



Designing a Syllabus of Writing Course Integrated by ICT Competencies and CEFR for English Education Study Program

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ABSTRAK

Terdapat sebuah standar untuk diintegrasikan dalam pendidikan terutama merancang silabus bahasa Inggris. Standarnya bervariasi seperti mengintegrasikan Teknologi Informasi dan Komunikasi (TIK) dan Common European Framework of Reference (CEFR) untuk pembelajaran bahasa yang telah banyak diterapkan sebagai keterampilan abad ke-21. Dengan demikian, studi ini mengeksplorasi kompetensi TIK dan tingkat CEFR yang terintegrasi dalam penulisan silabus untuk Program Studi Bahasa Inggris pada universitas di Indonesia. Sembilan silabus mata kuliah Writing dari Program Studi Bahasa Inggris di Indonesia telah dipilih terkait dengan ketersediaan universitas sebagai data penelitian. Hasilnya menemukan bahwa; Basic Writing, tingkat CEFR adalah A1-A2, Professional Writing, tingkat CEFR adalah A2-B1, Creative Writing, tingkat CEFR adalah A2-B2, dan Academic Writing, tingkat CEFR adalah B2-C1. Sementara kompetensi TIK yang ditemukan pada silabus menunjukkan pemanfaatan kompetensi TIK yang tidak memadai, dan didominasi oleh Knowledge Acquisition dan Knowledge Deepening, dan kurang ditujukan untuk Knowledge Creation. Kesimpulannya, pemanfaatan deskriptor CEFR dan kompetensi TIK dalam silabus mata kuliah Writing yang ada saat ini tidak selaras dengan standar. Oleh karena itu, hasil penelitian ini dapat diimplementasikan sebagai salah satu referensi untuk memodifikasi dan menyelaraskan kembali kurikulum yang ada saat ini sehingga ditingkatkan dengan kompetensi TIK dan sesuai dengan kerangka CEFR.

ABSTRACT

There have been standards required to be incorporated for education especially designing English syllabus. The standards are varied such as integrating Information and Communication Technology (ICT) and Common European Framework of Reference (CEFR) for language that have been applied as 21st century skill. Thus, this study explores the ICT competences and CEFR level incorporated in writing syllabus for English Study Program in Indonesian universities. Nine syllabuses of writing course from English Study Program in Indonesia have been selected purposely regarding the availability of the universities. All the writing syllabuses are identified as Basic Writing, Professional Writing, Creative Writing, and Academic Writing. The result found that; Basic Writing, the CEFR level was A1-A2, Professional Writing, CEFR level was A2-B1, Creative Writing, CEFR level was A2-B2, and Academic Writing, CEFR level was B2-C1. While ICT competences in entire.

1. INTRODUCTION

Information and Communication Technology (ICT) is seen as a critical tool in educational fields as modern societies become increasingly dependent on information and knowledge (Plessis, 2012). Educators in educational institutions should be prepared with ICT knowledge and abilities, as well as a problem-solving approach, in order to instill knowledge in their students. Thus, in 2008, UNESCO came up with and launched the ICT competency framework for Teachers (ICT-CFT) aimed at helping educational policymakers and curriculum developers define the abilities teachers need to use technology in the service of education. There has been scholarly research on the implementation of CEFR into syllabuses. Uri and Aziz (Mohamad Uri and Aziz, 2020) did study to validate the accordance of writing syllabus specifications with the CEFR. The results showed found that the productive abilities described in the writing syllabus specifications were not in line with the Ministry's goal CEFR level. Finally, rather than deleting the non-CEFR aligned English syllabus, appropriate revisions and alignment strategies should be implemented to

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correspond with the CEFR worldwide scale. (Sulistyaningrum and Purnawati, 2021) also did research on CEFR levels and ICT competencies incorporated into ELESPP grammar syllabuses in Indonesian institutions. According to the conclusions of this study, CEFR bands and ICT competencies are not adequately integrated into existing grammar syllabuses. In summary, while there is considerable interest in investigating CEFR descriptors in syllabus, few scholars in Indonesia are interested in assessing CEFR descriptions when writing syllabus.

In addition to introducing the CEFR descriptor, the existing syllabus has been examined for ICT skills. Previous researchers explored the importance of the utilization of ICT in education. (Shopia and Iskandar, 2019) explored the design of ICT competence-integrated syllabuses for Practical Key Teaching Competences in English Language Education Study Program. The study found that the majority of existing courses did not properly incorporate ICT competencies. ICT competencies were only found in learning outcomes, course learning outcomes, indicators, materials, teaching methods, learning media, and assessment, not in fundamental information, course description, regulations, grading, or reference. (Pelawi, 2019) carried out a different one significant study, this time focused on the assessment instrument for the Grammar course in higher education for the English Language Education Study Program. The analysis found that the integration of ICT Competences in the assessment instrument fell below of the standards intended for higher education based on established frameworks such as UNESCO ICT Competency, EPG, and CEFR. Thus, the present study will be based on literature discussing the merging of CEFR and ICT-competences in writing syllabus. It is essential since it offers the framework for the CEFR bands and ICT competences included in syllabuses, in addition to a number of significant suggestions for enhancing the structure, content, and quality of the syllabus that address the CEFR bands and ICT competencies that must be addressed by the curriculum. Regarding the previous researches that have been previously discussed, it could be seen that the research discussing the integration both of ICT competences and CEFR descriptors in designing Writing syllabus for English study program has not been fully conducted. Thus, the novelty of this research is designing Writing course syllabus that has been incorporated with ICT competencies and CEFR descriptors for English study program.

One of the skills that is crucial to proficiency in English is writing. In addition to speaking, listening, and reading, writing is a skill that is challenging to learn. Writing is the process through which a human processes ideas and thoughts into written forms, while spoken forms can equally produce ideas and thoughts. It implies that information will be converted from spoken to written form. ICT cultivate some writing abilities (Syifa and Darmahusni, 2019). Regarding writing lessons, there are four categories of writing courses: Academic, Professional, Creative, and Basic writing. The arrangement is based on numerous research studies on the requirements of different kinds of university writing courses that experts and academics have carried out. Concerning several investigations carried out by scholars and specialists like Pawliczak (Joanna Pawliczak, 2015) and Ambarwati and Listyani (Ambarwati and Listyani, 2021). It appears that the CEFR A1–A2 level corresponds to Basic Writing, the B1 level to Professional Writing, the B2 level to Creative Writing, and the C1 level to Academic Writing. Writing is also considered to be one of the basic components of language proficiency, along with speaking, listening, and reading. Writing communicates through printed text and digital displays, among other media. As specified by the department's curriculum, the development of writing proficiency is taught using a variety of approaches covering academic, professional, and general communication contexts (Ulya, 2020). As a result, the Common European Framework of Reference's evaluation grid is referenced in the frameworks used in this study to analyze the syllabus material (CEFR). The main objective of the CEFR framework is to assess language proficiency in a variety of contexts, such as academic settings, professional settings, and ordinary interactions

The Common European Frameworks of Reference (CEFR) serves as a vital tool for educators and language evaluators to assess the linguistic proficiency of their students. In addition, the framework serves also as a transparent, coherent, and comprehensive foundation for discourse regarding language syllabuses and curriculum guidelines, as well as for the development of teaching and learning materials and the evaluation of foreign language ability (Bakar, 2020). Moreover, CEFR enables and facilitates educators and language testers to evaluate their students' language achievement. Apart from that, the framework also can provide a transparent, coherent, and comprehensive basis for discussing language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The CEFR categorizes the level of language proficiency into six levels, ranging from A1 to C2. The so-called can-do-statements describe what a learner should be able to do in order to communicate effectively at the determined CEFR level. In addition to general descriptions for each CEFR level, the 'can-do-statements' for five different skills are described: listening, reading, spoken interaction, spoken production, and writing (Broek and Ende, 2013).

Furthermore, concerning the need of ICT in education field, United Nations Educational, Scientific and Cultural Organization (UNESCO) has designed an international standards equip teachers and educators to educate adequately with ICT, namely UNESCO's ICT Competency Framework for Teachers. The Framework outlined by UNESCO highlights the insufficiency of solely engaging in a particular action, signifying the necessity of supplementing it with additional measures. The framework was developed by combining three levels to ICT integration in education (technology Knowledge Acquisition, Knowledge Deepening, and Knowledge Creation) with six components of the educational system (Policy & Vision, Curriculum & Assessment, Pedagogy, ICT Technology, Organization & Administration, and Teacher Professional Development (Sakiyo et al., 2013). According to the UNESCO ICT Competency Framework for Teachers, it is not enough for teachers to have ICT skills and be able to teach them to their students; they must also help students become collaborative, problem-solving, creative learners through the use of ICT in order for them to be effective citizens and members of the workforce. It corresponds to (Yahya Begovic et al., 2023) stated that one of the strategic goals in implementing national education has been identified as the availability of qualified educators working throughout Indonesia. It is imperative that educators possess ICT competencies in order to accomplish this goal.

Teachers learn how to use technology and the fundamentals of ICT during the Knowledge Acquisition stage, which is the first of the ICT competencies. Teachers manage and coordinate institutional ICT investments, identify the potential advantages of ICT in the classroom, and use technology to enhance professional development and lifelong learning while adhering to national policies and priorities during the knowledge acquisition phase. It is essential to encourage the growth of expertise and to start new initiatives. In contrast, teachers can develop ICT abilities at the second level, known as Knowledge Deepening, to support a collaborative, student-centered learning environment. Additionally, the teacher may develop technological strategies to ensure maintaining of ICT tools in the classroom, anticipate future needs, and relate policies to appropriate behavior in the classroom. Teachers may also join a national and international community of teachers to enhance education. The third level, known as Knowledge Creation, is where educators acquire the abilities to model excellent behavior and develop a learning environment that inspires students to produce new types of knowledge that society necessitate in order to be a more peaceful, advanced, and prosperous society (UNESCO, 2018). Curriculum that emphasizes ICT could be developed, infused, and designed utilizing the ICT Competency Framework for Teachers. This approach could serve as the benchmark for incorporating ICT into the creation of syllabus (Syifa and Darmahusni, 2019). Thus, the goal of this research is to design Writing course syllabus for English Language Education Study Program which has been infused ICT competencies and CEFR descriptors.

2. METHODS

In terms of the research's approach, this research employed qualitative approach. It corresponds to the research's aims which is designing writing course syllabus for English Language Education Study Program that has been infused ICT competencies and CEFR descriptors. Meanwhile, the research method of this research is content analysis. Content analysis is used to collect the content of a text in the form of words, the meaning of images, symbols, ideas, themes and all forms of messages that can be communicated. Method aims to summarize and characterize the information contained in a written or spoken communication (Hamzah, 2020). It requires careful examination as it pays close attention to each words in the meanings as a part of how qualitative researchers analyze data (Miles & Huberman, 2014). It is used in research to acquire valid and reliable findings from texts (or other significant material) concerning the circumstances in which they are used. According to (Krappendorf, 2004), content analysis enables new perspectives, deepens a researcher's comprehension of particular occurrences, or provides guidance for practical actions. This content analysis demonstrates the way the UNESCO ICT-competency framework and the CEFR framework are represented in the Writing Syllabuses of the English Study Program in Indonesia. For a complete comprehension of the exact content of official documents, content analysis is necessary.

Regarding the research participants, the universities that contributed the writing syllabi were selected from specific English Study Programs in Indonesia. The statements (words, phrases, sentences) that included and/or represented the UNESCO ICT competences description and the CEFR in existing Writing syllabuses were the research's source of data. In relation with the instrument, (Miles and Huberman, 2014) argued that the utilization of standardized instrumentation in qualitative research is somewhat low. In essence, the primary tool in the study is the researchers themselves. Concerns of instrument validity and reliability in qualitative research primarily rest on the researcher's abilities. How reliable and accurate is this individual likely to be as a source of information? (Miles & Huberman, 2014). In this research, the researchers conducted experts judgements to validate the instruments (ICT competencies and CEFR descriptors) that have been made by the researchers.

In terms of data collection, firstly the researchers conducted literature review related to research objectives in order to gain comprehensive understanding towards the research's problems. Secondly the researchers collected writing course syllabuses. The syllabus collected were obtained from three distinct universities which were chosen based on the universities' suitability and approval to obtain data sources, and were offered the opportunity to carry out so. Thirdly, the researchers divided syllabuses into various categories of writing courses according to the information included in the syllabus, including learning objectives, course description, resources, and so on. These categories included Academic Writing, Professional Writing, Creative Writing, and Basic Writing. The fourth stage is codifying the universities and its syllabuses. The researchers assigned the three universities the codes University A, University B, and University C in accordance with the research ethic. These syllabuses are coded as shown in the following to make it easier to comprehend:

Table 1. Syllabuses Code

No.	Universities	Writing Course Syllabus	Syllabus Code
1	University A	Sentence Writing	UA1
		Paragraph Writing	UA2
		Essay Writing	UA3
		Creative Writing	UA4
		Academic Writing	UA5
2	University B	Basic Writing	UB1
		English for Creative Writing	UB2
3	University C	Writing in Professional Context	UC1
		Writing for Academic Purposes	UC2

Additionally, the UNESCO ICT-competency indicators and the CEFR framework were employed to examine the compatibility among the components of the syllabus, ICT competencies, and CEFR descriptors in existing Writing course syllabuses. In terms of data analysis, this research employed data analysis purposed by Miles and Huberman who consider analysis to be three separate, ongoing processes namely Data condensation, Data display, and Conclusion drawing/ Verification. The process of choosing, concentrating, organizing, and/or changing the data that are included in the entire corpus (body) of written field notes, interview transcripts, papers, and other empirical materials is known as data condensation (Miles and Huberman, 2014). In this stage, the researchers involved four steps; (1) Collecting ICT competency indicators from a range of reference sources; (2) Selecting CEFR descriptors which are in accordance with Writing course learning outcomes; (3) Identifying ICT skills that align with the general proficiencies and learning outcomes of Writing courses; (4) Examining the elements or components of syllabus that could include or accommodate ICT competencies connected to or in line with those components' functions.

In data display, the researchers involved three stages; (1) the researchers produced an analysis table containing details on four different kinds of writing courses, the syllabus code, and the CEFR level to be compared with CEFR descriptors in terms of both its scope and its level in order to analyze CEFR descriptors currently in use writing syllabuses. The CEFR descriptors for written production skill are shown below:

Table 2. CEFR Descriptor for Written Production Skill

C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion
B2	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"
A1	Can write simple isolated phrases and sentences.

(2) In the second stage, the researchers selected, and divided ICT competencies which suitable with the learning outcomes of Writing course. An analysis of how ICT-competences were incorporated into the current writing syllabus was carried out by exploring a number of syllabus components that included ICT competencies, including the course description, learning outcomes, teaching method, media, and assessment. The UNESCO framework indicators are applied in the examination of ICT competencies present in current syllabi. Each indicator item is categorized as either Knowledge Acquisition (KA), which denotes the use of ICT as a digital content and basic tool, Knowledge Deepening (KD), which denotes the use of ICT as highly advanced tools for problem-solving in education, or Knowledge Creation (KC), which denotes the widespread utilization of ICT as tools for problem-solving and knowledge creation. Indicators below indicate each level:

Table 3. ICT Competences Indicators

ICT Competences Indicators	ICT CFT Stages		
	Knowledge Acquisition (KA)	Knowledge Deepening (KD)	Knowledge Creation (KC)
Recognizes a wide range of technological tools and some ways of integrating them in educational practice	✓		
Use online technology as available to deliver instructional or support material	✓		
Use ICT tools in the classroom practice appropriately	✓		
Organize students and ICT in a learning environment to support teaching and learning	✓		
Identify and manage Internet conduct and safety issues	✓		
Model the principles of digital citizenship	✓		
Analyze and evaluate digital resources	✓		
Describe how ICT can support project-based learning		✓	
Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle)		✓	
Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment		✓	
Identify a real-world problem to support project-based learning		✓	
Implement collaborative, project-based lesson plans, and provide guidance to students towards the successful completion of their projects		✓	
Operate software packages that are appropriate to subject areas to encourage higher-order thinking in students		✓	
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		✓	
Use digital communication tools to support student collaboration within and beyond the classroom		✓	
Use interlinked digital devices to establish a network comprising students and the teacher, allowing them to share digital resources and work collaboratively on lesson activities		✓	

Access, evaluate and disseminate digital resources to support student-centered learning activities and social interactions	✓
Use ICT networks to access and share resources that support professional development goals	✓
Guide students to make appropriate ICT choices to achieve curriculum standards that support reasoning, planning, reflection and knowledge building	✓
Design learning activities to engage students in reasoning with, collaborating on, and solving real-world problems	✓
Design online materials and activities that engage students in collaborative, problem-solving research	✓
students design project plans and activities that engage them in collaborative, problem-solving research or artistic creation	✓
students create digital media resources that support their learning and interaction with other audiences	✓
Design blended learning modules using a learning management system	✓
Create lessons with downloaded texts, pictures, graphics, etc.	✓
Organize digital knowledge-building environments to enhance teaching and learning	✓
Produce and publish research related to technology use.	✓

Sources: Adapted from UNESCO ICT-Competences Framework (UNESCO, 2018)

(3) In the third stage, the researchers infused ICT competencies and CEFR descriptors into the compositions of syllabus components by incorporating essential elements of ICT competence indicators into the component's statements, allowing them to be merged or integrated into the statements themselves. After incorporating ICT competencies and CEFR descriptors in Writing course syllabus, the researchers then concluded the analysis result based on the findings.

3. RESULT AND DISCUSSION

Results

The extent of CEFR descriptors of written skill incorporated in the existing writing syllabuses for English Study Program is divided into four levels, which are Basic Writing, Professional Writing, Creative Writing, and Academic Writing.

Table 4. Employment of CEFR Descriptors Found in Existing Basic Writing Syllabus

Writing Course Level		Basic Writing	
Syllabus Code	UA	UB	UC
CEFR Level	A1 75%, A2 25%	A1 18%, A2 51%, B1 31%	No descriptor available
Topics	Creating own sentence with a correct place of subject, verb, object, complement, adverb of place, adverb of time, adverb of manner in a normal sentence; Arranging jumbled words to make an	Write descriptive text about people (oneself & others), write functional text: personal letter profile, diary, newspaper articles and magazine; Write procedural text about things, going to places, food,	

<p>acceptable sentence, and creating own sentence with a correct place of subject, verb, object, complement, adverb of place, adverb of time, adverb of manner.</p>	<p>write functional texts: personal letters, recipes, manuals; Write recount text about past experiences, school life, going places. Write functional text: diary, report (newspaper report), activity's report, travel's log, etc; Compare and Judge the main ideas and supporting details through newspaper articles, magazine articles and textbook chapters; Interpret and Criticize the main ideas and supporting details through newspaper articles, magazine articles and textbook chapters.</p>
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Regarding the table above the CEFR level in existing basic writing syllabuses was in the range A1, A2, and B1. Meanwhile, B1 is one of the CEFR levels found in University B's existing basic writing syllabus, as evidenced by the topic 'compare, judge, interpret, and criticize,' which should be learnt by Intermediate Users rather than Basic Users. As a result, the use of B1 is regarded as too difficult for basic user or basic writing learners to study. Additionally, CEFR level in existing syllabuses from University A, and University B was in line with CEFR standards in which students are intended to be able to write simple phrases and sentences. While University C did not provide existing syllabuses for Basic Writing regarding the researcher's obstacle that has been discussed previously.

Table 5. Employment of CEFR Descriptors Found in Existing Professional Writing Syllabus

Writing Course Level		Professional Writing		
Syllabus Code	UA	UB	UC	
CEFR Level	B1 75%, B2 25%	No descriptor available	A2 75%	B1 25%
Topics	<ol style="list-style-type: none"> 1. Formulating topic sentences for essay developed for the recount type of the text 2. Using appropriate transitional words in recount type of essay 3. Applying relevant grammar point to recount-type essay 4. Writing composition on recount essay 5. Formulating topic sentences for essay developed for the report type of the text 6. Using appropriate transitional words in report type of essay 7. Applying relevant grammar point to report -type essay 8. Writing composition on report essay 		<ol style="list-style-type: none"> 1. Introduction 2. Making Inference 3. Writing an Expository Paragraph 4. Writing a Topic Sentence 5. Writing a Paragraph of Analysis 6. Gathering Supporting Material 7. Writing a Paragraph of Comparison-Contrast 8. Writing a Paragraph of Cause and Effect 9. Writing about Symbols. 	

9. Formulating topic sentences for essay developed.

According to the table above, the CEFR levels in the existing professional writing syllabus from University A are B1 and B2. B1 is more dominant CEFR level, which is indicated by transforming a paragraph into an essay for a variety of purposes and has coincided with CEFR standards. Furthermore, the CEFR levels in University B's existing professional writing syllabus ranged between A2 and B1 in which A2 was the majority level appeared since the topic focused on writing paragraphs for a variety of purposes. It contradicts CEFR standards, which state that Professional Writing should be at the B1 level. Students in the Professional Writing course are expected to be able to compose an essay rather than a paragraph, as previously explained.

Table 6. Employment of CEFR Descriptors Found in Existing Creative Writing Syllabus

Writing Course Level		Creative Writing	
Syllabus Code	UA	UB	UC
CEFR Level	18% A2 82% B2	68% B2 32% A2	No descriptor available
Topics	Comprehending the fiction writing, especially short fiction. They are to discuss fiction, learn about the elements of contemporary fiction, and express their own ideas through various types of fiction, and Writing fiction (poetry, play) with well-argued elements and form; commenting and criticizing other's writing and revising their own work.	Fiction texts, Creative non fiction texts, Structure of fiction text and a story (poem, prose, drama), Structure of non fiction text (essay, review, critics, features), Elements in a story; characters, theme, point of view, plot, elements and types of poems (descriptive, narrative, argumentative, balad, sonnet, free verse), sense devices, structural devices, sound devices, rhyme, rhythm and meter in a poem, Language features and lexico-grammatical aspects in fiction and non-fiction texts.	

Based on the table, B2 level dominated the CEFR level in existing creative writing syllabuses. The CEFR level found in existing creative writing syllabus from Universities A and B was in agreement with CEFR standards (B2), which stated that students are able to give detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. However, A2 level was still discovered as writing simple fiction text was included in the topic.

Table 7. Employment of CEFR Descriptors Found in Existing Academic Writing Syllabus

Writing Course Level		Academic Writing	
Syllabus Code	UA	UB	UC
CEFR Level	B2 43% C1 57%	No descriptor available	B2 62% C1 38%
Topics	1. Making background 2. Making limitation of the problem		1. Discussing relationship between writing and researching

3. Specifying issues	2. Discussing about comparison and contrast discussion about academic reality and academic relevance
4. Making work citation	
5. Making footnote and in note	
6. Making literary review	3. Finding ideas to write academic writing
7. Compiling data	4. Workshop about academic writing.
8. Presenting data	
9. Confirming data	
10. Sharpening data	
11. Drawing data-based conclusion	
12. Making bibliography	
13. Presenting tables	
14. Convincing readers.	

According to the table, the CEFR level in existing academic writing from University A was dominated by C1, which corresponded to CEFR standards. Meanwhile, the CEFR level found in University C was dominated by B2 rather than C1 level. It could be seen from the majored topic focused on the explanation of academic writing itself rather than the practice of academic writing conducted by the students. Based on the academic writing syllabus from University C, students were asked to conduct a small-scale research project at the end of the semester, while the rest of the activity focused on the lecturer lecturing and presenting on how to create academic writing.

The section below is intended to examine the employment of ICT-competences incorporation in existing writing syllabuses by referring to ICT competences indicators from UNESCO.

Table 8. ICT Competencies Incorporated in Existing Writing Syllabuses

Syllabus Code	Syllabus' Components	Description of ICT Competences in Existing Syllabuses	UNESCO ICT Approach
UA1	Course Description	Students are encouraged to be self-motivated to actively write and to be capable of inscribing their ideas in the pursue of building writing habit and experience ideas in the pursue of building writing habit and experience	KA, KD
	Learning Outcomes	Students are able to cope with writing problems	KD,
	Teaching Method	Probing, sharing, self-correction, peer collaboration, discussion, and class conference	KD, KC
	Assessment	Self-correction, collaboration, and discussion written test: composing well-organized simple sentences	KC
UA2	Media	Manuals, overhead projector, multimedia	KA
	Course Description	Skills of restructuring paragraph into outline, selecting writing topic sentence, paragraph development strategy	KD, KC
	Learning Outcomes	Improve knowledge and skill in building coherent and cohesive paragraph	KA, KD
	Teaching Method	Probing, sharing, self-correction, peer collaboration, discussion, and class conference	KA, KD
UA3	Assessment	Written Test	KD, KC
	Media	Manuals, overhead projector, multimedia	KA
	Course Description	A range of practical approaches to creative writing, exploring such issues as where to write, when and how often	KA, KD
	Learning Outcomes	Being capable of expressing ideas and thoughts in the form of creative writing, composed effectively and impressively, through the making use of the arts of language	KD, KC

Syllabus Code	Syllabus' Components	Description of ICT Competences in Existing Syllabuses	UNESCO ICT Approach
UA4	Teaching Method	Delivered through a combination of lectures, seminars/conferences and small group projects, the course offers a critical exploration of popular ideas on the nature of the creative process	KD, KC
	Materials	The use of notebooks, journals and independent reading	KA, KD
	Assessment	Written test: essay analysis and composing independent project through several stages of writing process	KD, KC
	Media	Manuals, overhead projector, multimedia	KA
UA5	Course Description	Developing student competence in writing academic composition and to help students comprehend the essence of paragraph and essay	KD, KC
	Learning Outcomes	Intended for students to be able to express and convey the students' ideas in an essay English accurately and intelligibly	KD, KC
	Teaching Method	Probing, sharing, self-correction, peer collaboration, discussion, and class conference	KD
	Assessment	Written test; individual and small group assignment	KC
UB1	Media	Manuals, overhead projector, multimedia	KA
	Course Description	Developing student competence in writing various types of composition such as narrative, descriptive, persuasive, and argumentative	KD, KC
	Learning Outcomes	Be capable of writing research paper, journal report, and letters of application	KC
	Teaching Method	Probing, sharing, self-correction, peer collaboration, discussion, and class conference	KD, KC
UB2	Assessment	Students' process and composition of academic writing	KC
	Media	Manuals, overhead projector, multimedia	KA
	Course Description	Basic writing skills in the level of sentences and paragraphs in respect to the types of text and functional texts and social function, structure, and related linguistic features	KD
	Learning Outcomes	Able to recognize, analyze, and write types of text, social functions, text structures, and linguistic features	KD, KC
UB2	Teaching Method	Presentation, practice the process of writing, discussion	KD
	Materials	E-book and authentic texts	KA, KD
	Assessment	Students' ability to use the writing process to compose developed, detailed essays that are well organized, focused, clear, and reflective and students' portfolio consisting of collection of authentic texts and result of students' work from the first draft until final draft.	KD, KC
	Course Description	It discusses the structure of nonfictional text (features, reviews and essays), the intrinsic elements of a fictional texts (short story, prose, play/drama, poems), and the techniques of writing and editing the fictional texts (short story/prose, poems and play/drama) and non-fiction texts (features, reviews, and essays) for media and other publication	KD
UB2	Learning Outcomes	Understand, distinguish, produce, and demonstrate kinds of fiction and nonfiction texts	KD, KC
	Teaching Method	Presentation, practice the process of writing, discussion	KD, KC
	Materials	Handouts and ppt slides, sample texts such as poetry, prose, play/drama and non-fiction texts	KD

Syllabus Code	Syllabus' Components	Description of ICT Competences in Existing Syllabuses	UNESCO ICT Approach
UC1	Assesment	A final written text and non-test including written assignments and presentation	KC
	Course Description	Assist students to produce writings in the form of Expository Paragraph, Analysis Paragraph, Comparison-Contrast Paragraph, Cause and Effect Paragraph, Summary Paragraph and Persuasive Paragraph, which are more organized, coherent, and focused	KD, KC
	Learning Outcome	Recognize, understand, and produce various kinds of paragraph and its structure	KD, KC
	Teaching Method	Discovery learning, and group discussion	KD
	Media	Notebook and LCD Projector	KA, KD
UC2	Assesment	Students' participation and production of writing both in and out of the class	KC
	Course Description	This course aims to examine what is academic writing, how is writing and researching, academic clarity, academic honesty and understanding the whole academic text and creating the text	KD, KC
	Learning Outcome	Able to recognize, identify, and produce academic text	KD, KC
	Teaching Method	Presentation, Practice, and Production	KD, KC
	Media	Notebook and LCD Projector, Microsoft Power	KA, KD
	Assessment	Point, Microsoft Word, Excel, e-book the accuracy and understanding in composing academic text	KD

Regarding the table above, the UNESCO ICT-CFT highlights the role that technology can play in supporting education by focusing across three levels of knowledge namely Knowledge Acquisition, Knowledge Deepening, and Knowledge Creation. Based on the analysis, the most dominant level of ICT-competences incorporation in existing writing syllabuses is Knowledge Deepening where lecturers enable students to foster learning environments that prioritize student-centeredness, collaboration, and cooperation. Therefore, facilitating a conducive environment for learning through the process of writing. It confirms the study conducted by (Syifa and Darmahusni, 2019) as it is found that ICT Competences integration in existing writing syllabuses from five universities is reached in Knowledge Deepening. Meanwhile, the implementation of Knowledge Creation is at the second position of the majority used ICT competences integration in existing syllabuses. It showed that students were provided substantial opportunities to engage in the processes of exploration, creation and composition of written production. Lecturers have established instructional settings that foster student self-management in collaborative and student-centered learning approaches. Lecturers are advocated to promote Knowledge Creation deeply and intensively while designing syllabus to be applied in teaching and learning activity by conducting several task purposed not only to recognize, and understand but also to analyze, critique, and/or presenting solutions to strengthen students' high order thinking skills. It is supported by the study carried out by Putri and Sulistyningrum (Putri and Sulistyningrum, 2021) who revealed that High Order Thinking skills (HOTS) standards are required to be incorporated into the curriculum and national education strategy. Meanwhile, Knowledge Acquisition is deficient. The utilization of technology and basic ICT skills to facilitate and enhance the learning experiences is primarily evident through its frequent appearance in media and materials of the syllabuses, thereby enabling both educators and learners to acquire knowledge in this regard.

Discussion

Regarding the research question, the extent of CEFR descriptors for written production skill incorporated in existing writing syllabuses revealed that Basic Writing syllabus is in level A1-A2 from University A, and University B which represented by syllabus code UA, and UB. However, B1 was found in UA in which students are to judge, compare, and criticize English text. It contradicts with CEFR descriptor for Basic User in which learners' language ability is limited such as the use of very basic phrases in simple and routine tasks. While for Professional Writing, B1 as the majority level was found in UA while A2 level

became the dominant level appeared within Professional Writing syllabus in UC. It is in contradiction with CEFR descriptors in which Professional Writing is in B1 level that are students are able to deliver information and ideas on both abstract and concrete topics, verify information, and ask or explain problems with reasonable accuracy in essays.

Based on the findings above, Basic Writing and Professional Writing were found not in line with the standards. This phenomenon could lead to a problem especially the students who learn insufficient materials, and teaching method performed by the lecturer. This is in agreement with (Toba et al., 2019) who found that a few of EFL students struggle with various parts of writing, such as vocabulary, structure, syntax, and content. Their insufficient understanding of writing elements and comparison is not the only factor contributing to these issues but they also had their own personal reasons, such as insufficient instruction from lecturers regarding the writing process. It also coincides with (Abbas in Humairoh, 2021) whose research revealed that the students reported that they found it challenging to construct and arrange ideas in a composition whilst using proper syntax and diction. It was mostly impacted by the limited of writing techniques and educational resources. The finding is also in harmony with the research conducted by (Sukandi and Syafar, 2018) who agreed that curriculum designers especially teachers for EFL settings should recognize the urgent need for writing abilities and must concentrate on them with step-by-step approaches in order that the students could follow the instructions and acquire the skills necessary to write well.

While Creative Writing from University A and University B has been in line with CEFR descriptors in which B2 users are more progressed, more autonomous level than previous one. Regarding the syllabus analysis, students are asked to criticize other's writing and revising their own work. In terms of Academic Writing, CEFR level from writing syllabus from University A has corresponds with CEFR descriptors in which C1 level appeared as the most used one. However, B2 level is found to be the majority since teaching and learning activity did not demand and enhance students to compose clear, well-structured expositions of advanced subjects, underlining the relevant issues. The class activity is dominated by discussion and presentation as it is shown in table 05. Thus, the result of the present study is compatible with the study conducted by (Uri and Aziz, 2020) who found that the productive skills of the writing syllabus specifications did not match the target level of the CEFR set by the ministry. Thus, the adjustment and alignment processes should be carried out accordingly to match non-CEFR-aligned English syllabus with the global CEFR scale rather than removing it.

CEFR descriptors as well as ICT competences incorporation were already embraced by existing writing syllabuses. In spite of that, CEFR descriptors and ICT competences employment were not completely corresponding with the standard. ICT competences are limited to Knowledge Acquisition and Knowledge Deepening which could be advanced to Knowledge Creation such as by enhancing student-centered and collaborative learning. It is supported by the study conducted by Indriani and Widiastuti (Indriani and Widiastuti, 2021) who found that students have positive attitude toward the employment of ICT tools into learning activities to improve achievement gradually. Consequently, it is suggested for researchers, educators, stakeholders, syllabus developers and so forth to embrace standardized framework that has been infused CEFR descriptors and ICT competences especially creating activities that promote Knowledge Deepening, and Knowledge Creation in designing syllabus.

4. CONCLUSION

In order to promote the use of international standards in syllabus design and useful competencies for students in contemporary conditions and needs, this study seeks to explore how many universities design their syllabuses using CEFR descriptors and ICT competences. In contrast, the analysis of this study proved that ICT competencies and CEFR descriptors have not been suitably comprised into the most recent Writing course syllabi. It therefore makes sense to adjust the curriculum design to the CEFR descriptors and to reinforce ICT competencies through the use of the frameworks and indicators that this study has offered. The goal of the reorganization is to give English study program students ICT skills and to standardize writing courses. Indeed, there should be a strong integration between EFL students and lecturers when it comes to teaching writing improvement.

In light of the research findings, the current research findings could be implemented to promote learning in English language education study programs in order to enhance ICT competency, and maintain continuous expertise. Furthermore, the lecturers of English education study program are also suggested to include ICT competencies and CEFR descriptors that align with the course learning outcomes in the syllabus in an effort to meet the intended educational goals.

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