

CHAPTER 1

INTRODUCTION

This chapter presents the introduction which discusses the rationale related to the topic being concerned in this study. It comprises the background of the study, the research questions, the purposes of the study, the scope of the study, the significances of the study, the definition of key terms as well as state of the arts.

1.1 . Background of the study

In the context of teaching and learning, teachers as the ones who assist students to acquire the knowledge and skills are required to design a tool as the reference to support the students in accomplishing the learning outcomes. Such tool which is substantially formulated with the information prepared to organize a course is called a syllabus. In relation to what syllabus is, Graves (2008) as cited in Celce-Murcia, Brinton, & Snow (2014) defines the meaning of syllabus as a written plan which provides a range of information about what will be taught in a course. In other words, the syllabus is arguably an outline that is structured with some systematic format and information to arrange what will be taught and learned in the process of teaching and learning a course.

Designing a syllabus means deciding in what order the teaching and learning process will run. Considering to the fact, the teachers are entailed to properly design a course syllabus for the sake of better teaching and learning the subject matters. Moreover, the teachers as syllabus designers, in this case, are also required to be

aware to the requirements that need to be taken into consideration in designing syllabus such as choosing the appropriate syllabus types by considering the course characteristics, standard components of syllabus which are essential to make it a meaningful document, as well as the procedures of syllabus constructions (Ahmed, M. A., & Al Ameen, 2016).

Another issue that is crucial to be acknowledged by syllabus designers is that some courses are tailored to meet students' needs and market needs in EFL/ESL context (Yuyun, 2018). It is in line with Sanal (2016) argues that instead of being a direct information giver, the teacher should integrate students into the teaching procedure which requires changing the course and syllabus according to the needs of the students. By these reasons, syllabus renewal is important to be constructed at the time it is needed by pondering the students' needs, the situation and the demand of education. In this case, the phenomenon of integrating ICT in the curriculum has become an inevitable trend in education nowadays. It makes teachers challenged by technology development since teaching and technology pedagogy should be mastered by a teacher in this digital era.

Guo & Yang (2016) affirmed that the integration of information and communication technology (ICT) and subject curriculum is the core of e-education application. In addition, Yuyun (2018) claimed that in dealing with digital native students the incorporation of technology in the classroom is a prerequisite for supporting teaching and learning. Accordingly, to be in line with this condition, teachers are expected to integrate any technology-based applications to the classroom by designing the ICT-integrated syllabuses for the teaching subject.

Integrating ICT in the course syllabus does not mean technology can replace the teachers' roles totally, yet the utilization of ICT tools and applications as the facilitator which assists teachers to improve students' learning and better pedagogical practice. In this sense, ICT can be used for delivering information to students in order to help them in completing their learning tasks (Ghavifekr et al.,2014). Besides, it allows teachers to modify teaching and learning according to students' needs as well as provides access for students to many sources to become independent learners (Project Tomorrow, 2010) as cited in Misirli (2016).

Moreover, Adu (2013) asserts the implementation of ICT is a unified process of curriculum reform and development. This is because ICT is a means used to help to attain future curriculum goals by providing a learner-centered environment. Furthermore, Badau & Sakiyo (2013) stated that to accomplish the education demand in current years ICT integration in the education system is aimed to encompass 21st - century skills that ask students to have the ability to collaborate, communicate, create, innovate and think critically. Concisely, it can be said that the integration of ICT in the course syllabus enriches the learning environment for the reason that it offers students a better learning opportunity, provides teachers a chance to transform traditional pedagogy in order to achieve future curriculum intention which demands teachers and students to be knowledgeable and skillful in ICT.

Regarding the advantages gained through the integration of ICT in a course syllabus, the study conducted by Qashoa (2013) shows the fact that ICT integration has a potential role in reconstructing the EFL materials, learners and teachers. He claims internet technology can provide various authentic EFL materials which

successively encourages learners and enables teachers to create a non-traditional teaching atmosphere. Similarly, Lee (2000) in his study advocates that the increasing employment of ICT to technology-based learning and teaching has created a noteworthy innovation in traditional language classrooms and certainly in language syllabus. Hence, the possible factors that influence the teachability of a particular syllabus such as technologization should be taken into account while making practical decisions about syllabus design. In short, the two studies have obviously revealed that ICT is considered as the feasible factor in the education field which needs to be integrated into the practical decisions for designing or redesigning the syllabus due to the benefits that it positively proffers better teaching and learning.

In terms of making the best use of ICT, teachers need to be equipped with sufficient ICT competencies. This is because ICT integration is not only about providing teachers with the ICT tools, rather it is about their knowledge and skills to structure their teaching environment (Chapman and Mahlick, 2004 as cited in Badau & Sakiyo, 2013). Thus, teachers' ICT competencies and the way they grasp the role of ICT in their teaching play important roles in the process of integrating ICT into the course syllabus. Realizing that ICT literacy is the crucial prerequisite for the 21st century's appropriate knowledge and skills, Husain (n.d.) argues that the teacher is required to develop competencies related to the learning contexts that change in teaching and learning paradigms. Further, Tabari (2014) as cited in Yuyun (2018) adds that there is an urgent need to prepare teachers and future teachers to incorporate new technologies into curriculum. In doing so, they are

appealed to be able to understand conceptually and in pedagogically appropriate ways, how, where and why to use computer related technologies.

Additionally, to provide better professional development for pre-service teachers to integrate ICT competently, it is necessary for educators to take the responsibility for preparing pre-service teachers to be literate ICT users by infusing ICT in their courses (Bai & Ertmer, 2006; Vannatta & O'Bannon, 2002; Willis & Tucker, 2001) as cited in Goktas, Yildirim, & Yildirim (2009). What is more, the preparation is not merely focused on how to use technology tools but also how technology assembles with pedagogical and content knowledge (Admiraal et al., 2017). Respecting on how pre-service teachers must be in their future classrooms, Indonesian republican presidential decree No.8 of 2012 on Indonesian National Qualifications Framework (KKNI) as cited in Setyawarno & Prasetyo (2016) declares that the undergraduate students must be in the 6th level of competences in which one of the competences is requiring the undergraduate students to be skillful in utilizing science and technology in the field of expertise and able to adapt to the situations encountered in solving the problem.

According to UNESCO (2011), the successful integration of ICT will depend on the teachers' capabilities to organize the learning environment in new ways, to combine new technology with new pedagogy, to develop socially active classrooms, encouraging co-operative interaction, collaborative learning and group work. To such a degree, the qualified framework is needed as the ground rules on how the ICT is assembled into the subject being taught in order to accomplish certain tasks and solve the real problems. Of late, UNESCO has offered the ICT competency framework for Teachers (ICT-CFT) used to guide and assess teacher

competencies for the implementation of ICT. This framework contains universal standards for ICT integration in professional development which are developed in cooperation with Cisco, Intel and Microsoft, as well as the International Society for Technology in Education (ISTE). The establishment of the framework is aimed to build ICT literate teachers from the level of technology literacy, knowledge deepening to knowledge creation with the six components of the educational system.

Apart from choosing the ICT frameworks, teachers also need a reliable instrument which helps them in outlining current competences and enhancing their professionalism in education. In this regard, European Profiling Grid (EPG) as a means that describes the competences of language teachers which aims at increasing the quality and efficiency of the training and professional development of language teachers can be used for teachers' professionalism. Besides, this instrument also provides a snapshot of the current phases of the professional development of teachers in various European countries and helps them realize their potential for growth (Mateva, Tivanova, & Tashevskva, 2011).

In the matter of teaching undergraduate students in English Language Education Study Programs, the pre-service teachers who are educated and expected to be future professional English teachers equipped by various courses that focus on pedagogy, English linguistics, and other compulsory, supplementary as well as elective courses. With reference to pedagogy, assessing competences courses compulsory subjects are intended to provide adequate insight for undergraduate students on the concepts of Language Assessment of first, second, or foreign languages comprehensively. These courses also involve the theories about how to

evaluate the classroom language learning through formative and summative assessment, determine good quality of the test items and construct standardized test items (Susanah, 2001).

The attachment of assessing competence courses in English Language Education Study Program is considered vital on the grounds that the pre-service teachers are supposed to understand the concepts of language assessment as well as have pedagogical knowledge and skills necessary to carry out planning and implementation of classroom assessment in EFL teaching context and to make use of information obtained through classroom-based assessment for improvement of the learning and teaching in their prospective classes. Stiggins (1995) as cited in Giraldo (2018) is the first scholar who denotes that the knowledge, skills, and principles in the assessment are termed as Language assessment literacy. He disputes the literacy is needed among pre-service and in-service teachers for their professional development. Further, it can be understood as indicating a repertoire of competences that enable an individual to understand, evaluate and, in some cases, create language tests and analyse test data (Pill and Harding, 2013, as cited in Khadijeh & Amir (2015). Meanwhile, (Popham, 2011; White, 2009; Rudner & Schafer, 2002) as cited in Giraldo (2018) stated that the use of basic statistics for educational measurement which incorporates technology is a part of teachers' assessment literacies. For these reasons, the theories and practices of assessing competences courses are expected to cover and promote the prospective language teachers' knowledge, skills, as well as principles of assessment in education especially in the English Language Education Study Program.

Considering the issues in the prior explanation, the inclusion of assessing competences courses in ELESEP is aimed at resulting competent future teachers towards language assessment in their future classes. Besides, technology utilization that is considered as a part of teachers' competences in the assessment also needs to be considered as the outcomes of learning assessing competences courses. In spite of that, the preliminary study conducted on the syllabuses of assessing competences courses from some universities in Indonesia showed that the existing syllabuses were less cover the teachers' language assessment competences which actually need to follow the EPG as a guideline to standardize teachers' assessment competences. Moreover, the infusion of ICT competencies into the syllabuses components was not adequate. It can be seen that some existing syllabuses did not explicitly embed the incorporation of ICT in the syllabus. In response to the condition and to bridge the gap, this study endeavored to design ICT competences-Integrated syllabuses of assessing competences for undergraduate English Education Study Program on the basis of two main frameworks namely EPG and ICT competences frameworks. The results of this study are expected to give a contribution to designing ICT competences-integrated course syllabuses in the area of English Language Education Program.

1.2 . Research Questions

Based the problems stated in the background of this study, the research questions to be addressed are as follows:

Main Research Question:

How are the ICT competences-integrated syllabuses of Assessing Competences for English Language Education Study Program (ELESP)?

Then, the main research question is dropped down into three sub-questions which are:

1. To what extent are the ICT competences integrated in the existing Assessing Competences course syllabuses for English Language Education Study Program?
2. How are the ICT competences integrated into the syllabuses of Assessing Competences courses for English Language Education Study Program?
3. How are the designs of ICT competences-integrated syllabuses of Assessing Competences courses for English Language Education Study Program?

1.3. Purposes of the Study

Referring to the main and sub- research questions, the main and sub-purposes of this study are as follows:

Main Purpose:

To design ICT competences- integrated syllabuses of Assessing Competences for English Language Education Study Program

Meanwhile, the sub-purposes are:

1. To analyze the integration of ICT competences in the existing syllabuses of Assessing Competences courses for English Language Education Study Program.
2. To describe the procedure of designing process of ICT competences-integrated syllabuses of Assessing Competences courses for English Language Education Study Program.
3. To design the ICT competences-integrated syllabuses of Assessing Competences courses for English Language Education Study Program.

1.4. Scope of the Study

The focus of this study was designing the ICT competences – integrated syllabuses of assessing competencies for Undergraduate English Language Education Study Program on the basis of the ICT frameworks and European Profiling Grid (EPG). The EPG was used as a guideline in the process of analysis to measure how far the syllabuses of assessing competences covered the teacher assessment competences. While, ICT frameworks which were generated from ICT-CFT UNESCO, digital media competence by EPG, International Society for Technology in Education (ISTE) and some theories of ICT competences employed as the framework in formulating ICT indicators in which these indicators were employed in the analysis and design process. The data of this study were obtained from the assessing competences syllabuses that encompass language assessment and language assessment instrument development subjects from some universities in Indonesia. The results from the analysis of the existing syllabuses then utilized to design ICT competences- integrated syllabuses of assessing competences that follow the standardization in terms of teachers' professionalism in assessment and ICT.

1.5. Significances of the Study

Respecting to the purposes mentioned above, this study hopefully can give some contributions in theoretical and practical aspects:

a. Theoretical Aspects:

Due to this study offers the explanation about the process of developing syllabus particularly ICT competences-integrated syllabus in English Language

Education Program, its results can be used as a reference and input for further research especially for course syllabus designers who are interested in integrating ICT into syllabuses in the area of ELESP or others.

b. Practical Aspects:

In regard to practical aspects, this study supports the advancement of ICT integration in education particularly EFL context where the process of teaching and learning positively affected. Besides, through this study the teachers can upgrade their knowledge and skills to be pedagogically and technologically competent in their classes.

1.6. Clarification of Related Terms

To avoid misunderstandings about the key terms found in this study, the definitions of those key terms are defined as follows:

1. **ICT** stands for Information and Communication Technology which refers to a combination of software and hardware as used in organizations
2. **Syllabus** refers to the academic document that communicates course information and defines expectations and responsibilities.
3. **EPG** stands for European Profiling Grid; it is an instrument that is used to describe the main competences of language teachers and presents them in tabular form spanning six phases of development.
4. **ICT-CFT** stands for Information and Communication Technology-Competency Framework for Teacher. It refers to the framework which outlines the competencies that teachers need to integrate Information and Communication Technologies (ICTs) into their professional practice.

5. **English Language Education Study Program (ELESP)** is a university study program in which its concern is in English Education. It prepares the students to grasp and master the pedagogy competences and language proficiency in English education.
6. **Assessing competences courses** are the teaching subjects intended to provide the adequate insight for undergraduate students on the concepts of Language Assessment of first, second, or foreign languages comprehensively. These courses also involve the theories about how to evaluate the classroom language learning through formative and summative assessment, determine good quality of the test items and construct standardized test items

1.7. State of the Arts

The study related to ICT integration in the school curriculum is considered as an important thing to be conducted due to the fact that the teachers nowadays are required to face and meet the demand of 21st - century education in which it is technologically oriented. However, because of the limitation of ICT competences and other difficulties faced by the teachers, designing ICT competences -integrated syllabuses in the school is still infrequent particularly in the Indonesian setting (Suherdi,2012) as cited (in Fithri Al-Munawwarah, 2014). This condition is contradictory with the current state which declares that ICT is a vital component that should be integrated in each subject including English. It is in line with Yuhetty (2002) as cited in (Lubis & Lubis, 2018) claimed that the development and implementation of ICT in the field of education have been included in the

government's regulation no. 133/M.PAN/5/2001. It encourages the use of ICT as an integral part of both curricula and instructions by schools or other educational institutions. To bridge the gaps, this study attempts to design ICT competences-integrated syllabuses of assessing competencies courses on the basis of EPG and ICT frameworks. In addition, ICT competences that are integrated into the designed syllabuses of this study can be utilized to instruct the teachers not only use ICT for personal and teaching purposes but also for enhancing their technology literacies in line with their professional development. Further, this study gives new insight for the teachers that high and proper integration of ICT with the International standardization in course syllabuses design can boost the ICT employment in teaching the content subjects.

