		Rem	arks		
1. Studens are given course	Learning	Learning		Learning	<u>, </u>	l.Ove	erview of	the cours	se		Learnin	g activ	vities	Generally,	th
outline, then Identify learning	activities are not	activities	are not	activities	are not	2.Dis	cuss abou	it syntax	and mor	phology.	inform	activities	that	learning	activitie
topics assignment, assessment	stated in the	stated i	in the	stated	in the	3.	Discuss	about	the	Grammar	must b	e performed	d by	stated	in th
system, and references.	syl <mark>labus</mark> .	syllabus		syllabus			Translati	on		Method,	student	s in the cour	se in	syllabuses	fror
2. Students explain the history							Audiolin	gualism	Method	l, Natural	order to	achieve expe	ected	University	A and I
concept, characteristics of							Approach	h,	Comn	nunicative	compete	ences		refers	to th
language teaching.							Approach	h, Con	tent –	- Based	(RISTE	KDIKTI,201	6).	description	s propose
3. Students describe approaches							Instructio	on.						by RISTER	XDIKTI.
and methods in ELT.						4.	Discuss	about	the	Learner					



H. Component of a Syllabus: Teaching Media

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

I. Component of a Syllabus: Teaching Methods

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

3. Lecturing	Technique, Mind	2.	Modelling 3.	Presentasi		teaching such as lectures, discussions,	syllabi refer to the
U	mapping Technique,	3.	Discussion			group works, etc. (Davis, 2004)	explanation proposed by
	Snowballing Technique,	4.	Inquiry		•	Teaching methods can be: group	
	and Silent Reading)					discussions, simulations, case studies,	
	2. Small Group Discussion					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)	

J. Component of a Syllabus: Assessments

University A University B University C University D	University E	Theory	Remarks
The assessments of syllabus consist of:1.Oral test 2.1.Presentation participation1.Indicators of scoring 2.• Indicators for scoring2.Written test2.Class participation2.The assessment of skills, knowledge, and attitude.• The procedure of assessment (performance assessment)3.Quiz3.Midterm and Final Test• The form of assessment (Presentation)• The form of assessment of presentation• The scoring rubric of presentation• The scoring rubric of presentation• The scoring rubric of presentation• Assessment scheme and criteria• Oral test• Oral test• Oral test	 Individual assessment Group assessment Midterm test Final Test 	 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 & Cashin, 1992). Davis (2004) mentions assessment as the requirements that cover type of the exams and type of knowledge will be tested. Grading method is clear, explicit explanation of evaluation, graded items and activities, grading rubrics, evaluation of course performance (Wolf, Czekanski, & Dillon ,2013) Assessments of a syllabus inform types of assessment performed by a course instructor in measuring students' competence to achieve learning outcomes and indicators that 	 University A is the only university that provides the scoring rubric for the assessment. University B specifically mentions types of the assessment used: spoken and written test. Each university provides various details regarding the assessment. Although some experts consider the term "assessment" used in the existing syllabi as grading and grading method, the main elaboration shares the

		describ	e the competencies that are	same details.
		assesse	d (RISTEKDIKTI,2016	

K. Component of a Syllabus: Meeting

Diane Hahger,

Janette.K.K &

by

Terese . C.C

3. How to Teach

English

Component of a Syllar	ous: Meeting					
University A	University B	University C	University D	University E	Theory	Remarks
Meeting informs the	Meeting informs	Meeting informs	Meeting informs the	Meeting informs	• Altman & Cashin (1992) include	Generally, the term
number of weeks	the number of	the number of	number of weeks	the number of	the term "week" in course	"meeting" refers to the
needed to complete	weeks needed to	weeks needed to	needed to complete	weeks needed to	calendar/schedule	proposed theories.
the course.	complete the	complete the	the course.	complete the	• Meeting refers to the number of	
	cours <mark>e.</mark>	course.		course.	weeks that is needed to complete	
					the course (RISTEKDIKTI, 2016).	
Component of a Syllab	ous: Ref <mark>erences</mark>					
University A	University B	University C	University D	University E	Theory	Remarks
The syllabus	The syllabus mentions	The syllabus mentions	The syllabus mentions	The syllabus	• References are textbooks, reading,	• The syllabus from
mentions the titles	the module and the	the titles of the	main reading,	mentions titles of	and supplementary readings used in	University D provides
of the books as the	title of the textbook	textbooks as the	supplementary	textbooks as the	a course (Altman & Cashin, 1992).	the complete details of
references:	as the references:	references:	readings, and journal	references:	• References cover primary books or	the references used in
1. Teaching	1. Teaching English	1. Teaching by	as the references:	1. The Practice of	reading for the courses, supplemental	the course.
English as a	a <mark>s a Foreign</mark>	Principles by H.	a. Main readings:	English	books or reading, websites, and links	• Generally, all of the
Foreign	Language by	Douglas Brown.		Language	(Davis,2004).	syllabi refer to the
language for	Syafrizal (1997)	2. TEFL by Geoffrey	1. Approaches		• References mention textbooks, and	concepts proposed by
Dummies by	2. Principles of	Broughton	and Methods	Jerem <mark>y Harmer.</mark>	suggested readings (Wolf, Czekanski,	the experts in providing
Michelle	Lang <mark>uage</mark>		in Language	2. Teaching	& Dillon ,2013).	the references of the
Maxom	Learn <mark>ing and</mark>		Teaching by		• References provide books and other	course, but the existing
2. How to Teach	Teaching by H.		J.C. Richards	Second	resources employed in a course	syllabi from University
English	Dougla <mark>s Brown</mark>		and T.S.	Language by	(RISTEKDIKTI, 2016).	A, B, C, and E only
Language			Rodgers. 2. How to	Celce Mauricia		mention the textbooks
Learners by			2. How to	and Marianne		used in the course. The

Teach

English

Jeremy

Harmer.

3. The Practice

by

Edler.

Language

Teaching

Learning

and

by

3. Second

don't mention the main

readings, and other

readings,

supplementary

Jeremy Harmer	of English	David Nunan.	resources.
	Language		
	Teaching by		
	Jeremy		
	Harmer.		
	4. Teaching by		
	Principles H.		
	Douglas		
	Brown.		
	b. Supplementary		
	readings		
	1. Teaching		
	English as a		7
	Foreign or		
	Second		
	Language by		
	J.G. Gebhard.		
	2. How to Teach		
	Listening by		
	J.J. Wilson		
	3. How to Teach		
	Writing by		
	Jeremy		
	Harmer		
	c. Journals		
	1. Implementasi		
	Kurikulum		
	2013 by M.		
	Fadillah.		
	2. Pendekatan		
	Saintififik		
	dan		
	Pembelajaran		
	Abad 21 by		
	M. Hosnan		

M. Component of a Syllabus: Time Allocation

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

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

Univ.A	University B	Univ. C	Univ. D	Univ. E	Theory	Remarks
-	Standard Competence: 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. Base Competence:	-		-	No theories directly indicate the terms of standard and base competence.	
	Kompetensi pembahasan prinsip –prinsip dasar belajar mengajar, dasar-dasar metod pengajaran, serta tinjauan terhadap kekurangan maupun kelebihan setiap metode yang pernah digunakan.					

O. Component of a Syllabus: Assignment

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

Course B: Curriculum and Material Development

A. Component of a Syllabus: Course Information

University A	University B	University C	University F	Theory	Remarks
The course information	The course information	The course information of	The course information of	• Course information provides course title, course	All of the course
of English Language	of English Language	English Language	English Language Teaching	number, credit hours, prerequisites, he location of	information provided in
Teaching Method	Teaching Method	Teaching Method course	Method course from	classroom, and the days and hours	the existing syllabi from
course from University	course from University	from University C	University D consists of:	class/lab/studio/etc. meets (Altman & Cashin,	five universities refers to
A consists of:	B consists of:	consists of:	• Program Studi /	1992).	the theories.
Subject	• Nama M <mark>ata Kuliah</mark>	Name of the Course	Fakultas	 Course information provides the information 	
Prerequisite	• Kode <mark>Mata Kuliah</mark>	Code of the Course	• Nama Mata Kuliah	such as name of university, semester, year,	
• Time	• Juml <mark>ah SKS</mark>	• Credit	Bobot SKS	course title, and the descriptions of how to	
Allocation	• Se <mark>mester</mark>	• Semester		contact a course instructor (Davis, 2004).	
Subject Code	• Kelompok Mata			• Course information informs course title, number	
• Credit	Kuliah			section, term, semester, year, dates, pre-	
Lecturer Code	• Nama Dosen			requisites: required courses and skills, co-	
				requisites, class, days, times, class location)	
				(Wolf, Czekanski, & Dillon ,2013)	

B. Component of a Syllabus: Course Description

University A	University B	University C	University F	Theory	Remarks
No course	Mata <mark>kuliah ini berfun</mark> gsi	This course is designed to	This course aims to provide at	• Course description is a paragraph describing	Although the course
description in the	mem <mark>bekali mahasiswa</mark>	help students grasp the	developing students' (a)	the general content of the course (Altman &	descriptions from the
syllabus.	calon <mark>pendidik dan tena</mark> ga	notion of curriculum	understanding of EFL materials	Cashin, 1992).	different universities do not
	kependidikan dengan	including the basis for	development, (b) needs and	• A course description mainly describes	provide the learning
	pemaham <mark>an dan wawasan</mark>	curriculum and syllabus	situation analysis, (c) different	prerequisites, overview of a course, student	objectives and methods of
	tentang ko <mark>nsep dan</mark>	designing. Particularly, it	syllabus designs, (d) principles	learning objectives, methods of the instruction	instruction as suggested by
	berbagai ha <mark>l yang yang</mark>	focuses on current	of materials selection,	(Davis, 2004)	Davis (2004). They still
	terkait dengan Kurikulum	curriculum: school based	evaluation, adaptation, and	• Course description informs a student about the	refer to the theories
	dan Pembelajaran.	comptency (2006), agreeing	development. (e) skills in	rationale of the course subject, a brief	proposed by Altman &
	Kurikulum dan	with commnicative	developing EFL materials for	overview of the key content, knowledge and	Cashin (1992), and
	Pembelajaran merupakan	approach. Besides, it helps	Indonesian schools, and (f)	skills to be learned and stating the major	RISTEKDIKTI (2016).
	bagian integral dari	students to develop the	positive attitudes towards EFL	learning strategies and activities that students	
	sistem Pendidikan. Setiap	material suitable with the	materials development.	will experience (RISTEKDIKTI,2016)	
	pendidik dan tenaga	competences decided. The	This course covers the		

kependidikan profesional	course also provides with	following topics: basic	
harus memiliki	the teaching principles,	concepts, principles, and	
kompetensi yang	kinds of text, and effective	procedures of materials	
meliputi kompetensi	teaching.	development. Students are also	
pedagogik, kepribadi <mark>an,</mark>		involved in developing	
sosial dan profesio <mark>nal</mark> .		materials by applying all the	
Penguasaan kompetensi		concepts, principles, and	
pedagogik pada <mark>dasarnya</mark>		procedures. Evaluation is	
tidak dapat dil <mark>epaskan</mark>		concerned with both theory and	
dari pemaha <mark>man tentang</mark>		practices in developing learning	
Kurikulum <mark>dan</mark>		material, through assignments,	
Pembelajaran. Setiap		the mid-semester test, and the	
pendid <mark>ik</mark> dan tenaga		final test. Eventually, this course	
kepend <mark>idikan selain</mark>		aims to equip students with the	
mengu <mark>asai kemampuan</mark>		ability to critically analyze,	
teknis <mark>yang relevan</mark>		design, evaluate and	
denga <mark>n tugasnya, harus</mark>		develop a language teaching	
memil <mark>iki pemahaman</mark>		material.	
konseptual mengenai			
kurik <mark>ulum dan</mark>			
pem <mark>belajaran termas</mark> uk			
kema <mark>mpuan</mark> set			
meng <mark>embangkan</mark>			
kuriku <mark>lum sekolah.</mark>			

C. Component of a Syllabus: Program Learning Outcomes

Univ.A	Univ.B	Univ.C	University F	Theory	Remarks
			Sikap : 1) Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius 2)Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama,moral,dan etika; 3)Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa,bernegara,	Program learning outcomes are the learning outcomes proposed by a study program. The	The program learning
			dan kemajuan peradaban berdasarkan Pancasila;	mainly inform the knowledge,	

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

D. Component of a Syllabus: Course Learning Outcomes

University A	University B	University B University C		Theory	Remarks
After completing this course, students are expected to be able to: 1. Understand basic concepts about the use learning materials in teaching	Kompetensi yang diharapkan setelah mahasiswa mengikuti kegiatan perkuliahan mata kuliah ini adalah mahasiswa memiliki pengetahuan dan pemahaman mengenai hakekat kurikulum dan pembelajaran dengan	 are that the students: Understand the current curriculum Have experience of making lesson plan Develop the material Use the best teaching principles for language 	 Mampu menganalisis berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai Dapat menggunakan berbagai macam materi pembelajaran yang sesuai dengan tujuan yang akan dicapai. 	 Course objective elaborates a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman & Cashin, 1992). 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). 	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.

D. Component of a Syllabus: Lesson Learning Outcomes

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

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

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

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

	Univ. A		Univ. B		University C	/	University F		Theory	Remarks
1.	Overview of learning	l. I	Pengertian dan	1.	Historical views of	1.	Description of the	1	. Materials of a syllabus contain the main	• The syllabus from
	materials in ELT.	1	Konsep Kurikulum.		Language Curriculum		course, the competence		topic or sub-main topic that will be taught	University B states topics
2.	Authentic materials		Kedudukan		and Development.		students should		in a course (Altman & Cashin, 1992).	and subtopics that will be
	in ELT.		kurikulum dalam	2.	Component of	-	acquire, the	2.	The material part discusses topics that will	discussed in the course.
3.	Evaluation and		proses		curriculum.		teaching and		be taught, primary, supplemental readings	• Although the existing
	development of		pendidikan, dan	3.	Kurikulum 2013.		learning process,		for the course (Davis,2004)	syllabus uses term "topics
	fabricated materials		keterkaitan antara	4.	Kinds of syllabus.		and assignments.	3.	Course materials inform the topics of a	or sub-topics", not
	in ELT.		kurikulum dan	5.	Workshop of making a	2.	Roles of materials in the		course that will be discussed and taught	learning materials, the
4.	Learning taxonomy.		pembelajaran.		syllabus.		learning process.		(Wolf, Czekanski, & Dillon ,2013)	elaboration of the term
5.	Overview of	•	• Konsep-konsep	6.	Workshop making	3.	Explanation of the stages	4.	Learning materials contain the materials that	"topics and subtopics"
	textbook.		kuri <mark>kulum</mark>		lesson plan.		including the design,		will be taught by a course instructor in	refers to the elaboration
6.	Textbook evaluation.		menurut beberapa	7.	Workshop of material		development, evaluation,		relation with the learning objectives that	proposed by Altman &
7.	Adapting and		ahli kurikulum		development.		and revision.		must be achieved (RISTEKDIKTI,2016)	Cashin (1992), Davis
	adopting textbook		dan dimensi	8.	Workshop of making	4.	Analyzing needs and			(2004), Wolf, Czekanski,
	into learning process. pengertian			assessment.		learners and setting			& Dillon (2013), and	
8.	8. Textbook evaluation kurikulum.		1			the objectives.			RISTEKDIKTI (2016)	
										-

case studies.	0	Content outline and
9. Learning materials		development and
for listening,	pedoman/acuan	delivery methods.
speaking, reading,	bagi semua pihak 6.	Reviewing objectives,
and writing.	yang terlibat	evaluating strategies, and
10. Learning materials		collecting and analyzing
evaluation.	penyelenggaraan	data.
		Developing and
		implementing revision
		plan.
		Designing students' own
		materials.
	konservatif,	
	peranan kreatif,	
	dan peranan	
	kritis/evaluatif.	
2	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.	
	8. Komponen-	
	komponen kurikulum	
	dan	
L		



pendidikan.			
5. Pendekatan, Mod	l,		
dan Prosedur			
Pengembangan			
Kurikulum.			
5. Evaluasi Kurikulu	m		
7. Perkemba <mark>ng</mark> an			
Kurikulu <mark>m</mark> di			
Indonesia			
8. Pem <mark>baharuan</mark>			
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

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



G. Component of a Syllabus: Teaching Media

	University A	University B	University C	University F	Theory	Remarks
1.	Computer		-			The descriptions of teaching media
2.	LCD				computer, LCD, speakers, textbooks, etc. are	stated in the syllabi generally refer to
3.	Whiteboard					
					syllab <mark>us (David, 2004;</mark> Wolf, Czekanski, &	Wolf, Czekanski, & Dillon (2013).
					Dillon ,2013)	

H. Component of a Syllabus: Teaching Methods

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

I.

Component of a Syllabus: Assessments

Component of a Syllabus: A	ssessments				
University A	Univ <mark>ersity B</mark>	University C	University F	Theory	Remarks
The assessments of	3. Oral test	5. Oral test	1. Indicators of the	Grading informs details about how the students	5. University A is the only university
syllabus consist of:	4. Written test	6. Written test	assessment.	will be evaluated, what factors will be included,	that provides the scoring rubric for
Indicators for scoring			2. Types of assessment:	how they will be weighted, and how they will be	the assessment.
• The procedure of			written assessments,	translated into grades (Altman & Cashin, 1992).	6. University A and F provide the
assessment			performance	Davis (2004) mentions assessment as the	indicators of the assessment.
(performance			assessments or	requirements that cover type of the exams and	
assessment)			presentations and a	type of knowledge will be tested.	the types of the assessment used:
• The form of			project for final test	Grading method is clear, explicit explanation of	spoken and written test.
assessment				evaluation, graded items and activities, grading	 Each university provides various
(Presentation)				rubrics, evaluation of course performance (Wolf,	details regarding the assessment.
• The scoring rubric of				Czekanski, & Dillon ,2013)	9. The details stated in each syllabus
presentation			-	Assessments of a syllabus inform types of	about the assessment basically refer
• Assessment scheme				assessment performed by a course instructor in	to the concepts elaborated by Altman
and criteria				measuring students' competence to achieve	and Cashin (1992), Davis (2004),
				learning outcomes and indicators that describe the	Wolf, Czekanski, & Dillon (2013),
				competencies that are assessed	and RISTEKDIKTI (2016)
				(RISTEKDIKTI,2016	10. Although Altman & 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.

J. Component of a Syllabus: Meeting

University A	University B	University C	University F	Theory	Remarks
Meeting informs the	Meeting informs the	eting informs the	Meeting informs the	• Altman & Cashin (1992) include the term "week"	Generally, the term "meeting" refers to
number of weeks	number of weeks	number of weeks	number of weeks	in course calendar/schedule	the proposed theories.
needed to complete	needed to complete	needed to complete	needed to complete	• Meeting refers to the number of weeks that is	
the course.	the course.	the course.	the course.	needed to complete the course (RISTEKDIKTI,	
				2016).	

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K. Component of a Syllabus: References

University A	University B		University F	Theory	Remarks
1. Tomlinson. B. 1. (2008). English Language Learning Materials: Critical 2. Review. New York: Continuum International Publishing Group. Publishing Group. 3. 2. Gray John. (2013). Critical Perspectives On Language 4. Teaching Materials. London: Palgrave Macmillan. 3. 3. Garton Sue and Kathleen Graves. (2014). International Perspectives on Material in ELT. London: Palgrave Macmillan. 4. Naterial in ELT. London: Palgrave Macmillan. 5. (2014). International Perspectives on Material in ELT. London: Palgrave Macmillan. 4. Nation, I.S.P. 2010. Language Curriculum Design. 7. UK: Taylor and Francis 5. Nation, I.S.P. 2010. Language 8. Curriculum Design. UK: Taylor and Francis. 9.	University BBrady,Laury.(1999).Curriculum Development. NewYork: Prentice Hall.Hamalik,Oemar.(2003).PerencanaanPengajaranBerdasarkanPendekatanSistem. Jakarta: Bumi Aksara.Joyce,Bruce.,Weil,Marsha,(2000).Models of Teaching.London: Allyn & Bacon.Lewis,SaylorAlexander.(1981).CurriculumPlanning For Better Teachingand Learning.and Learning.Japan: Holt.Saunder.Miller, John P & Seller Wayne,.(1985).Curriculum; PerspectiveandPractice.London:Longman.Print,Murray.Print,Murray.(1993).Curriculum Development andDesign.Design.Australia: Allen andUnwin.Sukmadinata, Nana Syaodih.(2001).PengembanganKurikulum Teori dan Praktek.Bandung: RosdakaryaSurya,Mohammad.Surya, Mohammad.(2003).PsikologiPembelajaran danPengajaran.Bandung: YayasanBhakti Winaya.TimTimPengembangMKDP.(2013).Kurikulum dan	University C The syllabus mentions the titles of the textbooks as the references: 5. Teaching by Principles by H. Douglas Brown. 6. TEFL by Geoffrey Broughton	University F Main References: 1. Azarnoosh, A., Zeraatpishe, M., Faravani, A., Kargozari, H.R (eds.) (2014). Issues in Materials Development: Critical New Literacies: The Praxis of English Language Teaching and Learning (PELT). Roterdam: Sense Publishers 2. Garton, S and Graves, K. (2014). International Perspectives on Materials in ELT. New York: Palgrave 3. Macmillan McDonough, J.,Shaw, C. and Masumura, H. (2013). Materials and methods in ELT. Oxford: Blackwell. 4. Tomlinson, B. (ed.) (2011). Materials Development in Language Teaching. Cambridge: Cambridge University Press. Tomlinson, B. (ed.) (2013). Applied linguistics and materials development. London and New York: Bloomsbury. Further Reading 1. Ellis, R. (2003). Task-	 Theory References are textbooks, reading, and supplementary readings used in a course (Altman & Cashin, 1992). References cover primary books or reading for the courses, supplemental books or reading, websites, and links (Davis,2004). References mention textbooks, and suggested readings ((Wolf, Czekanski, & Dillon ,2013). References provide books and other resources employed in a course (RISTEKDIKTI, 2016). 	 The syllabus from University F provides titles of books as the main references and further reading.

10.	Zais, Robert.S. (1976).	(Oxford University Press.
	Curriculum Principles and	2. I	Leaver, B. and Willis, J.
	Foundations. New York:		(eds.) (2004). Task-based
	Harper & Row. Publishers, Inc.	i	instruction in a foreign
11.	Undang-Undang Nomor 20	l	language: Practices and
	Tahun 2003 tentang Sistem	P	programs. Washington,
	Pendidikan Nasional		D.C.: Georgetown
12.	Undang-Undang RI Nomor 14		University Press.
	Tahun 2005 tentang Guru dan	3. 1	Nunan, D. (2004). Task-
	Dosen	k	based language teaching.
13.	Peraturan Pemerintah RI	0	Cambridge: Cambridge
	Nomor 25 Tahun 2005 tentang	τ	University Press.
	Standar nasional Pendidikan	4. 7	Tomlinson, B. (ed.) (1998).
14.	Undang-Undang Guru dan	Λ	Materials development in a second s
	Dosen	l	language teaching.
		0	Cambridge: Cambridge
		τ	University Press.
			Tomlinson, B. (ed.) (2003).
		1	Developing materials for the second
		l	language teaching.
			London: Continuum.
		6. \	Van den Branden, K. (ed.).
			(2006). Task-based
		l	anguage education: From
			theory to practice.
			Cambridge: Cambridge
			University Press.

L. Component of a Syllabus: Time Allocation

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

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	All of the course information

Digital Literacy in ELE	number, credit hours, prerequisites, the location of	provided in the existing syllabi from
course from University G	classroom, and the days and hours	five universities refers to the theories.
consists of:	class/lab/studio/etc. meets (Altman & Cashin,	
Nama Mata Kuliah	1992).	
• Kode Mata Kuliah	Course information provides the information such	
Bobot	as name of university, semester, year, course title,	
Semester	and the descriptions of how to contact a course	
• Tanggal Penyusunan	instructor (Davis, 2004).	
• Dosen Pengampu	• Course information informs course title, number	
0 1	section, term, semester, year, dates, pre-requisites:	
	required courses and skills, co-requisites, class,	
	days, times, class location) (Wolf, Czekanski, &	
	Dillon ,2013)	
	 course from University G consists of: Nama Mata Kuliah Kode Mata Kuliah Bobot Semester Tanggal Penyusunan 	 course from University G consists of: Nama Mata Kuliah Kode Mata Kuliah Bobot Semester Tanggal Penyusunan Dosen Pengampu 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, &

B. Component of a Syllabus: Course Description

Univ.A	University F	University G	Theory	Remarks
No course	The course is designed to present various	Mata kuliah ini mengkaji tentang	• Course description is a paragraph describing the	Although the course descriptions from
description	concepts of teaching media. The concepts are	media pembelajaran dan inovasi	general content of the course (Altman & Cashin,	the different universities do not provide
in the	aimed at equipping learning and teaching	pembelajaran berbasis ICT, yang	1992).	the learning objectives and methods of
syllabus.	process. This course covers the basic	mencakup dasar-dasar	• Course description mainly describes prerequisites,	instruction as suggested by Davis
	concepts of teaching media and its practice to	pengembangan media, mulai dari	overview of a course, student learning objectives,	(2004). They still refer to the theories
	help learning and teaching routines. Students	konsep media pembelajaran,	methods of the instruction (Davis, 2004)	proposed by Altman & Cashin (1992),
	will later be exposed to various kinds of	pengaruh perkembangan	• Course description informs a student about the	and RISTEKDIKTI (2016).
	teaching media; from simple to high-tech	teknologi informasi dan	rationale of the course subject, a brief overview of	
	ones, such as electronic multimedia. At the	komunikasi terhadap media	the key content, knowledge and skills to be learned	
	end, they are expected to be able todevelop	pembelajaran serta inovasi	and stating the major learning strategies and	
	their own teaching media and use it in	pembelajaran berbasis ICT hingga	activities that students will experience	5
	classroom learnin <mark>g processes.</mark>	pengembangan dan produksi	(RISTEKDIKTI,2016)	
		pembelajaran berbasis ICT.		

C. Component of a Syllabus: Program Learning Outcomes

Univ. A	Univ <mark>ersity F</mark>	University G	Theory	Remarks
	Sikap :	Sikap:	Program learning outcomes	1 0 0
	1) Bertakwa kepada Tuhan Yang Maha Esa dan	1.Mampu mengambil keputusan strategis dan inovatif di	are the learning outcomes	outcomes provided in the
	mampu menunjukkan sikap religius	bidang Pendidikan Bahasa Inggris berdasarkan	proposed by a study program.	syllabus of Univ. F and G
	2)Menjunjung tinggi nilai kemanusiaan dalam	informasi dan data yang relevan.	The program learning	refer to the elaboration of
	menjalankan tugas berdasarkan agam <mark>a,moral,dan</mark>	2.Mampu mengelola sumber daya Pendidikan Bahasa		

etika;	Inggris, organisasi, dan mengkomunikasikan hasil	outcomes mainly inform the	RISTEKDIKTI
	pengelolaannya secara bertanggung jawab kepada	knowledge, affective, and	
	pemangku kepentingan.	skill domain that the study	
kemajuan peradaban berdasarkan Pancasila;			
4)Berperan sebagai warga negara yang bangga dan	1.Menguasai konsep, struktur, dan pola pikir keilmuan		
cinta tanah air, memiliki nasionalisme serta rasa	Bahasa Inggris yang diperlukan untuk melaksanakan		
tanggungjawab pada nega <mark>ra dan bangsa;</mark>	pembelajaran di satuan pendidikan dasar dan	(RISTEKDIKTI,2016)	
5) Menghargai keanekaragaman budaya,	menengah serta studi ke jenjang berikutnya.		
pandangan, agama, dan kepercayaan,	2.Menguasai konsep dan prinsip pedagogi.		
lain;	1.Mampu mengaplikasikan konsep dan prinsip pedagogi,		
6) Bekerja sama dan memiliki kepekaan sosial serta	didaktik bahasa Inggris, serta keilmuan bahasa		
lingkungan;	evaluasi, implementasi dan inovasi pendidikan		
7) Taat hukum dan disiplin dalam kehidupan			
akademik;			
9)Menunjukkan sikap bertanggungjawab atas			
10) Menginternalisasi semangat kemandirian,			
KETRAMPILAN UMUM :			
1. Mampu memanfaatkan teknologi informasi			
sistematis, dan inovatif dalam kontek			
pengembangan atau implementasi ilmu			
KETRAMPILAN KHUSUS:			
1. Menguasai konsep teoritis dan teknik			
	 3)Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila; 4)Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa; 5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, sertapendapat atau temuan orisinal orang lain; 6) Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; 7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; 8) Menginternalisasi nilai, norma, dan etika akademik; 9)Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; dan 10) Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan. KETRAMPILAN UMUM : 1. Mampu menarafaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya KETRAMPILAN KHUSUS: 1. Mampu melakukan tindakan reflektif dan pemanfaatan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya 	 3)Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kenjuan peradaban berdasarakan Pancasila; 4)Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungiawab pada negara dan bangsa; 5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, sertapendapat atau temuan orisinal orang lain; 6) Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; 7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; 8) Menginternalisasi nilai, norma, dan etika akademik; 9)Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahilannya secara mandiri; dan 10) Menginternalisasi nilai, norma, dan etika akademik; 9)Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahilannya secara mandiri; dan 10) Menginternalisasi nilai, norma, dan etika akademik; 9)Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahilannya secara mandiri; dan 10) Menginternalisasi nilai, norma; dan etika akademik; 9)Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahilannya secara mandiri; dan 10) Menginternalisasi ningi norma; dan etika akademik; 9)Menunjukkan sikap bertanggungjawab atas pekerjaan di nituk melakanakan teknologi informasi dan konunikasi untuk penembangan keilmuan dan kemanpuan kerja; 2) Mampu menerapkan nuilai humaniora yang sesuai dengan bidang kehiliannya KETRAMPILAN KHUSUS: 1) Mampu melakukan tindakan reflektif dan pemanfaatan teknologi informasi dan konunikasi untuk peningkatan kualitas pembelajaran bahasa Inggris. PENGUASAAN PENGETAHUAN: 	 3) Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegura, dan kemajuan peradaban berdasarkan Pancasila; 4) Berperan sebagai warga negara yang bangga dan cintu tanh air, mentiliki nasionalisme serta rasa tunggungjawab pada negara dan bangsa; 5) Menghargai keanekarangaman budaya, pandangan, agama, dan kepercayaan, sertapendapat atau temuan orisinal orang lain; 6) Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan bingsari dalam kehidupan bermasyarakat dan bernegara; 7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; 8) Menginternalisasi inlai, norma, dan etika akadernik; 9) Menginternalisasi semangti kemandirian, kejuangan, dan kewirausahaan. KETRAMPILAN KUMUM: 1. Mampu memarafakan kehidupan bernegapa atau implementasi inmu pengetahuan dan teknologi informasi dan komunikasi untuk pengembangan keinikan dan teknologi informasi dan komunikasi untuk pengetahuan dan teknologi informasi dan komunikasi untuk pengembangan keinikan penetakian na tindu an tehkologi yang memperhatikan dan teknologi informasi dan komunikasi untuk pengembangan keinikan lomanina, kejuangan, dan tekvirausahaan. KETRAMPILAN KUUSUS: 1. Mampu menerapkan tiduam konku gengenbangan keinikan dan teknologi informasi dan komunikasi untuk pengembangan keinikan lomanita, dan momaga keinikan penetapkan utila timamitora yang sesuai dengan bidang keahilannya sesuai generakan kualitas pembelajaran bukasa ingginis. PENGUASAAN PENGETAHUAN:

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

D. Component of a Syllabus: Course Learning Outcomes

University A	University F	University G	Theory	Remarks
After completing this course, students are expected to be able to:1. Develop technology- based language learning plan effectively and efficiently;2. Identify the type of technology that is appropriate for use in language learning in the classroom;	 Mampu menganalisis berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai Dapat menggunakan berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai. Mendesain berbagai macam media pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris Terampil dalam menggunakan 	 Mengaplikasikan konsep dan prinsip didaktik pedagogis bahasa Inggris serat keilmuan bahasa Inggris untuk melakukan evaluasi dengan memanfaatkan IPTEKS yang berorientasi kepada kecakapan hidup. Merancang dan melaksanakan penelitian serta melaporkan dan mempublikasikan 	 Course objective elaborates a behavior, skill, or action that a student can demonstrate if they have achieved mastery of the objective (Altman & Cashin, 1992). 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). Learning objectives inform students about measureable knowledge that reflects skills, competences, and knowledge that must be achieved (RISTEKDIKTI, 2016). 	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.
3. Engage actively in technology-based learning during the lecture takes place;	berbagai macam media pembelajaran bahasa Inggris	hasilnya. 3. Mampu menggunakan teknologi informasi dan komunikasi yang relevan	ß	
 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. 	ERS	untuk pengembangan mutu pendidikan.		

D. Component of a Syllabus: Lesson Learning Outcomes

[Univ. A	Univ. F	\sim		Univ. G				Theory			Remarks
	1. Students are able to explain the	1. Mampu mengenali konsep dasar	1.	Mampu	memahami	gambaran	3.	Course	student		learning	By referring to the theories, the
	course outline and the class	tentang med <mark>ia dalam</mark>		umum	perkuliahan	(kontrak		outcomes	refer	to	specific	learning outcomes stated in the

	regulations		pembelajaran Bahasa Inggris.		belajar) dan penjelasan tentang		measureable results	existing syllabi basically follow the
2.	Students are able to explain the	2.	Mampu menguraikan prinsip-		mata kuliah.		(knowledge, skills, attitudes),	principles of Wolf, Czekanski, &
	principles used in the		prinsip media, technology and	2.	Mampu memahami tetntang		expected following learning	Dillon (2013), and RISTEKDIKTI
	preparation of effective and		learning		inovasi pembelajaran		experience (Wolf, Czekanski, &	(2016) although the term used
	efficient technology-based	3.	Mampu membandingkan	3.	Menjelaskan konsep dasar ICT		Dillon ,2013)	between the existing syllabi and the
	learning		kelebihan dan kekurangan		dan Menjelaskan beberapa contoh	4.	Sub-CPMK (Capaian	proposed theories are different.
3.	Students are able to identify		berbagai macam tipe media visual		implementasi atau pemanfaatan		Pembelajaran Mata Kuliah)or	
	and select the type of	4.	Mampu menguraikan kelebihan		ICT dalam dunia		lesson learning outcomes also	
	technology-based media are		dan kekurangan media visual dan		pendidikan/pemb elajaran di		refer to about measureable	
	properly used in the language		audio		sekolah.		knowledge that reflects skills,	
	classroom in accordance with	5.	Mampu mengklasifikasikan	4.	Menganalisis Dampak		competences, and knowledge	
	existing conditions		penggunaan media video dan		Implementasi ICT dalam		that must be achieved based on	
4.	Students are able to elaborate		komputer dalam pengajaran		pembelajaran		CPL (RISTEKDIKTI, 2016)	
	the benefits of technology-		bahasa inggris	5.	Mengembangkan media berbasis		, , , , , ,	
	based language learning to the	6.	Mampu memformulasikan prinsip		ICT dan Menjelaskan secara			
	development of students		penggunaan ICT		prinsip aplikasi-aplikasi internet			
5.	-	7.	Mampu mendisain pembelajaran		yang popular			
	technology and language		jarak jauh berbasis internet	6.	Mempersiapkan desain			
	learning	8.	Mampu mendisain dan		pembelajaran			
6.	Students are able to elaborate		menerapkan konsep dan teori		1			
	and use the types of social		media pembelajaran dalam					
	software, procedure on the use		praktek mengajar					
	of blogs, wikis and podcasts in		r a sija					
	learning English							
7.								
	benefits and procedures of							
	using online reference tools							
8.	Students are able to integrate							
	learning process with							
	technology-based courseware							
9.								
	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.							
10.	. Students are able to explain the							
	concept of Web 2.0, the use of							

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 Un	iv. F University G	Theory	Remarks
ICT in ELTlearning.3. Advantages and Disadvantages to integrate Technology into Language Classroom2. Media and u visual princ4. Technology or ICT based teaching3. Visuals and 4. Video and c5. Blogs, Wikis, Podcasts5. Multimedia6. Dictionaries and choruses, online translator engines and online encyclopedias.6. Distance lea planning sir 7. Teaching sir	 Pengertian media pembelajaran, manfaat media pembelajaran, jenis dan klasifikasi media pembelajaran. Media pembelajaran yang dibutuhkan di jenjang sekolah formal. Pengertian inovasi pembelajaran dan alasan perlunya innovasi dalam dunia pembelajaran. 	 Materials of a syllabus contain the main topic or sub-main topic that will be taught in a course (Altman & Cashin, 1992). The material part discusses topics that will be taught, primary, supplemental readings for the course (Davis, 2004) 	 University A uses the term topics in mentioning the learnig materials. The contents of learning materials stated in the existing syllabi refer to the elaboration proposed by Altman & Cashin (1992), Davis (2004), Wolf, Czekanski, & Dillon (2013), and RISTEKDIKTI (2016)

Mempersiapkan Desain	
pembelajaran berbasis ICT IKIP.	

F. Component of a Syllabus: Learning Activities

	University A		University F		University G		Theory		Re	marks	
1.	Students explain the basic	1.	Brainstorming, mahasiswa	1.	Mahasiswa mampu memahami konsep	Learning	activities	inform	Generally,	the	learning
	concept and principles used in		mempresentasikan topic yang telah		dan pengertian media pembelajaran,	activities th	nat must be per	formed	activities stat	ed in the	existing
	the preparation of effective and		ditentukan, mahasiswa memberikan		manfaat media pembelajaran, jenis, dan	by students	in the course i	in order	2	fer to	
	efficient technology-based		contoh penerapan dalam pembelajaran,		klasifikasi media pembelajaran.	to achieve	expected comp	etences	descriptions		ed by
	learning.	1	menganalisa hasil penelitian terkait.	2.	Mengkaji tentang; pengertian inovasi	(RISTEKD	IKTI, 2016).		RISTEKDIK	TI.	
2.	Students recognize and choose	2.	Brainstorming, mahasiswa		pembelajaran, alasan perlunya inovasi						
	appropriate technology-based		mempresentasikan topic yang telah		pembelajaran, dan ICT sebagai inovasi						
	media are properly used in the		ditentukan, mahasiswa memberikan		pembelajaran.						
	language classroom in		contoh penerapan dalam	3.	Mengkaji dan memahami konsep ICT,						
	accordance with existing		pembelajaran, menganalisa hasil		hakikat TI dan hakikat informasi.						
	conditions		penelitian terkait.	4.	Mahasiswa mampu memahami dan						
3.	Students explain the advantages	З.	Merancang dan mengimplementasikan		memaparkan dampak positif dan						
	and disadvantages of using		tahap-tahap pembelajaran dengan		negative pembelajaran berbasis ICT.						
	technology-based language		menggunakan media yang sesuai	5.	Mahasiswa mampu berpikir kritis pada						
	learning to the development of		dengan tujuan pembelajaran,		penggunaan internet.						
	students		mensimulasikan proses pembelajaran	6.	Mahasiswa mampu mempraktekkan						
4.	Students demonstrate teaching		dengan menggunakan media		teknik-teknik mencari informasi						
	integrated with technology or		pembelajaran untuk materi tertentu,		melalui search engine, social media,						
_	ICT		mengevaluasi media pembelajaran	<u></u>	blogs, social news, forum, dan apps.						
5.	Students explain and apply		yang digunakan dalam mengajar.	7.	Mahasiswa bekerja secara kelompok						
	appropriate soft wear (blogs,				dan mendesain pemb <mark>elajaran melalui</mark>						
	wikis, and so on) to support their			0	aplikasi.						
-	teaching process			8.	Mahasiswa mempresentasikan						
6.	Students elaborate the benefits				projectnya.						
	and procedures of using online										
~	reference tools										
7.	Students demonstrate a teaching										
	process with technology-based										
0	courseware.										
δ.	Students explain the notion of e-										
	learning and related e-learning,										
	cite examples of the design of e-										
	learning										

G. Component of a Syllabus: Teaching Media

1 V	8			
University A	University F	University G	Theory	Remarks
1. Computer	-	Hardware	Teaching media such as whiteboard, computer, LCD, speakers,	The descriptions of teaching media stated
2. LCD		1. Laptop	textbooks, etc. are stated as one of the components of the syllabus	in the syllabi generally refer to the
3. Whiteboard		LCD Projector	(David, 2004; Wolf, Czekanski, & Dillon ,2013)	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	1. Ceramah	1. Ceramah	Methods of instruction inform methods applied by instructors for teaching such as	The teaching methods provided in
2. Discussion	2. Presentasi	2. Presentasi	lectures, discussions, group works, etc (Davis, 2004)	the existing syllabi refer to the
3. Lecturing	3. Diskusi	3. Diskusi	Teaching methods can be: group discussions, simulations, case studies, collaborative	explanation proposed by experts.
	4. Tany <mark>a-jawa</mark> b	4. Discovery	learning, cooperative learning, project-based learning, problem-based learning, or	
		learning	other learning methods that can effectively facilitate the fulfillment of learning	
			objectives (RISTEKDIKTI, 2016)	

I. Component of a Syllabus: Assessments

component of a Synaba	5. Tibbebbinentb			
University A	University F	University G	Theory	Remarks
The assessments of	The assessments of	The assessments of	• Grading informs details about how the students will be	11. University A is the only university that provides
syllabus consist of:	sylla <mark>bus consist of:</mark>	syllabus consist of:	evaluated, what factors will be included, how they will	the scoring rubric for the assessment.
• Indicators for	• Indicators of the	• Indicators of the	be weighted, and how they will be translated into grades	12. All of the universities provide the indicators of the
scoring	assessment.	assessment.	(Altman & Cashin, 1992).	assessment.
• The procedure of	• Forms of the	• The criteria of the	• Davis (2004) mentions assessment as the requirements	13. Each university provides various details regarding
assessment	assessment: written	assessment.	that cover type of the exams and type of knowledge will	the assessment.
(performance	assessments and		be tested.	14. The details stated in each syllabus about the
assessment)	performance		• Grading method is clear, explicit explanation of	assessment basically refer to the concepts
• The form of	assessments		evaluation, graded items and activities, grading rubrics,	elaborated by Altman and Cashin (1992), Davis
assessment	(presentations and		evaluation of course performance (Wolf, Czekanski, &	(2004), Wolf, Czekanski, & Dillon (2013), and
(Presentation)	teaching		Dillon ,2013)	RISTEKDIKTI (2016)
• The scoring	sim <mark>ulations)</mark>		• Assessments of a syllabus inform types of assessment	15. Although Altman & Cashin (1992), and Wolf et al
rubric of			performed by a course instructor in measuring students'	consider the term "assessment" used in the existing
presentation			competence to achieve learning outcomes and indicators	syllabi as grading and grading method, the main
 Assessment 			that describe the competencies that are assessed	elaboration shares the same details.
scheme and			(RISTEKDIKTI,2016	
criteria				

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	• Altman & Cashin (1992) include the term	Generally, the term "meeting" refers to the proposed

number of weeks	number of weeks	of weeks needed to complete	"week" in course calendar/schedule	theories.
needed to complete	needed to complete	the course.	• Meeting refers to the number of weeks that is	
the course.	the course.		needed to complete the course	
			(RISTEKDIKTI, 2016).	
Component of a Syllabu	s: Time Allocation			

K. Component of a Syllabus: Time Allocation

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

L. Component of a Syllabus: References

	University A	University F	University G	Theory	5	Remarks
1.	Palloff. R.M. and Keith.	1. Dudeney, Gavin dan Nicky	No references	• References are textbooks, reading, and	٠	Generally, all of the syllabi refer to
	P. (2007). <i>Building</i>	Hockley. 2007. How to Teach		supplementary readings used in a course (Altman &		the concepts proposed by the
	Online Learning	English with Technology. Essex:		Cashin, 1992).		experts in providing the references
	<i>Communities</i> . Francisco:	Pearson Education Limited.		• References cover primary books or reading for the		of the course, but the existing
	Jossey-Bass.	2. Harmer, Jeremy. 2007. The		courses, supplemental books or reading, websites, and		syllabi from University A and F
2.	Clark, R.K., & Mayer,	Practice of Language Teaching.		links (Davis,2004).		only mention the textbooks used in
	R.E. (2011). E-learning	China: Pearson Education Limited.		• References mention textbooks, and suggested readings		the course. They don't mention the
	and the science of	3. Sharon E. Smaldino, Deborah L.		((Wolf, Czekanski, & Dillon, 2013).		main readings, supplementary
	instruction. San	Lowther, James D. Russel. (2014).		• References provide books and other resources		readings, and other resources.
	Francisco: Pleiffer	Instructional Technology & Media		employed in a course (RISTEKDIKTI, 2016).		
3.	Dudeney, G., &Hockly,	for Learning. Prentice hall: Ohio.				
	N. (2007). How to teach	4. Artikel Jurnal dan bahan bacaan				
	English with technology.	lain yang relevan.				
	Essex:					

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	The course information of Learning Theories and	• Course information provides course title, course	
Theories and Strategies course from	Strategies course from University H consists of:	number, credit hours, prerequisites, he location of	provided in the existing syllabi from
University E consists of:	Study Program	classroom, and the days and hours	five universities refers to the theories.
Department	• Level	class/lab/studio/etc. meets (Altman & Cashin,	
• Code	Course Code	1992).	

	 Subject Credit Semester Prerequisite 	 Course Group Credit Hour Semester Pre-requisite Lecturer(s) Code of Lecturer 	 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). 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, & Dillon ,2013)			required courses and skills, co-requisites, class, days, times, class location) (Wolf, Czekanski, &

B. Component of a Syllabus: Course Description

University E	University H	Theory	Remarks
University E This course examines various strategy of teaching, productive and receptive, either skills or components.	University H 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	 Theory Course description is a paragraph describing the general content of the course (Altman & Cashin, 1992). Course description mainly describes prerequisites, overview of a course, student learning objectives, methods of the instruction (Davis, 2004) 	RemarksAlthough 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).
	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.	 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) 	

C. Component of a Syllabus: Program Learning Outcomes

University E	Univ. H	Theory	Remarks
1. Able to apply the knowledge of English language systems (ELO#1)		Program learning outcomes are the learning	
2. Able to develop English teaching programs according to assigned contexts (ELO#2)		outcomes proposed by a study program. The	provided in the syllabus of Univ. F
3. Able to evaluate and reflect on own and others' teaching performance (ELO#3)		program learning outcomes mainly inform the	and G refer to the elaboration of
4. Able to work as a team member of an interdisciplinary and multi-cultural issues		knowledge, affective, and skill domain that the	RISTEKDIKTI
(ELO#4)		study program expects to be achieved by	

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

D. Component of a Syllabus: Course Learning Outcomes

University E	University H	Theory	Remarks
Students are able to teach	At the end of the course students are expected to be able to:	• Course objective elaborates a behavior, skill,	The form of learning objectives stated
using the strategy of teaching	1. identify the basic concepts in TEFL;	or action that a student can demonstrate if	in four universities is different
before applying them in the	2. explain and discuss the basic concepts in EFL;	they have achieved mastery of the objective	although the contents of the learning
field of teaching, especially	3. identify the principles of teaching and learning EFL;	(Altman & Cashin, 1992).	objectives refer to the theories
language teaching.	4. explain and discuss the principles of teaching and learning EFL;	• Student learning objectives describe what	provided by the experts.
	5. identify principles of approaches and methods in EFL teaching;	students will be expected to do or know after	
	6. explain and discuss approaches and methods in EFL teaching;	the course, and what	
	compare approaches and methods in EFL teaching;	competencies/skills/knowledge will be	
	8. identify the teaching practices at Junior High Schools, Senior High	expected to demonstrate by students at the	
	Schools, and Vocational Schools as Models for their Teaching	end of the course (Davis, 2004).	
	Practices for teaching demonstration in the Micro Teaching;	• Learning objectives inform students about	
	9. apply the knowledge and understanding of lesson planning,	measureable knowledge that reflects skills,	
	teaching and learning strategies and assessment in the English	competences, and knowledge that must be	
	classroom.	achieved (RISTEKDIKTI, 2016).	
	10. Write a lesson plan to be used for teaching demonstration in the		
	micro teaching; and		
	11. Evaluate his/her peer in the micro teaching.		
Component of a Syllabus: Less	on Learning Outcomes		

D. Component of a Syllabus: Lesson Learning Outcomes

Univ. E		Univ. H		Theory	Remarks
1. Students are able to understand the Teaching and	1.	Students are able to identify and explain the	1.	Course student learning outcomes ref	r By referring to the theories, the
Learning course outline.		nature of the course, the objective, the general		to specific measureable resul	s learning outcomes stated in the
2. Students are able to understand the explanation		rules, the coverage of the materials, and the		(knowledge, skills, attitudes), expected	d existing syllabi basically follow the
of teaching and learning.		evaluating system.		following learning experience (Wo	, principles of Wolf, Czekanski, &
3. Students are able to understand the Kemp,	2.	Students are able to explain the concepts of	1	Czekanski, & Dillon ,2013)	Dillon (2013), and RISTEKDIKTI
ADDIE, and Dick Carey Model.		teaching and teaching methodology.	2.	Sub-CPMK (Capaian Pembelajara	n (2016) although the term used
4. Students are able to understand the Inductive	3.	Students are able to explain the concepts of		Mata Kuliah)or lesson learnin	g between the existing syllabi and the
thinking and concept attainment model.		learning and learners—learning conditions,		outcomes also refer to abo	t proposed theories are different.
5. Students are able to understand the scientific		learner characteristics, styles, and strategies.		measureable knowledge that reflec	s
inquiry and inquiry training model.	4.	Students are able to explain the history of		skills, competences, and knowledge th	t

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

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

Univ. E	Univ. H	Theory	Remarks					
1. Teaching and Learning.	1.1. The concept of the nature of the course	5. Materials of a syllabus contain	 University A uses the term topics in 					
2. Approach, Strategy, Method, Model, and	1.2. General Overview of the course—the course	the main topic or sub-main topic	mentioning the learnig materials.					
Technique in TLS.	regulations, the learning outcomes to attain, the course	that will be taught in a course	• The contents of learning materials					
3. Teaching Model Background.	objectives, the content of the course, assignments, and	(Altman & Cashin, 1992).	stated in the existing syllabi refer to					
4. Models of Teaching.	the evaluation systems.	6. The material part discusses topics	the elaboration proposed by					
5. Evaluation of Teaching and Learning	1.3. The concepts of teaching and teaching methodology.	that will be taught, primary,	Altman & Cashin (1992), Davis					
	2. Knowing the learners and their characteristics—theories,	supplemental readings for the	(2004), Wolf, Czekanski, & Dillon					
	styles and strategies of learning.	course (Davis,2004)	(2013), and RISTEKDIKTI (2016)					
	3. A Methodical History of Language Teaching illustrated	7. Course materials inform the topics	5					
	by teaching models from video.	of a course that will be discussed						
	4. GTM, Audio lingual Methods, Silent Way, TPR,	and taught (Wolf, Czekanski, &						
	Communicative language Teaching, Suggestopedia.	Dillon ,2013)						
	5. The principles of language teaching and learning—	8. Learning materials contain the						
	cognitive, affective, and linguistic principles.	materials that will be taught by a						
	6. Lesson planning & classroom management.	course instructor in relation with						
	7. Teaching Listening: Theories and Modeling from	the learning objectives that must						
	Harmer's and Harrell's Video.	be achieved						
	8. Teaching Speaking: Theories and Modeling—Videos or	(RISTEKDIKTI,2016)						
	teaching demonstration.							
	9. Teaching Reading: Theories and Modeling—Videos or							
	teaching demonstration.							

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	1.1. Students discuss the concepts of teaching and teaching	Learning activities inform activities	Generally, the learning activities
course outline.	methodology	that must be performed by students	stated in the existing syllabi refer to
2. Discussion about the explanation of teaching	1.2. Students pay attention to the teacher explanation the	in the course in order to achieve	the descriptions proposed by
and learning.	course	expected competences	RISTEKDIKTI.
3. Discussion about the differences between	1.3. Students discuss in group their expectation to gain from	(RISTEKDIKTI, 2016).	
Approach, Strategy, Meth <mark>od, Model, and</mark>	the course		
Technique in TLS.	1.4. Students pay attention to the teacher explanation about		
4. Discussion about the Kemp, ADDIE, and	the objective of the course, course regulations, the		
Dick Carey Model.	learning outcomes to attain, the content of the course, the		
5. Discussion about the Inductive thinking and	assignments, and the evaluation systems		
concept attainment model.	2.1. Reviews the previous topic they have learned and convey		
6. Discussion about the scientific inquiry and	the topics and objectives		
inquiry training model.	2.2. Students work in group to discuss concepts related to the		
7. Discussion about the cognitive growth and	topics		
advance organizer model.	2.3. The teacher explain and discuss the theories and		
8. Discussion about the direct teaching and	principles of learner characteristics, differences, learning		
indirect teaching model.	styles and strategies		
9. Discussion about the problem based learning	3.1. The teacher reviews the previous topic they have learned		
and problem solving learning model.	and convey the topics and objectives		
10. Discussion about the synectics and	3.2. Students work in group to discuss concepts of approach,		1
awareness training model.	methods, and techniques.		
11. Discussion about the classroom meeting, role	3.3. Teacher explain and discuss the theories of approach,		
playing, and social simulation model.	methods, and techniques		
12. Discussion about the STAD and JIGSAW model.	3.4. Teacher explain the differences between approach,		
13. Discussion about the outbound activities.	methods, and techniques 3.5. Students watch some videos of teaching models		
icebreaking and energizer model.	3.5. Students watch some videos of teaching models4.1. The teacher reviews the previous topic they have learned		
14. Discussion about the evaluation process in	and convey the topics and objectives		
teaching and learning.	4.2. Students work in group to discuss concepts related to the		
coaching and rearning.	topics		
	4.3. The teacher explain and discuss the theories and		
	principles of teaching by principles		
	principies of teaching by principies		I]

	5.1. Teacher views the previous topic they have learned and	
	convey the topics and objectives	
4	5.2. Students work in group to report the information based	
	on their observation in SekolahMitra.	
	5.1. The teacher reviews the previous topic they have learned	
	and convey the topics and objectives	
	5.2. Students work in group to discuss concepts of teaching	
	listening, speaking, reading, and writing based on the	
	summaries thy have written	
	5.3. The teacher explains and discusses the theories of	
	teaching listening, speaking, reading, and writing.	
	5.4. The teacher shows the video of the examples of teaching	
	listening, speaking, reading, and writing.	
	7.1. The teacher reviews the previous topic they have learned	
	and convey the topics and objectives	
	7.2. Students work in group to discuss concepts of teaching	
	writing and teaching integrated skills	
	7.3. The teacher explain and discuss the theories of teaching	
	writing and teaching integrated skills	
	7.4. The teacher show the video of the examples of teaching integrated skills	
	3.1. Students prepare a lesson plan	
	3.2. Students do peer teaching	
	8.3. Some other students act as the observer together with the	
	teacher	
G. Component of a Syllabus: Teaching Media		
G. Component of a Synabas. I caching Media		

Univ. E	University H	Theory	Remarks
	1. Handout	Teaching media such as whiteboard, computer, LCD, speakers,	The descriptions of teaching media stated in the syllabi
	2. Laptop	textbooks, etc. are stated as one of the components of the syllabus	generally refer to the descriptions stated by David, 2004;
	3. LCD Projector	(David, 2004; Wolf, Czekanski, & Dillon ,2013)	Wolf, Czekanski, & Dillon (2013).
	4. Speaker		

H. Component of a Syllabus: Assessments

University E	University H	Theory	Remarks					
Summative	1. Formative Assessments: formative questioning	Grading informs details about how the students will be	• The two universities directly state the types					
Assessments:	types in regards to the topic discuss, formative	evaluated, what factors will be included, how they will be	of the assessment: formative and					
1. Midterm Test	test in the form of question and answer session,	weighted, and how they will be translated into grades (Altman	summative assessments.					
2. Final Test	and short summary writing.	& Cashin, 1992).	• University E doesn't mention the kinds of					
	2. Summative assessments: midterm test, final test,	• Davis (2004) mentions assessment as the requirements that	the formative assessment for the course.					
	and teaching simulations	cover type of the exams and type of knowledge will be tested.	• The elaboration of the assessments stated in					

	• Grading method is clear, explicit explanation of evaluation,	the syllabi refer to the theories proposed by
	graded items and activities, grading rubrics, evaluation of	Altman & Cashin (1992), Davis (2004),
	course performance (Wolf, Czekanski, & Dillon, 2013)	Wolf, Czekanski, & Dillon (2013), and
	• Assessments of a syllabus inform types of assessment	RISTEKDIKTI (2016) although they don't
	performed by a course instructor in measuring students'	directly explain what formative and
	competence to achieve learning outcomes and indicators that	summative assessments are.
	describe the competencies that are assessed	
	(RISTEKDIKTI,2016	
Component of a Syllabus: Meeting / Week		

Component of a Syllabus: Meeting / Week I.

component of a Synabust Miceting / Week			
University E	University H	Theory	Remarks
Meeting informs the number of weeks needed to	Meeting informs the number of weeks needed	• Altman & Cashin (1992) include the term	Generally, the term "meeting"
complete the course.	to complete the course.	"week" in course calendar/schedule	refers to the proposed theories.
		• Meeting refers to the number of weeks that is	
		needed to complete the course	7
		(RISTEKDIKTI, 2016).	
Component of a Syllabus: Time Allocation			

J. Component of a Syllabus: Time Allocation

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

K. Component of a Syllabus: References

University E	University H	Theory	Remarks
Compulsory :	1. Brown, H. D. (2001). Teaching by principles: An	• References are textbooks,	• Generally, all of the
Gebhard, Jerry G.1996. Teaching English as Foreign Language	interactive approach to language pedagogy. Englewood	reading, and supplementary	syllabi refer to the
(A Teacher Self – Development and Methodology Guide).	Cliffs: Prentice Hall.	readings used in a course	concepts proposed by the
USA:The University of Michigan Press	2. Harmer, J. (2002). The practice of English Language	(Altman & Cashin, 1992).	experts in providing the
Suplementary :	Teaching. Malaysia: Pearson Education Limited.	• References cover primary books	references of the course
1. Davies, Ivor K. 1981. Instructional Technique. New	3. Harmer, J. (2007). How to teach English. China:	or reading for the courses,	• University E classifies
York:Mc.Graw Hill Book Company	Pearson Education Limited.	supplemental books or reading,	compulsory and
2. Bruce Joyce & Marsha Weil (1991), <i>Models of Teaching</i>	4. Herrell, A. L. & Jordan, M. (2012). 50 strategies for	websites, and links (Davis, 2004).	supplementary books as
(seconds edition), London: Prentice Hall International Inc.	teaching English language learners. Boston: Pearson	• References mention textbooks,	the references.
3. Mary Alice Gunter, Thomas H. Estes & Ian Schaw (1995).	Education Limited.	and suggested readings ((Wolf,	
Instruction: A Model Approach. Boston: Allyn & Bacon.		Czekanski, & Dillon ,2013).	
4. Komalasari, K. 2010. Pembelajaran Kontekstual: Konsep		• References provide books and	
dan Aplikasi. Bandung: Refika Aditama		other resources employed in a	
		course (RISTEKDIKTI, 2016).	

Table Analysis for Components employed in the Existing Syllabi

											<u> </u>					
No	Components of the Existing Syllabi	UA1	UA2	UA3	UB1	UB2	UC1	UC2	UD1	UE1	UE2	UF1	UF2	UG1	UH1	Total
1.	Course Information				\checkmark									\checkmark		14
2.	Course Description	-	-	-	-		\checkmark	10								
3.	Program Learning Outcomes								\checkmark					\checkmark		5
4.	Course Learning Outcomes		\checkmark		\checkmark		\checkmark		\checkmark			\checkmark		\checkmark		14
5.	Lesson Learning Outcomes	\checkmark	\checkmark		\checkmark		\checkmark		\checkmark			\checkmark		\checkmark		14
6.	Topics and Subtopics / Learning Materials / Course Materials	V	V	V	V		V	V	V	V		\checkmark	V	V	V	14
7.	Learning Activities	\checkmark	\checkmark	\checkmark						\checkmark	\checkmark	\checkmark	\checkmark	\checkmark		9
8.	Teaching Media				\checkmark									\checkmark		7
9.	Teaching Methods	\checkmark			\checkmark	\checkmark	\checkmark		11							
10.	Assessments	\checkmark	\checkmark	\checkmark	\checkmark		\checkmark	14								
11.	Meeting	\checkmark	\checkmark	\checkmark	\checkmark		\checkmark	14								
12.	References	\checkmark			13											
13.	Time Allocation	\checkmark	\checkmark	\checkmark		\checkmark			\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark		10
14.	Standard Competence and Base		\checkmark													1
	Competence															
15.	Assignment		\checkmark													1



APPENDIX 5 The EPG Framework

Key Teaching Competences					
Sub Category	Development Phase	Descriptions			
	1.1	 is learning about different language learning theories and methods. when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using 			
	1.2	 has basic understanding of different language learning theories and methods can select new techniques and materials, with advice from colleagues can identify techniques and materials for different teaching and learning contexts 			
	2.1	 has basic understanding of different language learning theories and methods. can select new techniques and materials, with advice from colleagues. can identify techniques and materials for different teaching and learning contexts. 			
Methodology: Knowledge and Skills	2.2	 is well acquainted with language learning theories and methods, learning styles and learning strategies. can identify the theoretical principles behind teaching techniques and materials. can use appropriately a variety of teaching techniques and activities. 			
	3.1	 can provide theoretical justification for the teaching approach being used and for a very wide range of techniques and materials. can use a very wide range of teaching techniques, activities and materials. 			
	3.2	 has a detailed knowledge of theories of language teaching and learning and shares it with colleagues. can follow up observation of colleagues with practical, methodologically sound feedback to develop their range of teaching techniques. can select and create appropriate tasks and materials for any level for use by colleagues. 			

Key Teaching Competences						
Sub Category	Development Phase	Descriptions				
	1.1	• can link a series of activities in a lesson plan, when given materials to do so				
Lesson and Course Planning	2.1	 can find activities to supplement those in the textbook. can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next. can adjust lesson plans as instructed to take account of learning success and difficulties can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group. can plan phases and timing of lessons with different objectives. 				
	2.2	 can compare learners' needs and refer to these in planning main and supplementary objectives for lessons can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials. can design tasks to exploit the linguistic and communicative potential of materials. can design tasks to meet individual needs as well as course objectives. 				

	3.1	 can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision. can design different tasks based on the same source material for use with learners at different levels. can use analysis of learner difficulties in order to decide on action points for upcoming lessons
	3.2	 can design specialized courses for different contexts that integrate communicative and linguistic content appropriate to the specialism. can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons . can take responsibility for reviewing the curriculum and syllabuses for different courses.
		Enabling Competences
Sub Category	Development Phase	Descriptions
	1.1	 can use word-processing software to write a worksheet, following standard conventions. can search for potential teaching material on the internet. can download resources from websites.
	1.2	 can create lessons with downloaded texts, pictures, graphics, etc. can organize computer files in logically ordered folders.
	2.1	 can use software for handling images, DVDs, and sound files. can use any standard Windows/Mac software, including media players. can recommend appropriate online materials to students and colleagues. can use a data projector for lessons involving the internet, a DVD etc.
Digital Media	2.2	 can set and supervise on-line work for learners. can use software for handling images, DVDs, and sound files.
	3.1	 can train students to select and use on-line exercises appropriate to their individual needs. can edit and adapt sound and video files. can show colleagues how to use new software and hardware. can coordinate project work with digital media (using, for example, a camera, the internet, social networks). can troubleshoot most problems with classroom digital equipment
	3.2	 can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning. can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources. can design blended learning modules using a learning management system e.g. Moodle.

1. ELTM Course

The Analysis of EPG Framework in the Existing Syllabi

University	Course Name	Conte	nts of the Existing Syllabi		The EPG Framework		Remark
			Land Land Contained	T	Syllabi		
		Course Learning Outcomes	Lesson Learning Outcomes	Торіс	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	
Univ. A	TEFL Methodology	• Understanding basic concept of learning-teaching process, method, techniques, and	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
		evaluation in learning teaching process in English Language	Students are able to comprehend the history of language teaching.	History of language teaching	Comprehending	1.2.1	Framework 1.2 and 2.2
		Teaching (ELT).Developing students'	Students are able to elaborate approaches and methods in ELT.	Approaches and methods in ELT	Elaborating	2.2.1	
		knowledge, principles, practical skills, techniques and awareness for teaching the four skills and	Students are able to identify principles of language learning and teaching.	Principles of language learning and teaching	Identifying	1.2.3	
		language components (teaching listening skills, reading, speaking, writing skills,	Students are able to identify and analyze appropriate assessment in ELT.	Assessment in ELT	Identifying and analyzing	2.2.2	
		grammar, pronunciation and integrated skills)	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. Students are able to apply how to teach reading to junior high school and senior high school students.	Teaching reading demonstration	Applying	2.2.3	
			Students apply how to teach writing to junior high school and senior high school students.	Teaching writing demonstration	Applying	2.2.3	
Univ. B	TEFL	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	1.2.1	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	1.2.1	
		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	1.2.1	
		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	1.2.1	
		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	1.2.1	
		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	1.2.1	
		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	1.2.3	
		Students are able to comprehend the concept of constructivism methodology.	Students are able to comprehend the concept of constructivism methodology.	Conctructivism methodology as a way to know the phenomenon in	Comprehending	1.2.1	

				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.	Sugggestopedia as a concept in teaching learning activities.	Identifying	1.2.1	
Univ. C	TEFL	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	1.2.1	This course is dominated by the level of EPG
			Students are able to explain the differences of the three terms.	Approach, methods, and technique.	Explaining	1.2.1	Framework 1.2 and 2.2.
			Students are able to comprehend interactive language teaching.	Interactive language teaching.	Comprehending	1.2.1	
		Have experience of making lesson plan	Students are able to make lesson plan based on teaching purposes stated.	Making a lesson.	Designing	2.2.3	-
		Can do classroom management	Students are able to manage class to get the goal of teaching.	Classroom management.	Managing	2.2.2	
		Understand on the structural and	Students are able to comprehend the principles of Structural Approach.	Structural Approach.	Comprehending	1.2.1	
		communicative approach	Students are able to comprehend Communicative Approach principles.	Communicative Approach.	Comprehending	1.2.1	
		Can teach English as a foreign language by having clear and systematic understanding on	Students are able to use communicative approach in their teaching.	Communicative Approach.	Applying	2.2.3	
		teaching English by principles	Students are able to comprehend the theories of teaching listening.	Teaching listening.	Comprehending	1.2.1	
			Students are able to teach listening.	Teaching listening.	Teaching or applying	2.2.3	
			Students are able to comprehend the theories of teaching speaking.	Teaching speaking.	Comprehending	1.2.1	
			Students are able to teach speaking.	Teaching speaking.	Teaching or applying	2.2.3	
		S ti S	Students are able to comprehend the theories of teaching reading.	Teaching reading.	Comprehending	1.2.1	
			Students are able to teach reading.	Teaching reading.	Teaching or applying	2.2.3	4
<u> </u>			Students are able to comprehend	Teaching writing.	Comprehending	1.2.1	<u> </u>

I					1		1
			the theories of teaching writing.	T 11 12	T 1' 1'		
			Students are able to teach writing.	Teaching writing.	Teaching or applying	2.2.3	
		Assess the language skills	Students are able to assess four	Assessing language	Designing		
			language skill (listening,	skills.		2.2.3	
			speaking, reading, and writing).		D · · ·		
		Use the best teaching principles for	Students are able to decide the	Workshop on ELT.	Designing		
		teaching purposes	aim of teaching, to select the			2.2.3	
			material, to do teaching, and to				
			assess the skills.				
Univ. D	TEFL	Mengidentifikasi, Menjelaskan/ menguraikan antara approach, method, dan technique pada konteks English language teaching.	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 English as Foreign Language secara umum	Comprehending	1.1.1	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	Approach, Method, Technique in English language Teaching	Identifying, mentioning, and distinguishing.	1.2.3	
		Menganalisis pendekatan, metode dan tehnik pengajaran dan pembelajaran Bahasa Inggris pada <i>The 19th and Early to Mid-20th</i> <i>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.	Grammar Translation Method, Direct Method, and Classicist	Analyzing	2.2.1	
		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, Total Physical Response, Behaviorism, Cognitive Code	Analyzing	2.2.1	
		Menganalisis Communicative Approach dalam konteks <i>English</i> <i>language teaching</i>	Students are able to analyze Communicative Approach in the context of English language teaching.	Communicative Language Teaching, Content Based Learning, Task Based Learning, and Constructivism	Analyzing	2.2.1	
		Mengevaluasi pendekatan, metode dan tehnik pengajaran dan	Students are able to evaluate the approaches, methods and	Multilingual approach, Didactic	Evaluating	2.1.3]

		pembelajaran Bahasa Inggris pada	techniques of English teaching	of Plurilingualism,			
		The 21th Century.	and learning at the 21th Century.	and Third Language			
				Acquisition.			
		Merancang dan memberikan contoh	Students are able to design and	Scientific	Designing and		
		pembelajaran Bahasa Inggris dengan	provide examples of English	Approach, Student	demonstrating		
		Scientific Methods.	learning and teaching with	Centre Learning			
			Scientific Methods.	SCL (Discovery			
				Learning, Inquiry		2.2.3	
				Learning, Problem			
				Based Learning,			
				Project Based			
				Learning)			
			Students are able to design and	Integrated Skills.	Designing and		
			provide examples of teaching and	mogratou okino.	demonstrating.		
			learning English with integrated		ucilionstrating.	2.2.3	
			skills in the classroom.				
Univ. E	TEFL	Students will have sufficient	Students are able to able to	Introduction to the	Understanding		This course is
UIIIV. E	IEFL	acquaintance with approaches and	understand the course.	course	Understanding	1.1.1	dominated with the
		methods of teaching, learners			TT 1 (1'		EPG level of 1.1 to
		difference, teacher's roles, classroom	Students are able to able to	Describing English	Understanding	101	2.2
			understand: Syntax, Morphology,	Linguistics.		1.2.1	2.2
		management, method teaching	and LC.				-
		grammar and vocabulary, teaching	Students are able to able to	Approaches and	Understanding		
		receptive skills (listening and	understand the Grammar	Methods.			
		reading) and productive skills	Translation Method,				
		(speaking and writing)	Audiolingualism Method, Natural			1.2.1	
			Approach, Communicative				
			Approach, Content – Based				
			Instruction.				
			Students are able to able to	Describing	Understanding		
			understand the Learner	Learners.			
			Difference:				
			a. Cognitive: Intelligence and				
			aptitude.				
			b. Affective: Between anxiety			1.2.1	
			and motivation.				
			c. Learning Style: Age, and				
			Socio-Cultural Background				
				1		1	
			d. Characteristics of good				
			d. Characteristics of good learners.				

	understand the teacher's multiple	teachers.			
	roles and characteristics of a				
	good teacher.				
	Students are able to able to	Classroom Setting.	Understanding		
	understand the principles of			1.2.1	
	teaching small class, large class,			1.2.1	
	and grouping students.				
	Students are able to understand	Teaching grammar.	Understanding		
	the grammar teaching inductively			1.2.1	
	and deductively.				
	Students are able to understand	Teaching	Understanding		
	and practice Individual	vocabulary			
	Vocabulary,			1.2.1	
	Contextualized, Vocabulary			1.2.1	
	Using Media: Realia, Pictures,				
	and MultiMedia.				
	Students are able to comprehend	Teaching receptive	Comprehending		
	the theories of teaching listening	skills.		1.2.1	
	and reading .				
	Students are able to comprehend	Teaching productive	Comprehending		
	the theories of teaching speaking	skills.		1.2.1	
	and writing.				
Students will have sufficient	Students are able to teach	Teaching receptive	Applying	2.1.1	
acquaintance with teaching practices	listening.	skill.		2,1,1	
	Students are able to teach	Teaching productive	Applying	2.1.1	
	speaking.	skill.		2,1,1	
	Students are able to teach	Teaching receptive	Applying	2.1.1	
	reading.	skill.		2,1,1	
	Students are able to teach	Teaching productive	Applying	2.1.1	
	writing.	skill.		2.1.1	
	Students are able to understand	Final project.	Applying		
	and				
	practice teaching			2.2.3	
	English as Foreign				
	Language				
Students will have sufficient	Students are able to assess four	Assessing and	Applying		
acquaintance assessment and testing.	language skill (listening,	testing.		2.2.1	
	speaking, reading, and writing).				

2. CMD Course

		Co	ntents of the Existing Syllabi		The EPG Framework in the Existing Syllabi		
University C	Course Name	Course Learning Outcomes	Lesson Learning Outcomes	Торіс	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	Remark
Univ. A	Learning Material Development	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 EP implicitly employe in the course are 1
	and Evaluation	ion .	Students are able to overview of learning materials.	Overview of learning materials in ELT.	Understanding	1.1.1	to 2.2.
	1	Apply knowledge, principles, practical skills for developing and evaluating learning materials being	Students are able to identify and analyze authentic materials in ELT.	Authentic materials in ELT.	Identifying and analyzing	1.2.1	
		used in teaching learning process.	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	_
	Design ELT materials.		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	
		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	Producing	2.2.2	
l			learning materials for speaking	speaking			
			Students are able to produce	Learning materials for	Producing	2.2.2	
			learning materials for writing	writing			
Univ. B	Kurikulum dan	Kompetensi yang diharapkan setelah	Tujuan yang diharapkan setelah	Pengertian dan Konsep	Understanding	1.1.1	The levels of EPG
	Pembelajaran	mahasiswa <mark>mengikuti kegiatan</mark>	mahasiswa mengikuti setiap	Kurikulum.			implicitly employed
		perkuliaha <mark>n mata kuliah ini adalah</mark>	tahapan perkuliahan pada mata				in the course are 1.1
		mahasisw <mark>a memiliki pengetahuan</mark>	kuliah ini adalah Mahasiswa	Landasan-landasan	Understanding	1.1.1	to 2.2.
		dan pem <mark>ahaman mengenai hakekat</mark>	memiliki pengetahuan dan	Pengembangan Kurikulum.			
		kurikul <mark>um dan pembelajaran dengan</mark>	penguasaan Mata Kuliah				
		berba <mark>gai unsur dan pendekatan serta</mark>	Kurikulum dan Pembelajaran	Komponen-komponen	Understanding	1.1.1	
		implikasinya terhadap proses	baik secara teoritis maupun	kurikulum dan			
		pembelajaran, sebagai landasan	praktis. Antara lain meliputi:	pengembangannya.			
		dalam melaksanakan tugas bagi	kedudukan, Konsep, fungsi dan	Prinsip-prinsip	Applying	1.2.2	
		pendidik dan tenaga kependidikan.	peranan kurikulum; landasan-	Pengembangan Kurikulum.	11		
			landasan pengembangan	Pendekatan, Model, dan	Applying	1.2.2	
			kurikulum; prinsip-prinsip dan	Prosedur Pengembangan			
			produk pengembangan	Kurikulum.			
			kurikulum; komponen-	Evaluasi Kurikulum.	Evaluating	2.1.3	
			komponen kurikulum dan	Perkembangan Kurikulum	Analyzing	2.1.3	
			pengembangannya; sejarah	di Indonesia			
			perkembangan dan profil	Pembaharuan kurikulum	Analyzing	2.1.3	
			kurikulum di indonesia;	Konsep Dasar Pembelajaran	Analyzing	2.1.3	
			pengembangan kurikulum masa	Komponen-komponen	Analyzing	2.1.3	
			depan; model, pendekatan, dan	pembelajaran			
			proses pengembangan kurikulum; evaluasi dan	Prinsip-prinsip belajar dan	Analyzing	2.1.3	
			perubahan kurikulum; hakekat	pembelajaran			
			belajar dan pembelajaran;	Pendekatan dan Model	Analyzing	2.1.3	
			prinsip-prinsip belajar dan	Pembe <mark>lajaran</mark>			
			pembelajaran; model dan	Inovasi <mark>Pembelajaran</mark>	Applying	2.2.1	
			pendekatan pembelajaran;				
			komponen-komponen				
			pembelajaran; dan inovasi				
			dalam pelaksanaan				
			pembelajaran.				
Univ. C	Curriculum	Understand the current curriculum	Students can identify the	Historical views of	Identifying	1.1.1	The levels of EPG
0111110	and Material	enderstand the current current	fundamental reasons of those	Language Curriculum and	Identifying	1.1.1	implicitly employed
	Development		kinds of methods.	Development			in the course are 1.1
	p				/		to 2.2.

	1				r	r	,,
			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	Workshop of material development.	Recognizing and selecting	2.2.1	
			sources such as: internet, articles, books newspapers, and magazines.				
		Use the best teaching principles for language teaching purposes	Students are able to make assessment.	Workshop of making assessment.	Designing	2.2.1	
Univ. F	ELT Material Development	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	

Defining and reviewing the objectives, evaluating strategies, and collecting and analyzing dataReviewing objectives, evaluating strategies, and collecting and analyzing dataDefining and reviewing2.1.2Mendesain berbagai macam materi pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran berbagai macam materi pembelajaran berbagai macam materi pembelajaran berbagai macam materi pembelajaranDefining and reviewing the objectives, evaluating strategies, and collecting and analyzing dataDeviewing objectives, evaluating strategies, and collecting and analyzing dataDefining and reviewing2.1.2Mendesain berbagai macam materi pembelajaran berbagai macam materi pembelajaran berbagai macam materi pembelajaranPlan, design, and costruct students' worksheetsDesigning students' own materialsDesigning Designing2.1.2		contentoutlineanddevelopmentanddeliverymethods.delivery	development and delivery methods		
developing and implementing revision planimplementing revision planapplyingMendesain berbagai macam materi pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran 		objectives, evaluating strategies, and collecting and analyzing	evaluating strategies, and collecting and	0	2.1.2
pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa InggrisPlan, design, and costruct students' worksheetsDesigning students' 		developing and implementing	Developing and		2.1.2
	pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris Terampil dalam menggunakan	_		Designing	2.2.1

3. Digital Literacy in English Language Education

University	Course Name	Conte	ents of the Existing Syllabi		The EPG Framewor Existing Sylla		Remark
		Course Learning Outcomes	Lesson Learning Outcomes	Торіс	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level	
Univ. A	ICT in English Language	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		Explaining	2.1.3	The levels of EPG implicitly stated in the syllabus are 1.1,
	Education		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	-	Identifying and selecting	2.1.3	1.2, 2.1, and 3.1
		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	Advantages and	Elaborating	2.1.3	
			benefits of technology-based language learning to the development of students	Disadvantages to integrate Technology into Language Classroom	Lincoluting	2,110	
			Students are able to explain the benefits and procedures of using online reference tools,	 Dictionaries and thesaurus Concordances and coruses, Online translator engines and online encyclopedias. 	Explaining	2.1.3	
			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	2.1.3	
			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	2.1.3	
			Students are able to explain the materials being learned	Materials review	Explaining	2.1.3	
		• 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.	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	2.1.3	
		• Develop technology-based language learning plan effectively and efficiently	Students are able to integrate technology and language learning	Technology or ICT based teaching	Integrating	3.1.4	
Univ. F	English Language Teaching (ELT) Media	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	2.1.3	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	2.1.3	

P						
		and learning	Technology for learning			
		Mampu membandingkan kelebihan dan kekurangan berbagai macam tipe media visual	Media and materialVisual principles	Comparing	2.1.3	
		Mampu menguraikan kelebihan dan kekurangan media visual dan audio	VisualsAudio	Elaborating	2.1.3	
		Mampu mengklasifikasikan penggunaan media video dan komputer dalam Pengajaran bahasa inggris	VideoComputers	Classifying	2.1.3	
	Dapat menggunakan berbagai macam media pembelajaran yang sesuai dengan tujuan yang akan dicapai.	Mampu memformulasikan prinsip penggunaan ICT	MultimediaInternetIntranet	Formulating	2.2.2	
	 Mendesain berbagai macam media pembelajaran untuk menyelesaikan permasalahan dalam pembelajaran bahasa Inggris 	Mampu mendisain pembelajaran jarak jauh berbasis internet	Distance learning and lesson planning preparation	Designing	3.1.4	
	 Terampil dalam menggunakan berbagai macam media pembelajaran bahasa Inggris 	Mampu mendisain dan menerapkan konsep dan teori media pembelajaran dalam praktek mengajar	Teaching simulation	Designing	3.1.4	
Univ. G	Mampu mengidentifikasi dan menganalisis masalah mutu, relevansi atau akses pembelajaran bahasa Inggris	Mampu memahami gambaran umum perkuliahan (kontrak belajar) dan penjelasan tentang mata kuliah.	 Pengertian media pembelajaran, manfaat media pembelajaran, jenis dan klasifikasi media pembelajaran. Media pembelajaran yang dibutuhkan di jenjang sekolah formal. Pengenalan kebutuhan untuk 	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 innovasi dalam dunia pembelajaran	Understanding	2.1.3	
	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	2.1.3	
	Menganalisis dampak implementasi ICT dalam pembelajaran	Dampak positif dan negative dari ICT	Analyzing	2.1.3	
Mengaplikasikan konsep dan prinsip didaktik pedagogis bahasa Inggris serat 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 popular	 Internet sebagai sumber utama sebagai cara berfikir kritis. Mempelajari Social Networking sebagai media pembelajaran. Memilih media Pallete pembelajaran. 	Developing	2.2.2	
Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan	Mempersiapkan desain pembelajaran	 Menerapkan ICT dalam pembelajaran Mengembangkan media berbasis ICT dan menjelaskan aplikasi-aplikasi internet yang popular saat ini. 	Applying and designing	3.1.4	

	Mempersiapkan	
	Desain	
	pembelajaran	
	berbasis ICT IKIP.	

4. Language Learning Theories and Strategies

	ersity	Course Name		Contents of the Existing Syllabi		The EPG Framework in the Existing Syllabi		Remark
		Course Learning Outcomes	Lesson Learning Outcomes	Торіс	Action Verbs stated in Course and Lesson Learning Outcomes	EPG Level		
Uni	v. E	Teaching and Learning	Students are able to teach using the	Students are able to understand the Teaching and Learning course outline.	Introduction	Understanding	1.2.1	The level of EP implicitly employe
		Strategy	strategy of teaching before applying them in the field of	Students are able to understand the explanation of teaching and learning.	Teaching and Learning	Understanding	1.2.1	in the course is 1.2
			teaching, especially language teaching	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	

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			outbound activities, icebreaking and				
			energizer model.		T T 1 4 1*	1.0.1	-
			Students are able to understand the	Evaluation of Teaching and	Understanding	1.2.1	
			evaluation process in teaching and learning	Learning			
Univ. H	Toophing and	Identify the basic concents in		The second of the metroe	Idontifying and	1.2.1	The levels of EPG
UMV. H	Teaching and Learning Strategies	Identify the basic concepts in TEFL	 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. Students are able to explain the concepts of teaching and teaching methodology. 	 The concept of the nature of the course 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. The concepts of teaching and teaching methodology 	Identifying and explaining	1.2.1	inplicitly 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	 Knowing the Learners and their characteristics—theories, styles and strategies of learning. The teacher roles. 	Explaining	1.2.1	
		Identify the principles of teaching and learning EFL Explain and discuss 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	Explaining	1.2.1	
		Identify principles of approaches and methods in EFL teaching Explain and discuss approaches and methods in EFL teaching Compare approaches and methods in EFL teaching	Students are able to explain the history of language teaching covering approaches, methods, and techniques.	 A Methodical History of Language Teaching illustrated by teaching models from video. GTM, Audio lingual Methods, Silent Way, TPR, Communicative language Teaching, Suggestopaedia 	Explaining	2.1.1	
		Identify the teaching	Students are able to explain the activities	Lesson planning & classroom	Explaining	2.1.3	

practices at Junior High Schools, Senior High Schools, and Vocational Schools as Models for their Teaching Practices for teaching demonstration in the Micro Teaching;Apply the knowledge and understanding of lesson planning, teaching and	 the student teachers do during the teaching practice, for example the lesson plan used in some SekolahMitra. Students are able to identify and explain the theories and basic concepts of teaching listening, speaking, 	 Teaching Listening: Theories and Modeling from Harmer's and 	Identifying and explaining	2.1.1	
learning strategies and assessment in the English classroom.	 reading, and writing. Students are able to identify and explain the theories and basic concepts of teaching integrated skills. 	 Harrell's Video Teaching listening demonstration Teaching Speaking: Theories and Modeling— Videos or teaching demonstration Teaching speaking demonstration. Teaching Reading: Theories and Modeling— Videos or teaching demonstration 			
		 Teaching reading demonstrations Teaching Writing using Genre-based Approach: Theories and Modeling—Videos or teaching demonstration Teaching writing demonstrations Teaching Integrated 			
Write a lesson plan to be used for teaching	Students are able to apply the theories in practice.	Skill: Theories and Modeling—Videos or teaching demonstration Teaching demonstration in the micro teaching laboratory	Demonstrating	2.2.3	
demonstration in the micro		as the final exam			
			323		
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teaching. Evaluate his/her peer in the micro teaching.					
		ATARY			

The Evaluation Sheet

Date :

Instrument of Measuring the Incorporation of ICT Competence in the Syllabuses

Name of Course: English Language Teaching Methodology

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 ($\sqrt{}$) in the column *"Implicit"*, if the ICT competences stated implicitly in the syllabus components.

- 2). Put checklist ($\sqrt{}$) 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	Incorpora ICT Component on Syl Component Implicit	petences labus	Notes
1.	Course Information	Subject : English Language Teaching Methodology Credit : 3 SKS Semester : 4 Lecturer : Lecturer Code : Email : webweby20@gmail.com Course's URL: https://padlet.com/webweby20/gvc0483e841z	 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. 			

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2.	Course	This course covers major theories of approaches and methods to language	TL21: Utilize technology tools to expand			
	Description	teaching as well as their applications, with reference to EFL	upon a conventional activity.			
		teaching/learning in the Indonesian context theoretically and practically.	TL27:Implement the digital			
		This course allows students to obtain knowledge of approaches and methods	technology in classroom			
		to language teaching, give experiences for students in applying approaches	including software			
		and methods in a limited context of learning, and develop students' ability	programs, database, or			
		and creativity in implementing methods derived from the philosophy and				
		principles of teaching English language art indifferent levels of educational	webpages.			
		institutions. The main topics to be covered include students' knowledge of	KD8:Demonstrate the integration of the			
			technology in innovative ways.			
		approaches, methods, and techniques, the approaches, methods and	KD31: Apply ICT to access and share			
		techniques of English teaching and learning on the 19th and Early to Mid-	resources to support their			
		20th Century, the Mid-to-Late-20th Century, Post method Era, and the	activities and their own			
		scientific approach. Students' practices in implementing approaches,	professional learning.			
		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,		7		
		and the scientific approach are also the main topics covered in the course.	KC2: Design blended learning			
		To achieve the effective results of learning, this course supports students to				
		employ ICT tools (LCD, computer, laptop, cell phone, internet, websites, e-	modules using a learning			
		mail, PowerPoints, etc.), access the course's website (Padlet) and other	management system.			
		websites in maintaining independent learning, and encourage students to	KC3 :Adapt relevant learning			
		involve various ICT tools creatively in their learning process.	experiences that incorporate			
			digital tools and resources to			
			promote students' learning and			
			creativity.			
3.	Program Study	Keteram <mark>pilan Umum:</mark>	KD9: Demonstrate the integration of			
	Learning	• Men <mark>erapkan pemikiran logis</mark> , kritis, sistematis, dan inovatif dalam	the technology in innovative			
	Outcomes	konte <mark>ks pengembangan atau implementasi ilmu pengetahu</mark> an dan/atau	wa <mark>ys.</mark>			
		teknologi sesuai dengan bidang keahliannya.				
		• Mengkaj <mark>i implikasi pengembangan atau imple</mark> mentasi ilmu			5	
		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	KD23: Implement the ICT tools to			
			support learner centered			
			e e e e e e e e e e e e e e e e e e e			
			the students.			
			KC9: Apply ICT to develop students'			
		• Mampu menggunakan tekn<mark>ologi informasi dan komunikasi</mark> yang	communications and			
		relevan untuk pengembangan <mark>mutu pendidikan.</mark>	collaboration skills.			
		 sonasi, gagasan, dasan, dalar krink semi seria menyasin deskripsi saintifik hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir. 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. 	strategies based on the needs of the students.			

		 Pengetahuan: 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. 		L		
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	TL21:	Utilize technology tools to expand upon a conventional activity.		
		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	TL28:	Implementthedigitaltechnologyinclassroomtechnologyincludesoftwareprograms,database,orwebpages.oror		
		for students, and improve students' creativity in learning this course by employing ICT tools.	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.	 \mathcal{D}	
5.	Lesson Learning Outcomes	Week 1:	TL1:	Use the search engines in		
	Outcomes	 Students are able to understand the course outline and the class regulations. Students are able to identify and comprehend the differences of 	TL3:	computer devices. Recognize how a browser works to access a website.	1	
		approaches, methods, and techniques in English language teaching.Students are able to access the document that informs the course outline	TL4:	Implement the several ICT resources for online reading.		
		and the class regulations attached on Padlet.	TL5:	Use ICT resources to enhance productivity. • Digital classroom		
		 Week 2-3: Students are able to identify and comprehend the approaches, methods 		Platforms.Websites		

 Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able 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. 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., 					
 course (Padlet) in finding more references, create slides for the presentation by Ms. PowerPoint, and employ a reference management tool such as Mendeley. Week 11: Students are able to evaluate scientific approach since the approach is employed in the national curriculum. Students are able to create slides for the presentation, and employ word-processing software and a reference management tool such as Mendeley. Week 12-13: Students are able to demonstrate teaching simulation by integrating skills for junior and senior high school level and employing approaches, methods, and techniques of ELT that have been discussed. Students are able to design the ICT-integrated teaching learning activities by employing ICT tools such as Padlet, Google Classroom, etc., in do noine applications such as Padlet, Google Classroom, etc., in ad online applications such as Padlet, Google Classroom, etc., in dividual attraits from the websites such as www.teachingenglish.co.uk, enisleollective.com, etc. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to demonstrate teaching materials from the websites such as www.teachingenglish.co.uk, enisleollective.com, etc. Students are able to design the ICT-integrated teaching materials from the websites such as www.teachingenglish.co.uk, www.bbc.co.uk, enisleollective.com, etc. Students are able to denonstrate teaching materials from the websites such as www.teachingenglish.co.uk, www.bbc.co.uk, enisleollective.com, etc. Students are able to design the ICT-integrated teaching learning activities by employing ICT tools such as laptops, sp					
presentation by Ms. PowerPoint, and employ a reference management tool such as Mendeley. meet instructional goals. Week 11: . Students are able to evaluate scientific approach since the approach employed in the national curriculum. KD3: Engage students in exploring authentic problems using digital tools and resources. Students are able to create slides for the presentation, and employ word-processing software and a reference management tool such as Mendeley. KD4: Week 12-13: 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. from the websites such as www.teaching english.co.uk, www.bbc.co.uk, en.islcollective.com, etc. 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 Padet, Google Classroom, etc., in delivering the materials. KD19: Provide learning opportunities outside the classroom for individual differences through ICT. Week 14-15: Students are able to fund more resources for the teaching materials from the websites such as www.teachingenglish.co.uk, websites are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. KD19: Provide learning opportunities outside the classroom for individual differences through individual elarnin		TL23:	Ensure that students understand		
tool such as Mendeley. Week 11: • Students are able to evaluate scientific approach since the approach is employed in the national curriculum. • Students are able to create slides for the presentation, and employ word-processing software and a reference management tool such as Mendeley. Week 12-13: • 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. • Students are able 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. • 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 N. PowerPoint, Prezi, Media Player, etc., in delivering the materials. Week 14-15: • Students are able to find more resources for the teaching materials form the websites such as Padlet, Google Classroom, etc., in delivering the materials. Week 14-15: • Students are able to find more resources for the teaching materials form the websites such as www.teachingenglish.co.uk, www.bbc.co.uk, en.islcollective.com, etc. • Students are able to find more resources for the teaching materials form the website such as a Padlet, Google Classroom, etc., in addivities are able to find more resources for the teaching materials from the websites such as www.teachingenglish.co.uk, www.bc.co.uk, en.islcollective.com, etc. • Students are able to find					
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 Students are able to evaluate scientific approach since the approach is employed in the national curriculum. Students are able to create slides for the presentation, and employ word-processing software and a reference management tool such as Mendeley. Week 12-13: Students are able to demonstrate teaching simulation by integrating skills for junior and senior high school level and employing approaches, methods, and techniques of ELT that have been discussed. Students are able to find more resources for the teaching materials from the websites such as Mendeley. KD14: Adapt technology-based activities by employing ICT tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc., in sleollective.com, etc. Students are able to design the ICT-integrated teaching materials from the websites such as may supproach for junior and senior high school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to find more resources for the teaching materials from the websites such as may school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to find more resources for the teaching materials from the websites such as may school level. Students are able to find more resources for the teaching materials from the websites such as may proach for junior and senior high school level. Students are able to find more resources for the teaching materials from the websites such as may proach for junior and senior high school level. Students are able to design the ICT-integrated teaching learning activities by employing ICT tools such as laptops, speakers, and	Work 11:				
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 Students are able to create slides for the presentation, and employ word-processing software and a reference management tool such as Mendeley. Week 12-13: 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. Students are able to find more resources for the teaching material from the websites such as www.teachingenglish.co.uk, www.bbc.co.uk, en.islcollective.com, etc. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to find more resources for the teaching materials from the websites such as Ms. PowerPoint, Prezi, Media Player, etc., and online applications such as Padlet, Google Classroom, etc., in delivering the materials. KD19: Provide learning opportunities outside the classroom for individual differences through ICT. Week 14-15: Students are able 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. Students are able 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. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. Students are able to demonstrate teaching simulation with scientific approach for junior and senior high school level. 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. 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, Prez		VD4			
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				r	
			strategies based on the needs of		

					1	
		online applications such as Padlet, Google Classroom, etc., in		the students		
		delivering the materials.	KD24:	Implement ICT tools to		
				develop students' higher order		
				skills and creativity.		
			KC3:	Adapt relevant learning		
				experiences that incorporate		
			\mathbf{V} \mathbf{A}	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	>71	
				publishing technologies into		
				their projects in ways that		
				support students' ongoing		
				knowledge production and		
			V	communication with other		
			WG10	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	• Hardware Hardout Laston LCD	TL5:	Use ICT resources to enhance		
0.	reaching Meura	Hardware: Handout, Laptop, LCD Projectors, Speakers, etc.	ILJ.	productivity.	11	
		Software: Ms. Word, Ms. PowerPoint,		Digital classroom platforms		
		Browsers (Google Chrome,		Websites		
		Mozilla Firefox), etc.		Social Sites		
		Online Applications: Padlet, Gmail,	TL6:	Demonstrate the use of	/	
		Prezi, etc.	ILO.	common hardware in	r	
				supporting teaching learning		
				activity, such as:		
				Laptop		
				Projector		
				LCD TV		
				DVD player		

	• Speaker
	TL7: Use presentation software and
	digital resources to support
	instruction, such as:
	• PPT
	• Prezi
	• Canva
	Keynote
	TL28: Implement the digital
	technology in classroom
	technology include software
	programs, database, or
	webpages.
	TL31: Provide different types of ICT
	facilities and availabilities for teaching materials.
	KD5: Use online technology or websites to deliver teaching or
	support material.
	KD7: Use an electronic forum (e.g.,
	blog) to post information for
	students about the class.
	KC3: Adapt relevant learning
	experiences that incorporate
	digital tools and resources to
	promote student learning and
	creativity.
	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.
7. Teaching Week 1-6	TL1: Use the search engines in
Methods Lecturing:	computer devices.
a. The lecturer employs a laptop, LCD TV or LCD Projector	r in presenting TL4: Implement the several ICT

	*			
the material.		resources for online reading.		
b. The lecturer employs Ms. PowerPoint to create s	lides that discuss the TL5:			
material.		productivity.		
Discussion:		Digital classroom		
a. Students search and discuss additional information		platforms		
material explained by the lecturer by accessing In	nternet through their	Websites		
laptops smartphones or tablets.		Social Sites		
b. Students are allowed to access websites that prov		Demonstrate the use of		
articles, such as researchgate.net, academia.edu,	etc. and access e-books	common hardware in		
provided in websites and the digital platform of t	the course (Padlet).	supporting teaching learning		
Presentation:		activity, such as:		
Students present their discussion with the assistance	e of their laptops, Ms.	Laptop		
PowerPoint, and LCD Projector.	````	• Projector		
		LCD TV		
Week 7:		• DVD player		
Lecturing:		• Speaker		
• The lecturer employs a laptop, LCD TV or LCD	Projector in presenting TL7:	<u> </u>		
the material.		digital resources to support		
• The lecturer employs Ms. PowerPoint to create s	lides that discuss the	instruction, such as:		
material.		• PPT		
Discussion and Discovery Learning :		• Prezi		
Students search and discuss additional information	an and the disc the	• Canva		
		Keynote		
material explained by the lecturer by accessing In	nternet through their TL24	: Ensure that students understand		
lapt <mark>ops smartphones or tablets.</mark>		how to use the technology to		
 Students are allowed to access websites that provide the students are allowed to access websites are allowed to access websites the students are allowed to access websites are allowebsites are allowebsites are allowebsites are allowebsites a	vide the research	meet instructional goals (e.g.,		
articles, such as researchgate.net, academia.edu,	etc. and access e-books	teach students how to evaluate		
provided in websites and the digital platform of t		online resources).	15	
r · · · · · · · · · · · · · · · · · · ·	TL27	: Implement mobile device that		
Week 9-10:		employ a computer at their core		
Lecturing:		such as cell phones, personal		
The lecturer employs a laptop, LCD TV or LCD	Projector in presenting	digital assistant (PDA), MP3		
the material.	riojector în presenting	player and etc.		
	KD1:	: Use software for handling		
• The lecturer employs Ms. PowerPoint to create s	lides that discuss the	images, DVDs, and sound		
material.		files.		
Discussion and Problem Based Learning:	KD3	: Engage students in exploring		
 Students search and discuss additional information 	on related to the	real-world issues and solving		
		authentic problems using digital		

8.	Course Materials	 Approaches, Methods, Techniques in English language Teaching The approaches, methods and techniques of English teaching and learning on the 19th and Early to Mid-20th Century. The approaches, methods and techniques of English teaching and learning at The Mid-to-Late-20th Century. The approaches, methods and techniques of English teaching and learning at The Mid-to-Late-20th Century. The approaches, methods and techniques of English teaching and learning at the post method era. Scientific Approach Teaching simulation of integrated skills. 	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 subport students' ongoing knowledge production and communication with other audiences. materials using basic technological tools (e.g., word-processing software, presentation software, and and software that creates Internet resources). Internet resources). TL5: Use ICT resources to enhance productivity such as • Digital classroom platforms velosites • Social Sites Social Sites Internet.
		Note: The files supporting course materials such as e-books, journal articles, etc. are uploaded in the course' Padlet.	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

Students' ability in identifying and comprehending the differences of	computer devices.	
approaches, methods, and techniques in teaching English by employing PPT	TL3: Recognize how a browser	
slides, word processing software and a reference management tool.	works to access a website.	
	TL4: Implement the several ICT	
Week 2-3:	resources for online reading.	
Students' ability in identifying and comprehending the underlying	TL6 Demonstrate the use of	
principles of Grammar Translation Method, Direct Method, Audiolingual	common hardware in	
Method, Silent Way, Suggestopedia, and Total Physical Response by PPT	supporting teaching learning	
slides, word processing software and a reference management tool.	activity, such as:	
	activity, such as: • Laptop	
Week 4-5:	Projector	
Students' ability in identifying and comprehending the underlying	LCD TV	
principles of Communicative Language Teaching, Task-Based Language	• DVD player	
Teaching, Content-Based Instruction, and Cooperative Learning by	• DVD player • Speaker	
employing PPT slides, word processing software and a reference		
management tool.	TL7: Use presentation software and	
	digital resources to support	
Week 6:	instruction, such as:	
Students' ability in identifying and comprehending the underlying	• PPT	
principles of scientific approach and other approaches that support the	• Prezi	
scientific approach such as Discovery Learning, Inquiry Learning, Problem	• Canva	
Based Learning, and Project Based Learning by employing PPT slides,	Keynote	
word processing software and a reference management tool.	TL10: Demonstrate the basic tasks	
	and use word processors, such	
Week 7:	as:	
Students' ability in analyzing the strengths and weaknesses of the	Microsoft office	
approaches, methods, and techniques in ELT by employing word processing	WPS VIEW VIEW VIEW VIEW VIEW VIEW VIEW VIEW	
software and a reference management tool.	• text entry	
	• editing text	
Week 9-10:	• formatting text	
Students' ability in analyzing the challenges of implementing Kurikulum	• printing	
2013 by employing PPT slides, word processing software and a reference	TL17: Use resources from websites.	
management tool.	TL24: Ensure that students understand	
	how to use the technology to	
Week 11:	meet instructional goals.	
Students' ability in evaluating teaching demonstration shown in videos by	TL28: Implement the digital	
employing PPT slides, word processing software and a reference	technology in classroom	
management tool.	technology include software	
hundgehent tool.	programs, database, or	
	webpages.	

Week 12-13: 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	KD2: Coordinate project work with digital media (using, for example, a camera, the internet, social networks) KD3: Engage students in exploring
Week 14-15: Students' ability performing the teaching simulation by employing ICT	real-world issues and solving authentic problems using digital tools and resources.
tools such as laptops, speakers, and LCD projector, software such as Ms. PowerPoint, Prezi, Media Player, etc. and online applications in delivering the materials.	KD4: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.
	KD9: Demonstrate the integration of the technology in innovative ways. 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. Image: Constraint of the second s
	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.
	KC1: Create lessons with downloaded texts, pictures, graphics, etc. graphics, etc. KC3: Adapt relevant learning

			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.	Learning Activities	 Week 1: The lecturer presents the course outline by Ms. PowerPoint. 	TL3: Recognize how a browser works to access a website.
		• 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. Students provide the contribution and their ideas on the course outline and class regulations. Students present their understanding in the differences of approaches, 	TL5: Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites
		methods, and techniques in teaching English with the assistance of their	TL6: Demonstrate the use of common hardware in

	laptops, Ms. PowerPoint, and LCD Projector.	supporting teaching learning
		activity, such as:
	Week 2-3:	Laptop
	• Students discuss and work in a group on the topic by finding more	Projector LCD TV
	information related to the material discussed from websites that provide	DVD player
	the research articles, such as researchgate.net, academia.edu, etc., e-	• Speaker
	books provided in websites and the digital platform of the course	TL7: Use presentation software and
	(Padlet).	digital resources to support
	• Students identify and comprehend the underlying principles of	instruction.
	Grammar Translation Method, Direct Method, Audiolingual Method,	TL8: Recognize the basic function of
	Silent Way, Suggestopedia, and Total Physical Response and present	graphics software and use the
		software package to create a
	their understanding with the assistance of their laptops, Ms.	simple graphic display.
	PowerPoint, and LCD Projector.	TL21: Recognize the use of new
		technologies for teaching
	Week 4-5:	learning activities and
	• Students discuss and work in a group on the topic by finding more	professional purposes (e.g.,
	information related to the material discussed from websites that provide	podcasts for listening and
	the research articles, such as researchgate.net, academia.edu, etc., e-	speaking, blogs for writing and
	book <mark>s provided in websites and the d</mark> igital platform of the course	reading).
	(Padlet).	TL23: Ensure that students understand
	• Students identify and comprehend the underlying principles of	how to use the technology to
	Communicative Language Teaching, Task-Based Language Teaching,	meet instructional goals (e.g.,
	Content-Based Instruction, and Cooperative Learning and present their	teach students how to evaluate
	understanding with the assistance of their laptops, Ms. PowerPoint, and	online resources).
	LCD Projector.	TL27: Implement the digital
		technology in classroom technology include software
	Week 6:	progr <mark>ams, database, or</mark>
	• Students discuss and work in a group on the topic by finding more	webpages.
	information related to the material discussed from websites that provide	TL28: Implement the relevant
	the research articles, such as researchgate.net, academia.edu, etc., e-	application in teaching and
1	books provided in websites and the digital platform of the course	learning process such as word
	(Padlet).	processing, dictionaries, and a
		web browser.
	• Students identify and comprehend the underlying principles of existing examples and the existing existing and the existing exis	KD 1: Use software for handling
	scientific approach and other approaches that support the scientific	images, DVDs, and sound files.
	approach such as Discover <mark>y Learning, Inquiry Learning, Problem</mark>	KD4: Develop technology-enriched

Based Learning, and Project Based Learning, and present their	learning environments that
understanding with the assistance of their laptops, Ms. PowerPoint, and	enable all students to pursue
LCD Projector.	their individual curiosities.
	KD7: Implement lesson plans
Week 7:	obtained from other teachers via Internet.
The lecturer instructs students to form a group and choose three	
methods that will be analyzed.	KD10: Demonstrate the understanding of various features of social
• Students discuss and analyzed the strengths and weaknesses of the three	media, blogs, and electronic
methods in a group by finding more information related to the material	mails in providing feedbacks.
discussed from websites that provide the research articles, such as	KD11: Demonstrate the use of ICT
researchgate.net, academia.edu, etc., e-books provided in websites and	tools to organize and retrieve
the digital platform of the course (Padlet).	materials and students' data.
• Students write their analysis by employing word processing software a	KD14: Adapt technology-based
reference management tool such as Mendeley in providing citation and	activities and tasks to align
refere <mark>nces.</mark>	with the learning goals and
• Students submit their analysis paper to the course's Padlet as the mid-	with the needs and abilities of
test.	the students.
	KD18: Use different materials for each
Week 9-10:	lesson to present a certain
• Students discuss and work in a group on the topic by finding more	similar topic.
information related to the material discussed from websites that provide	KD19: Provide learning opportunities outside the classroom for
the research articles, such as researchgate.net, academia.edu, etc., e-	individual differences through
books provided in websites and the digital platform of the course	ICT.
(Padlet).	KD20: Implement technology into
• Students analyze the challenges of implementing Kurikulum 2013 by	language instruction reduces
referring to research articles conducted by some educators.	teacher-centered understanding
 Students share their analysis with the assistance of the assistance of 	and students' language learning
their laptops, Ms. PowerPoint, and LCD Projector.	anxiety but encourages them to
then taptops, Ms. Fowerform, and ECD Trojector.	be risk takers to practice target
	language as they are digital
Week 11:	
• The lecturer shows the video of teaching demonstration performed by a	KD21: Implement ICT tools in solving
teacher.	simple and complex explanation in teaching and
• Students share their ideas, criticize, and give the feedbacks regarding	learning activities.
videos of teaching demonstration shown by the lecturer with the	KD22: Implement the ICT tools in

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

			KC6:	creativity. Design teaching and learning activities of ICT integration to acquire the skills of searching for, managing, analyzing, evaluating and using information.			
				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.			
		y y		Design online materials that support students' deep understanding of key concepts and their application to real world problems.	V		
				Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	AF		
		R		Modify learning activities to address students 'diverse learning styles, working strategies, and abilities using digital tools and resources.		55	
11.	Assessments	Presentations: Employing laptops, Ms. PowerPoint or other software in making the slides. Written Summary: 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.	EG	Use ICT resources to enhance productivity. • Digital classroom platforms • Websites • Social Sites			
		and sucharing all building of the discussed topic to the course Fudici.		Demonstrate the use of common hardware in			

Written Analysis:	supporting teaching learning
A written analysis by using word processing software such as Ms. Word,	activity, such as:
using reference management tool such as Mendeley in providing citation	Laptop
and references, and submitting the summary of the discussed topic to the	Projector
course' Padlet.	• LCD TV
	• DVD player
Written Evaluation:	• Speaker
A written evaluation by using word processing software such as Ms. Word,	TL7: Use presentation software and
using reference management tool such as Mendeley in providing citation	digital resources to support
and references, and submitting it to the course' Padlet.	instruction, such as:
	• PPT
Performance Assessment:	• Prezi
Doing the teaching simulation by finding more resources for the teaching	• Canva
materials from the websites such as www.teachingenglish.co.uk,	Keynote
www.bbc.co.uk, en.islcollective.com, etc., and employing ICT tools such as	
laptops, speakers, and LCD projector, and software such as Ms.	graphics software and use the
PowerPoint, Prezi, Media Player, etc. and online applications in delivering	
the materials.	software package to create a
uie materials.	simple graphic display, such as:
	• Keynote
	• Inkspace
	• pixlr
	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

Image: constraint of the plagning in a cudentic work and cheating in an exame the students' work work. Image: studentic work and cheating in a cudentic work and cheating in an exame the students' work. Image: studentic work and cheating in a cudentic work and cheating in an exame transmark and work and cheating in an exame transmark and white work. 13. Course Policy Academic Dishonesty: In avoiding the plagninsm in an cudentic work and cheating in an exame transmark and cheating in an exame transmark and the cudentic work. Image: studentic work and cheating in an exame transmark and the cudentic work. 13. Course Policy Academic Dishonesty: Image: studentic work and cheating in an exame transmark and the cudentic work. Image: studentic work and cheating in an exame transmark and the cudentic work.				
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13. Course Policy Academic Dishonesty: 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 http://www.plagiarism.org. TL3: Course Policy Academic Dishonesty: In avoiding the plagiarism.org. Italian			Harmer, J. 2005. The Practice of English Language Teaching.	
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Image: Section of the students of the plagiarism in an academic work and cheating in an exam, the students' works will be checked. Details on plagiarism may be found at http://www.plagiarism.org. TL33: Demonstrate the responsibility in using technology systems, information and software. Missed Exams/Assignments: A student who, without notice or permission, misses an exam or assignment KD10: Demonstrate the use of ICT tools to organize and retrieve materials and students' data.				(e.g., blog) to post information for students
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 http://www.plagiarism.org. Missed Exams/Assignments: A student who, without notice or permission, misses an exam or assignment thus and students' data.			20.5	of the technology in the second s
Missed Exams/Assignments: A student who, without notice or permission, misses an exam or assignment	13.	Course Policy	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	in using technology systems, information and software.
shari de given grade D'for the exam/assignment concerned. The soft mes of KC11. Incorporate multimedia			A student who, without notice or permission, misses an exam or assignment	tools to organize and retrieve materials and students' data.
			shan be given grade D for the exampassignment concerned. The soft mes of	KC11: Incorporate multimedia

student's assignment will be collected in the course
https://padlet.com/webweby20/gvc0483e841z

The Syllabuses

Course Information:

Subject: Language Learning Theories and StrategiesCredit: 3 SKSSemester: 5Lecturer:Lecturer Code:Email: webweby20@gmail.comCourse's URL: https://padlet.com/webweby20/o4mz0u37lew4Time 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/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) 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	Teaching Methods	Learning Activities	Assessments
			(Topics)			
1	• Students are able to	Students' ability	Course Outline	Lecturing:	• The lecturer presents the	Presentation:
	understand the course	in identifying and	• Approaches,	• The lecturer informs	course outline and materials	Students with their groups do
	outline and the class	explaining the	Methods,	Padlet, as the digital	by Ms. PowerPoint.	the presentation with the use
	regulations.	differences of approaches,	Techniques in	classroom platform	• The lecturer informs Padlet,	of laptops, Ms. PowerPoint or
	• Students are able to identify	methods, and	English language	for sharing the	as the digital classroom	other software in making the

	plain the differences	techniques in	teaching.	materials, submitting	platform for sharing the	
	oaches, methods, and	English language teaching by		projects or tasks,	materials and e-books,	v 1
techniq		employing PPT		providing some e-	submitting projects or tasks,	
	ge teaching.	slides, word		books, etc.	providing some e-books,	
Student	ts are able to access	processing		• The lecturer employs	etc., and it can be accessed	v 1
the doo	cument that informs	software and a		a laptop, LCD TV or	through their laptops, tabs,	has been discussed by
	arse outline and the	reference		LCD Projector, and	and smartphones.	using word processing
class re	gulations attached on	management tool.		Ms. PowerPoint in	• Students provide the	software such as Ms.
Padlet.				creating and	contribution and their ideas	Word.
Student	ts are able to access			presenting the course	on the course outline and	• Students are allowed to
website	es and the digital			outline and materials.	class regulations.	use reference management
platforr	n of th <mark>e course</mark>			Discussion:	• Students have the same	tool such as Mendeley in
(Padlet)) in findi <mark>ng more</mark>			c. Students search and	perception regarding the	providing citation and
reference	ces, create slides for			discuss additional	course outline and class	references.
the pres	sentation and employ			information related	regulations within a	• Students submit the
a refe	erence management			to the material	semester.	summary of the discussed
tool suc	ch as Mendeley.			explained by the	• Students discuss and work	topic to the course' Padlet.
				lecturer by accessing	in a group of the topic.	
				Internet through their	• Students present their	
				laptops smartphones	understanding in	
				or tablets.	approaches, methods, and	
				d.Students are allowed	techniques in English	
				to access websites	language teaching with the	
				that provide the	assistance of their laptops,	
				research articles,	Ms. PowerPoint, and LCD	
				such as	Projector.	
				researchgate.net,		
				academia.edu, etc.		
				and access e-books		
				provided in websites		
				and the digital		

				platform of the course (Padlet). Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.		
2	• Students are able to identify	Students' ability in explaining the	The principles of language teaching	Lecturing: The lecturer employs a	• Students discuss and work	Presentation:
	and explain the principles of language teaching and	principles of	language teaching and learning—	laptop, LCD TV or	in a group on the topic by finding more information	Students with their groups do the presentation with the use
	learning.	language teaching	cognitive, affective,	LCD Projector, and	related to the material	of laptops, Ms. PowerPoint or
	• Students are able to access	and learning by presenting it	and linguistic	Ms. PowerPoint in	discussed from websites that	other software in making the
	websites and the digital	through PPT	principles.	creating slides,	provide the research articles,	slides.
	platform of the course	slides, word		presenting, and	such as researchgate.net,	A summary of the topic
	(Padlet) in find <mark>ing more</mark>	processing		discussing the material.	academia.edu, etc., e-books	discussed:
	references, create slides for	software and a reference		Discussion:	provided in websites and the	• Students write the
	the presentation and employ a	management tool.		a. Students	digital platform of the	summary of a topic that
	reference manag <mark>ement tool</mark>			search and discuss additional	course (Padlet).	has been discussed by
	such as Mendeley.			information related	• Students show their understanding in	using word processing software such as Ms.
	711			to the material	differentiating approaches,	Word.
				explained by the	methods, and techniques in	• Students are allowed to
				lecturer by accessing	teaching English with the	use reference management
				Internet through their	assistance of their laptops,	tool such as Mendeley in
				laptops smartphones	Ms. PowerPoint, and LCD	providing citation and
				or tablets.	Projector.	references.
				b. Students are		• Students submit the
				allowed to access websites that provide		summary of the discussed
				websites that provide		topic to the course' Padlet.

				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). Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.		
3-4	 Students are able to analyze and explain how to initiate classroom interaction and give feedbacks to students. 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. 	Students' ability explaining their analysis of initiating the classroom	 Initiating classroom interaction Giving feedbacks 	Lecturing: The lecturer employs a laptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, presenting, and discussing the material. Discussion: C. Students search and discuss additional information related to the material explained by the lecturer by	 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). Students present the analysis in initiating classroom interaction and giving feedbacks 	 Presentation: Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides. A summary of the topic discussed: Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word. Students are allowed to use reference management tool

					 accessing Internet through their laptops smartphones or tablets. 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). Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD 	appropriately to students with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.	such as Mendeley in providing citation and references • Students submit the summary of the discussed topic to the course' Padlet.
5-6	•	Students are able to analyze	Students' ability	The teaching and	Projector. Observation:	• Students identify the	The written report of the
		the teaching and learning	identifying and	learning process	Students employ their	problems in teaching	observation:
		process in the classroom.	analyzing the		gadgets such as	English by observing	• Students write the report
	•	Students are able to employ	problems in		smartphones, tabs, and	directly to a class by	of the observation using
		their gadgets such as	teaching, an		camera recorders in	watching the teaching and	word processing software
		smartphones, tabs, and	approach, method,		recording the teaching	learning activities they have	such as Ms. Word.

	camera recorders efficiently	and technique	and learning process	recorded by their gadgets.	• Students are allowed to
	in recording the teaching	applied by the	while doing the	• Students observe and	use reference management
	and learning process while	teacher, and the	observation.	analyze the teaching and	tool such as Mendeley in
	doing the observation.	activities	Problem Based	learning process performed	providing citation and
	• Students are able to employ	instructed by the	Learning and	by an English teacher	references
	word-processing software	teacher to	Discovery Learning:	including an approach,	• Students submit the
	and a reference management	students in the	• Students watch the	method, and strategy	summary of the discussed
	tool such as Mendeley and	class by	video that they	employed in the class.	topic to the course' Padlet.
	search more references from	employing their	have recorded after	• Students observe and	
	Internet in writing the report	gadgets such as	doing the	analyze activities instructed	
	of the observation.	smartphones, tabs,	observation.	by the teacher to students.	
		and camera	• Students employ	• Students make the written	
		recorders	word-processing	report of the observation by	
		efficiently in	software and a	employing word-processing	
		recording the	reference	software and a reference	
		teaching and	management tool	management tool such as	
		learning process,	such as Mendeley	Mendeley and search more	
		word-processing	and search more	references from Internet in	
		software, and a	references from	writing the report of the	
		reference	Internet.	observation.	
		management tool			
		such as Mendeley.			
7			Mid Test		
8	• Students are able to analyze	Students' ability • Teaching	Lecturing:	• Students discuss and Pres	sentation:
	the principles of teaching	in explaining their pronunciation.	The lecturer employs a	work in a group on Stud	lents with their groups do the
	pronunciation and	analysis of the • Teaching	laptop, LCD TV or	the topic by finding press	entation with the use of laptops,
	vocabulary.	underlying principles of vocabulary	LCD Projector, and	more information Ms.	PowerPoint or other software in
	• Students are able to access	teaching	Ms. PowerPoint in	related to the making	ing the slides.
	websites and the digital	pronunciation and	creating slides,	material discussed A su	immary of the topic discussed:
	platform of the course	vocabulary by	presenting, and	from websites that • Stu	udents write the summary of a
	(Padlet) in finding more	presentin <mark>g it</mark>	discussing the material.	provide the research top	pic that has been discussed by



Г Г Г			Dutates		
 9 • Students are able to the principles of grammar. • Students are able websites and the platform of the (Padlet) in findireferences, create the presentation and a reference matool such as Mender 	teaching in explaining their analysis of the principles in teaching grammar by presenting it through PPT ang more slides, word slides for processing software and a reference management tool		Projector.Lecturing:The lecturer employs alaptop, LCD TV orLCD Projector, andMs. PowerPoint increating slides,presenting, anddiscussing the material.Discussion:g. Students search anddiscuss additionalinformation relatedto the materialexplained by thelecturer byaccessing Internetthrough theirlaptopssmartphones ortablets.h. Students are	 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). Students analyze the underlying principles of teaching grammar in inductive and deductive ways and present their 	 Presentation: Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides. A summary of the topic discussed: Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word. Students are allowed to use reference management tool such as Mendeley in providing citation and references. Students submit the summary of the discussed topic to the course' Padlet.
	NINERS	ASN	accessing Internet through their laptops smartphones or tablets.	• Students analyze the underlying principles of teaching grammar in inductive and deductive ways and	the discussed topic to the course'

				 websites and the digital platform of the course (Padlet). Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector. 		
10	 Students are able to analyze the principles of teaching listening and reading. 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. 	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.	• Teaching listening and reading.	Lecturing:The lecturer employs alaptop, LCD TV orLCD Projector, andMs. PowerPoint increating slides,presenting, anddiscussing the material.Discussion:i. Students search anddiscuss additionalinformation relatedto the materialexplained by thelecturer byaccessing Internetthrough theirlaptopssmartphones ortablets.j. Students are	 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). Students analyze the principles of teaching listening and speaking and present their understanding with the assistance of 	 Presentation: Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides. A summary of the topic discussed: Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word. Students are allowed to use reference management tool such as Mendeley in providing citation and references. Students submit the summary of the discussed topic to the course' Padlet.

			S d lk F	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). Presentation: Students present their discussion with the assistance of their aptops, Ms. PowerPoint, and LCD Projector.	their laptops, Ms. PowerPoint, and LCD Projector.	
11	 Students are able to analyze the principles of teaching speaking and writing. 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. 	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.	ng and T g. I M C F d J	Lecturing: The lecturer employs a aptop, LCD TV or LCD Projector, and Ms. PowerPoint in creating slides, oresenting, and discussing the material. Discussion: k. Students search and discuss additional information related	• 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,	 Presentation: Students with their groups do the presentation with the use of laptops, Ms. PowerPoint or other software in making the slides. Summary of a topic discussed: Students write the summary of a topic that has been discussed by using word processing software such as Ms. Word. Students are allowed to use reference management tool such as

12 • Students are able to analyze Students' available to analyze Students' available to analyze Students' available to analyze • Students' available to analyze • Students' available to analyze • Students' available to analyze 12 • Students are able to analyze Students' ability Teaching integrated • Students discuss and Presentation:								
Image: 12Students are able to analyzeStudents' able toStudents' able to <th< th=""><th></th><th></th><th></th><th></th><th></th><th>to the material</th><th>academia.edu, etc.,</th><th>Mendeley in providing citation and</th></th<>						to the material	academia.edu, etc.,	Mendeley in providing citation and
12• Students are able to analyzeStudents' able toStudents' able toStudents' able toPresentation:12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						explained by the	e-books provided	references.
12• Students are able to analyzeStudents' abilityTeaching integratedPadlet.Padlet.12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPadlet.						lecturer by	in websites and the	• Students submit the summary of
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and						accessing Internet	digital platform of	the discussed topic to the course'
12• Students are able to analyzeStudents' abilityTeaching integrated• Students are able to analyzeStudents' ability• Students discuss andPresentation:12• Students are able to analyzeStudents' abilityTeaching integrated• Students discuss andPresentation:						through their	the course (Padlet).	Padlet.
12 • Students are able to analyze Students' are billity Teaching integrated • Students discuss and						laptops	• Students analyze	
 1. Students are able to analyze Students' ability Teaching integrated L. Students are able to analyze Students' ability Teaching integrated L. Students are able to analyze Students' ability Teaching integrated Lecturing: Students discuss and Students discuss and Presentation: Students discuss and Presentation: Students discuss and Presentation: 						smartphones or	the principles of	
12Students are able to analyzeStudents' abilityTeaching integratedI. Students are allowed to access websites that provide the research atricles, such asand writing and present their understanding with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						tablets.	teaching reading	
12• Students are able to analyzeStudents' abilityTeaching integratedLeeturing:• Students discuss andPresentation:						I. Students are		
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						allowed to access	-	
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						websites that	understanding with	
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						provide the	the assistance of	77/
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and						research articles,	their laptops, Ms.	
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and						such as	PowerPoint, and	
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and						researchgate.net,	LCD Projector.	
12• Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss and• Students discuss andPresentation: (bic course (Padlet))Presentation: (bic course (Padlet))• Students discuss andPresentation: (bic course (Padlet))						academia.edu, etc.		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						and access e-books		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						provided in		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						websites and the		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						digital platform of		
12Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						the course (Padlet).		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						Presentation:		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						Students present their		
12Students are able to analyzeStudents' abilityTeaching integratedLecturing:• Students discuss andPresentation:						discussion with th <mark>e</mark>		
12 Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						assistance of their		
12 Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						laptops, Ms.		
12 • Students are able to analyze Students' ability Teaching integrated Lecturing: • Students discuss and Presentation:						PowerPoint, and LCD		
				~		Projector.		
the principles of teaching in explaining their skills. The lecturer employs a group on Students with their groups do t	12	• Students are able to analyze		Teaching in	ntegrated	Lecturing:	• Students discuss and	Presentation:
		the principles of teaching	in explaining their	skills.		The lecturer employs a	work in a group on	Students with their groups do the
English in integrated skills. analysis of the laptop, LCD TV or the topic by finding presentation with the use of laptop.		English in integrated skills.	analysis of the			laptop, LCD TV or	the topic by finding	presentation with the use of laptops,

• Students are able to access	principles of	LCD Projector, and	more information	Ms. PowerPoint or other software in
websites and the digital	teaching	Ms. PowerPoint in	related to the	making the slides.
platform of the course	integrated skills	creating slides,	material discussed	Summary of a topic:
(Padlet) in finding more	by presenting it through PPT	presenting, and	from websites that	• Students write the summary of a
references, create slides for	slides, word	discussing the material.	provide the research	topic that has been discussed by
the presentation and employ	processing	Discussion:	articles, such as	using word processing software
a reference manageme <mark>nt</mark>	software and a	m. Students search and	researchgate.net,	such as Ms. Word.
tool such as Mendeley.	reference	discuss additional	academia.edu, etc., e-	• Students are allowed to use
	management tool.	information related	books provided in	reference management tool such as
		to the material	websites and the	Mendeley in providing citation and
		explained by the	digital platform of	references.
		lecturer by	the course (Padlet).	• Students submit the summary of
		accessing Internet	• Students analyze the	the discussed topic to the course'
		through their	principles of teaching	Padlet.
		laptops	integrated skills and	
		smartphones or	present their	
		tablets.	understanding with	
		n. Students are	the assistance of their	
		allowed to access	laptops, Ms.	
		websites that	PowerPoint, and	
		provide the	LCD Projector.	
		research articles,		51
		such as		
		researchgate.net,		
		academia.edu, etc.		
		and access e-books		
		provided in		
		websites and the		
		digital platform of		
		the course (Padlet).		
		Presentation:		

			1					
						Students present their discussion with the		
						assistance of their		
						laptops, Ms.		
						PowerPoint, and LCD		
						Projector.		
13-15	• S	tudents are al	ble <mark>to</mark>	• Students'	Teaching simulations.	Demonstration and	• Students prepare a	Teaching simulation by finding more
	d	emonstrate	teaching	performance		Project Based	lesson plan with the	resources for the teaching materials
	si	imulation as the fin	al t <mark>est</mark> .	in doing the		Learning:	use of word-	from the websites and employing
	• S	tudents are able	to find	teaching		• Students design	processing software	ICT tools such as laptops, speakers,
	n	nore resources d	for the	simulation by		lesson plans with	or other applications	and LCD projector, and software
	te	eaching materials <mark>f</mark>	from the	employing		the use of word-	in designing lesson	such as Ms. PowerPoint, Ms. Word
	W	vebsites such	as	ICT tools		processing software	plan such as Canva.	Prezi, Media Player, etc., and online
	W	ww.teachingengl <mark>is</mark>	sh.co.uk,	such as		or other	• Students do the	applications in delivering the
	W	www.bbc.co.uk,		laptops,		applications in	team-teaching	materials and designing lesson plans.
	e	n.islcollective.co <mark>m</mark> ,	, etc.	speakers, and		designing lesson	simulation by finding	
	• S	tudents are able to	o design	LCD		plan such as Canva.	more resources for	
	th	he ICT-integrated	teaching	projector,		• Students are	the teaching	
	le	earning acti <mark>vit</mark> ie	es by	software such		allowed to find	materials from the	
	e	mploying ICT t <mark>ool</mark> s	s such as	as Ms. Word,		more resources for	websites such as	
	la	aptops, speakers <mark>, a</mark>	nd LCD	Ms.		the teaching	www.teachingenglis	
	p	rojector, software	such as	PowerPoint,		materials from the	h.co.uk,	55
	Ν	Is. Word, Ms. Pow	verPoint,	Prezi, Media		websites such as	www.bbc.co.uk,	
	Р	rezi, Media Play	ver, etc.,	Player, etc.		www.teachingengli	en.islcollective.com,	
	a	nd online application	ons such	and online		sh.co.uk,	etc., and employing	
	a	s Padlet,	Google	applications		www.bbc.co.uk,	ICT tools such as	
	C	Classroom, Canva	etc., in	in delivering		en.islcollective.co	laptops, speakers,	
	d	esigning a lesson p	plan and	the materials.		m, etc.	and LCD projector,	
	d	elivering the materi	ials.	• Students'		• Students are	software such as Ms.	
				ab <mark>ility in</mark>		allowed to employ	PowerPoint, Prezi,	
				evaluating		ICT tools such as	Media Player, etc.,	
	their peer	laptops, speakers, and online						
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	after doing the	and LCD projector, applications such as						
	teaching	and software such Padlet, Google						
	simulation	as Ms. PowerPoint, Classroom, etc. in						
	with the use	Prezi, Media delivering the						
	of evaluation	Player, etc. in materials.						
	sheets.	delivering the • Some students act as						
		materials. the observers						
		together with the						
		lecturer.						
16		Final Test						
10								

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 work1-7 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: <u>https://padlet.com/webweby20/o4mz0u37lew4</u>

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 DevelopmentCredit: 3 SKSSemester: 5Lecturer:Lecturer Code:Email: webweby20@gmail.comCourse's URL: https://padlet.com/webweby20/a0zsmviahayiTime 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 kema<mark>ndirian, kejuangan, dan kewirausahaan</mark>

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

Week	Lesson Learning Outcomes	Course Materials (Topics)	Indicators	Teaching Methods	Learning Activities	Assessments
1	• Students are able to	• Course	-	Lecturing:	• The lecturer presents the course	-
	understand the course	outline		a. The lecturer informs	outline by Ms. PowerPoint.	
	outline and the class	Class		Padlet, as the digital	• The lecturer informs Padlet, as the	
	regulations.	regulations		classroom platform for	digital classroom platform for	
	• Students are able to access			sharing the materials,	sharing the materials and e-books,	
	the document that informs			submitting projects or	submitting projects or tasks,	

-						
	the course outline and the class regulations attached on Padlet.	6		tasks, providing some e-books, etc. b. The lecturer employs a	providing some e-books, etc., and it can be accessed through their laptops, tabs, and smartphones.	
				 c. The fecture employs a laptop, LCD TV or LCD Projector in presenting the course outline. c. The lecturer employs Ms. PowerPoint to create slides that discuss the course outline. Discussion 		
2	 Students are able to 	Curriculum,	• Students'	Lecturing:	• Students discuss and work in a pair	Presentation:
	identify and explain the	syllabus, lesson	ability in	c. The lecturer employs a	or group on the topic by finding	• Students with their
	concepts and relationships	plans, and	identifying and	laptop, LCD TV or	more information related to the	groups do the
	of curriculum, s <mark>yllabus,</mark>	learning	explaining the	LCD Projector in	material discussed from websites	presentation with the
	lesson plans, and learning	materials.	concepts and	presenting the	that provide the research articles,	use of laptops, Ms.
	materials.		relationships of	material.	such as researchgate.net,	PowerPoint or other
	 Students are able to 		curriculum,	d. The lecturer employs	academia.edu, etc., e-books	software in making the
	identify and explain roles		syllabus, lesson	Ms. PowerPoint to	provided in websites and the digital	slides.
	of lesson plans and		plans, and	create slides that	platform of the course (Padlet).	A summary of the topic
	learning materials.		learning	discuss the material.	• Students present their	discussed:
	• Students are able to access		materials by	Discussion:	understanding in identifying and	• Students write the
	websites and the digital		employing PPT	e. Students search and	explaining the concepts and	summary of a topic
	platform of the course		slides, word	discuss additional	relationships of curriculum,	that has been discussed
	(Padlet) in finding more		processing	information related to	syllabus, and lesson plans, and	by using word
	references, create slides		software and a	the material explained	learning materials with the	processing software
	for the presentation and		reference	by the lecturer by	assistance of their laptops, Ms.	such as Ms. Word.
	employ a reference		management	accessing Internet	PowerPoint, and LCD Projector.	• Students are allowed to
	management tool such as		tool.	through their laptops	• Students present their	use reference

	Mendeley.		 Students' 	smartphones or tablets.	understanding in identifying and	management tool such
			ability in	f. Students are allowed to	explaining roles of lesson plans and	as Mendeley in
			identifying and	access websites that	learning materials with the	providing citation and
			explaining roles	provide the research	assistance of their laptops, Ms.	references.
			of lesson plans	articles, such as	PowerPoint, and LCD Projector.	• Students submit the
			and learning	researchgate.net,		summary of the
			materials by	academia.edu, etc. and		discussed topic to the
			employing PPT	access e-books		course' Padlet.
			slides, word	provided in websites		
			processing	and the digital		
			software and a	platform of the course		
	111		reference	(Padlet)		
			management	Presentation:		
			tool.	Students present their		
				discussion with the		
				assistance of their laptops,		
				Ms. PowerPoint, and LCD		
				Projector.		
3.	 Students are able to 	Kurikulum 2013.	 Students' 	Lecturing:	• Students discuss and work in a pair	Presentation:
	identify and explain the		ability in	a. The lecturer employs a	or group on the topic by finding	1. Students with their
	characteristics of		identify and	laptop, LCD TV <mark>or</mark>	more information related to the	groups do the
	Kurikulum 2013.		explaining the	LCD Projector in	material discussed from websites	presentation with the
	 Students are able to 		characteristics	presenting the	that provide the research articles,	use of laptops, Ms.
	access websites and the		of Kurikulum	material.	such as researchgate.net,	PowerPoint or other
	digital platform of the		2013 by	b. The lecturer employs	academia.edu, etc., e-books	software in making the
	course (Padlet) in		employing PPT	Ms. PowerPoint to	provided in websites and the digital	slides.
	finding more references,		slides, word	create slides that	platform of the course (Padlet).	A summary of the topic
	create slides for the		processing	discuss the material.	• Students present the results of their	discussed:
	presentation and employ		software and a	Discussion:	discussion in identifying and	1. Students write the
	a reference management		reference	o. Students search and	explaining the characteristics of	summary of a topic
	tool such as Mendeley.		management	discuss additional	<i>Kurikulum</i> 2013 with the assistance	that has been discussed

		UNINE	tool.	 information related to the material explained by the lecturer by accessing Internet through their laptops smartphones or tablets. 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) Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector. 	of their laptops, Ms. PowerPoint, and LCD Projector.	 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.
4.	• Students are able to	Bloom's Learning	• Students'	Lecturing:	• The lecturer gives the explanation	Presentation:
	classify taxonomy	Taxonomy	ability in	a. The lecturer employs a	related to Bloom's Learning	1. Students with their
	learning and its		analyzing and	laptop, LCD TV or	Taxonomy.	groups do the
	relevance to design		exemplifying	LCD Projector in	• Students analyze and exemplify	presentation with the
	lesson plans and learning materials.		Bloom's	presenting the material.	taxonomy and its relevance to	use of laptops, Ms. PowerPoint or other
			Learning Texonomy into	b. The lecturer employs	design lesson plans and learning	software in making the
	 Students are able to access websites and the 		Taxonomy into a lesson plan	Ms. PowerPoint to	materials by finding additional resources from the Internet. Then,	slides.
	access websites and the		a iesson plan	NIS. I OWEII OIIIt to	resources nom the internet. Then,	511005.

	digital platform of the					
			and learning	create slides that	they present their understanding of	A summary of the topic
	course (Padlet) in		material design	discuss the material.	Bloom Taxonomy with the	discussed:
	finding more references,		by employing	Discussion:	assistance of their laptops, Ms.	1. Students write the
	create slides for the		PPT slides,	a. Students search and	PowerPoint, and LCD Projector.	summary of a topic
	presentation and employ		word	discuss additional		that has been discussed
	a reference management		processing	information related to		by using word
	tool such as Mendeley.		software and a	the material explained		processing software
			reference	by the lecturer by		such as Ms. Word.
			management	accessing Internet		2. Students are allowed to
			tool.	through their laptops		use reference
				smartphones or tablets.		management tool such
				b. Students are allowed to		as Mendeley in
				access websites that		providing citation and
				provide the research		references.
				articles, such as		3. Students submit the
				researchgate.net,		summary of the
				academia.edu, etc. and		discussed topic to the
				access e-books		course' Padlet.
				provided in websites		
				and the digital		
				platform of the course		
				(Padlet)		
				Presentation:		
				Students present their		
				discussion with the		
				assistance of their laptops,		
				Ms. PowerPoint, and LCD		
				Projector.		
5-6	• Students are able to	The analysis of	• Students'	Lecturing:	• Students work in a group in doing	Presentation:
	analyze the consistency	chapters in a	ability in	a. The lecturer employs a	the analysis.	1. Students with their
	of textbooks with the	textbook.	explaining their	laptop, LCD TV or	• Students choose two weakest	groups do the

syllabus proposed by	analysis of two	LCD Projector in	chapters in any textbooks to be	presentation with the
Kurikulum 2013.	chapters in a	presenting the	analyzed whether the learning	use of laptops, Ms.
• Students are able to	textbook	material.	materials including exercises and	PowerPoint or other
access websites and the	whether the	b. The lecturer employs	tasks of the two chapters are in line	software in making the
digital platform of the	learning	Ms. PowerPoint to	with the Kompetensi Inti and Dasar	slides.
course (Padlet) in	materials	create slides that	stated in the syllabus.	A written report of the
finding more references,	including	discuss the material.	• Students present their analysis by	analysis:
create slides for the	exercises and	Discussion:	doing the presentation in the class	1. Students write the
presentation and employ	tasks are in line	a. Students search and	and making the report of the	report of a textbook
a reference management	with the	discuss additional	analysis in the paper 2013 with the	analysis that has been
tool such as Mendeley.	Kompetensi Inti	information related to	assistance of their laptops, Ms.	discussed by using
	and <i>Dasar</i>	the material explained	PowerPoint, and LCD Projector.	word processing
	stated in the	by the lecturer by		software such as Ms.
	syllabus by	accessing Internet		Word.
	employing PPT	through their laptops		2. Students are allowed to
	slides, word	smartphones or tablets.		use reference
	processing	b. Students are allowed to		management tool such
	software and a	access websites that		as Mendeley in
	reference	provide the research		providing citation and
	management	articles, such as		references on their
	tool.	researchgate.net,		analysis.
		academia.edu, etc. and		3. Students submit the
		access e-books		report of the analysis
		provided in websites		to the course's Padlet.
		and the digital		
		platform of the course		
		(Padlet)		
		Presentation:		
		Students present their		
		discussion with the		
		assistance of their laptops,		

					· · · · · · · · · · · · · · · · · · ·
			Ms. PowerPoint, and L	CD	
			Projector.		
7.		Mic	d Test		
8-9	• Students are able to Des	signing a Students' ability	Lecturing:	• Students do the activity in a group.	A lesson plan design:
	design a lesson plan for lesson junior or senior high school levels.	son plan in designing a lesson plan by accessing	 a. The lecturer employs a laptop, LCD TV or LCD 	• Students design a lesson plan by referring to Kompetensi Inti and Kompetensi Dasar of Kurikulum 2013	• Students are allowed to find resources from websites in designing a
	 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. 	websites in providing the guidance of designing a lesson plan and employing word- processing software or an application for designing a lesson	 Projector in presenting the instruction of the project that must be done by students. b. The lecturer employs Ms. PowerPoint to create slides that 	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.	 websites in designing a lesson plan or obtain a lesson plan of a teacher displayed in websites as the guidance. Students employ word-processing software or an application such as Canva in designing a lesson plan. Students submit their
		plan such as Canva.	explain the instructions. Project Based	A A A	lesson plans to the course's Padlet.
			Learning:		
			a. Students search		
		As	and discuss additional information related to designing a lesson by accessing Internet through their laptops	RISP	

				 smartphones or tablets. 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. 		
10-15	• Students are able to design learning materials	Designing learning	Students' ability in designing	Lecturing: a. The lecturer	 Students do the activity in a group. Students design a learning material for 	Learning material design:
	including exercises and	materials.	learning materials	employs a laptop,	one chapter.	1. Students search
	tasks in integrated skills		by employing	LCD TV or LCD	• Students design learning materials	resources for designing
	(listening, speaking,		teaching and	Projector in	including exercises and tasks in	learning materials
	reading, and wr <mark>iting) for</mark>		learning resources	presenting the	integrated skills referring to Kompetensi	from websites such as
	junior or senior high		obtained from	instructions of	Inti and Kompetensi Dasar of	www.teachingenglish.
	school levels.		websites, and	the project that	Kurikulum 2013 for English Subject by	co.uk, <u>www.bbc.co.uk</u> ,
	• Students are able to access		software that support them in	must be done by students.	searching from some websites and	en.islcollective.com, etc.
	websites that provide teaching and learning		designing learning	b. The lecturer	employing word processing software, graphic software, and other software in	 Students are allowed to
	resources, employ word-		materials.	employs Ms.	designing learning materials.	employ word-
	processing software in		-VG	PowerPoint to	designing routing materials.	processing software in
	designing learning			create slides that		designing learning
	materials, graphic			presents the		materials, graphic
	software for editing			instructions.		software for editing



		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 work1-7 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: <u>https://padlet.com/webweby20/a0zsmviahayi</u>

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 EducationCredit: 3 SKSSemester: 4Lecturer:Lecturer Code:Email: webweby20@gmail.comCourse's URL: https://padlet.com/webweby20/46j308zqtjmsTime 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 kontek 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.

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• 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: 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	Teaching Metho <mark>ds</mark>	Learning Activities	Assessments
			Materials			
1	• Students are able to	 Students' ability 	Course	Lecturing:	• The lecturer presents the course	Presentation:
	understand the course	in identifying and	Outline	• The lecturer informs	outline and materials by Ms.	Students with their groups do
	outline and the class	explaining ICT as	• ICT as the	Padlet, as the digital	PowerPoint.	the presentation with the use of
	regulations.	the learning and	learning and	classroom platform	• The lecturer informs Padlet, as the	laptops, Ms. PowerPoint or
	• Students are able to identify	teaching	teaching	for sharing the	digital classroom platform for	other software in making the
	and explain ICT as the	innovation by	innovation.	materials, submitting	sharing the materials and e-books,	slides.
	learning and teaching	Students' ability		projects or tasks,	submitting projects or tasks,	A summary of the topic
	innovation.	in ident <mark>ifying and</mark>		providing some e-	providing some e-books, etc., and it	discussed:

• Students are able to access	explaining the	books, etc.	can be accessed through their	• Students write the summary
the document that informs	differences of	• The lecturer employs	laptops, tabs, and smartphones.	of a topic that has been
the course outline and the	approaches,	a laptop, LCD TV or	• Students provide the contribution	discussed by using word
class regulations attached on	methods, and	LCD Projector, and	and their ideas on the course	processing software such as
Padlet.	techniques in	Ms. PowerPoint in	outline and class regulations.	Ms. Word.
• Students are able to access	English language	creating and	• Students discuss and work in a	• Students are allowed to use
websites and the digital	teaching by	presenting the course	group on the topic.	reference management tool
platform of the cour <mark>se</mark>	employing PPT	outline and materials.	Students present their	such as Mendeley in
(Padlet) in finding more	slides, word	Discussion:	understanding regarding ICT as the	providing citation and
references, create slides for	processing	g.Students search and	teaching and learning innovation	references.
the presentation and employ	software and a	discuss additional	with the assistance of their laptops,	• Students submit the summary
a reference management	reference	information related	Ms. PowerPoint, and LCD	of the discussed topic to the
tool such as Mendeley.	management tool.	to the material	Projector.	course' Padlet.
		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 websites		
		and the digital		
		platform of the		
		course (Padlet).		
		Presentation:		

			Students present their		
			discussion with the		
			assistance of their		
			laptops, Ms.		
			PowerPoint, and LCD		
			Projector.		
• Students are able to identify	Students' ability in	The concept and	Lecturing:	• Students discuss and work in a	Presentation:
and explain the concept of		implementation	• The lecturer informs	group on the topic by finding	Students with their groups do
ICT and the implementation	concept and	of ICT in	Padlet, as the digital	more information related to the	the presentation with the use of
of ICT in teaching and		teaching and	classroom platform	material discussed from websites	laptops, Ms. PowerPoint or
learning processes.		learning	for sharing the	that provide the research articles,	other software in making the
• Students are able to access		processes.	materials, submitting	such as researchgate.net,	slides.
websites and the digital	slides, word		projects or tasks,	academia.edu, etc., e-books	A summary of the topic
platform of the course	processing software		providing some e-	provided in websites and the	discussed:
(Padlet) in finding more			books, etc.	digital platform of the course	• Students write the summary
references, create slides for	management tool.		• The lecturer employs	(Padlet).	of a topic that has been
the presentation and employ			a laptop, LCD TV or	• Students present and explain the	discussed by using word
a reference management			LCD Projector, and	concept and implementation of	processing software such as
tool such as Mendeley.			Ms. PowerPoint in	ICT in teaching and learning	Ms. Word.
			creating and	processes with the assistance of	• Students are allowed to use
			presenting the course	their laptops, Ms. PowerPoint,	reference management tool
			outline and materials.	and LCD Projector.	such as Mendeley in
			Discussion:		providing citation and
			i. Students search and		references.
			discuss additional		• Students submit the summary
			information related		of the discussed topic to the
			to the material		course' Padlet.
			explained by the		
			lecturer by accessing		
			Internet through their		
			laptops smartphones		
	 and explain the concept of ICT and the implementation of ICT in teaching and learning processes. 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 	 and explain the concept of ICT and the implementation of ICT in teaching and learning processes. 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 explaining the concept and implementation of ICT in teaching and learning processes by employing PPT slides, word processing software and a reference management tool. 	 and explain the concept of ICT and the implementation of ICT in teaching and learning processes. 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 explaining the concept and implementation of ICT in teaching and learning processes by employing PPT slides, word processing software and a reference management explaining the concept and implementation of ICT in teaching and learning processes by employing PPT slides, word processing software and a reference management 	 Students are able to identify and explain the concept of ICT and the implementation of ICT in teaching and learning processes. 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. Students are able to access is tool such as Mendeley. 	 Students are able to identify and explain the concept of ICT and the implementation of ICT in teaching and learning processes. Students are able to identify and explain the concept of implementation of ICT in teaching and learning processes. 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. Students are and employ in the course (Padlet) in finding more references management tool such as Mendeley. Students are and employ in the processes. Students are and employ in teaching and learning processes. Students are and the digital platform of the course (Padlet) in finding more references management tool such as Mendeley. Students are and employ in the processing software and a reference management tool. Students are suble to access in the processing software and a reference management tool. Students are suble to access in the processing software and a reference management tool. Students are suble to access in Students are suble to access and a reference management tool. Students are suble to access are the processing software and a reference management tool. Students are suble to access are the processing and the assistance of the propertifies and the assistance of the

		NNN		or tablets. 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). Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.		
3	• Students are able to analyze	• Students' ability	• The	Lecturing:	• Students discuss and work in a	Presentation:
	and explain the advantages	in explaining	advantages	• The lecturer informs	group on the topic by finding	Students with their groups do
	and disadvantages of	their analysis of	and	Padlet, as the digital	more information related to the	the presentation with the use of
	implementing ICT in	the advantages	disadvantag	classroom platform	material discussed from websites	laptops, Ms. PowerPoint or
	teaching and learning	and	es of ICT.	for sharing the	that provide the research articles,	other software in making the
	processes.	disadvantages of		materials, submitting	such as researchgate.net,	slides.
	• Students are able to access	implementing		projects or tasks,	academia.edu, etc., e-books	A summary of the topic
	websites and the digital	ICT in teaching		providing some e-	provided in websites and the	discussed:
	platform of the course	and learning		books, etc.	digital platform of the course	• Students write the summary
	(Padlet) in finding more	processes by		• The lecturer employs	(Padlet)	of a topic that has been
	references, create slides for	employi <mark>ng PPT</mark>		a laptop, LCD TV or	• Students present the analysis of	discussed by using word



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				laptops, Ms.		
				PowerPoint, and LCD		
				Projector.		
4	• Students are able to analyze	Students' ability in	The popular	Lecturing:	• Students discuss and work in a	Presentation:
	and explain the popular	analyzing and	applications	• The lecturer informs	group on the topic by finding	Students with their groups do
	applications that can be	explaining the popular	found in the	Padlet, as the digital	more information related to the	the presentation with the use of
	found in the Internet and	applications that	Internet that can	classroom platform	material discussed from websites	laptops, Ms. PowerPoint or
	applied in the teaching and	can be found in the	be applied in the	for sharing the	that provide the research articles,	other software in making the
	learning processes.	Internet and applied	teaching and	materials, submitting	such as researchgate.net,	slides.
	• Students are able to access	in the teaching and	learning	projects or tasks,	academia.edu, etc., e-books	A summary of the topic
	websites and the digital	learning by	processes.	providing some e-	provided in websites and the	discussed:
	platform of the course	employing PPT		books, etc.	digital platform of the course	• Students write the summary
	(Padlet) in finding more	slides, word processing software		• The lecturer employs	(Padlet).	of a topic that has been
	references, create slides for	and a reference		a laptop, LCD TV or	• Students present the use or	discussed by using word
	the presentation and employ	management tool.		LCD Projector, and	functions and steps on using	processing software such as
	a reference management			Ms. PowerPoint in	some popular applications found	Ms. Word.
	tool such as Mende <mark>ley</mark> .			creating and	in the Internet that can be applied	• Students are allowed to use
				presenting the course	in the teaching and learning	reference management tool
				outline and materials.	processes with the assistance of	such as Mendeley in
				Discussion:	their laptops, Ms. PowerPoint,	providing citation and
				m. Students	and LCD Projector.	references.
				search and discuss		• Students submit the summary
				additional		of the discussed topic to the
				information related		course' Padlet.
				to the material		
				explained by the		
				lecturer by accessing		
				Internet through their		
				laptops smartphones		
				or tablets.		
				n.Students are allowed		
				m.Students are anowed		

				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		
		UN		course (Padlet). Presentation: Students present their discussion with the assistance of their laptops, Ms. PowerPoint, and LCD Projector.	YZZ	
5-6	• 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.	Students' ability in employing the online applications that can be applied for the distance learning and teaching process.	Distance Learning	Demonstration: 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.	 Students discuss and work in a group on the topic. 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. 	Performance: Students employ online applications such as Edmodo, Google Classroom, Padlet, etc. or other online applications they choose.
7				Mid Test		
8-10	• Students are able to design the ICT-based teaching and	Students' ability to design the ICT	The design ofthe ICT-based	Project Based Learning:	• Students work in a group.	Designing Lesson plan and teaching materials:

	learning process in the	based teaching and	teaching and	 Students employ 	 Students design a lesson plan by 	• Students are allowed to find
	classroom.	learning process in	learning process	word processing	employing word processing	resources from websites in
	• Students are able to	the classroom.	in the	software or	software or online application	designing a lesson plan or
	integrate ICT tools such as		classroom.	application in	such as Canva.	obtain a lesson plan of a
	laptops, LCD projector,			designing a lesson	• Students design teaching	teacher displayed in websites
	speakers, etc. software such			plan.	materials by finding resources	as the guidance.
	as Ms. Office, media player,			• Students find	from websites such as	• Students search resources for
	etc., and online applications			resources for	www.teachingenglish.co.uk,	designing learning materials
	such as Google Classroom,			designing learning	www.bbc.co.uk,	from websites such as
	Edmodo, Padlet, Prezi, etc.			materials from some	en.islcollective.com, etc.	www.teachingenglish.co.uk,
				websites.	• Students design a teaching and	www.bbc.co.uk,
				• Students employ ICT	learning process which is	en.islcollective.com, etc.
				tools, software,	integrated with ICT by	• Students employ word-
				applications, or	employing ICT tools, software,	processing software or an
				online applications.	applications, or online	application such as Canva in
					applications.	designing a lesson plan and
						learning materials.
11-15	• Students are able to	Students' ability to	The	Teaching	• Students demonstrate the ICT	Teaching Demonstration:
	demonstrate the ICT based	demonstrate the	demonstration	demonstration:	based teaching and learning	Students integrate ICT tools,
	teaching and learning	ICT based teaching	of the ICT-	Students employ ICT	process by integrating ICT tools	software, applications, or online
	process.	and learning	based teaching	tools, software,	such as laptops, LCD projector,	applications for the teaching
	• Students are able to	process.	and learning	applications, or online	speakers, etc. software such as	demonstration.
	integrate ICT tools such as		process.	applications for the	Ms. Office, media player, etc.,	
	laptops, LCD projector,			teaching	and online applications such as	
	speakers, etc. software such			demonstration.	Google Classroom, Edmodo,	
	as Ms. Office, media player,				Padlet, Prezi, etc.	
	etc., and online applications					
	such as Google Classroom,		<u> </u>			
	Edmodo, Padlet, Prezi, etc.			VEGV	- ///	
16				Final Test		
L						

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 work1-7 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:

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

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

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

6. Supplementary Reading:

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