



**UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
ENGLISH LANGUAGE EDUCATION PROGRAM**

		COURSE SYLLABUS			
COURSE	CODE	COURSE GROUP	CREDITS	SEMESTER	DESIGN DATE
ICT in English Language Teaching	ING762		2	8	10 January 2019
AUTHORIZATION			Syllabus Designers	Course Group Coordinator	Head of Study Program
			1. Fitrawati, S.S., M.Pd 2. Dr. Refnaldi, M.Litt 3. Dr. Havid Ardi, S.Pd.,M.Hum. 4. Salam Mairi, S.Pd., M.Sc.	Fitrawati, S.S., M.Pd	Sitti Fatimah, S.S., M.Ed., Ph.D.
Learning Outcomes	PLO	Apply the most suitable teaching strategies, methods and techniques, learning material, and assessment in TESOL considering the developmental characteristics and individual differences of the students. Use information technology appropriately when presenting work and in teaching. Demonstrate interpersonal and collaborative skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence. Employ critical and analytical thinking skills in solving problems in language teaching and other related fields.			
	PLO4				
	PLO9 PLO10				
	PLO11				
	CLO				
	CLO1	Students are able to operate ICT hardwares to support ELT achieves its goals.			

	CL02	Students are able to utilize ICT software to support ELT achieves its goals.
	CL03	Students are able to explore the extensive resources of ELT online.
	CL04	Students are able to create ICT based materials for ELT.
Course Description	This course contains knowledge about the theory and application of making and application of communication and information technology in language teaching especially English. In the process of teaching this course, students will be introduced to the knowledge of word processing, multimedia, modifying multimedia text and software related to language teaching.	
Materials/Topics	<ol style="list-style-type: none"> 1. Understanding computer hardware and software, acquiring ICT-wise behaviors 2. Understanding the concept of ICT in ELT and its use in various ELT contexts 3. Exploring ELT websites 4. Internet based projects and online resources; (GOOGLE Forms, Docs, Slides, i-Spring) for Collaborative Learning 5. E-learning: a) online teaching; b) virtual and c) m-learning (Facebook, Google Classroom) 6. Understand, design, and produce electronic materials for grammar 7. Understand, design, and produce electronic materials for listening 8. Understand, design, and produce electronic materials for reading 9. Understand, design, and produce electronic materials for speaking 10. Understand, design, and produce electronic materials for writing 11. Interactive Power point self-learning materials, video (OFFLINE) 12. Designing a professional website for ELT 	
References	Main:	
	<ol style="list-style-type: none"> 1. Ammanni, S & Aparanjani, U. (2016). The Role of ICT in English Language Teaching and Learning. <i>Journal of Scientific & Engineering Research</i>, (7)7. 2. <i>Information and Communication Technologies in the Teaching and Learning of Foreign Languages: State-of-the-Art, Needs and Perspectives</i>. United Nations Educational, Scientific and Cultural Organization, Unesco Institute for Information Technologies in Education. 3. Chapelle, C. (2001). <i>Computer applications in second language acquisition</i>. Cambridge University Press 4. Egbert, J. (2005). <i>CALL essentials</i>. TESOL. USA 	

	5. <i>Information and Communication technologies for language teachers (ICT4LT)</i> . Retrieved information January 10th, 2006. http://www.ict4lt.org/en/index.htm 6. <i>Technologies for languages</i> . British Council. Retrieved information January 17th, 2006. http://searchenglish.britishcouncil.org/SuggestFrame.asp?newURL='http://www.languagesict.org.uk/users/technology_for_languages.htm'&UserID= 7. Somekh, Bridget. (2007). <i>Pedagogy and Learning with ICT: Researching the Art of Innovation</i> . New York: Routledge.	
	Supporting: -	
Media	Software:	Hardware:
	Chrome, Android Apps, Wordpress, Microsoft Office, Video Maker, Corel Draw	Laptop, LCD, Handphone/Tablet, Camera
Team Teaching	1. Fitrawati, S.S., M.Pd 2. Dr. Refnaldi, M.Litt 3. Dr. Havid Ardi, M.Hum 4. Salam Mairi, S.Pd., M.Sc.	
Prerequisite	-	

Week	Sub CP MK (Lesson Learning Outcome)	Indikator (Indicators)	Kriteria&Bentuk Penilaian (Method of Assessment)	Metode Pembelajaran (Methods of Learning)	Materi Pembelajaran (Materials)	Grade Weight (Assessment)	Referensi (Reference)
1	Students are able to demonstrate the use of elements of hardware and softwares used in ICT as well as to acquire the positive and effective	<ul style="list-style-type: none"> Ability to operate and function hardware and softwares for ICT. Ability to comprehend the 	Observation Group project Presentation	Classroom discussion Presentation Lecturing	<ul style="list-style-type: none"> Operating computer hardware and software. ICT wise behaviors 	30%	

	behavior according to the best utilization of ICT.	best behavior in dealing with ICT.					
2	Students are able to explain the implementation of ICT in assisting ELT with the knowledge of its empirical use in various contexts.	<ul style="list-style-type: none"> • Ability to comprehend the relationship between ICT and ELT • Ability comprehend how ICT has been used for ELT in different settings 	Observation Group project Presentation	Classroom discussion Presentation Lecturing	<ul style="list-style-type: none"> • The concept of ICT in ELT. • Exploring the use of ICT in various ELT contexts. 		1 & 2
3	Students are able to differentiate various websites/online resources according to their purpose and use related to ELT	<ul style="list-style-type: none"> • Ability to explore and analyze the accessible websites accordingly 	Observation Group project Presentation	Classroom discussion Presentation Lecturing	<ul style="list-style-type: none"> • Exploring ELT websites 		2
4-5	Students are able to demonstrate the use of Google Form, Google Doc, Google Slide, i-Spring) for Collaborative Learning	<ul style="list-style-type: none"> • Ability to operate Google Form, Google Doc, Google Slide, and Facebook for Collaborative Learning 	Observation Group project Presentation	Classroom discussion Presentation Lecturing	<ul style="list-style-type: none"> • Internet based projects and online resources. • GOOGLE Forms, Docs, Slides for Collaborative Learning 		1. http://bit.ly/2F7zFcb 2. http://bit.ly/2clVsBT 3. http://bit.ly/2BoWfuw
6	Students are able to demonstrate the use of popular E-learning platform: a) Online	<ul style="list-style-type: none"> • Ability to use popular E-learning platform: a) Online Class; b) 	Observation Group project Presentation	Classroom discussion Presentation Lecturing	<ul style="list-style-type: none"> • E-learning: a) Online teaching; b) Virtual and c) Mobile-learning 		4. http://bit.ly/2xmXKIg 5. http://bit.ly/2n5P9Gd

	Class; b) Virtual Teacher and c) Mobile-Learning (Facebook, Google Classroom)	Virtual Teacher and c) Mobile-Learning					6. http://bit.ly/2Dx6uPs
7	Students are able to design ICT based materials for teaching Grammar	<ul style="list-style-type: none"> Ability to create ICT based materials for teaching Grammar such as video, presentation, or quiz 	Observation Group project Presentation Personal project	Classroom discussion Presentation Lecturing Role play	<ul style="list-style-type: none"> Understand, design, and produce electronic materials for Grammar 	30%	Examples: 7. http://bit.ly/2pEFIRc 8. http://bit.ly/2sBjfaH 9. http://bit.ly/2oeqOih 10. http://bit.ly/2HqPH2Q 11. http://bit.ly/2sBjMtd
8	Students are able to design ICT based materials for teaching Listening	<ul style="list-style-type: none"> Ability to create ICT based materials for teaching Listening such as video, presentation, or quiz 	Observation Group project Presentation Personal project	Classroom discussion Presentation Lecturing Role play	<ul style="list-style-type: none"> Understand, design, and produce electronic materials for Listening 		Examples: 12. http://bit.ly/2pEFIRc 13. http://bit.ly/2sBjfaH 14. http://bit.ly/2oeqOih 15. http://bit.ly/2HqPH2Q 16. http://bit.ly/2sBjMtd

9	Students are able to design ICT based materials for teaching Reading	<ul style="list-style-type: none"> • Ability to create ICT based materials for teaching Reading such as video, presentation, or quiz 	Observation Group project Presentation Personal project	Classroom discussion Presentation Lecturing Role play	<ul style="list-style-type: none"> • Understand, design, and produce electronic materials for Reading 	Examples: 17. http://bit.ly/2pEFIRc 18. http://bit.ly/2sBjfaH 19. http://bit.ly/2oeqOih 20. http://bit.ly/2HqPH2Q 21. http://bit.ly/2sBjMtd
10	Students are able to design ICT based materials for teaching Speaking	<ul style="list-style-type: none"> • Ability to create ICT based materials for teaching Speaking such as video, presentation, or quiz 	Observation Group project Presentation Personal project	Classroom discussion Presentation Lecturing Role play	<ul style="list-style-type: none"> • Understand, design, and produce electronic materials for Speaking 	Examples: 22. http://bit.ly/2pEFIRc 23. http://bit.ly/2sBjfaH 24. http://bit.ly/2oeqOih 25. http://bit.ly/2HqPH2Q 26. http://bit.ly/2sBjMtd
11	Students are able to design ICT based materials for teaching Writing	<ul style="list-style-type: none"> • Ability to create ICT based materials for teaching Writing such as video, 	Observation Group project Presentation Personal project	Classroom discussion Presentation Lecturing Role play	<ul style="list-style-type: none"> • Understand, design, and produce electronic materials for Writing 	Examples: 27. http://bit.ly/2pEFIRc 28. http://bit.ly/2sBjfaH

		presentation, or quiz					29. http://bit.ly/2oeqOih 30. http://bit.ly/2HqPH2Q 31. http://bit.ly/2sBjMtd
12	Students are able to design the use of interactive Powerpoint/ Powtoon/ Video for offline self-learning	<ul style="list-style-type: none"> Ability to create interactive Powerpoint self-learning materials 	Observation Presentation Personal project	Classroom discussion Presentation Lecturing Role play	<ul style="list-style-type: none"> Interactive Powerpoint/ Powtoon/ Video self-learning materials 		32. https://www.powtoon.com/tutorials/ 33. http://bit.ly/2E7I682
13-16	Students are able to design a professional website about/for ELT, or other relevant media and materials.	<ul style="list-style-type: none"> Ability to create a website containing information and contents related to ELT, or other relevant media and materials. 	Observation Group project Presentation	Lecturing Classroom discussion Presentation Role play	<ul style="list-style-type: none"> Designing a professional website for ELT, or other relevant media and materials. 	30%	34. http://bit.ly/2omOB1U 35. http://bit.ly/2n9JChU

A. Evaluation/Assessment

1. Discussion

Objective : Class and group work participation is encouraged and appreciated. Thus, it is also assessed.

Evaluation criteria : Scoring rubric

100-81	80-61	60-41	40-0
-Being very active -Giving Accurate response -Showing high initiative -Being very collaborative -Being Responsible	- Being Active -Giving Accurate response - Being collaborative -Being responsible	- Being less active - Giving less accurate response - Being less collaborative - Being less responsible	- Being inactive - Being less collaborative - Being less responsible

2. Group project Activity

a) Task 1

1. Purpose of the Task : Students are able to analyze and evaluate various ICT-based media and resources for ELT

2. Task Details

- Objective: All websites providing media and resources for ELT teaching and learning available online
- Task Coverage : To identify all websites providing media and resources for ELT teaching and learning available online and to produce a detailed report including websites' review and evaluation accordingly
- Method : In groups, students need to do a mini research on the object and to make a report in a form of a catalogue for public use as well as providing a presentation file (powerpoint)
- Task Output : A report in a form of a catalogue for public use and a presentation file (powerpoint)

b) Task 2

1. Purpose of the Task : Students are able to analyze and evaluate various ICT-based media and resources for ELT

2. Task Details

- Objective: All websites providing media and resources for ELT teaching and learning available online
- Task Coverage: To identify all applications in AppStore and PlayStore providing media and resources for ELT teaching and learning available online and to produce a detailed report including websites' review and evaluation accordingly

- c. Method: In groups, students need to do a mini research on the object and to make a report in a form of a catalogue for public use as well as providing a presentation file (powerpoint)
- d. Task Output: A report in a form of a catalogue for public use and a presentation file (powerpoint)

c) Task 3

- 1. Purpose of the Task: Students are able to analyze and evaluate various ICT-based media and resources for ELT including content creation such as Powtoon, Animaker as well as virtual classroom like Google Classroom
- 2. Task Details
 - a. Objective: Media and resources for teaching 4 basic skills of English including Grammar, Speaking, Listening, Reading, Writing
 - b. Task Coverage: To identify the materials and media for teaching the skill and to start creating effective, efficient, and applicable materials for that specific skill (by using ICT resources)
 - c. Method: In groups, the students need to identify the materials and media for teaching the skill and to start creating effective, efficient, and applicable materials for that specific skill (by using ICT resources)
 - d. Task Output: One full set of media and teaching materials which is effective, efficient, and applicable for that specific skill (by using ICT resources)

3. Final project Activity

- 1. Purpose of the Task: Students are able to analyze and evaluate various ICT-based resources for ELT including online classrooms such as Google Classroom or to create their own website via wordpress.com or wix.com.
- 2. Task Details
 - a. Objective: Online / virtual classroom
 - b. Task Coverage: Creating one Google classroom and one online classroom through a website in wordpress.com or wix.com
 - c. Method: In groups, they need to create one Google classroom and one online classroom through a website in wordpress.com or wix.com
 - d. Task Output: One Google classroom and one online classroom through a website in wordpress.com or wix.com

Evaluation Criteria: Project Assessment Scoring Rubric

Projects Assessment Rubric

Teacher :
Class :

	Approaching Standard (41 – 70)	At Standard (71 – 85)	Above Standard (86 – 100)
<i>Launching the Project</i> Define the Project Challenge	may just “follow directions” without understanding the purpose for project and innovation or considering the needs and interests of the target audience	understands the basic purpose for project and innovation but does not thoroughly consider the needs and interests of the target audience	- understands the purpose driving the process of project and innovation (Who needs this? Why?) - develops insight about the particular needs and interests of the target audience
<i>Building Knowledge, Understanding, and Skills</i> Identify Sources of Information	- uses only typical sources of information (website, book, article) - does not offer new ideas during discussions	- finds one or two sources of information that are not typical - offers new ideas during discussions, but stays within narrow perspectives	- in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) - promotes divergent and creative perspectives during discussions
<i>Developing and Revising Ideas and Products</i> Generate and Select Ideas	- stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) - selects one idea without evaluating the quality of ideas - does not ask new questions or elaborate on the selected idea - reproduces existing ideas; does not imagine new ones	- develops some original ideas for product(s), but could develop more with better use of idea-generating techniques - evaluates ideas, but not thoroughly before selecting one - asks a few new questions but may make only minor changes to the selected idea - shows some imagination when shaping ideas into a product, but may stay within conventional boundaries - considers and may use some feedback	- uses idea-generating techniques to develop several original ideas for product(s) - carefully evaluates the quality of ideas and selects the best one to shape into a product - asks new questions, takes different perspectives to elaborate and improve on the selected idea - uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product - seeks out and uses feedback and critique to

	- does not consider or use feedback and critique to revise product	and critique to revise a product, but does not seek it out	revise product to better meet the needs of the intended audience
<i>Presenting Products and Answers to Driving Question</i> Present Work to Users/Target Audience	- presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)	- adds some interesting touches to presentation media - attempts to include elements in presentation that make it more lively and engaging	- creates visually exciting presentation media - includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience

B. Students' grades are based on:

Mid-Term Project	30%
Final-Term Project	30%
Assignments	30%
Classroom Participation	10%

Range	Grade
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
40-49	D
<39	E