CHAPTER I
INTRODUCTION

This chapter provides introduction of the study, including background of the study, statement of research questions, purposes of study, scope of the study, significance of study, classification with related terms, and state of arts.

1.1.   Background of Study

Feez (1998) defines a syllabus is an explicit and coherent plan of a course of study. It serves as a guidance for the teacher as well as the students during teaching and learning process. It specifies what is need to be taught and learnt in any particular course of study. The material and assessment for teaching and learning process are included in the syllabus, along with explicit learning objectives and teaching method that will be used by the teachers. In other words, a syllabus is a plan of content which leads to desired objectives during the course.

In language teaching, the main function of a syllabus has been used to map out the content or subject-matter of the courses, and indirectly guides the teaching and learning of that subject-matter (Breen, 1984 cited in Brumfit, 1984). However, it should be open for reinterpretation of the original syllabus made by the teachers during the teaching and learning process. It means that a syllabus can be interpreted and reconstructed by the teacher and the students in classroom where Breen (1984) called it as a real syllabus – or the syllabus in action. It also infers that a syllabus can be modified for the current needs and demands of education that should be provided by educational institutions, especially with the development of industry 4.0.

In globalization era nowadays, educational system is demanded to provide learners with new skills and competencies which benefit them in meeting real-life

challenges, rather than excelling a specific school curriculum, and also prepare students to cope with continuous demand of industry 4.0 skills. Industry 4.0 skills closely relates with the essential point of 21st century learning, which are rapidly changing in order to meet real-life demand (Festo, 2000). There are three sets of skills most demanded in the 21st century skills, such as learning and innovation skills, life and career skills, and digital literacy skills (Trilling & Fadel, 2009). In this study, digital literacy skills would be focused on information and communication technology (ICT) literacy and how it can be integrated into syllabuses.

Information and communication technology (ICT) has been an prominent role in education, that teaching and learning process requires the gathering, processing, and communication of information (Eisenberg, 2014). In the past, textbook became a sole information resource and the teacher relied during their teaching and learning process (Williams, 1983), but with the advance development of ICT, computers and other tools become more useful for the teacher in supporting students in learning language and developing syllabus that facilitate students' needs. Due to this situation, UNESCO develops the framework which is integrated ICT for teachers in order to support their teaching and learning process.

UNESCO's Framework (2011) emphasizes that the role of teacher should facilitate teaching and learning process by using ICT so they will be effective citizens and member of the workforce. It is called as ICT Competency Framework for Teacher (ICT-CFT) and it is divided into three approaches: technology literacy, knowledge deepening, and knowledge creation. These three approaches can be used as the indicator for teacher to develop their curriculum or syllabus that integrated with ICT competences.

In Indonesian context, learning English as foreign language is not only learning the linguistic forms, such as words, phrases, sentences, and grammatical structures, but also learning how the forms function in all situations. It closely relates to the use of English in a contextual situation. If the students do not understand the context, it will cause misunderstanding and miscommunication would be happened during communication (Lin, 2007). Therefore, the teachers should promote language awareness (LA) during their classroom activities, while developing their students' awareness of language (Arnó-Macià, 2009; Hawkins, 1999).

Language awareness is related to the sensitivity of a person and his/her conscious' awareness of the nature of language and its role in human life (Donmall, 1984). This issue raised due to the poor language performance of children at school around 1972 in Britain. It considered as a 'bridging subject', linking English and the foreign language in the curriculum (Hawkins, 1999, see also Hawkins, 1974). It also the starting point to implement language awareness into school curriculum, covering range topics such as the structure of language, variety and change, and child language acquisition and foreign language learning (Murakami, 2013).

Promoting language awareness (LA) is considered important for language learners, especially for university students who are majored in English Language Education Study Program (ELESP). As future language teachers, the students need to acquire metalinguistic skills to make professional judgements, and be responsible to explain language phenomena to non-professional language users (Arnó-Macià, 2009, p. 6). Their role as future language teachers demand them to be more aware of how the language works, and it should be implemented inside their university syllabuses.

Related previously studies about language awareness courses have been conducted (Arnó-Macià, 2009; Dehghayedi & Sadighi, 2015). These two studies

emphasized the importance of L2 explicit teaching raised language awareness of their students. However, teaching and learning materials provided by the textbook can isolate the students' language knowledge and skills if it constantly relied on textbooks (Lin, 2007). It became a challenge for a language teacher in choosing appropriate and varied teaching and learning materials that can be achieved through the use of ICT. By integrating ICT competences into their syllabuses, language teacher can provide the students with the topics and tasks that will engage students into the broader situations.

In 2016, Ministry of Education and Higher Education provides the national template of syllabus that should be followed by all universities in Indonesia (Dikti, 2016). However, not all existing syllabuses of Language Awareness implemented the template been given. The templates of syllabus proposed by the expert are also varied with different components included in the syllabus. It makes lack of standardized template of syllabus. Thus, the needs for having an ideal syllabus and with demands of digital literacy, a syllabus that can accommodate ICT competences in each component of syllabus have surfaced.

This study is expected to design the syllabuses of language awareness courses for English Language Education Study Program (ELESP) that integrated with ICT competences. In this study, language awareness courses are divided into three, English Phonetics and Phonology, English Morphology and Syntax, and English Sociopragmatics. An analysis of the existing syllabuses from universities of English education study programs that used in Indonesia is needed to know the real syllabus design that used by the teacher, especially in language awareness courses. It will also give insights of how ICT competences have been integrated in the language awareness courses.

1.2. Research Questions

The main research questions to be addressed in this study is how are ICT competences integrated in the syllabuses of language awareness courses for English Language Education Study Program (ELESP). With sub-questions elaborated as below.

1) To what extent are the existing ICT integrated into syllabuses of language awareness courses for ELESP?

2) How are the ICT competences integrated into syllabuses of language awareness courses for ELESP?

3) How are the design of ICT competences-integrated syllabuses of language awareness courses for ELESP?

1.3. Purposes of the Study

Based on the research questions mentioned above, the main purpose of this study is to design syllabuses of Language Awareness for English Language Education Study Program (ELESP) that are integrated with ICT competences. Another sub-purpose is elaborated below.

1) To analyze the ICT competences-integrated in the existing syllabuses of Language Awareness for ELESP.

2) To describe the procedure of integrating ICT competences into the syllabuses of Language Awareness for ELESP.

3) To design syllabuses of ICT competences-integrated Language Awareness for ELESP.

1.4. Scope of the Study

The study focuses on designing prototype syllabuses of Language Awareness courses for English Language Education Study Program (ELESP) that integrated with

ICT competences. Syllabuses will be used by the teacher as guidance in the process of teaching and learning and ICT competences integrated to facilitate the needs of digital literacy for ELESP students. The syllabuses of Language Awareness cover English Phonetics and Phonology, English Morphology and Syntax, and English Sociopragmatics. European Profiling Grid (EPG) and Common European Framework Reference (CEFR) are used in identifying language awareness competences. Then, the indicators of ICT competences are formulated based on UNESCO ICT-CFT, digital media competence by EPG, International Society for Technology in Education (ISTE), and other theories related to ICT competences.

The existing syllabuses of Language Awareness courses from some universities will be compiled to analyze what components of syllabus were included in the existing syllabuses and to explain how far ICT competences integrated into the components of syllabuses of Language Awareness. An analysis of EPG and CEFR level descriptors will be conducted to give insights of how the descriptors influenced the course coverage of Language Awareness. Then, the findings of analysis will be employed to describe the procedure of integrating ICT competences into the components of syllabus and to design the syllabuses of Language Awareness courses that integrated with ICT competences. The design of syllabuses is expected to provide prototype syllabuses of Language Awareness integrated with ICT competences.

1.5. Significance of the Study

Based on the objectives of the study mentioned above, the study hopefully can give some contributions as followed:

a)   Theoretically

In terms of theoretical value, the result of this study can be used as a basic for further research, especially for course designer who is interested in designing language awareness courses in the curriculum integrated with ICT competences.

b)   Practically

In terms of practical value, this study is expected to improve the implications of ICT competences-integrated syllabuses, especially for Language Awareness syllabuses, and pedagogical recommendations that can be taken from this study.

1.6.   Clarification of Related Terms

Information and communication technology (ICT) integration becomes a prominent role in education. Integrating ICT into the syllabus in nowadays education has been common practice among universities and teachers. In this case, teacher should utilize ICT in their teaching and learning process. The framework that provided by UNESCO elaborates how technology integration supports teaching and learning process, which divided into three approaches: technology literacy, knowledge deepening, and knowledge creation.

Language awareness is related to the sensitivity of a person and his/her conscious' awareness of the nature of language and its role in human life (Donmall, 1984). It is considered as important part for language learners, especially English language students (Arnó-Macià, 2009). The term of Language Awareness is used instead of Linguistic. It is because the study focuses on designing syllabuses for ELESP and it is based on European Profiling Grid (EPG) in which Language Awareness as one of its categories for language teacher competences. Language awareness courses are divided into three subjects: English Phonology and Phonetics, English Morphology and Syntax, and English Sociopragmatics.

Syllabus serves as a guidance for the teacher during teaching and learning activities. It is used as the basis for planning courses of various kinds and carrying out learning activities (Nunan, 1988, p. 6). The templates of syllabus are varied with different components that included in the syllabus. The ideal syllabus then is compiled from the theory of syllabus and national standard provided by Ministry of Education and Higher Education (Dikti, 2016).

English Language Education Study Program (ELESP) is a university program focuses on English Language Education. It prepares the students to be an education staff specified in English Language Education. Not only become teachers, they can be curriculum developers, researchers, and managers with adequate specification in English Language Education.

European Profiling Grid (EPG) is served as a guidance or instrument used in identifying and describing language teacher competence, from novice teacher, experienced teacher to expert one. It is the standard in identifying the teaching competence for language teacher including English language teacher. Language Awareness and Intercultural Skill are two descriptors that underpinned Language Awareness courses

Common European Framework References (CEFR) is a common framework of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (Europe, 2018). CEFR is a set of guidelines for foreign language learning, teaching, and assessment criteria. It describes in a comprehensive manner: (a) the competences necessary for communication; (b) the related knowledge and skills (i.e., vocabulary and grammar); and (c) the situations and domains of communication. It provides clear and detailed standards for language learning. It includes descriptions of what learners should be able to understand and express in various situations.

Communicative Competence is the theoretical framework underpinned Language Awareness courses, besides EPG descriptors.

1.7.   State of the Arts

Based on previous studies related to ICT competences, some studies provide insights of teaching and learning process accommodated by ICT and it becomes frequent topics in any international benchmarks. Moreover, ICT competences should be possessed by teachers and students in this digital era, it can be integrated in achieving the learning goals in the process of teaching and learning. Thus, it can be implied that the novelty from the current study is the integration of ICT competences in the syllabuses of language awareness courses for English Language Education Study Program (ELESP). It is designed not only to facilitate the learners in comprehending and mastering the ICT competences, but also for the teachers to improve their language awareness and intercultural skills that are needed for their professional development.