## **REFERENCES**

- Algonquin College. (n.d.). Writing Course Descriptions | Learning and Teaching Services (LTS). Retrieved December 12, 2019, from https://www.algonquincollege.com/lts/understanding-course-outlines/writing-course-descriptions/
- AlTarawneh, M. Q. (2015). A Useful Guide to the Teaching and Testing of Pragmatics in the EFL/ESL Classroom. *International Journal of English Language and Linguistics Research*, 4(3), 111–120. https://doi.org/10.18488/journal.23/2015.4.3/23.3.111.120
- Altman, H. B., & Cashin, W. W. E. (1992). Writing a syllabus. *Research in Higher Education*, (27), 1–6. Retrieved from http://scholar.google.com/scholar?

  q=+Syllabus+shares+% 22What+the+Teacher+Wants.% 22&hl=en&lr=&btnG=Search#1
- Andarin, Y. (2018). Designing European Profiling Grid (EPG) -Based ELT Methodology Syllabus for Undergraduate English Education Study Program.
- Andreou, G., & Galantomos, L. (2008). Designing a conceptual syllabus for teaching metaphors and idioms in a foreign language. *Porta Linguarium*, *9*, 69–77.
- Arnó-Macià, E. (2009). Knowledge about Language in English Language Courses for Future Language Professionals, 5–39.
- Aronoff, M., & Fudeman, K. (2011). What is Morphology? (Second). Blackwell Publishing.
- Australian Curriculum, A. and R. A. (2010). *Information and Communication Technology* (ICT) Competence.
- Bath, D., & Bourke, J. (2010). *Getting Started With Blended Learning. Griffith Institute for Higher Education*. https://doi.org/10.1093/elt/ccq043
- Borer, B. (2018). Teaching And Learning Pragmatics And Speech Acts: An Instructional Pragmatics Curriculum Development Project For EFL Learners. Hamline University.
- Borg, W. R., & Gall, M. D. (2003). Educational Research (Seventh edition). Educational Research: An introduction (7th ed.).
- Brown, J. (1995). The elements of language curriculum.
- Brumfit, C. J. (1984). General English Syllabus Design.
- Burton-Roberts, N. (2016). Analysing Sentences: An Introdution to English Syntax (Fourth). Routledge.
- Carnie, A. (2013). *Syntax: A Generative Introduction*. (Wiley-Blackwell, Ed.), *The British Journal of Psychiatry* (Thrid, Vol. 112). https://doi.org/10.1192/bjp.112.483.211-a
- Carter, R. (2003). Language Awareness. *ELT Journal*, *57*(1), 94–115. https://doi.org/10.1080/07908319908666571
- Cassidy, M. (2018). Building a curriculum for the English language learning program at a

- new university. SIT Graduate Institute.
- Celce-murcia, M., & Brinton, D. M. (2014). *Teaching English as a Second or Foreign Language FOURTH EDITION* (fourth). Sherrise Roehr.
- Cheng, Liying & Fox, J. (2017). Assessment in the Language Classroom. Palgrave (Vol. 91).
- Chun, D. M. (2015). Language and culture learning in higher education via telecollaboration. *Pedagogies*, 10(1), 5–21. https://doi.org/10.1080/1554480X.2014.999775
- Davis, B. G. (2004). Components of a Course Syllabus. *Mellon Faculty Institute* on Undergraduate Research, (June), 1–4.
- Dehghayedi, M., & Sadighi, F. (2015). The Relationship between Language Awareness and Pragmatic Performance: A Case of Iranian EFL Learners. *Journal of Applied Linguistics and Language Research*, 2(6), 196–203.
- Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide. Academy of Management Learning & Education* (Vol. 9). https://doi.org/10.5465/amle.2010.51428562
- Dikti. (2016). Panduan Penyusunan Kurikulum Pendidikan Tinggi, Direktoran Pembelajaran dan Kemahasiswaan.
- Donmall, G. (1984). The Developing Role of Language Awareness in the UK as a Response to Problems Posed by Linguistic Diversity Author (s): Gillian Donmall Source: European Journal of Education, Vol. 19, No. 1, Multicultural Education (1984), pp. Published by: Wi, 19(1), 25–37.
- Eisenberg, M. B. (2014). Information Literacy: Essential Skills for the Information Age. *DESIDOC Journal of Library & Information Technology*, 28(2), 39–47. https://doi.org/10.14429/djlit.28.2.166
- Ekwelibe, R. (2015). Sociopragmatic Competence in English as a Second Language (ESL). Humanity & Social Sciences Journal, 10(2), 9. https://doi.org/10.5829/idosi.hssj.2015.10.2.1158
- Ellis, R. (1993). The Structural Syllabus and Second Language Acquisition. *TESOL Quarterly*, 27(1), 91. https://doi.org/10.2307/3586953
- Emmanuel, A. (2005). Information Communication Technology (ICT) and Curriculum Development: The Challenges for Education for Sustainable Development.
- Europe, C. of. (2001). Common European Framework of Reference for Language: Learning, Teaching, Assessment. https://doi.org/10.1017/S0267190514000221
- Europe, C. of. (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
- European Union. (2011). European Profiling Grid.
- Feez, S., & Joyce, H. (1998). Text-based Syllabus Design, 9(I), 144. Retrieved from

- http://books.google.co.id/books?id=vJTXAAAACAAJ
- Festo. (2000). Industry 4.0 User's Guide: Educator Edition. October, O(Cx), 1–9.
- Graves, K. (2000). Designing Language Courses: A Guide for Teachers.
- Hawkins, E. W. (1999). Foreign Language Study and Language Awareness, 8(May 2012), 37–41.
- Healey, D., Hegelheimer, V., Hubbard, P., Ioannou, S., Kessler, G., & Ware, P. (2008). *TESOL Technology Standards Framework*. Retrieved from https://www.tesol.org/docs/books/bk\_technologystandards\_framework\_721.pdf
- Hussin, A. A. (2018). Education 4. 0 Made Simple: Ideas For Teaching. *International Journal of Education and Literacy Studies*, 6(3), 92–98.
- Iredale, A. (2018). Teacher Education in Lifelong Learning: Developing Professionalism as a Democratic Endeavour. Palgrave Macmillan.
- Ishihara, N. (2007). Web-based curriculum for pragmatics instruction in japanese as a foreign language: An explicit awareness-raising approach. *Language Awareness*, *16*(1), 21–40. https://doi.org/10.2167/la398.0
- ISTE. (2008). The ISTE National Educational Technology Standards (NETS T) and Performance Indicators for Teachers. *Educational Technology*, *5191*, 5191–5191.
- Jalkanen, J., & Laakkonen, I. (2011). Design perspectives on technology, language teaching and language teacher education. *The CALL Triangle: Student, Teacher and Institution*, 2010–2013.
- James, C. (1996). A cross-linguistic approach to language awareness. *Language Awareness*, 5(3–4), 138–148. https://doi.org/10.1080/09658416.1996.9959903
- Jusuf, H. (2005). Improving teacher quality, a keyword for improvinge education facing global challenges. *The Turkish Online Journal of Educational Technology*, 4(1), 33–37.
- Karl, K. (1976). Approaches to Language Syllabus Design. Notional Syllabuses: A taxonomy and its relevance to foreign language curriculum development.
- Kasper, G., & Rose, K. R. (2001). Pragmatics in Language Teaching. In *Pragmatics in Language Teaching* (pp. 1–10). Cambridge University Press.
- Katamba, F. (1989). An Introduction to Phonology. Learning about language.
- Kenning, M.-M. (2007). *ICT and Language Learning: From Print to the Mobile Phone. Journal of Cases on Information Technology* (Vol. 18). https://doi.org/10.4018/jcit.2016010104
- Lakshmi, K. V. (2016). Role of ICT in Curriculum and Teacher Development, 1(7), 230–232.
- Lanpher, F. N. K. (2013). Phonics, Phonology and Phonetics of English Language for Foreign Language Learners. *Karadeniz/Black Sea/Chernoe More*, 5(19), 133.

- Leech, G. N. (1983). Principles of Pragmatics.
- Lin, Y. (2007). A Language Awareness Approach to English Language Teaching in Joint Programs in China, 123–128.
- Lohr, L., & Gall, J. E. (2006). Curriculum, plans, and processes in instructional design: International perspectives. Educational Technology Research and Development (Vol. 53). https://doi.org/10.1007/bf02504802
- Martí, N. M., & Fernández, S. S. (2016). Telecollaboration and sociopragmatic awareness in the foreign language classroom. *Innovation in Language Learning and Teaching*, 10(1), 34–48. https://doi.org/10.1080/17501229.2016.1138577
- Mirriahi, N., Alonzo, D., & Fox, B. (2015). A blended learning framework for curriculum design and professional development. *Research in Learning Technology*, 23(1063519). https://doi.org/10.3402/rlt.v23.28451
- Murakami, C. V. T. (2013). Language Awareness & Knowledge about Language: A History of a Curriculum Reform Movement under the Conservatives, 1979-1997. University of Exeter.
- Murcia, M. C., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language Teaching English Foreign Language* (Vol. 4).
- Nation, I. S. ., & Macalister, J. (2010). *Language Curriculum Design. Routledge* (Vol. 72). https://doi.org/10.1016/j.apsusc.2017.01.195
- Nazlı, G. (2016). Sociopragmatic Elements and Possible Failure in EFL Teaching. *Dil Dergisi*, *0*(167), 49–66. https://doi.org/10.1501/dilder\_0000000229
- Nguyen, L. V. (2008). Technology-Enhanced EFL Syllabus Design and Materials Development. *English Language Teaching*, *1*(2), 135–142. https://doi.org/10.5539/elt.v1n2p135
- Nunan, D. (1988). Syllabus Design.
- O'Brien, J. G., Millis, B. J., & Cohen, M. W. (2008). *The Course Syllabus: A Learning-Centered Approach* (Second). Jossey-Bass.
- Odden, D. (2005). *Introducing Phonology*. *The British Journal of Psychiatry* (Vol. 112). Cambridge University Press. https://doi.org/10.1192/bjp.112.483.211-a
- Ogden, R. (2009). *An Introduction to English Phonetics*. Edinburgh University Press. https://doi.org/10.1159/000328775
- Oz, H. (2014). Morphology and Implications for English Language Teaching. In *Linguistics for English Language Teaching Studies* (pp. 83–121). Ani Publishing. https://doi.org/10.13140/2.1.4908.7685
- Palfreyman, D. (2007). Online Media: New Dimensions for Language Awareness. *Language Awareness*, 16(1), 1–6. https://doi.org/10.2167/la438.0

- Phelps, R., Graham, A., & Kerr, B. (2016). Teachers and ICT: Exploring a metacognitive approach to professional development. *Australasian Journal of Educational Technology*, 20(1). https://doi.org/10.14742/ajet.1367
- Plomp, T., & Nieveen, N. (2013). *Educational Design Research*. SLO. Netherlands Institute for Curriculum Development. https://doi.org/10.1007/978-1-4614-3185-5\_11
- Pujianti, H. (2018). KURIKULUM PRODI S-1 PSPB ING.
- Richard, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press. https://doi.org/10.1111/j.1540-4781.2007.00543\_2.x
- Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, 16(2), 23–38. https://doi.org/10.1007/BF02961473
- Roach, P. (2009). English Phonetics and Phonology (Fourth). Cambridge University Press.
- Robandi, B., Kurniati, E., & Puspita Sari, R. (2019). Pedagogy In The Era Of Industrial Revolution 4.0, 239, 38–46. https://doi.org/10.2991/upiupsi-18.2019.7
- Saville-troike, M. (2003). The Ethnography of Communication: An Introduction.
- Shahmir, S., Hamidi, F., Bagherzadeh, Z., & Salimi, L. (2011). Role of ICT in the curriculum educational system. *Procedia Computer Science*, *3*, 623–626. https://doi.org/10.1016/j.procs.2010.12.104
- Sickinger, P., & Schneider, K. P. (2014). Pragmatic Competence and the CEFR: Pragmatic Profiling as a Link between Theory and Language Use. *UDK*, 016(4), 113–127. https://doi.org/10.4312/linguistica.54.1.113-127
- Skandera, P., & Burleigh, P. (2005). A Manual of English Phonetics and Phonology. Gunter Narr Verlag Tübingen. Retrieved from http://books.google.com/books?

  id=SW2eEolEghUC&pgis=1
- Stufflebeam, Daniel, L., & Coryn, Chris, L. S. (2014). *Evaluation, Theory, Models & Applications* (2nd ed.). John Wiley & Sons.
- Sukirman. (2015). Developing English Morphology Materials for. *ETERNAL* (English, Teaching, Learning and Research Journals, 1(1).
- Technology, C. I. of E. (2017). Curricula for ICT in Education.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4(2), 91–112. https://doi.org/10.1093/applin/4.2.91
- Thomas, J. (2013). *Meaning in Interaction: An Introduction to Pragmatics*. Routledge.
- Tomei, L. A. (2005). Taxonomy for the Technology Domain. Information Science Publishing.
- Tri, D. H., Hong, N., & Nguyen, T. (2014). An Exploratory Study of Ict Use in English Language Learning Among Efl University Students. *Teaching English with Technology*, *14*(4), 32–46. Retrieved from http://www.tewtjournal.org

Trilling, B., & Fadel, C. (2009). 21st Century Skills: Learning for Life in Our Times.

UNESCO. (2011). UNESCO ICT Framework for Teacher.

Universities of the Future. (2017). *Industry 4.0 Implications for Higher Education Institutions*.

Ur, P. (1991). A Course in Language Teaching Practice. Cambridge University Press.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics. The British Journal of Sociology* (Fifth, Vol. 38). Blackwell Publishing. https://doi.org/10.2307/590702

Wilkins, D. . (1972). Grammatical, Situational and Notional Syllabuses, 139, 66–89.

Williams, D. (1983). Developing criteria for textbook evaluation, 37(July), 251–255.

Wolf, Z. R., Czekanski, K. E., & Dillon, P. M. (2013). Course syllabi: Components and outcomes assessment. *Journal of Nursing Education and Practice*, 4(1), 100–107. https://doi.org/10.5430/jnep.v4n1p100

