Appendix 1 ICT Competence Indicators for Language Awareness Courses

Analysis ICT Competence Indicators based on UNESCO ICT-CFT

No.	ICT Competence Indicators	Source	UNESCO IC CFT		
			TL	KD	KC
1.	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	(Tomei, 2005)		\checkmark	×
2.	Locate off-the-shelf educational software packages and web resources based on the accuracy and allignment with curriculum standards and the needs of specific students.	(UNESCO, 2011)	V	V	×
3.	Locate a variety of digital resources	(Healey, 2008)	\checkmark	\checkmark	×
4.	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	(Healey, 2008)		\checkmark	×
5.	Able to seek help in identifying and implementing solutions related to legal requirements.	(Healey, 2008)	\checkmark	×	×
6.	Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).	(Healey, 2008)	\checkmark	\checkmark	×
7.	Identify multiple research sources and perspectives that inform technology use.	(Healey, 2008)		$\overline{}$	×
8.	Identify the context and limitations of research about technology use	(Healey, 2008)	\checkmark	×	×
9.	Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.	(Healey, 2008)	V	V	×
10.	Identify the appropriate and inappropriate social arrangements for using various technologies.	(Healey, 2008)	V		151
11.	Match specific curriculum standards to particular software packages and computer applications	(UNESCO, 2011)	\checkmark	×	×
12.	Describe the function and purpose of tutorial and drill and practice software for students' acquisition of knowledge of school subjects.	(UNESCO, 2011)	V	×	×
13.	Integrate the use of a computer laboratory into ongoing teaching activities.	(UNESCO, 2011)	V	\checkmark	×
14.	Use networked record keeping software to take attendance, submit grades, and maintain student records.	(UNESCO, 2011)	V	×	×
15.	Use the search engines in computer devices.	(UNESCO,2011)	\checkmark	\checkmark	\checkmark
16.	Use presentation software and digital resources during classroom activities	(UNESCO, 2011)	\checkmark	\checkmark	
17.	Use common communication and collaboration technologies	(UNESCO, 2011)	\checkmark	\checkmark	
18.	Use word-processing software to write a worksheet, following standard conventions.	(European Union, 2011)	\checkmark	\checkmark	
19.	Use any standard Windows/Mac software, including media players.	(European Union, 2011)	\checkmark	\checkmark	\checkmark

20.	Use a data projector for lessons involving the	(European Union,			
20.	internet, a DVD etc.	2011)	N	N	N
	Use online technology as available to deliver		I	1	I
21.	instructional or support material	(Healey, 2008)	\checkmark		
	Organize computer files in logically ordered	(European Union,			
22.	folders.	2011)	\checkmark	×	Х
	Prepare instructional materials for students using	2011)			
23.	basic technology tools (e.g., word-processing	(Healey, 2008)			
-01	software, presentation software, and software that	(110410), 2000)	·	•	,
	creates Internet resources).				
	Demonstrate the use of common hardware in				
24	supporting teaching learning activity and				
24.	accomplishing instructional and organizational	(UNESCO, 2011)	\checkmark	Х	×
	goals (e.g., word processing)				
	Search for potential teaching material on the	(European Union,			
25.	internet.	(2011)	\checkmark	\checkmark	Х
		2011)			
26	Distinguish the use of ICT resources for individuals				
2 <mark>6.</mark>	and small groups of students in the regular	(UNESCO, 2011)		×	×
	classroom.				
27.	Create an email account and use it for a sustained	(UNESCO, 2011)	\checkmark	×	×
27.	series of email correspondence.	(UNESCO, 2011)	v	~	~
	Recognize the technical skills of ICT in the				
28.	classroom effectively in investigating source and	(Tomei, 2005)		\checkmark	×
	solving classroom problem				
	Recognize appropriate suggestions from research				
29.		(Healey, 2008)	X	\checkmark	×
	for classroom practice using technology				-++
30.	Identify various digital resources that are	(Healey, 2008)	×		×
	appropriate to be applied in learning.	(110410), 2000)		·	
31.	Identify the right technology to support various	(Healey, 2008)	×	V	×
51.	teaching goals and instructional objective	(Healey, 2008)	~	v	^
	Identify appropriate technology environments (e.g.,				
32.	lab, one computer class, online, independent use) to	(Healey, 2008)	×	\checkmark	X
	meet specific learning/teaching goals				
	Identify the ethical cultural, societal issues related				
33.	with ICT tools.	(Tomei, 2005)	×		×
++	Match the appropriate ICT tools to the students'	(Dilah Cabile			
34.		(Dilek Cakiki,	×	\checkmark	
	needs and level of language knowledge	2006)			<u> </u>
35.	Use software for handling images, dvds, and sound	(European Union,	\checkmark	1	N
55.	files.	2011)	Ň	V	v
26	Use on-line exercises appropriate to their individual	(European Union,			
36.	needs	2011)	V	N	γ
	Use an authoring environment or tools to design				
37.	online materials, such as macromedia, flash, text	(UNESCO, 2011)	×		×
27.	editors	(11,2200,2011)			
	Use a network for supporting student collaboration				
38.		(UNESCO, 2011)	\checkmark		
	within and beyond the classroom	, - ,			
39.	Use ICT to access and share resources to support	(UNESCO, 2011)	×		
59.	their activities and their own professional learning.	(0111500, 2011)	^	v	v
	Use ICT to search for appropriate information that				
40.	can be used to support their own professional	(UNESCO, 2011)	\checkmark		
	learning				
	Use technology resources that promote appropriate			,	,
41.	language use.	(Healey, 2008)	×		
		(TT 1 0000)	1	1	
42.	Use technology-enhanced assessment results to plan	(Healey, 2008)			Х

	instruction.			
	Use appropriate procedures for evaluating student			
43.	use of technology (e.g., rubrics, checklists, matrices	(Healey, 2008)	$\times $	>
	-which may evaluate enjoyment).			
	Use different materials for each lesson to present a	(Dilek Cakiki,		
44.	certain similar topic	2006)	$\times $	>
	1	2000)		
	Utilize various open-ended software packages			
45.	appropriate to student's subject matter area, such as	(Tomei, 2005)	$\times $	1
чэ.	visualization, data analysis, role-play simulations,	(101101, 2003)		
	and online references.			
	Implement a new ICT tools such as laptop,			
	interactive whiteboard, LCD projector, internet and			
	social networks in education support will help	(Dilek Cakiki,		
46.	learners to use English in a very natural, real,	2006)	$\sqrt{}$	٦
		2000)		
	communicative and stress-free language learning			
	environment.			
	Implement appropriate caution when using online			
47.	sources and when engaging in electronic	(Healey, 2008)	$\times $	1
	communication			
	Implement the relevant application in teaching and			
	implement the relevant application in teaching and	(Celce Murcia,		
48.	learning process such as word processing,		$\sqrt{}$	1
	dictionaries, and a web browser.	2014)		
	Implement the ICT tools to support learner centered			-1
49.	strategies based on the needs of the students	(Tomei, 2005)	$\sqrt{}$	٦
				+
50.	Implement ICT tools to develop students' higher	(Tomei, 2005)	$\times $	٦
	order skills and creativity.			_
51.	Implement ICT tools in informing the learner of the	(Tomei, 2005)	2 2	1
51.	target objectives	(101101, 2003)	V V	
50	Implement ICT tools for enhancing their			
52.	productivity and professional practice	(Tomei, 2005)	$\times $	٦
	Implement telecommunication for interacting with			1
53.	peers, experts and other audiences	(Tomei, 2005)	$\times $	٦
	Implement lesson plans obtained from other			1
5 4 .		(Healey, 2008)	× V	>
	teachers via Internet.	, , , , , , , , , , , , , , , , , , , ,		_
55.	Implement ICT tools to facilitate a variety of	(Tomei, 2005)	× V	1
55.	effective assessment and evaluation strategies	(1011101, 2003)	× v	
	Implement ICT tools in identifying the ethical,			
56.	cultural and societal issues.	(Tomei, 2005)	X V	1
	Implement the use of internet offer vast		+++	
	implement the use of internet offer vast	(Phil Spancer,		
57.	opportunities for reading and writing in authentic	-	× √	٦
	environment.	2011)		
	Demonstrate familiarity with a variety of forms of		- /	
		(II 1 0000)	× √	
58.		(Healey, 2008)		>
58.	assessment that employ technology	(Healey, 2008)		>
	assessment that employ technology Demonstrate awareness of multiple sources and		\times $$	>
58. 59.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use.	(Healey, 2008) (Healey, 2008)	1	>
	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic		1	>
59.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use.	(Healey, 2008)	× V	1
	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in		1	1
59.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to "open	(Healey, 2008)	× V	1
59.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to "open records" laws.	(Healey, 2008)	× V	>
59. 60.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to "open records" laws. Demonstrate the understanding of various features	(Healey, 2008) (Healey, 2008)	× V	1
59.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to "open records" laws. Demonstrate the understanding of various features of social media, blogs, and electronic mails in	(Healey, 2008)	× V	1
59. 60.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to "open records" laws. Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.	(Healey, 2008) (Healey, 2008)	× V	1
59. 60.	assessment that employ technology Demonstrate awareness of multiple sources and perspectives that inform language use. Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to "open records" laws. Demonstrate the understanding of various features of social media, blogs, and electronic mails in	(Healey, 2008) (Healey, 2008)	× V	1

	Demonstrate sensitivity to the similarities and			1	,
63.	differences in communication conventions across	(ISTE, 2008)	×		
	cultures, communities, and contexts.				
	Demonstrate safe, legal, and ethical use of digital				
64.	information and technology, including respect for	(ISTE 2008)			2
04.	copyright, intellectual property, and the appropriate	(ISTE, 2008)	N	N	N
	documentation of sources				
	Demonstrate the student to know exactly what they				
	have to do and what sites they have to use to find	(Phil Spancer,	1	1	,
65.	the data (specific ICT that will be used in teaching	2011)			
	and learning process).				
	Train students in selecting on-line exercises	(European Union,			
66.	appropriate to their individual needs	(Daropean emon, 2011)	×		
	Train students in using any available classroom	2011)		_	
	digital equipment (IWB incl.), their mobiles, tablets	(European Union,			
67.		(European Omon, 2011)	×	\checkmark	
	etc., profitably for language learning that is	2011)			
	appropriate for their individual needs			\mathbf{H}	
68.	Solve most problems with classroom digital	(ISTE, 2008)	×		×
	equipment	(
	Engage students in exploring real-world issues and			,	
69.	solving authentic problems using digital tools and	(ISTE, 2008)	×	\mathbf{v}	V
	resources				
70.	Able to assess information resources in supporting	(ISTE 2008)			
70.	research and learning	(ISTE, 2008)	×	V	N
	Modify learning activities to address students'				
71.	diverse learning styles, working strategies, and	(Healey, 2008)	×		
	abilities using digital tools and resources				
	Provide protection of student privacy (e.g., not				
	inappropriately putting student email addresses,				
72.	biodata, or photos online; fully informing students	(ISTE, 2008)			
	about public sharing of blogs and Web sites; using				
	password-protected sites when possible).				
<u> </u>	Provide learning opportunities outside the			,	17
73.	classroom for individual differences through ICT.	(UNESCO, 2011)	×		
74					
74.	Participate in a relevant community of practice.	(Tomei, 2005)	X	ν	γ
75.	Point out the diverse needs of all learners by using	(Healey, 2008)	X		2
15.	learner-centered strategies		~		ľ
76.	Distinguish the use of the teaching learning	(Dilek Cakiki,	2	2	N
70.	activities network based on the students' needs.	2006)	V	N	N
77	Examine ICTs both receptive and productive skills				ما
77.	are easily and effectively assessed.	(UNESCO, 2011)	×	N	V
70		(Dilek Cakiki,		1	
78.	Adapt a variety of digital resources	2006)	N N		γ
7 0	Organize ICT to combine/use alternately (basic)		1	I	Ţ
· /()	•	(Tomei, 2005)	\mathcal{N}		\mathcal{N}
79.	skills (text and images, audio and video clip)				
	skills (text and images, audio and video clip)	(Dilek Cakiki.	,		
79. 80.	Organize ICT tools to recall the prior knowledge	(Dilek Cakiki, 2006)	\checkmark	\checkmark	×
	Organize ICT tools to recall the prior knowledge	(Dilek Cakiki, 2006)			×
	Organize ICT tools to recall the prior knowledge Facilitate the appropriate ICT tools in giving fast	•	×		\times
80.	Organize ICT tools to recall the prior knowledge Facilitate the appropriate ICT tools in giving fast feedback to students' error.	2006) (Tomei, 2005)			\times $$
80.	Organize ICT tools to recall the prior knowledge Facilitate the appropriate ICT tools in giving fast feedback to students' error. Facilitate effective use of current and emerging	2006) (Tomei, 2005) (Dilek Cakiki,	$$ \times $$		\times $$ \times
80. 81.	Organize ICT tools to recall the prior knowledge Facilitate the appropriate ICT tools in giving fast feedback to students' error. Facilitate effective use of current and emerging digital tools	2006) (Tomei, 2005) (Dilek Cakiki, 2006)	$$ \times $$		
80. 81.	Organize ICT tools to recall the prior knowledge Facilitate the appropriate ICT tools in giving fast feedback to students' error. Facilitate effective use of current and emerging	2006) (Tomei, 2005) (Dilek Cakiki,	$$ \times $$ $$		\checkmark

	Organize the preparation in using ICT in the	(Dhil Spanger			
84.		(Phil Spancer,	×	×	
	teaching process	2011)			
05	Incorporate appropriate ICT activities into lesson		.1	1	1
85.	plans so as to support students' acquisition of	(UNESCO, 2011)	\checkmark		N
	school subject matter knowledge.				
	Organize multiple and varied formative and				
86.	summative assessments aligned with content and	(ISTE, 2008)	×		
	technology standards				
	Interpret computer-based test scores for				
87.	stakeholders (e.g., TOEFL, other standardized	(Healey, 2008)	×	×	
07.	tests).	(Ifealey, 2000)	~	~	•
88.	Demonstrate the integration of the technology in	(ISTE, 2008)	×		
	innovative ways.	(,)		·	
89.	Initiate a vision of integrating ICT into the	(UNESCO, 2011)	×	×	
<i>69</i> .	curriculum and classroom practices in the school	(01123CO, 2011)	^	^	N
00	Intiate an innovation of promoting continuous				
90.	learning among their colleagues in the school	(UNESCO, 2011)	×	×	\checkmark
11	Collect student output for analysis (e.g.,				
91.	concordance to analyze lexical complexity, chat	(ISTE, 2008)	×		V
	logs).	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
//	Formulate the concept and operation of ICT tools				
	rormulate the concept and operation of ic r tools	(Phil Spancor			
92.	that appropriate with the students' knowledge and	(Phil Spancer,	×	×	
	skills.	2011)			
	Structure unit plans and classroom activities using				
93.	open-ended tools and subject-specific application	(UNESCO, 2011)	2	V	J
<i>JJ</i> .		(UNLSCO, 2011)			Ň
	for problem-solving activities				
94.	Participate in a relevant community of practice.	(ISTE, 2008)	×		
	Collaborate with students, peers, parents, and				
95.	community members using digital tools and	(ISTE, 2008)	×	\checkmark	
	resources to support student success and innovation	· · · ·			
	Communicate relevant information and ideas				
96.	effectively to students, parents, and peers using a	(ISTE, 2008)	×		V
20.	variety of digital-age media and formats	(1511, 2000)		•	JY
++-	Recommend appropriate online materials to	(European Union,			+
97.					\checkmark
	students and colleagues	2011)			
98.	Share information about available technology with	(Healey, 2008)	N	V	1
70.	colleagues	(Healey, 2000)		'	v
99.	Share research related to technology use.	(Healey, 2008)	\checkmark	\checkmark	
	Support student reflection in assessing students'		11	,	,
100.	conceptual	(ISTE, 2008)	×	\checkmark	
	Support creative and innovative thinking and		1		
101.		(ISTE, 2008)	\checkmark		
	inventiveness				
102	Support student ownership of their own work (e.g.,			. 1	. 1
102.	not sharing student work inappropriately; not	(ISTE, 2008)	×	ν	ν
	requiring students to post their work publicly				
	Support multimedia production, web production				
	and publishing technologies into student projects in				
103.	ways that develop their ongoing knowledge	(UNESCO, 2011)	×	×	
	production and communication with other				
1001					
1001					
	audiences				
	audiences Model collaborative knowledge construction by	(ISTE 2008)		~/	~/
104.	audiences	(ISTE, 2008)	×		

	Model effective use of current and emerging digital			,	,
105.	tools in accessing and evaluating information	(ISTE, 2008)	\times	\checkmark	
	resources for their learning activities				
	Model digital etiquette and responsible social				
106.	interactions related to the use of technology and	(ISTE, 2008)	\checkmark		
	information	(, ,			
	Model cultural understanding and global awareness				
107.	by engaging with colleagues and students of other	(ISTE, 2008)	×		
10/1	cultures using digital-age communication and	(1012, 2000)		•	·
	collaboration tools				
	Adapt knowledge- and performance-based rubrics				
	that allow teachers to assess students'				
108.	understanding of key subject matter concepts, skills,	(UNESCO, 2011)	×		
	and processes.				
		(European Union,			
109.	Compose sound and video files	(European Omon, 2011)	×	×	
	Madify now information recommon have lar	2011)			
110.	Modify new information resources based on	(Tomei, 2005)			
	expected learning outcomes.	(1000)			
	Modify learning activities to address students'				
111.	diverse learning styles, working strategies, and	(ISTE, 2008)	\checkmark	\checkmark	V
	abilities using digital tools and resources				
	Plan homework or other out of class work to sustain				
		(Phil Spancer,		1	7
112.	learners' progress and to extend and consolidate	2011)	×	N	γ
	their learning	2011)			
110	Create an appropriate technology environment to	(11 1 0000)			1
113.	meet specific teaching and learning goals.	(Healey, 2008)	×	\mathcal{N}	V
	Create a resource that allows students to locate and				,
114.	retrieve materials.	(Healey, 2008)	\checkmark	\checkmark	
	Create lessons with downloaded texts, pictures,	(European Union,			
115.	graphics, etc.	(Datopean Chion, 2011)	×	×	
	Design relevant learning experiences that	2011)		-	
116		(ICTE 2000)		al	1
116.	incorporate digital tools and resources for	(ISTE, 2008)	V	N	V
	promoting student learning and creativity				Д
117.	Design blended learning modules using a learning	(European Union,	1	2	N
117.	management system (LMS).	2011)	v	v	N
110	Design lesson plans and teaching ideas that are	(11 1 0000)			
118.	posted online.	(Healey, 2008)	×	×	N
	Design units of study and classroom activities that				
	integrate a range of ICT tools and devices in				
				· .	2
119		(UNESCO 2011)	V		v
119.	promoting the skills of reasoning, planning,	(UNESCO, 2011)	V		N
119.	promoting the skills of reasoning, planning, reflective learning, knowledge building and	(UNESCO, 2011)	V	\checkmark	N
119.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students		V		N
	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT	(Dilek Cakiki,	۲ ۲	۷ ۷	۷
119.120.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills	(Dilek Cakiki, 2006)	N N		V
120.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for	(Dilek Cakiki, 2006) (European Union,	N N	√ √ √	√ √
	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks)	(Dilek Cakiki, 2006)	V V V		v V V
120. 121.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks)	(Dilek Cakiki, 2006) (European Union, 2011)	V V V		√
120.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs,	(Dilek Cakiki, 2006) (European Union,	√ √ √ ×	 \times	√ √ √
120. 121.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs, social medias, or electronic mails	(Dilek Cakiki, 2006) (European Union, 2011)	N √ √ ×	$$ $$ $$ \times	√
120. 121. 122.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs, social medias, or electronic mails Evaluate the accuracy and usefulness of web	(Dilek Cakiki, 2006) (European Union, 2011) (ISTE, 2008)		$\sqrt{\frac{1}{\sqrt{\frac{1}{2}}}}$	√ √
120. 121.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs, social medias, or electronic mails Evaluate the accuracy and usefulness of web resources in support of project-based learning in a	(Dilek Cakiki, 2006) (European Union, 2011)	√ √ × ×	$$ $$ $$ $$	√
120. 121. 122.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs, social medias, or electronic mails Evaluate the accuracy and usefulness of web resources in support of project-based learning in a subject area.	(Dilek Cakiki, 2006) (European Union, 2011) (ISTE, 2008)		$$ $$ $$ \times $$	√ √
120. 121. 122. 123.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs, social medias, or electronic mails Evaluate the accuracy and usefulness of web resources in support of project-based learning in a subject area. Evaluate on current research and professional	(Dilek Cakiki, 2006) (European Union, 2011) (ISTE, 2008) (UNESCO, 2011)			√ √ √
120. 121. 122.	promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills Design project work with digital media (using, for example, a camera, the internet, social networks) Evaluate students' works that are posted in blogs, social medias, or electronic mails Evaluate the accuracy and usefulness of web resources in support of project-based learning in a subject area.	(Dilek Cakiki, 2006) (European Union, 2011) (ISTE, 2008)		$\frac{}{}$	√ √

125. Evaluate technological resources for alignment with the needs and abilities of the students.	(ISTE, 2008)	×	\checkmark	
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	ICT Competence Indicators	1		UNESCO ICT-TF			Language Awareness Course		
No.	ICT Competence Indicators	Source	TL	K D	K C	EPP	EMS	ES	
1.	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	(Tomei, 2005)	\checkmark	1	×	4	x	V	
2.	Locate off-the-shelf educational software packages and web resources based on the accuracy and allignment with curriculum standards and the needs of specific students.	(UNESCO, 2011)			×	1	V	V	
3.	Locate a variety of digital resources	(Healey, 2008)			×	\checkmark	\checkmark	\checkmark	
4.	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	(Healey, 2008)	V	V	×	\checkmark		V	
5.	Able to seek help in identifying and implementing solutions related to legal requirements.	(Healey, 2008)	V	×	×	×	×	×	
6.	Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).	(Healey, 2008)	V	\checkmark	×	V	V	V	
7.	Identify multiple research sources and perspectives that inform technology use.	(Healey, 2008)	V	\checkmark	×		V	V	
8.	Identify the context and limitations of research about technology use	(Healey, 2008)	V	×	×	×	×	×	
9.	Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.	(Healey, 2008)	V	V	×	V	N	V	
10.	Identify the appropriate and inappropriate social arrangements for using various technologies.	(Healey, 2008)							
11.	Match specific curriculum standards to particular software packages and	(UNESCO, 2011)		×	×			V	

Analysis ICT Competences Indicators for Language Awareness Course

	computer emplications							
	computer applications Describe the function and							
10	purpose of tutorial and drill	(INECO 2011)	al					
12.	and practice software for	(UNESCO, 2011)		×	×	×	×	×
	students' acquisition of							
	knowledge of school subjects.							
	Integrate the use of a		,	,		1		
13.	computer laboratory into	(UNESCO, 2011)		\checkmark	×	\checkmark	×	×
	ongoing teaching activities.	\sim						
	Use networked record keeping							
14	software to take attendance,							
14.	submit grades, and maintain	(UNESCO, 2011)		Х	×	V		N
	student records.							
1.5	Use the search engines in		./	.1	.1		.1	.1
15.	computer devices.	(UNESCO,2011)		V	N	V	V	
	Use presentation software and							
16.	digital resources during	(UNESCO, 2011)		\checkmark			\checkmark	
	classroom activities							
	Use common communication		,		<u> </u>		,	
17.	and collaboration technologies	(UNESCO, 2011)		V	\checkmark		\checkmark	
//	Use word-processing software							
	to write a worksheet,	(European Union,						
18.	following standard	(Latopean emon, 2011)				\checkmark	\checkmark	
	conventions.	2011)						
								_
	Use any standard	(European Union						
19.	Windows/Mac software,	(European Union,		\checkmark		\checkmark	\checkmark	
	including media players.	2011)						
	Use a data projector for		-					
•		(European Union,			1	,	41	1
20.	lessons involving the internet,	2011)	N	V			V	\checkmark
	a DVD etc.	2011)						
	Use online technology as							
21.	available to deliver	(Healey, 2008)	~	N	2		1	2
21.	instructional or support	(Ifealey, 2008)	Y	v	v	V	v	v
	material							
22	Organize computer files in	(European Union,	2					
22.	logically ordered folders.	2011)	N	×	×	×	×	×
	Prepare instructional materials			\mathbf{a}				
	for students using basic							
	technology tools (e.g., word-							
23.	processing software,	(Healey, 2008)		\checkmark	\checkmark		\checkmark	\checkmark
	presentation software, and							
	software that creates Internet							
	resources).							
	Demonstrate the use of				PR-			
	common hardware in							
	supporting teaching learning							
24.	activity and accomplishing	(UNESCO, 2011)		×	×	×	×	×
	instructional and	(01,2000,2011)	,				~ `	~ `
	organizational goals (e.g.,							
	word processing)	(European Union						
25.	Search for potential teaching	(European Union,			×	\checkmark	\checkmark	\checkmark
	material on the internet.	2011) (UNESCO 2011)	al					
26.	Distinguish the use of ICT	(UNESCO, 2011)		×	Х	×	×	Х
	resources for individuals and							

	11 0 1 1							
	small groups of students in the							
	regular classroom.							
	Create an email account and		,					,
27.	use it for a sustained series of	(UNESCO, 2011)		×	×	×	×	\checkmark
	email correspondence.							
	Recognize the technical skills							
	of ICT in the classroom							
28.	effectively in investigating	(Tomei, 2005)	2		х	2	\checkmark	
20.	source and solving classroom	(101101, 2003)	v	v	~	v	v	v
	e e							
	problem							
	Recognize appropriate							
29.	suggestions from research for	$(H_{aslaw}, 2008)$	V	2	N		2	2
29.	classroom practice using	(Healey, 2008)	×	N	X	V	V	N
	technology							
	Identify various digital							
30.	resources that are appropriate	(Healey, 2008)	×		×		\checkmark	\checkmark
2 0.	to be applied in learning.	(110010), 2000)						
	Identify the right technology							
31.	to support various teaching	(Healey, 2008)	×		×		\checkmark	\checkmark
51.	goals and instructional	(110010), 2000)				,	·	
	objective							
	Identify appropriate							
	technology environments							
	(e.g., lab, one computer class,			1		1	1	
32.	online, independent use) to	(Healey, 2008)	Х		×	V	V	
	meet specific							
	learning/teaching goals							
	Identify the ethical cultural,							
22	-	(Tamai 2005)						
33.	societal issues related with	(Tomei, 2005)	Х	γ	×	×	X	N
	ICT tools.							
	Match the appropriate ICT							
24	tools to the students' needs	(Dilek Cakiki,		\checkmark	.1		.1	.1
34.	and level of language	2006)	×	γ		γ	N	N
	knowledge							
	Use software for handling	(European Union,		,	,		<u> </u>	
35.	images, dvds, and sound files.	2011)	\checkmark		\checkmark		\checkmark	\checkmark
	Use on-line exercises	2011)						//
	Obe on-mile exercises	(Europeen Unior						
36.	appropriate to their individual	(European Union,	V	\checkmark	\checkmark		\checkmark	\checkmark
	needs	2011)						
	Use an authoring environment						//	
	or tools to design online							
37.	materials, such as	(UNESCO, 2011)	×		X	×	×	×
		,						
	macromedia, flash, text editors							
20	Use a network for supporting		I	1	1			I
38.	student collaboration within	(UNESCO, 2011)	V			×	×	
	and beyond the classroom							
	Use ICT to access and share							
0.0				I	I	I	I	J
39.	Use ICT to access and share	(UNESCO, 2011)	×	\checkmark	\checkmark			\checkmark
39.	Use ICT to access and share resources to support their activities and their own	(UNESCO, 2011)	×	\checkmark				
39.	Use ICT to access and share resources to support their activities and their own professional learning.	(UNESCO, 2011)	×	\checkmark		\checkmark	\checkmark	\checkmark
39.	Use ICT to access and share resources to support their activities and their own professional learning. Use ICT to search for	(UNESCO, 2011)	×	V	V		\checkmark	\checkmark
	Use ICT to access and share resources to support their activities and their own professional learning. Use ICT to search for appropriate information that		× √	الم الم	√ 	√ √	√ √	√ √
39. 40.	Use ICT to access and share resources to support their activities and their own professional learning. Use ICT to search for	(UNESCO, 2011) (UNESCO, 2011)				· 		

	Use technology resources that				,	1			1
41.	promote appropriate language	(Healey, 2008)	×	<			×	×	
	use.								
	Use technology-enhanced			,	,		,	,	1
42.	assessment results to plan	(Healey, 2008)	٦	1		×			\checkmark
	instruction.								
	Use appropriate procedures								
	for evaluating student use of				,		,	,	1
43.	technology (e.g., rubrics,	(Healey, 2008)	×	<		×			
	checklists, matrices—which								
	may evaluate enjoyment).								
	Use different materials for								
44.	each lesson to present a	(Dilek Cakiki,	×	~		×			
	certain similar topic	2006)		`	•	~	· ·		•
	Utilize various open-ended								
	software packages appropriate								
	to student's subject matter								
45.	area, such as visualization,	(Tomei, 2005)	×				×	×	\checkmark
	data analysis, role-play	(1011101, 2000)			·				
	simulations, and online								
	references.								
/	Implement a new ICT tools		1	_					
	such as laptop, interactive								
	whiteboard, LCD projector,								
	internet and social networks in								
	education support will help	(Dilek Cakiki,					,		
46.	learners to use English in a	2006)	1	/				×	\checkmark
	very natural, real,								
	communicative and stress-free								
	language learning								
	environment.								
	Implement appropriate caution							~	
1	when using online sources and				,	1			
4 7 .	when engaging in electronic	(Healey, 2008)	×	<	\mathcal{N}	N	×	×	N
	communication								
	Implement the relevant			1					
	application in teaching and								
40	1	(Celce Murcia,		1					
48.	learning process such as word	2014)		1	V	V	N	N	N
	processing, dictionaries, and a								
	web browser.							1	
	Implement the ICT tools to								
49.	support learner centered	(Tomei, 2005)	1	-		V		\checkmark	\checkmark
	strategies based on the needs								
	of the students			_					
50.	Implement ICT tools to	(Tomei, 2005)		,	2		×	~	
50.	develop students' higher order	(1011101, 2003)	×		N	N	X	×	N
	skills and creativity.								
51	Implement ICT tools in informing the learner of the	(Tomai 2005)		1		\checkmark			
51.	informing the learner of the	(Tomei, 2005)	٦	V	N	N	N	N	N
	target objectives								
50	Implement ICT tools for	(Toma: 2005)		,	1	\checkmark			
52.	enhancing their productivity	(Tomei, 2005)	×	<		N	N	Ň	\checkmark
	and professional practice				1	,			
53.	Implement telecommunication	(Tomei, 2005)	×	<			×	×	

	for interacting with peers,							
	experts and other audiences							
	Implement lesson plans							
54.	obtained from other teachers	(Healey, 2008)	×		×	×	×	×
	via Internet.	•						
	Implement ICT tools to							
	facilitate a variety of effective							
55.		(Tomei, 2005)	×					
	assessment and evaluation							
	strategies							
	Implement ICT tools in							,
56.	identifying the ethical, cultural	(Tomei, 2005)	X			×	×	
	and societal issues.							
	Implement the use of internet							
	offer vast opportunities for	(Phil Spancer,						
57.	reading and writing in	(1 III Spancer, 2011)	×			$\overline{\mathbf{A}}$		
		2011)						
	authentic environment.						\rightarrow	
	Demonstrate familiarity with a			1				
5 <mark>8</mark> .	variety of forms of assessment	(Healey, 2008)	×	\checkmark	×	×	×	×
	that employ technology							
//	Demonstrate awareness of							
	multiple sources and			1	1	1		
59.	perspectives that inform	(Healey, 2008)	×		ν	\checkmark	×	V
	language use.							
	Demonstrate awareness that			_				
	electronic communication is							
60.	not secure and private, and	(Healey, 2008)	×		X	×	×	×
00.	that in some localities, email	(Incurey, 2000)	A	•				
	may be subject to "open							
	records" laws.							
	Demonstrate the							
	understanding of various							
61.	features of social media,	(Healey, 2008)	\checkmark			×	×	\checkmark
	blogs, and electronic mails in							
	providing feedbacks.							
	Demonstrate the use of ICT							
62		(11 - 1 - 2000)						
62.	tools to encourage students to	(Healey, 2008)	Ŋ	N	N	N	N	N
	document their own progress.							
	Demonstrate sensitivity to the							
	similarities and differences in							
63.	communication conventions	(ISTE, 2008)	×			×	×	
	across cultures, communities,							
	and contexts.							
	Demonstrate safe, legal, and			/				
	ethical use of digital							
61	information and technology,	(ICTE 2000)	.1		_ [
64.	including respect for	(ISTE, 2008)	V	'N	N	×	×	Х
	copyright, intellectual							
	property, and the appropriate							
	documentation of sources							
65.	Demonstrate the student to	(Phil Spancer,						
	know exactly what they have	2011)			-			
	to do and what sites they have	,						
	to use to find the data (specific							
	ICT that will be used in							

	teaching and learning							
	process). Train students in selecting on-							
66.	line exercises appropriate to their individual needs	(European Union, 2011)	×					\checkmark
67.	Train students in using any available classroom digital equipment (IWB incl.), their mobiles, tablets etc.,profitably for language learning that is appropriate for their individual	(European Union, 2011)	×	\checkmark	V	V	v	×
68.	needs Solve most problems with classroom digital equipment	(ISTE, 2008)	×		×	×	×	×
69.	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	(ISTE, 2008)	×		V	×	×	V
70.	Able to assess information resources in supporting research and learning	(ISTE, 2008)	×	\checkmark	V	V	\checkmark	V
71.	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	(Healey, 2008)	×		V	\checkmark	\checkmark	\checkmark
72.	Provide protection of student privacy (e.g., not inappropriately putting student email addresses, biodata, or photos online; fully informing students about public sharing of blogs and Web sites; using password-protected sites when possible).	(ISTE, 2008)	V	V	V	×	×	×
73.	Provide learning opportunities outside the classroom for individual differences through	(UNESCO, 2011)	×	$\overline{\mathbf{A}}$	2			
	ICT.				V	v	V	N
74.	ICT. Participate in a relevant community of practice.	(Tomei, 2005)	×	1	V	×	×	√ √
74. 75.	Participate in a relevant community of practice. Point out the diverse needs of all learners by using learner- centered strategies	(Tomei, 2005) (Healey, 2008)	2		V	×	×	N N N
	Participate in a relevant community of practice. Point out the diverse needs of all learners by using learner-		×		V V V	=//		
75.	Participate in a relevant community of practice. Point out the diverse needs of all learners by using learner- centered strategies Distinguish the use of the teaching learning activities network based on the students' needs. Examine ICTs both receptive and productive skills are easily	(Healey, 2008) (Dilek Cakiki,	×	√ √	V	V	V	√
75. 76.	Participate in a relevant community of practice. Point out the diverse needs of all learners by using learner- centered strategies Distinguish the use of the teaching learning activities network based on the students' needs. Examine ICTs both receptive	(Healey, 2008) (Dilek Cakiki, 2006)	××	V V V	V	V V	الم الم	√ √

	alternately (basic) skills (text and images, audio and video clip)							
80.	Organize ICT tools to recall the prior knowledge	(Dilek Cakiki, 2006)			×			
81.	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	(Tomei, 2005)	×		\checkmark	×	×	\checkmark
82.	Facilitate effective use of current and emerging digital tools	(Dilek Cakiki, 2006)	\checkmark	\checkmark	×	V		\checkmark
83.	Facilitate students in varying lesson presentation styles to motivate their various interests.	(Dilek Cakiki, 2006)	\checkmark		×	V	V	\checkmark
84.	Organize the preparation in using ICT in the teaching process	(Phil Spancer, 2011)	×	×	V	\checkmark	\checkmark	V
85.	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011)	V	V	V			V
86.	Organize multiple and varied formative and summative assessments aligned with content and technology standards	(ISTE, 2008)	×		V		V	\checkmark
87.	Interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).	(Healey, 2008)	×	×		×	×	×
88.	Demonstrate the integration of the technology in innovative ways.	(ISTE, 2008)	×	\checkmark		V	V	V
89.	Initiate a vision of integrating ICT into the curriculum and classroom practices in the school	(UNESCO, 2011)	×	×	\checkmark	×	×	×
90.	Intiate an innovation of promoting continuous learning among their colleagues in the school	(UNESCO, 2011)	×	x	V	×	×	×
91.	Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).	(ISTE, 2008)	×	V	\checkmark		\checkmark	\checkmark
92.	Formulate the concept and operation of ICT tools that appropriate with the students' knowledge and skills.	(Phil Spancer, 2011)	×	x	\checkmark	×	×	×
93.	Structure unit plans and classroom activities using open-ended tools and subject-	(UNESCO, 2011)	V		V		λ	

	specific application for							
	problem-solving activities							
94.	Participate in a relevant	(ICTE 2008)	~				~	
94.	community of practice.	(ISTE, 2008)	×	N	N	×	×	N
	Collaborate with students,							
	peers, parents, and community							
95.	members using digital tools	(ISTE, 2008)	×			×	×	
	and resources to support							
	student success and innovation							
	Communicate relevant							
	information and ideas							
	effectively to students,							
96.		(ISTE, 2008)	×			×	×	\checkmark
	parents, and peers using a							
	variety of digital-age media							
	and formats							
	Recommend appropriate							
97.	online materials to students	(European Union,						N
<i>,</i>		2011)	v	v	•	v		
	and colleagues Share information about							
00		(11 1 2000)					v	
98.	available technology with	(Healey, 2008)	V	V	V	×	×	X
	colleagues							
99.	Share research related to	(Healey, 2008)	V			×	×	×
<i>,,</i> ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	technology use.	(Healey, 2000)	-			~	~	~
100.	Support student reflection in	(ISTE, 2008)	X			\checkmark		\checkmark
100.	assessing students' conceptual	(151E, 2008)	~	V	V	V	V	v
	Support creative and							
101.	innovative thinking and	(ISTE, 2008)	V			\checkmark		\checkmark
	inventiveness							
	Support student ownership of							
	their own work (e.g., not							
	sharing student work			,	1	, <		
102.	inappropriately; not requiring	(ISTE, 2008)	×	\checkmark		\checkmark	\checkmark	V
	students to post their work							
	publicly							
\cdot	Support multimedia							
	production, web production							
	and publishing technologies							
103.	into student projects in ways	(UNESCO, 2011)	X	×	\checkmark		\checkmark	\checkmark
	that develop their ongoing							
	knowledge production and							
	communication with other							
	audiences							
	Model collaborative							
	knowledge construction by							
104	engaging in learning with	(ISTE 2000)			~			
104.	students, colleagues, and	(ISTE, 2008)	X	N	N	×	×	×
	others in face-to-face and							
	virtual environments							
	Model effective use of current							
	and emerging digital tools in							
105.	accessing and evaluating	(ISTE, 2008)	Х			×	×	×
105.	information resources for their	(1011, 2000)	~	•	1	~~	~	
	learning activities		1	J	1	1	1	1
106.	Model digital etiquette and	(ISTE, 2008)						

	responsible social interactions							
	related to the use of							
	technology and information							
	Model cultural understanding							
	and global awareness by							
	engaging with colleagues and			,	,	,		,
107.		(ISTE, 2008)	×				×	
	using digital-age							
	communication and							
	collaboration tools							
	Adapt knowledge- and							
	performance-based rubrics							
100	that allow teachers to assess			./	. 1		.1	.1
108.	students' understanding of	(UNESCO, 2011)	×	N	\checkmark	V	N	γ
	key subject matter concepts,							
	skills, and processes.							
100	Compose sound and video	(European Union,			I	1		
1 <mark>09</mark> .	files	2011)	×	×	\checkmark	\checkmark	×	V
///	Modify new information							
110.	resources based on expected	(Tomei, 2005)	\checkmark			\checkmark	\checkmark	\checkmark
	learning outcomes.							
	Modify learning activities to			-				
	address students' diverse							
111.	learning styles, working	(ISTE, 2008)	V					
	strategies, and abilities using	(1012, 2000)				· ·		·
	digital tools and resources							
-	Plan homework or other out of							
	class work to sustain learners'	(Phil Spancer,						
112.	progress and to extend and	2011)	×	\checkmark	\checkmark	\checkmark	V	
	consolidate their learning	2011)						
	Create an appropriate							
	technology environment to							
113.	meet specific teaching and	(Healey, 2008)	×		\checkmark	\checkmark	\checkmark	\checkmark
++	learning goals.							+
114	Create a resource that allows	(11-1 2000)						
114.	students to locate and retrieve	(Healey, 2008)	N	N	V	V	V	N
	materials.		_				//	
	Create lessons with	(European II ·						
115.	downloaded texts, pictures,	(European Union,	X	×	\checkmark		V	
	graphics, etc.	2011)						
	Design relevant learning	THE				11	/	
	experiences that incorporate							
116.		(ISTE, 2008)			V	V	\checkmark	
- /	promoting student learning							
	and creativity							
	Design blended learning							
	<i>c c</i>	(European Union,	I	I	I	I	I	I
117.	6 6	(European emon, 2011)		\mathcal{N}	\checkmark	\checkmark	\checkmark	
	management system (LMS).	<i>2</i> 011 <i>)</i>						
	Design lesson plans and				,	1	1	,
118.	teaching ideas that are posted	(Healey, 2008)	×	×	\checkmark		\checkmark	\checkmark
	online.							
119.	Design units of study and	(UNESCO, 2011)			\checkmark			
	classroom activities that							
	integrate a range of ICT tools							

	and devices in promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students							
120.	Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills	(Dilek Cakiki, 2006)	V	\checkmark	\checkmark			
121.	Design project work with digital media (using, for example, a camera, the internet, social networks)	(European Union, 2011)	\checkmark	\checkmark	\checkmark	V		\checkmark
122.	Evaluate students' works that are posted in blogs, social medias, or electronic mails	(ISTE, 2008)	×	×		\checkmark	V	V
123.	Evaluate the accuracy and usefulness of web resources in support of project-based learning in a subject area.	(UNESCO, 2011)	×	\checkmark	V		\checkmark	V
124.	tools and resources for student learning	(ISTE, 2008)	×	V	V	×	×	×
125.	Evaluate technological resources for alignment with the needs and abilities of the students.	(ISTE, 2008)	×	\checkmark	V		N	\checkmark
							Y	

Appendix 2 Indicators of Language Awareness Competence

Course:	English Phonology and				
Source:	Common European Framework of Reference (2018)				
Citation	Keywords	Indicators			
		Students are able to pronounce generally			
		intelligible.			
Overall	Pronunciation,	Students are able to approximate			
Phonological	intonation, stress and	intonation and stress at both utterance and			
Control Level B1	accent.	word level, though their accents are			
		usually influenced by other language(s)			
		they speak.			
		Students are able to use appropriate			
011		intonation			
Overall	Intonation, stress and	Students are able to place stress correctly			
Phonological	accont	and articulate individual sounds clearly			
Control Level B2	accent.	though their accents tend to be influenced			
		by their other language(s) they speak yet			
		it has little effect on intelligibility.			
		Students are able to employ the full range			
		of phonological features in the target			
0 11		language with sufficient control to ensure			
Overall		intelligibility throughout.			
Phonological	Phonological features	Students are able to articulate virtually all			
Control Level C1	and control	the sounds of the target language, though			
Collutor Level C1		some features of accent retained from			
		other language(s) may be noticeable and			
		yet it does not affect intelligibility.			
		Students are generally intelligib			
Sound	D ····	throughout, despite regula			
Articulation	Pronunciation	mispronunciation of individual sound			
Level B1		and words they are less familiar with.			
		Students are able to generalize from their			
		repertoire to predict the phonological			
		features of most unfamiliar words (e.g.			
Sound		word stress) with reasonable accurac			
Articulation	Pronunciation,	(e.g. whilst reading)			
Lauri D2	phonological features	Students are able to articulate a hig			
Level B2		proportion of the sounds in the target			
		language clearly in extended stretches of			
		production, despite a few systematic			
		mispronunciations.			
G 1		Students are able to articulate virtually all			
Sound	Phonological control,	of the sounds of the target language with a			
Articulation	C .	high degree of control.			
Level C1	self-correction.	Students are able to do self-correction if			
		they noticeably mispronounce a sound.			
		Students are able to convey their language			
Prosodic Features	Stress, intonation,	in an intelligible way in spite of strong			
Level B1	rhythm	influence on stress, intonation and/or			
		rhythm from other language(s) they speak			
Prosodic Features	Stress, intonation,	Students are able to employ prosod			

The Indicators of Language Awareness Competence

Level B2	rhythm	features (e.g. stress, intonation, rhythm) to support the message they intend to convey, though with some influence from other languages they speak.
		Students are able to produce smooth,
		intelligible spoken discourse with only
		occasional lapses in control of stress,
Prosodic Features	Stress, intonation,	rhythm, and/or intonation which do not
Level C1	rhythm	affect intelligibility or effectiveness.
		Students are able to vary intonation and
		place stress correctly in order to express
		precisely what they mean to say

Course:	English Morphology a	nd Syntax
Source:	Common European Fr	camework of Reference (2018)
Citation	Keywords	Indicators
General Linguistic Range Level B1	Vocabulary, range of language, lexical limitation	Students are able to describe unpredictable situations with a sufficient range of language, including explaining the main points in an idea or problem with reasonable precision and expressing thoughts on abstract or cultural topics. Students are able to express themselves with sufficient vocabulary in any situations, although saying it with some hesitation and circumlocutions, and having lexical limitations in which cause repetition and difficulty with formulation at times.
General Linguistic Range Level B2	Vocabulary, range of language	Students are able to express themselves clearly and without much sign of having restriction to what they wanted to say. Students are able to give clear descriptions with a sufficient range of language, including expressing viewpoints and developing arguments without much clearly searching for words by using complex sentences forms. Students are able to use a broad range of complex grammatical structures appropriately and with considerate
General Linguistic Range	Vocabulary, range of	flexibility. Students are able to select an appropriate
Level C1	language	formulation from a broad range of language to express themselves clearly, without having any restriction to what they wanted to say.
Vocabulary Range Level B1	Vocabulary, familiar topics, circumlocution	Students are able to express themselves with some circumlocutions by using a sufficient vocabulary related with topics pertinent to their everyday lives, such as family, hobbies and interests, work, travel, and current events.

		Students are able to use a good range of vocabulary related to familiar topics and
		everyday situations.
		Students are able to use a good range of
		vocabulary for matters connected to their
		fields and most general topics.
		Students are able to vary formulation to
	Specialist vocabulary,	avoid frequent repetition, though lexica
X7 1 1	general topics,	gaps may still cause hesitation an
Vocabulary		circumlocution.
Range Level B2	colloquialism, hesitation and	Students are able to produce th
		appropriate collocations of many words in
	circumlocution,	most contexts fairly systematically.
		Students are able to understand and use
		much of the specialist vocabulary of their
		fields, though may face problems with
		specialist terminology outside of it.
		Students are able to use a good command
		of a broad lexical repertoire allowing gaps
		to overcome with circumlocutions, though
		little obvious in searching for expressions
		or avoidance strategies.
		Students are able to select from several
Veeebuleev	Specialist vocabulary,	vocabulary options in almost all situations
Vocabulary	idiomotio aunnossions	by avalating the use of symposyme of even
Range Level C1	idiomatic expressions	by exploiting the use of synonyms of even less common words.
	and colloquialisms,	Students are able to use common
		idiomatic expressions and colloquialisms Students are able to understand and use
		appropriately the range of technical
		vocabulary and idiomatic expression
		common to their areas of specialization.
		Students are able to communicate with
		reasonable accuracy in familiar contexts
		clearly and have generally good control,
Grammatical		though with noticeable mother tongu
Accuracy Level	Familiar contexts,	influence and errors may occur.
	errors	
B1		Students are able to use reasonably
		accurately a repertoire of frequently used
		'routines' and patterns associated with
Grammatical	Grammatical control	more predictable situations. Students are able to use good grammatical
Accuracy Level	and forms, errors and	control, though occasional 'slips' or non-
B2	inaccuracy	systematic errors and minor flaws in
D2	maccuracy	sentence structure may still occur but it is
		rare and can be corrected in retrospect.
		Students are able to show a relatively high
		• •
		degree of grammatical control without
		making mistakes in which lead to
		misunderstanding.
		Students are able to use a good command
		of simple language structures and some
		a = 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1
		complex grammatical forms, though they tend to use its structure rigidly with some

-		•
Grammatical		Students are able to maintain a high
Accuracy Level C1	Grammatical control	degree of grammatical accuracy, in which errors rarely occur and it is difficult to spot.
		Students are able to show a good control of elementary vocabulary but major errors still occur while expressing more complex
Vocabulary Control Level B1	Elementary vocabulary, familiar	thoughts or handling unfamiliar topics and situations.
	topics, errors	Students are able to use a wide range of simple vocabulary appropriately when talking about familiar topics.
Vocabulary Control Level B2	Lexical accuracy, word choice	Students are able to show a high lexical accuracy, though some confusion and incorrect word choices may occur without hindering communication.
Vocabulary	Idiomatic expressions,	Students are able to use less common vocabulary idiomatically and appropriately.
Control Level C1	minor slips	Students are able to avoid minor slips without having significant vocabulary errors.
Source:	European Profiling Gr	id (2011)
Development Phase 1.1	Language Awareness	Students are able to use dictionaries and grammar books, etc. as reference sources. Students are able to answer simple questions about language that are frequently asked at levels they are teaching. Students are able to give correct models
Development Phase 1.2	Language Awareness	of language form and usage. Students are able to answer to language queries that are not necessarily complete but that are appropriate in lower level.
Development	ASNE	Students are able to give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2).
Phase 2.1	Language Awareness	Students are able to give answers to questions about the target language appropriate for the level concerned, except at advanced levels (C1-2).
Development Phase 2.2	Language Awareness	Students are able to give correct models of language form and usage, for all levels <u>up except at C2 on almost all occasions</u> . Students are able to recognize and <u>understand the language problem</u> Students are able to give answers to questions about the target language that are appropriate for the level concerned except at C2

Course:	English Sociopragmatics	
Source:	English Profiling Grid (EPG	G) (2011)
Citation	Keywords	Indicators
	· · · ·	Students are able to understand the
Development		relationship between language and
Phase 1.1	Intercultural Competence	culture is an important factor in
1 11000 1.1		language teaching and learning.
		Students are able to learn about the
		relevance of cultural issues in
		teaching.
Development		Students are able to introduc
Phase 1.2	Intercultural Competence	learners to relevant differences in
		cultural behaviour and traditions.
		Students are able to create an
		atmosphere of tolerance ar
		understanding in classes when
		there is social and cultural diversity.
		Students are able to understand of
		relevant stereotypical views.
		Students are able to take account of
	Intercultural Competence	relevant stereotypical views.
Development		Students are able to use the
		awareness to expand learner
Phase 2.1		knowledge of relevant cultur
		behaviour, e.g., politeness, bod
		language, etc.
		Students are able to recognize the
		importance of avoiding intercultural
		problems in the classroom and
		promotes inclusivity and mutu
<u> </u>		respect.
		Students are able to help learners to
		analyze stereotypical views ar
		prejudices .
Development		Students are able to integrate into lesson key areas of difference
Phase 2.2	Intercultural Competence	intercultural behaviour (e.g
1 11050 2.2		politeness, body language, etc.).
		Students are able to select materials
		that are well matched to cultural
		horizon of learners and yet extends
		this further using activitie
		appropriate to the group.
Source:		vork of Reference (CEFR) (2018)
Sociolinguistic	Politeness conventions,	Students are able to perform and
Appropriateness	language functions,	respond to a wide range of language
level B1	sociocultural/sociolinguistic	functions, using their most common
	cues	exponents in a neutral register.
		Students are able to use their
		awareness of the salient politeness
		conventions and act appropriately.

		the most significant differences
		between the customs, usages,
		attitudes, values and beliefs
		prevalent in the community
		concerned and those of his or her
		own community.
		Students are able to adjust his/her
		expression to make some distinction
		between formal and informal
		registers, though may not always be
		appropriate used.
		Students are able to express
		him/herself appropriately in
		situations and avoid crass errors of
		formulation.
		Students are able to sustain
		relationships with speakers of the
		target language without
		unintentionally behaving other than
		they would with another proficient
Sociolinguistic	Politeness, registers,	speaker.
Appropriateness	sociocultural/sociolinguistic	Students are able to keep up with
level B2	cues	and contribute to group discussions
		even when speech is fast and
		colloquial, though with some effort.
		Students are able to recognize and
		interpret
		sociocultural/sociolinguistic cues
		and consciously modify his/her
		linguistic forms of expression in
		order to express him/herself
		appropriately in the situation.
		Students are able to express
		him/herself confidently, clearly,
		politely in a formal or informal
		register, appropriate to the situation
		and person(s) concerned.
Sociolinguistic	Politeness, Language	Students are able to recognize a
Appropriateness	functions, register and style,	wide range of idiomatic expressions
level C1	idiomatic expressions,	and colloquialisms, appreciating
		register shifts, though may need to
		confirm occasional details, such as
		an unfamiliar accent.
		Students are able to understand
		humor, irony, and implicit cultural
		references and pick up nuances of
		meaning.
		Students are able to follow films
		employing a considerable degree of
		slang and idiomatic usage.
		Students are able to use language
		flexibly and effectively for social

		purposes, including emotional, allusive and joking usage. Students are able to adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. Students are able to frame critical remarks or express strong disagreement diplomatically. velopment: the relation between
Source:	pragmalinguistic competence (Chang, 2011)	e and sociopragmatic competence
Sociopragmatic competence	Social convention, speech act, context	Students are able to know the knowledge of social convention and take it into the consideration. Students are able to perform a
		speech act appropriately according to context which be manifested in their production from several aspects, such as the appropriate speech act choice, the use of
		appropriate strategies, content and form.

Appendix 3 Analysis of Existing Syllabuses

	Components of Existing					ersity (2)				(%)
No.	Syllabuses (1)		A	В	С	D	Е	F	G	(3)
	(1)	1	2	5	6	9	11	16	18	
1.	Basic Information (Informasi Umum)	V	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	V	\checkmark	100%
2.	Program Educational Objectives (Capaian Pembelajaran Lulusan)	×	×	×	×	×	×	×	×	0%
3.	Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah (CPMK))	\checkmark	\checkmark	V	\checkmark		\checkmark		\checkmark	100%
4	Course Description (Deskripsi Mata Kuliah)	\checkmark	×	\checkmark	\checkmark	×	\checkmark	×	\checkmark	<mark>62.5</mark> %
5.	Lesson Learning Outcomes (Sub-Capaian Pembelajaran Mata Kuliah (Sub-CPMK))	\checkmark	\checkmark	×	V		N			87.5%
6.	Learning Materials (Materi Pembelajaran)	\checkmark	\checkmark		V		V	\checkmark	$\overline{\mathbf{A}}$	100%
7.	Learning Method (Metode Pembelajaran)	\checkmark	\checkmark	×	V	\checkmark	\checkmark	×	\checkmark	75%
8.	References (Pustaka)	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	×	\checkmark	87.5%
9.	Learning Media (Media Pembelajaran)		V	V	×		\checkmark		Z	87.5%
10.	Time Allocation (Waktu)				×	\checkmark	\checkmark	\checkmark	\checkmark	87.5%
11.	Indicator for Scoring (Indikator)	×	\checkmark	×	\checkmark	V	×	\checkmark	×	<mark>50%</mark>
12.	Assessment Criteria (Kriteria)	\checkmark	V	×	\checkmark		\checkmark	\checkmark	\checkmark	<mark>8</mark> 7.5%
13.	Assesment Scale (Bobot Penilaian)	\checkmark	×		\checkmark	V	\checkmark	×	V	75%
14.	Course Policy (Tata Tertib selama Perkuliahan)	×	×	\checkmark	×	×	×	×	\checkmark	25%

Analysis of Syllabus Components in the Existing Syllabuses of English Phonetics and Phonology

Note:

- Components of syllabus included in the existing syllabuses of English Phonology and Phonetics
- (2) Name of University and Code of Syllabus
- (3) Total Employment of Components of Syllabus included in the existing syllabuses of English Phonetics and Phonology

	Components of Existing		University (2)							
No	Syllabuses									(%)
	(1)	А	В	C	D	E	F	G	Ι	(3)
		3	4	7	8	12	15	17	20	
1.	Basic Information (Informasi Umum)	\checkmark	\checkmark	\checkmark	\checkmark		\checkmark	V		100%
2.	Program Educational Objectives (Capaian Pembelajaran Lulusan)	\checkmark	×	×	×	×	×	1	×	25%
3.	Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah (CPMK))	\checkmark	\checkmark	V	V	\checkmark	V	\checkmark	V	100%
4	Course Description (Deskripsi Mata Kuliah)	\checkmark	\checkmark	\checkmark	×	V	×	\checkmark	\checkmark	75%
5.	Lesson Learning Outcomes (Sub-Capaian Pembelajaran Mata Kuliah (Sub-CPMK))	\checkmark	\checkmark	\checkmark	V	V	V	\checkmark	×	<mark>87.5</mark> %
6.	Learning Materials (Materi Pembelajaran)	\checkmark	\checkmark	\checkmark	\checkmark		V	\checkmark	\checkmark	100%
7.	Learning Method (Metode Pembelajaran)	\checkmark	×	\checkmark	\checkmark	\checkmark	×		×	62.5%
8.	References (Pustaka)	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	100%
9.	Learning Media (Media Pembelajaran)	\checkmark	×	\checkmark	\checkmark	×	\checkmark	\checkmark	×	<mark>62.5</mark> %
10.	Time Allocation (Waktu)		V	×	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	<mark>87</mark> .5%
11.	Indicator for Scoring (Indikator)	×	×	\checkmark	\checkmark	×	\checkmark	V	×	50%
12.	Assessment Criteria (Kriteria)	\checkmark	×	\checkmark	\checkmark	V		\checkmark	V	87.5%
13.	Assesment Scale (Bobot Penilaian)		\searrow	\checkmark	V	V	×	V	×	75%
14.	Course Policy (Tata Tertib selama Perkuliahan)	×	×	×	×	×	×	V	\checkmark	25%

Analysis of Components of Syllabus in Existing Syllabuses of English Morphology and Syntax

Note:

(1) Components of syllabus included in the existing syllabuses of English Morphology and Syntax

(2) Name of University and Code of Syllabus

(3) Total Employment of Components of Syllabus included in the existing syllabuses of English Morphology and Syntax

	Components of Existing Syllabuses		University (2)				
No.	(1)	D	E	F	Н	(3)	
		10	13	14	19	1	
1.	Basic Information (Informasi Umum)	\checkmark	\checkmark	\checkmark	\checkmark	100%	
2.	Program Educational Objectives (Capaian Pembelajaran Lulusan)	×	×	×	×	0%	
3.	Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah (CPMK))		\checkmark		\checkmark	100%	
4	Course Description (Deskripsi Mata Kuliah)	×	\checkmark	×	\checkmark	50%	
5.	Lesson Learning Outcomes (Sub-Capaian Pembelajaran Mata Kuliah (Sub-CPMK))	\checkmark	\checkmark		×	75%	
6.	Learning Materials (Materi Pembelajaran)	\checkmark	\checkmark	\checkmark	\checkmark	100%	
7.	Learning Method (Metode Pembelajaran)		\checkmark	×	\checkmark	75%	
8.	References (Pustaka)	\checkmark	\checkmark	\checkmark	\checkmark	100%	
9.	Learning Media (Media Pembelajaran)		\checkmark	\checkmark	\checkmark	100%	
10.	Time Allocation (Waktu)		\checkmark		\checkmark	100%	
11.	Indicator for Scoring (Indikator)	\checkmark	×		×	50%	
12.	Assessment Criteria (Kriteria)		\checkmark		\checkmark	100%	
13.	Assesment Scale (Bobot Penilaian)		\checkmark	×	×	50%	
14.	Course Policy (Tata Tertib selama Perkuliahan)	×	×	×	×	0%	

Analysis of Components of Syllabus in Existing Syllabuses of English **Sociopragmatics**

(1) Components of syllabus included in the existing syllabuses of English Phonology and Phonetics

(2) Name of University and Code of Syllabus

(3) Total Employment of Components of Syllabus included in the existing syllabuses of English Phonetics and Phonology

The Evicting	Lesson Learning Outcomes	
The Existing Syllabuses of Language Awareness	EPP	Analysis of CEFR Descriptor of Phonological Control
UA1	 Melaui pemberian tugas, presentasi, diskusi, dan tanya jawab, mahasiswa dapat: 1. membedaan antara <i>phomenetics</i> dan <i>phonology</i> 2. menggambar secara detil <i>speech organs</i> dan nama bagian-bagiannya 3. menjelaskan bagan <i>speech organs</i> 4. menjelaskan pengertian <i>vowels</i> dan jenis-jenis <i>vowels</i> 5. menjelaskan pengertian <i>consonants</i> dan jenis kategorinya 6. menjelaskan pengertian, jenis, dan fungsi <i>stress, intonation, pitch</i> 7. menjelaskan pengertian dan jenis <i>assimilation</i> 	Based on lesson learning outcomes retrieved from UA1, the syllabus was underpinning with CEFR, B1 level. The lesson learning outcomes which written in the syllabus were implied that the students were expected to reach B1 level at the end of course. By completing the course, they were expected to approximate intonation and stress at both utterance and word levels. Then, it was in line with B1 level of descriptors.
UA2 UB5	Kompetensi Dasar: Memahami konsep fonologi dan fonetik Memahami alat ucap manusia Memahami konsep bunyi dan transkripsinya Memahami bunyi vokal dan klasifikasinya Memahami bunyi konsonan dan klasifikasinya Memahami variansi fonem dan morfem Memahami fonem suprasegmental 	Based on lesson learning outcomes taken from syllabus no. 2 of University A, it was implied that CEFR B1 has taken into consideration while developing the outcomes of this course. The students were expected to pronounce intelligibly by approximating intonation and stress at both utterance and word levels. By understanding phonetics and phonology, they would be able to pronounce intelligibly, as described in B1 level of descriptors In the syllabus no. 5, there were no information of lesson learning outcomes. It was shown from the analysis of components of syllabus, in which it was not included or employed in the
UC6	 Setelah menyelasaikan seluruh materi perkuliahan diharapkan mahasiswa mampu: Menjelaskan arti fonologi, fonetik, fonemik, dll Menerangkan aspek fonetik dan fonemik Menguraikan proses terbentuknya bunyi Mendiskripsikan bunyi vowel dengan variasinya Menjelaskan penbentukan bunyi consonant Menguraikan bunyi consonant dan variasinya Menerangkan variasi bunyi stress, no stress, rhythm, intonasi Menjelaskan bentuk bunyi jelas dan tidak jelas serta dengan simbolnya Menguraikan stress pada awalan, akhiran, kata dan kalimat Mengulas berbagai bentuk bunyi putus dan sambung Menerangkan berbagai bentuk jenis intonasi: 	syllabus. Based on lesson learning outcomes retrieved from UC6, it was implied that CEFR B1 level has been underpinning the syllabus. As they learnt stress, intonation and pitch, they would be able to approximate stress in both utterance and word levels. It was in line with B1 level of descriptors.

Analysis of CEFR Descri	ptors in Existing	Svllabuses of I	Language Awareness
	I		

	grammatical amotional	
	grammatical, emotional 12.Membandingkan antar dialek dan variasi	
	Learning Outcomes;	Based on lesson learning outcomes
	1. Students are able to identify the course outline	retrieved from UD9, it was implied that
	and the class regulations	the syllabus has been underpinning with
	2. Students are able to recognize and read phonetic	CEFR B1 level. It was shown that the
	and phonemic transcription	students were expected to be able to
	3. Students are able to describe the process of	demonstrate vowels, diphthongs, and
	speech sound production	consonant production as part of learning
	4. Students are able to elaborate and analyse	outcomes in the course. It meant that
	phonetics variations on a phonemic.	they would be able to pronounce
	5. Students are able to describe and demonstrate	individual sounds intelligibly at the end
	vowel, diphthong, and consonant production	of course. It was in line with B1 levels
	6. Students are able to identify and explain the	
UD9	classification of English phonemes; segmental	
	and suprasegmental.	
	7. Students are able to analyse stress in complex	
	words	
	8. Students are able to identify and analyse three	
	hypotheses of English plural -s endings and past	
	-ed endings	
	9. Students are able to identify and analyse	
	omission, link, neutralization and weak vs strong	
	forms.	
	10.Students are able to identify similar words in	
	English sounds	Deced on lesson learning outcomes
	Learning Outcomes: 1. Be able to identify the aims and materials that	Based on lesson learning outcomes
	1. Be able to identify the aims and materials that will be given.	retrieved from UE11, the syllabus has been underpinning with CEFR B1 level.
	2. Be able to recognize the organ of speech	It was shown that the students were
	3. Be able to identify the sound transcription	expected to employ English juncture and
	4. Be able to distinguish kinds of speech sounds	rhythm, and at the end of course, it
	5. Be able to identify kinds of English vowels	would help them with their
	6. Be able to identify kinds of English Dipthongs	pronunciation. It was in line with B1
	7. Be able to identify kinds of English Consonants	levels of CEFR.
UE11	8. Be able to differentiate voiced and voiceless	
	sounds	
	9. Be able to utter word stress and sentence stress	
	10. Be able to identify English juncture and rhythm	
	11. Be able to distinguish the utterance of various	
	intonations	
	12. Be able to identify and utter English weak and	
	strong form	
	13. Be able to distinguish sounds produced in L2	D
UF16	Learning Outcomes:	Based on lesson learning outcomes
	1. Mahasiswa dapat menjelaskan definisi dari	retrieved from UF16, the syllabus has
	 Fonetik dan Fonologi Mahasiswa dapat mengetahui maksud dan 	been underpinning with CEFR B1 level. At the end of course, the students would
	2. Manasiswa dapat mengetanui maksud dan tujuan mempelajari fonetik dan fonologi bahasa	be able to articulate sounds intelligibly,
	Inggris	though they might be still influenced
	3. Mahasiswa dapat menjelaskan konsep-konsep	with their accents. It was in line with B1
	fonologi secara umum	level of descriptors.
	4. Mahasiswa dapat menjelaskan dan	level of descriptors.
	mempraktekkan mekanisme aliran udara,	

	produksi bunyi bersuara dan tak bersuara
5.	Mahasiswa dapat menyebutkan organ of
	speech.
6.	Mahasiswa dapat mengklasifikasi bunyi ujaran
7.	Mahasiswa dapat memproduksi bunyi ujaran
	bahasa Inggris
8.	••
	memproduksi bunyi dengan cara yang
	telah ditentukan
9.	Mahasiswa dapat menjelaskan dan
	memproduksi bunyi sesuai dengan tempat
	berartikulasi bunyi-bunyi bahasa Inggris
1(0. Mahasiswa dapat melafalkan bunyi bahasa
	Inggris.
1	1. Mahasiswa dapat melafalkan kata dan kalimat
	dengan nada dan intonasi yang ditentukan
1	2. Mahasiswa dapat menjelaskan perubahan-
	perubahan bunyi yang disebabkan oleh kategori
	fonologis.
1	3. Mahasiswa dapat menjelaskan rules of
	phonology
UG18 Stu	adents are able to: Based on lesson learning outcomes
	ε
	identify the coverage of the study and its retrieved from UG18, the syllabus has
	relation to other disciplines in linguistics been underpinning with CEFR B1 level.
	2. and to speaking skill It was implied that the students would be
	3. English sounds and sound-spelling principles in expected to pronounce intelligibly. At
	relation to pronunciation (one the end of course, they would be able to
4.	
	different spellings), minimal pairs and (no) with B1 level of descriptors.
	pattern of pronunciation
-5.	
	aspects: air stream, egressive and ingressive,
	organs of speech and sound distribution (initial,
	medial, and final)
6.	
7.	
	and their production (related aspects like short
	and long vowels; centring and fronting
	diphthongs; and lip rounding, heights and
	positions of the tongue and gliding)
8.	
	(related aspects: voicedness and voicelessness,
	points of articulation, and manners of
	articulation)
9.	e
	0. Phonemic and phonetic transcriptions
1	1. Variations of phonemes (allophones: aspirated,
	unaspirated, and released)
12	2. Kinds of sounds based on vocal cord vibration,
	whether or not air is restricted, and where air
	goes through; phonetic and phonemic
	differences; segmental and suprasegmental
	phonemes; and three hypotheses of English
	plural '-s' endings and of past '-ed' endings
1.	3. Weak and strong forms, contraction in casual

	 spoken English & silly sentences/tongue twisters 14. English pitch (1-4) and stress (primary and secondary) 15. Stress in complex words and compound words 16. English juncture (plus, single bar, double bar, and double cross) and intonation 17. Syllable structure (peak, onset, and coda) and rhythm (stress-timed rhythm and syllable-timed rhythm) 18. Elision and linking 19. Neutralisation and assimilation 20. Different styles of English pronunciation (British, American, Australian, New Zealand, etc.) 	
The Existing Syllabuses of Language Awareness	Lesson Learning Outcomes EMS	Analysis of CEFR Descriptor of General Linguistic Range and Vocabulary Range
UA3	 Tujuan Perkuliahan melalui Morphology and Syntax ini, adalah agar Mahasiswa memiliki Kompetensi Dasar yang mampu: Memahami tentang pengertian Morphology Syntax Memahami kedudukan Morphology dan Syntax dalam Linguistics Memahami Morphology Syntax in Correlation Grammatical and Word Categories Memahami dan melakukan latihan untuk menunjukkan Structure of Words - Phonemes and Morphemes Types, Words Formations Process and Words Classes Memahami tentang Syntax dan The Rules of Language - Phonology rules and The Phrase- Structure Grammar of Sentence Menemukan dan menunjukkan melalui latihan perbedaan Syntaxes : Surface and Deep Structure in Semantics - Words, Phrases, Clauses and Sentences Memahami tentang Grammatical Hierarchy and Sentence Structure Memahami dan mampu membuat contoh serta menganalisis The Phrase-Structure Grammar Trees 	expected to have a good range of vocabulary, in which it would allow them understand and produc colliquations. Colliquations were one of topics would be focused in English Morphology and Syntax. It was in line with B2 level of descriptors.
UB4	 Learning Outcomes: 1. Students are able to describe what syntax is and why it is necessary to study syntax 2. Students are able to distinguish the basic 	Based on lesson learning outcomes retrieved from syllabus no.4 of University B, the syllabus has been underpinning with CEFR B2 level. The
	elements of a sentence and to discriminate phrases from clauses or sentences3. Students are able to distinguish different types of verbs: to apply the verbs into improper use of the	syllabus of course was developed and taken into the consideration of the linguistic knowledge of students has been significantly developed as the

	 verbs 4. Students are able to differentiate main clauses from sub – ordinate clauses 5. Students are able to expand sentences using subordination 6. Students are able to recognize ungrammatical complex sentences 7. Students are able to differentiate subordination from coordination 8. Students are able to use appropriate conjunctions to coordinate sentences 9. Students are able to recognize ungrammatical coordinate sentences 10. Students are able to analyze the grammaticality of sentences and determine whether a phrase, a clause or a sentence is syntactically acceptable 	learnt other course, such as English Grammar, English Phonetics and Phonology, etc. With such considerations, the students then were expected to be able to have good range of vocabulary and produce complex words, such as colliquations. At the end of course, the students would be able to acquire knowledge of morphology and syntax, in which later it would help them while constructing a sentence. Thus, it was in line with B2 level of descriptors.
UC7	 After completing all the materials, the students are expected to be able to: 1. Differentiate a surface structure from a deep structure of an English sentence 2. Describe the surface and the deep structure of a sentence using phrase structure rules 3. Describe the surface and the deep structure of an English sentence using tree diagrams 4. Determine the constituents composing an English sentence 5. Mention the function of each constituent composing an English sentence 6. Mention the features of the lexical items composing an English sentence 1. Students are able to identify the course outline and the class regulations 2. Students are able to identify and analyse internal structure of English words; root, stem, morphemes, and morphs 3. Students are able to identify and analyse word classes, lexical, category, and affixation 4. Students are able to explain the hierarchical 	Based on lesson learning outcomes retrieved from the syllabus no. 7 collected from University C, it was implied that the syllabus has been underpinning CEFR B2 level. At the of course, the students were expected to be able to analyze an English sentence, in which later it would help them gaining knowledge of constructing a word, a phrase, and even a sentence. By acquiring such knowledge, the students would be able to avoid repetition. It was in line with B2 level of descriptors. Based on lesson learning outcomes written on the syllabus no.8 taken from University D, it was implied that the syllabus has been underpinning with CEFR B2 level. As mentioned in one of lesson learning outcomes, the students were able to explain the process of word formation, in which it would help the students developing their vocabulary. As
UD8	 structures of words 5. Students are able to identify and analyse morphological and morphemic analyses 6. Students are able to Identify and analyse descriptor allomorphs and cliticization 7. Students are able to explain the process of word formation 8. Students are able to explain the base of grammar and structure 9. Students are able to identify a tree diagram, hierarchical structure and structural ambiguity 10.Students are able to analyse a word and phrase in syntactical categories 11.Students are able to explain and analyse fronting; provide and inversion 	they developed their vocabulary, they would be able to produce colliquations. Thus, it was in line with B2 level of rs.

passive and inversion

	After the lesson, the students are expected to be	Based on the analysis of lesson learning
	able to:	outcomes retrieved from a syllabus
	1. Mention what syntax is all about.	no.12 of University E, it was implied
	2. Explain what is meant by word	that the students were expected to develop their knowledge of morphology
	3. Explain how morphology analyzes word and	and syntax at the end of course. It could
	its structure	be inferred that the students would be
	4. Mention what is meant by morpheme	able to analyze a word class, in which
	 Mention the number of morphemes a word has. Differentiate a free from a bound morpheme 	part of morphological knowledge. As
	7. Mention what is meant by allomoph	their knowledge of word formation
	8. Mention what inflection is.	developed, they would have a good
	9. Explain the types of inflection	range of vocabulary and able to avoid
	10. Give examples for each type of inflections	repetition in constructing a sentence. It
	11. Explain the concept of derivation	was in line with B2 level of descriptors.
	12. Explain types of derivation	
	13. Explain that a word has structure	
	14. Analyze the word structure	
	15. Represent the analysis of word structure to a	
	diagrammatic form	
	16. Mention categories of words	
UE12	17. Mention functions of words in a sentence	
	18. Explain what an adverbial phrase is	
	19. Mention the constituents of an adverbial phrase	
	20. Analyze and represent the adverbial phrases in a	
	tree diagram	
	21. Explain what a prepositional phrase is	
	22. Mention the constituents of a	
	prepositional phrase	
	23. Analyze and represent a	
	24. Explain what an adjective phrase is	
	25. Mention the constituents of an adjective phrase	
	26. Analyze and represent an adjective phrase in	
	a tree diagram	
	27. Explain what a verb prhase is	
	28. Mention the constituents of a verb phrase	
	29. Analyze and represent a verb phrase in a tree	
	diagram	
	30. Explain what a noun phrase is	
	31. Mention the constituents of a noun phrase	
	32. Analyze and represent a noun phrase in a tree	
	diagram	
UF15	Kompetensi Dasar	Based on lesson learning outcomes
	1. Mengetahui maksud dan tujuan mempelajari	retrieved from a syllabus no. 15 of
	Morphology.	University F, it was implied that the
	 Memahami kedudukan morfologi dalam hirarki linguistik. 	syllabus has been underpinning with CEFR B2 level. By learning word
	3. Memahami batasan atau cakupan Morphology	formations and analyzing a word, the
	4. Memahami konsep dasar dalam Morphology	students would be able to produce many
	5. Memahami konsep morpheme dan allomorf.	words, as their knowledge developed at
	6. Memahami cara mengenali morpheme	the end of words. This knowledge would

7. Mampu menentukan macam-macam affix yang help the students in constructing and termasuk inflection dalam perubahan kata di analyzing a sentence. Analyzing a

bahasa Inggris sentence would help him in which class 8. Mampu menentukan macammacam affix yang did a word belongs to, and it would help termasuk derivation dalam perubahan kata di him explaining the words to the lower bahasa Inggris level learners when they graduated from

- 9. Mampu menentukan dan mengambar struktur ELESP. morpheme dalam bahasa Inggris
- 10.Mampu melakukan analisis morfofonemik dalam bahasa Inggris
- 11.Mampu menentukan proses morfologi dalam pembentukan kata dalam bahasa Inggris
- 12.Mampu menentukan tipe-tipe compound
- 13.Mampu membedakan compound dan phrase
- 14.Mengetahui dan menentukan asal kata dalam

bahasa Inggris SUB-CPMK:

- 1. Mampu menjelaskan perbedaan morfologi dan sintaksis
- 2. Mampu menjelaskan kedudukan morfologi dan sintaksis dalam kajian bahasa
- 3. Mampu menjelaskan keterkaitan morfologi dengan keterampilan berbahasa
- 4. Mampu menganalisis elemen kata: root base/stem, morphemes, morphs; wordhood allomorphs
- 5. Mampu menjelaskan Word classes and lexical category
- 6. Mampu menganalisis Hierarchical structures of words
- 7. Mampu melakukan Morphological analysis and morphemic analysis
- 8. Mampu menganalisis berbagai proses
- 9. Mampu mengidentifikasi frasa dan pola frasa: Noun phrase and prepositional phrase, Adjective, verb, and adverb phrase
- 10.Mampu mengidentifikasi struktur klausa
- 11.Mampu menganalisis pengemasan kalimat: fronting and inversion; dislocation and clefting
- 12.Mampu menyusun corpora kata dengan berbagai kategori (lexical categories; monosyllabic, disyllabic, trisyllabic, and polysyllabic; word formation processes)
- 13.Mampu menyusun corpora kalimat (The corpora of sentences in various packagings)
- 14.Mampu menyusun karya tulis keterkaitan antara pengetahuan morfologi dan sintaksis bahasa Inggris dengan penguasaan bahasa sebagai pengajar, penerjemah dan ahli bahasa

Based on lesson learning outcomes retrieved from UG17, it was implied that the syllabus has been underpinning with CEFR B2 level. At the end of course, the teacher expected the students to antara write a research on the relationship between knowledge of morphology and root, syntax and its relation with language wordhood; skills as a teacher, a translator, and a language expert. Such a task acquired the students to understand and use main technical terminology of his/her field. It would also need variety of word formulation, in which to avoid repetition. It was in line with B2 level of descriptors.

> In the syllabus no. 20, there were no information of lesson learning outcomes. It was shown from the analysis of components of syllabus, in which it was not included or employed in the

UG17

The Evicting	Logan Looming Outcomeg	syllabus.
The Existing Syllabuses of Language Awareness	Lesson Learning Outcomes ES	Analysis of CEFR Descriptor of Sociolinguistic Appropriateness
UD10	 Learning Outcomes Students are able to elaborate the course outline and the class regulations Students are able to identify and analyze the linguistic system, multilingualism, and language shift Students are able to recognize language birth and death, Codes Students are able to categorize language variation and change Students are able to identify the language valuing Students are able to identify the styling of language Students are able to analyze situated Language Students are able to analyze language discrimination Students are able to identify the relation between sociolinguistic and education 	Based on lesson learning outcomes retrieved from UD10, the syllabus has been underpinning with CEFR B2 level. It was shown through one of lesson learning outcomes, in which the students were expected to analyze situated language and also identify the styling of language. As they completed the course, the students would acquire the ability to adjust their expressions depends on the context. Thus, it was in line with B2 level of descriptors.
UE13	 Students are able to analyze and describe language planning Learning Outcomes: To understand the notion of sociolinguistics and the sociology of language To understand the relationship between language To understand the notion of language, dialects, and varieties To understand the notion of language, dialects, and varieties To understand the nature and the origin of <i>pidgin</i> and <i>creole</i> languages To understand different styles and variations of language To understand the phenomena of code choice, code switching, and code mixing To understand the theory of ethnography of speaking and ethno-methodology in observing 	Based on lesson learning outcomes retrieved from UE13, the syllabus has been underpinning with CEFR level B2. It was mentioned in one of lesson learning outcomes, in which the students were expected to understand different language style and variation, and use it based on the context and the interlocuters. Therefore, at the end of course, the students would able to express themselves appropriately based on the context and the interlocuters. It was in line with B2 level of descriptors.
UF14	 the phenomena of language use 1. Ss can explain the process of language maintenance and shift 2. Ss can describe the change of language 3. Ss can cope the concept of style, context and Register 	Based on lesson learning outcomes retrieved from UF14, the syllabus has been underpinning with CEFR B2 level. It was stated in one of lesson learning outcomes, in which the students were
	 Ss can define the concept of speech functions, politeness, and cross-cultural communication Ss can get the understanding on the relationship 	expected to understand the concept of style, context and register. Style and register were key concepts in

	of gender, politeness and stereo types	sociolinguistic competence. When they
	6. Ss can cope the understanding of acting and conversing	were able to adjust their style and register based on the context, they would
	7. Ss can understand about the relationship among language, cognition and culture	develop their sociolinguistic competence. It was in line with B2 level
		of descriptors.
UH19	· 🔶	In the syllabus no. 19, there were no
		information of lesson learning outcomes.
		It was shown from the analysis of
		components of syllabus, in which it was
		not included or employed in the
		syllabus.
		5

The Existing	Course Learning Outcomes	
Syllabuses of Language Awareness	EPP EN	Analysis of EPG Descriptor of Language Awareness
UA1	Mata kuliah Phonoology mengkaji tentang pengertian <i>phonetics</i> dan <i>phonology</i> , bagan <i>speech organs</i> , <i>segmental phonemes</i> (vowels dan <i>consonants</i>), <i>supra-segmental</i> <i>phonemes</i> (<i>stress</i> , <i>intonation</i> , <i>pitch</i> , <i>tone</i>), <i>assimilation</i> . Melalui proses perkuliahan ini mahasiswa diharapkan mampu membedakan antara <i>phonetics</i> dan <i>phonology</i> , mendeskripsikan <i>speech organs</i> dan fungsinya dalam produksi ujaran, pengertian <i>vovels</i> jenis dan ciri-cirinya, <i>diphthongs</i> dan <i>thriphthongs</i> , pengertian <i>consonants</i> dan jenis katogorinya, pengertian <i>stress</i> , <i>intonation</i> , <i>pitch</i> , <i>tone</i> dan fungsinya, serta pengertian <i>assimilation</i> dan jenisnya.	Based on course learning outcomes presented in UA1, it implied that EPG development has already reached phase 1.2. It was shown that the students were expected to be able to differentiate phonetics and phonology; describe speech organs and its function in speech production, features of diphthongs and triphthongs, and features of consonants and its categories; and understand stress, intonation, pitch, tone and its functions, as well assimilation and its types. By completing the course, the students could acquire the aspects of English Phonetics and Phonology and it was in line with EPG phase 1.2, in which described that the students were expected to give correct models of language form and usage adapted to the level of the
UA2	Memiliki pengetahuan tentang konsep dasar, pola-pola pembentukan dan klasifikasi fonem baik fonem segmental maupun fonem suprasegmental dalam bahasa Inggris, dan mahir menggunakannya dalam bentuk ujaran.	learners at lower level. Based on course learning outcomes retrieved from UA2, it implied that EPG development has reached phase 1.2. It was shown that the students were expected to have knowledge of basic concept, patterns of production, and its classification of phoneme, either segmental or suprasegmental in English, and are fluent in using that knowledge in forms of speech. At the end of course, the students would have knowledge of English

Analysis of EPG Descriptors in Existing Syllabuses of Language Awareness

	Melalui proses Perkuliahan	Phonetics and Phonology and were fluent in speaking English. It was in line with phase 1.2, in which described that students were expected to give correct models of language form and usage adapted to the level of the learners at lower level. Based on course learning
	ini, Mahasiswa diharapkan	outcomes retrieved from
UA3	ini, Mahasiswa diharapkan dapat mencapai Standard Kompetensi Lulusan (<i>Learning Outcome</i>) yang memiliki pengetahuan terhadap pemahaman <i>Morphology Syntax</i> . Mahasiswa dapat memahami, menunjukkan dan menjelaskan perubahan berbagai bentuk kata dan penyusunan kata-kata dalam <i>syntactic structure. Syntactic</i> <i>structure affects morphology</i> <i>and morphology is important</i> <i>way that syntactic structure</i> <i>is revealed</i> .	outcomes retrieved from UA3, it implied that the syllabus has been underpinned with EPG development phase 1.2. It was shown that the students were expected to have knowledge of Morphology and Syntax, in which they would understand, show, and explain types of word formation, and word structure in a syntactic structure. It was in line with phase 1.2, in which described that the students were able to give answers to language queries that are not necessarily complete, but that are appropriate for
	The service will fear an the	lower level learners.
UB4	The course will focus on the forming of English sentence pattern with in – depts. Discussions on recognizing and analyzing clause categories and sentences patterns of the English language. The course should include word ordering in sentence formations of the language. Difference form similarities to the sentence formations of the Indonesian language will also be highlighted.	Based on course learning outcomes presented in UB4, the syllabus has been underpinned with EPG development phase 1.2. It was shown that the students were expected to recognize and analyze clause categories and sentence patterns of English. They were also expected to be able to contrast sentence formations of Indonesian with sentence formations of English. At the end of course, the students would have knowledge of
		Morphology and Syntax. It was in line with phase 1.2,

in which described the students were able to give answers to questions about the target language for This course is the basic phonetics and phonology and focusing on articulatory phonetics like point of articulation, manner of articulation, and voiced and voiceless sound. This course is aimed at providing the students with basic knowledge of phonetics and phonology as the basic skills for acquiring fluency and accuracy in English as a foreign language. However, this course does not deal with acoustics and auditory phonetics.

UB5

 Capaian Pembelajaran:
 Melaksanakan pengamatan terhadap bentuk bunyi dan sistem bunyi yang meliputi aspek pengucapan, gelombang bunyi, pendengaran; bunyi vokal, bunyi konsonan; bunyi strong, bunyi weak, ritme ucapan; dan intonasi.

2. Mendiskripsikan konsep fonetik yang meliputi artikulasi, akustik, dan receptik, dan konsep fonemik yang diri dari segmental fonem dan suprasegmental fonem yang meliputi vowel, consonant, stress, no stress, rhythm, pitch, dan intonation.

3. Merencanakan, melaksanakan, mengorganisasi, dan mengontrol dengan seksama semua aktivitas terhadap proses dan kegiatan berbahasa lisan yang berkenaan dengan produksi bunyi, gelombang bunyi, pendengaran bunyi; bunyi hidup, bunyi mati, bunyi nyaring, bunyi lemah, nada bunyi, dan melodi bunyi. lower level learners. Based on course learning outcomes retrieved from UB5, it was implied that EPG development phase 1.2 have been underpinning the syllabus of English Phonetics of University B. It was shown that the students were expected to acquire basic knowledge of English Phonetics and Phonology, allowing them to acquire fluency and accuracy in English as a foreign language. At the end of course, the students were able to use the knowledge and apply it in their real life. It was in line with phase 1.2, in which the students were able to give correct models of language form and usage adapted to the level of the learners at lower levels.

Based on course learning outcomes retrieved from UC6, it was implied that EPG development phase 1.2 has been underpinning the syllabus of English Phonetics and Phonology of University C. It was shown that the students were expected to observe sound forms and sound system; describe concept of phonetics and phonology; and apply the knowledge of phonetics and phonology in forms of speech.

1. Having knowledge of Based on course learning English syntactic theories. outcomes retrieved from

UC6

	2. Being skillful at analyzing English sentences using structural and transformational approaches.	UC7, it was implied that the syllabus has been underpinned with EPG development phase 1.2. It was shown that the students were expected to differentiate a surface structure; describe phrase structure rules; and use tree diagrams. They were also expected to determine the constituents composing an English sentence; mention each constituent; and mention the features of lexical items in a sentence. At the end of course, the students would acquire knowledge of English syntax. When they graduated from English Language Education Study Program, they would be capable of being a teacher with knowledge of syntax and give correct examples to their students. It was in line with phase 1.2 of EPG development.
UD8	 After completing this course, students are expected to be able to: 1. Analyze the internal structure of English words in terms of their classes and the processes of word formation 2. Determine the internal structure of English words morphologically and morphemically 3. Describe English phrases and clauses structure of word classes 	Based from course learning outcomes retrieved from UD8, it was implied that the syllabus of English Morphology and Syntax has been underpinning with EPG development phase 1.2. It was shown that the students were expected to analyze the internal structure of English words; determine English words; determine English words based on morphologic and morphemic structure; and describe English phrases and clauses structure. At the end of course, the students would acquire knowledge of morphology and syntax. It was in line
UD9 After completing this course, students		withEPGdevelopmentphase 1.2.Based oncourse learning
are expected to be able to: 1.Describe the process of speech production		outcomes retrieved from a syllabus of English Phonetics and Phonology of

After joining this course, the students are expected to be able to identify the basic patterns of forming English sounds and its aspects, clarify the sounds, assimilation and its types so that they are able to utter English words and sentences well.

UE11

UE12

Upon the compeletion of this course, students are expected to: 1. understand basic morphological and syntactic concepts; 2. be able to observe, describe, and explain morphological and syntactic phenomena; and 3. be able to analyse the surface and underlying structures of words, phrases and clauses and represent them in tree diagrams.

University D. EPG development phase was in phase 1.2. It was implied that the students were expected to describe process of speech production; read phonemic and phonetic transcriptions; and pronounce English segmental and suprasegmental phonemes. It was meant that the students would acquire knowledge of phonetics and phonology at the end of course. It would let them give correct examples of English sounds as they graduated from ELESP. It can be inferred that the syllabus of English Phonology and Phonetics taken from University E has been underpinning with EPG development phase 1.2. it was shown that the students were expected to be able to identify basic patterns of English sounds; clarify sounds, assimilation and its types. It would let them utter English words and sentences well at the end of course. By assuming they would acquire basic knowledge of phonetics and phonology, the students could give examples The syllabus has been underpinning with EPG development phase 1.2 based on course learning outcomes presented in UE12. It was implied in the course learning outcomes that the students would be able to understand basic morphological and syntactic concepts and analvze surface and underlying structure of

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let them acquire knowledge

the

words, phrases, and clauses after they completing

course. Therefore, it would

in which after they graduated from ELESP, they could give correct of examples language forms to their students. Di akhir mata kuliah ini. Based on course learning mahasiswa diharapkan outcomes retrieved from memiliki pengetahuan yang UF15, the syllabus has been memadai ikhwal kedudukan underpinning with EPG morfologi, berbagai aspek development phase 1.2. it dalam morfologi, proses implied that was the morfologis, proses students would acquire morfofonemik dan mampu sufficient knowledge of **UF15** menentukan serta morphology and syntax menganalisis struktur kata after they completing the dalam bahasa Inggris. course. It was in line with EPG phase 1.2, in which implied as a teacher, he/she ought to acquire basic knowledge of morphology and syntax. Based on course learning Kemampuan memahami konsepkonsep fonetik dan fonologi Bahasa outcomes retrieved from UF16, the syllabus did not Inggris yang diaplikasikan ke dalam pembelajaran give sufficient information of what aspects of phonetics and phonology the students would acquire after completing the course. It was shown that there were no details of what **UF16** aspects would be learnt in the course, as the course outcomes would learning contain. However, it could be implied that the students would acquire basic knowledge of phonetics and phonology at the end of course. Then, it was in line with EPG development phase 1.2. **UG17** 1. Mampu menjelaskan Based on course learning definisi, cakupan, outcomes retrieved from kedudukan morfologi dan UG17, the syllabus has sintaksis dalam kajian been underpinning with development phase bahasa, serta keterkaitan EPG 2.1.2. It was shown that the antara morfologi dan sintaksis dengan students would acquire pengetahuan Bahasa adequate knowledge of 2. Mampu menjelaskan dan morphology and syntax at menganalisis unsur the end of course. As pembentuk kata dan kelas mentioned in one of course

of morphology and syntax,

kata

- 3. Mampu menganalisis proses pembentukan kata
- 4. Mampu menganalisis unsur pembentuk kalimat: frasa, pola frasa, struktur klausa, dan kalimat dan pengemasan kalimat
- 5. Mampu menyusun corpora kata dan kalimat serta menulis karya tulis mengenai keterkaitan antara pengetahuan morfologi dan sintaksis bahasa Inggris dengan penguasaan bahasa sebagai pengajar, penerjemah dan ahli bahasa

At the end of the course, the

1) Identify and explain basic

terminologies in Syntax.

languages using syntactic theories that have been

course participants are

expected to be able to:

2) Analyze sentences in

English or other

learning outcomes, it would expect the students to conduct a research in the field study, in which required more knowledge than a basic one.

After completing the course, students are expected to have the ability to reflect their knowledge and understanding on *English phonetics and phonology* in speaking English intelligibly, reviewing and conducting research in the area.

UG<mark>18</mark>

UI20

Based on course learning outcomes retrieved from UG18, the syllabus has been underpinning with EPG development phase 2.1. It was implied that the students were expected to acquire knowledge of phonetics and phonology and able to conduct a research in the area of phonetics English and phonology. Assuming they would be able to conduct a research, they ought to acquire adequate knowledge of English phonetics and phonology. It allowed them to explore the research area of phonetics and phonology. Thus, they would be able to give correct models of language form and usage in low and intermediate level of CEFR (A1-B2), except at advanced level (C1-2). Based on course learning outcomes identified in а syllabus no. 20 compiled from University I, it has underpinning been with EPG development phase 1.2. It was implied that the students would be able to acquire basic knowledge of

	discussed	syntax. By acquiring knowledge of syntax, the would be able to give correct models of language forms and examples o language forms for lowe level learners.
The Existing	Course Learning Outcomes	

The Existing	Course Learning Outcomes	
Syllabuses of		Analysis of EPG Descriptor of
Language	ES	Intercultural Competence
Awareness		
UD10 UE13	 After completing this course, students are expected to be able to: 2. Demonstrate knowledge of linguistic system of English phonology. 3. Communicate effectively both written and oral language and combined with technology 4. Analyze the language use in different circumstances Having joined this course, the students are expected to have adequate knowledge on (1) the interconnection among languages, culture, and society; (2) the functions of language in society; (3) the cultural and social bases for the variations of language; and (4) the way to conduct an observation on the language phenomena in today's society and they should achieve the following objectives: 1. to develop an awareness of many of the subdisciplines within the field of sociolinguistics 2. to gain a broad-based understanding of the key concepts within this field 3. to gain a better understanding of how language and society are related 4. to have a better understanding of the theoretical foundations underlying the field 5. to link together the different areas of sociolinguistic study 6. to participate in whole-class discussions on sociolinguistics 7. become a cooperative member of a dynamic classroom 	Based on learning outcomes retrieved from a syllabus no.10 of University D, the syllabus has been underpinning EPG development phase 1.1. It was implied that the students would acquire basic knowledge of sociopragmatics, in which they would be able to analyze the language use in different circumstances. It meant that they ought to understand the concept of culture and language and its relation. Based on course learning outcomes retrieved from UE13, the syllabus has been underpinning with EPG development phase 1.2. It was implied that at the end of course, the students would acquire adequate knowledge of sociopragmatics, in which languages, culture and society were related each other and how culture and society influenced the variety of language. The students were also expected to able to observe on language phenomena in today's society. Then, it required more understanding of cultural issues and traditions, in which it was in line with phase 1.2 of EPG descriptor.
UF14	Students aware to the language use and they have good ability in using appropriate language based on	Based on course learning outcomes retrieved from a syllabus no.15 of
	context	University F, the syllabus has been underpinning with EPG development phase 1.1. At the end of course, it was implied that the students would acquire knowledge of using appropriate
		language depends on context. Able to

	use appropriate language based on context was one of basic knowledge of sociopragmatics. Thus, it can be inferred that the syllabus were used EPG development phase 1.1 as its base of course learning outcomes.
Mata kuliah ini bertujuan untuk memberikan bekal	Based on course learning outcomes
kompetensi kepada mahasiswa mengenai	retrieved from UH19, the syllabus has
hakikat dan objek kajian sosiolinguistik, hubungan	been underpinning with EPG
antara bahasa dan faktor sosial, kontak	development phase 1.2. It was implied
UH19	development phase 1.2. It was implied that at the end of course, the students would acquire adequate knowledge of sociopragmatics, in which understanding objects of sociopragmatics, the relation of language and social factors, language contact, language variation and its analysis. Then, it required more understanding of cultural issues and traditions, in which it was in line with phase 1.2 of EPG descriptor, in which the students were able to introduce their learners to relevant differences in cultural behavior and traditions after they graduating from ELESP and
	becoming teachers.
	E

Analysis of ICT Competence In	ndicator in Each Componen	t of Syllabuses	of English Phonolog	gy and Phonetics

	rsity D												
UD9													
Englis	h Articulatory Phonetic	s and Phonology											
1. Pap	ted Learning Results er Writing sentation												
No.	ICT Competence Indicators	Source	UNES TF	CO ICT-		ected rning ult	Syllabus Comp	ponents	E	11			
			TL	KD	KC PW	Р	C1 C2 C3 C	C4 C5 C6	C7 C8	C9	C10 C11	C12	C13 C14
1	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	(Tomei, 2005)	TL	KD	KC PW	P		C4 C5 C6	C7 C8	C9 √	C10 C11	C12 √	C13 C14 √
2	of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for	(Tomei, 2005) (UNESCO, 2011)	V	KD V				C4 C5 C6	C7 C8		C10 C11	C12 √	1

	packages and web resources based on the accuracy and allignment with curriculum standards and the needs of specific students.	
3	Locate a variety of digital resources	(Healey, 2008) $\sqrt{1}$ $\sqrt{2}$ \times $\sqrt{2}$ $\sqrt{2}$ $\sqrt{2}$
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
5	Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).	(Healey, 2008) $\sqrt{\sqrt{2} \times 2}$
6	Identify multiple research sources and perspectives that inform technology use.	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
7	Identify the technological resources (e.g., hardware, communication technologies, digital material,	(Healey, 2008)

	courseware) and limitations of the teaching environment.	
8	Match specific curriculum standards to particular software packages and computer applications	$(UNESCO, 2011) \sqrt{2} \times \times \sqrt{2} 2$
9	Integrate the use of a computer laboratory into ongoing teaching activities.	(UNESCO, 2011) $$ $$ \times \times \times
10	Use networked record keeping software to take attendance, submit grades, and maintain student records.	
11	Use the search engines in computer devices.	$(UNESCO,2011) \qquad \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
12	Use presentation software and digital resources during classroom activities	$(UNESCO, 2011) \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
13	Use common communication and collaboration technologies	(UNESCO, 2011) $\sqrt{\sqrt{\sqrt{\times \times \times}}}$
14	Use word- processing software	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

	to write a worksheet, following standard conventions.	
15	Use any standard Windows/Mac software, including media players.	(European Union, VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV
16	Use a data projector for lessons involving the internet, a DVD etc.	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
17	Use online technology as available to deliver instructional or support material	(Healey, 2008)
18	Prepare instructional materials for students using basic technology tools (e.g., word- processing software, presentation software, and software that creates Internet resources).	(Healey, 2008) V V V V V V V V V V
19	Search for potential teaching material on the internet.	(European Union, $\sqrt{\sqrt{\sqrt{\times \times \times \times}}}$ 2011)
20	Recognize the technical skills of ICT in the classroom effectively in	(Tomei, 2005) $\sqrt{\sqrt{\times \times \times}}$

	investigating source and solving classroom problem	
21	Recognize appropriate suggestions from research for classroom practice using technology	(Healey, 2008) $\times \sqrt{\times \times \times}$
22	Identify various digital resources that are appropriate to be applied in learning.	(Healey, 2008) \times $$ \times $$ $$ $$
23	Identify the right technology to support various teaching goals and instructional objective	(Healey, 2008) \times $$ \times $$ $$
24	Identify appropriate technology environments (e.g., lab, one computer class, online, independent use) to meet specific learning/teaching goals	$(\text{Healey, 2008}) \times \sqrt{\times \times \times \times}$
25	Match the appropriate ICT tools to the students' needs and level of language knowledge	(Dilek Cakiki, $\times \sqrt{\sqrt{\times \times}}$ 2006)

26	Use software for handling images, dvds, and sound files.	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
27	Use on-line exercises appropriate to their individual needs	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
28	Use ICT to access and share resources to support their activities and their own professional learning.	$(UNESCO, 2011) \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
29	Use ICT to search for appropriate information that can be used to support their own professional learning	(UNESCO, 2011) V V V V V V
30	Use technology- enhanced assessment results to plan instruction.	(Healey, 2008) $\sqrt{\sqrt{x}} \times \frac{x}{x}$
31	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices —which may evaluate enjoyment).	$(\text{Healey, 2008}) \times \sqrt{\times} \sqrt{\sqrt{\times}} \sqrt$

32	Use different materials for each	(Dilek Cakiki, \times $\sqrt{\times}$ \times $$ $$ $$ $$ $$ $$
	lesson to present a	
	certain similar topic	
33	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	(Dilek Cakiki, NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
	stress-free language learning environment.	
34	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, N N N N N N N N N N N N N N N N N N N
35	Implement the ICT tools to support learner centered strategies based on the needs of the students	(Tomei, 2005) V V X X
36	Implement ICT tools in informing the learner of the	(Tomei, 2005)

	target objectives				
37	Implement ICT tools for enhancing their productivity and professional practice	(Tomei, 2005) ×			
38	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	(Tomei, 2005) ×		V	$\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
39	Implement the use of internet offer vast opportunities for reading and writing in authentic environment.	(Phil Spancer, × 2011)			
40	Demonstrate awareness of multiple sources and perspectives that inform language use.	(Healey, 2008) ×			$\sqrt{-\sqrt{-1}}$
41	Demonstrate the use of ICT tools to encourage students to document their own progress.	(Healey, 2008)	V V X		
42	Demonstrate the student to know exactly what they have to do and what sites they have to use to find the data (specific ICT that	(Phil Spancer, 2011)		NEGE	V

	will be used in teaching and learning process).	
43	Train students in selecting on-line exercises appropriate to their individual needs	(European Union, \times $$ $$ \times \times 2011)
44	Train students in using any available classroom digital equipment (IWB incl.), their mobiles, tablets etc.,profitably for language learning that is appropriate for their individual needs	(European Union, $\times \sqrt{\sqrt{\sqrt{\times \times \times}}}$ 2011)
45	Able to assess information resources in supporting research and learning	$(ISTE, 2008) \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
46	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	$(\text{Healey, 2008}) \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
47	Provide learning opportunities outside the	(UNESCO, 2011) \times $$ \times \times

	classroom for individual differences through ICT.	
48	Point out the diverse needs of all learners by using learner- centered strategies	
49	Distinguish the use of the teaching learning activities network based on the students' needs.	(Dilek Cakiki, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
50	Examine ICTs both receptive and productive skills are easily and effectively assessed.	(UNESCO, 2011) $\times \sqrt{\sqrt{\sqrt{\times \times \times}}}$
51	Adapt a variety of digital resources	(Dilek Cakiki, 2006) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
52	Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip)	$(Tomei, 2005) \qquad \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
53	Organize ICT tools to recall the prior knowledge	(Dilek Cakiki, 2006) $\sqrt{\sqrt{x}} \times \sqrt{\sqrt{x}}$
54	Facilitate effective use of current and emerging digital tools	(Dilek Cakiki, 2006) $\sqrt{\times \times $
55	Facilitate students in varying lesson	(Dilek Cakiki, 2006) $\sqrt{\sqrt{x}} \times \sqrt{\sqrt{y}}$

	presentation styles to motivate their various interests.	
56	Organize the preparation in using ICT in the teaching process	(Phil Spancer, 2011) $\times \times \times \times$
57	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011) N N N N N N N N N N N N N N N N N N
58	Organize multiple and varied formative and summative assessments aligned with content and technology standards	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\times \times \times}}}$
59	Demonstrate the integration of the technology in innovative ways.	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\times \times \times}}}$
60	Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).	(ISTE, 2008) × V V V V
61	Structure unit plans and classroom	$(UNESCO, 2011) \qquad \qquad \checkmark $

	activities using open-ended tools and subject-specific application for problem-solving activities	
62	Recommend appropriate online materials to students and colleagues	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
63	Support student reflection in assessing students' conceptual	(ISTE, 2008) $\times \sqrt{\sqrt{\times \times}}$
64	Support creative and innovative thinking and inventiveness	(ISTE, 2008)
65	Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly	$(ISTE, 2008) \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
66	Support multimedia production, web production and publishing technologies into student projects in ways that develop their ongoing knowledge	$(\text{UNESCO, 2011}) \times \times \times \times$

	production and communication with other audiences	
67	Model digital etiquette and responsible social interactions related to the use of technology and information	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
68	Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools	$(ISTE, 2008) \times \sqrt{\sqrt{\times}} \sqrt{\sqrt{\sqrt{\times}}}$
69	Adapt knowledge- and performance- based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.	$(UNESCO, 2011) \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
70	Compose sound and video files	(European Union, $\times \times \times \times$ 2011) $\times \times \times$
71	Modify new information resources based on expected learning	(Tomei, 2005)

	outcomes.	
72	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	(ISTE, 2008) V V V × ×
73	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, 2011) \times $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
74	Create an appropriate technology environment to meet specific teaching and learning goals.	(Healey, 2008) $\times \sqrt{\sqrt{\times \times}}$
75	Create a resource that allows students to locate and retrieve materials.	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
76	Create lessons with downloaded texts, pictures, graphics, etc.	(European Union, \times \times $$ \times $$ $$ $$ $$ $$ $$ $$
77	Design relevant learning experiences that incorporate digital tools and resources for	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

	promoting student learning and creativity	
78	Design blended learning modules using a learning management system (LMS).	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
79	Design lesson plans and teaching ideas that are posted online.	(Healey, 2008) $\times \times \sqrt{\times} \times \times$
80	Design units of study and classroom activities that integrate a range of ICT tools and devices in promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students	(UNESCO, 2011)
81	Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills	(Dilek Cakiki, 2006) V V V V V V
82	Design project work with digital media (using, for example,	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

	a camera, the internet, social networks)				
83	Evaluate students' (ISTE, 2008) works that are posted in blogs, social medias, or electronic mails	x x v x x			
84	Evaluate the (UNESCO, 2011) accuracy and usefulness of web resources in support of project-based learning in a subject area.	× VV × V			$\sqrt{}$
85	Evaluate (ISTE, 2008) technological resources for alignment with the needs and abilities of the students.	× VV × ×			
	Notes:				
	C1: Basic Information	C5: Lesson Learning Outcon	nes C9: Learning Media	C13: Assessment Scale	
	C2: Program Educational Objectives	C6: Learning Materials	C10: Time Allocation	C14: Course Policy	
	C3: Course Learning Outcomes	C7: Learning Method	C11: Indicator for Scoring		
	C4: Course Description	C8: References	C12: Assessment Criteria		

University G UG17 English Morphology and Syntax Expected Learning Results 1. Corpora of Word Project 2. Corpora of Sentence Project 3. Final Report Expected **UNESCO Syllabus Components** Learning ICT-TF **ICT Competence** Result No. Source Indicators С CS C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12 C13 C14 TL KD KC W FP Р Р Locate off-the-shelf educational software packages and web resources based on the accuracy and (UNESCO, 2011) 1 Х × × X allignment with curriculum standards and the needs of specific students. Locate a variety of V × V $\sqrt{}$ $\sqrt{}$ (Healey, 2008) x x 2 digital resources Able to keep up with information through a variety of (Healey, 2008) 3 Х sources (e.g., books, journals, mailing lists, conventions).

Analysis of ICT Competences Indicators in Each Component of Syllabus for English Morphology and Syntax

4	Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).	(Healey, 2008) $\sqrt{\sqrt{1 \times 1 \times 1}}$
5	Identify multiple research sources and perspectives that inform technology use.	(Healey, 2008) $\sqrt{\sqrt{x \times x \times x}}$
6	Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.	(Healey, 2008) $\sqrt{\sqrt{\times}}$ $\sqrt{\sqrt{\sqrt{-1}}}$
7	Match specific curriculum standards to particular software packages and computer applications	(UNESCO, 2011) $\sqrt{x} \times x \times x$
8	Use networked record keeping software to take attendance, submit grades, and maintain	$(UNESCO, 2011) \sqrt{\times \times \times \times \times}$

	student records.											
)	Use the search engines in computer devices.	(UNESCO,2011)	\checkmark	V			V	V		5		\checkmark
10	Use presentation software and digital resources during classroom activities	(UNESCO, 2011)		\checkmark		×	×	x				
1	Use common communication and collaboration technologies	(UNESCO, 2011)	\checkmark	\checkmark	\checkmark	×	×	×				
2	Use word- processing software to write a worksheet, following standard conventions.	(European Union, 2011)	\checkmark	\checkmark	\checkmark	V	V	\checkmark		ATS		\checkmark \checkmark
3	Use any standard Windows/Mac software, including media players.	(European Union, 2011)	\checkmark	\checkmark	\checkmark	×S	×	×		S /)	
4	Use a data projector for lessons involving the internet, a DVD etc.	(European Union, 2011)	V	\checkmark	\checkmark	×	×	×	E	F /)/		
5	Use online technology as available to deliver instructional or support material	(Healey, 2 <mark>008)</mark>	V	V	V	\mathbf{N}	V	V	GEF			\checkmark

16	Prepare instructional materials for students using basic technology tools (e.g., word- processing software, presentation software, and software that creates Internet resources).	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
17	Search for potential teaching material on the internet.	(European Union, $\sqrt{\sqrt{\sqrt{\times \times \times \times \times}}}$	
18	Recognize the technical skills of ICT in the classroom effectively in investigating source and solving classroom problem	(Tomei, 2005) $\sqrt{\sqrt{x} \times x} \times x$	
19	Recognize appropriate suggestions from research for classroom practice using technology	(Healey, 2008) $\times \sqrt{\times \times \times \times}$	
20	Identify various digital resources that are appropriate to be applied in learning.	(Healey, 2008) \times $$ \times $$ $$	
21	Identify the right technology to support various	(Healey, 2008) \times $$ \times $$ $$ $$	

	teaching goals and instructional objective	
22	Identify appropriate technology environments (e.g., lab, one computer class, online, independent use) to meet specific learning/teaching goals	(Healey, 2008) $\times \times \times \times \times \times$
23	Match the appropriate ICT tools to the students' needs and level of language knowledge	(Dilek Cakiki, 2006) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
24	Use software for handling images, dvds, and sound files.	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
25	Use on-line exercises appropriate to their individual needs	(European Union, 2011) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
26	Use ICT to access and share resources to support their activities and their own professional learning.	(UNESCO, 2011) $\times \sqrt{1} \times \times \times$
27	Use ICT to search for appropriate information that can be used to support	$(UNESCO, 2011) \qquad \qquad \checkmark \qquad \checkmark \qquad \checkmark \qquad \checkmark \qquad \checkmark$

	their own professional learning	
28	Use technology- enhanced assessment results to plan instruction.	(Healey, 2008) $\sqrt{\sqrt{\times \times \times \times}}$
29	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices —which may evaluate enjoyment).	(Healey, 2008) $\times \times \times \times \times \times$
30	Use different materials for each lesson to present a certain similar topic	(Dilek Cakiki, $\times \sqrt{\times \times \times \times}$
31	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
32	Implement the ICT tools to support learner centered strategies based on the needs of the students	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
33	Implement ICT	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

	tools in informing	
	the learner of the target objectives	
	Implement ICT	
	tools for enhancing	
34	their productivity	(Tomei, 2005) $\times \sqrt{1} \times \times \times \times$
	and professional	
	practice Implement ICT	
	tools to facilitate a	
35	variety of effective	(Tomei, 2005) $\times \sqrt{\sqrt{x}} \times \times \times$
	assessment and	
	evaluation strategies Implement the use	
	of internet offer vast	
26	opportunities for	(Phil Spancer, $\times \sqrt{\sqrt{\times \times \sqrt{\sqrt{\sqrt{\sqrt{\times \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
36	reading and writing	$2011) \qquad \qquad \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
	in authentic environment.	
	Demonstrate the use	
	of ICT tools to	
37	encourage students	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
	to document their own progress.	
	Demonstrate the	
	student to know	
	exactly what they have to do and what	
	sites they have to	(Phil Spancer,
38	use to find the data	$\frac{1}{2011} \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
	(specific ICT that	
	will be used in teaching and	
	learning process).	
39	Train students in	(European Union, $\times \sqrt{\sqrt{1 \times 1 \times 1}}$

selecting on-line	
exercises 2011) appropriate to their individual needs	
 Train students in using any available classroom digital equipment (IWB incl.), their mobiles, tablets 40 tablets 2011) 40 tablets 2011) 41 is appropriate for their individual needs 	
Able to assess information 41 resources in (ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
$42 \begin{array}{c} \text{Modify learning} \\ \text{activities to address} \\ \text{students' diverse} \\ \text{learning styles,} \\ \text{working strategies,} \\ \text{and abilities using} \\ \text{digital tools and} \\ \text{resources} \end{array} $ (Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
Provide learning opportunities outside the 43 classroom for (UNESCO, 2011) $\times \sqrt{\sqrt{\sqrt{\times \times \times \times}}}$ individual differences through ICT.	

44	Point out the diverse needs of all learners by using learner- centered strategies	(Healey, 2008)	×V	V		\checkmark	J J
45	Distinguish the use of the teaching learning activities network based on the students' needs.	(Dilek Cakiki, 2006)	VV	\checkmark	×	×	×
46	Examine ICTs both receptive and productive skills are easily and effectively assessed.	(UNESCO, 2011)	× V	\checkmark	×	×	×
47	Adapt a variety of digital resources	(Dilek Cakiki, 2006)	$\sqrt{}$	\checkmark	\checkmark	\checkmark	N N
48	Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip)	(Tomei, 2005)	1 1	V	×	×	×
49	Organize ICT tools to recall the prior knowledge	(Di <mark>lek Cakiki,</mark> 2006)	$\sqrt{}$	×	×	×	
50	Facilitate effective use of current and emerging digital tools	(Dilek <mark>Cakiki,</mark> 2006)	$\sqrt{\sqrt{2}}$	×	×	×	×
51	Facilitate students in varying lesson presentation styles to motivate their various interests.	(Dilek Cakiki, 2006)	V V	×	×	×	NEGE
52	Organize the	(Phil Spancer,	× ×		×	Х	×

	preparation in using ICT in the teaching process	2011)
53	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
54	Organize multiple and varied formative and summative assessments aligned with content and technology standards	(ISTE, 2008) $\times \sqrt{\sqrt{\times \times \times}}$
55	Demonstrate the integration of the technology in innovative ways.	(ISTE, 2008) $\times \sqrt{\sqrt{\times \times \times}}$
56	Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\times \times \times}}}$
57	Structure unit plans and classroom activities using open-ended tools and subject-specific application for	(UNESCO, 2011) V V V V V V

	problem-solving activities	
58	Recommend appropriate online materials to students and colleagues	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
59	Support student reflection in assessing students' conceptual	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
60	Support creative and innovative thinking and inventiveness	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
61	Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly	(ISTE, 2008) \times $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
62	Support multimedia production, web production and publishing technologies into student projects in ways that develop their ongoing knowledge production and communication with other audiences	(UNESCO, 2011) $\times \times \times \times \times$
63	Model digital	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\times \times \times \times}}}}$

	etiquette and responsible social interactions related to the use of technology and information	
64	Adapt knowledge- and performance- based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.	(UNESCO, 2011) $\times \sqrt{\sqrt{\sqrt{\times \times \times \times}}}$
65	Modify new information resources based on expected learning outcomes.	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
66	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
67	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, x V V x x x x 2011)

68	Create an appropriate technology environment to meet specific teaching and learning goals.	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
69	Create a resource that allows students to locate and retrieve materials. Create lessons with	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
70	downloaded texts, pictures, graphics, etc. Design relevant	(European Union, 2011) $\times \times \times \times \times$	
71	learning experiences that incorporate digital tools and resources for promoting student learning and creativity Design blended	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
72	learning modules using a learning management system (LMS).	(European Union, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
73	Design lesson plans and teaching ideas that are posted online.	(Healey, 2008) $\times \times \times \times \times$	
74	Design units of study and classroom activities that integrate a range of	(UNESCO, 2011) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	

ICT tools and devices in promoting the skills of reasoning, planning, reflective learning, knowledge building and
communication of students
Design relevant materials using the appropriate ICT
75 tools in testing students' achievement in all skills (Dilek Cakiki, 2006) √ √ √ × × ×
76 Design project work with digital media (using, for example, (European Union, a camera, the 2011) internet, social networks) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
Evaluate students' works that are 77 posted in blogs, (ISTE, 2008) $\times \times \times \times $ social medias, or electronic mails
Evaluate the accuracy and usefulness of web 78 resources in support (UNESCO, 2011) × $\sqrt{\sqrt{\sqrt{\times \times \times \times}}}$ of project-based learning in a subject area.
79 Evaluate (ISTE, 2008) $\times \sqrt{\sqrt{\times \times \times}}$

technological resources for alignment with the needs and abilities of the students.

Notes:

C1: Basic Information	C5: Lesson Learning	g Outcomes C9: Learning Media	C13: Assessment Scale
C2: Program Educational Object	ctives C6: Learning Mater	ials C10: Time Allocation	C14: Course Policy
C3: Course Learning Outcome	C7: Learning Metho	od C11: Indicator for Scoring	
C4: Course Descri <mark>ption</mark>	C8: References	C12: Assessment Criteria	
Analysi.	s of ICT Competences Indicators in E	Each Component of Syllabus for Englis	h Sociopragmatics
University F UF14 Sociolinguistics Expected Learning Result 1. Presentation			
ICT Competence No. Indicators Source	TF Result	Syllabus Components	
	TL KD KC P	C1 C2 C3 C4 C5 C6 C7 C8 (C9 C10 C11 C12 C13 C14
1 Recognize the use of new (Tomei, 2005)	$\sqrt{\sqrt{\times \times}}$	\sim	

	technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	
2	Locate off-the- shelf educational software packages and web resources based on the accuracy and allignment with curriculum standards and the needs of specific students.	(UNESCO, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
3	Locate a variety of digital resources	(Healey, 2008) $\sqrt{\sqrt{x}}$ × ×
4	Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
5	Identify more than one approach to achieve an objective (e.g., a backup plan for	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\times \times \times}}}$

	when the technology is not working).	
6	Identify multiple research sources and perspectives that inform technology use.	(Healey, 2008) $\sqrt{\sqrt{x}} \times x$
7	Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.	(Healey, 2008) $$ $$ \times \times
8	Match specific curriculum standards to particular software packages and computer applications	(UNESCO, $\sqrt{\times \times \times}$
9	Use networked record keeping software to take attendance, submit grades, and maintain student records.	(UNESCO, $\sqrt{\times \times \times}$) EE
10	Use the search	$(UNESCO, 2011 \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$
	engines in)

	computer devices. Use presentation					
11	software and digital resources during classroom activities	(UNESCO, 2011)	N	V	V V	√
12	Use common communication and collaboration technologies	(UNESCO, 2011)	N		√ ×	×
13	Use word- processing software to write a worksheet, following standard conventions.	(European Union, 2011)	V	V	√ ×	×
14	Use any standard Windows/Mac software, including media players.	(Eur <mark>opean</mark> Union, 2011)	V	√ ·	√ ×	×
15	Use a data projector for lessons involving the internet, a DVD etc.	(Europ <mark>ean</mark> Union, 2011)	V	V	√ √	
16	Use online technology as available to deliver instructional or support material	(Healey, 2008)	J	V	1 1	SNEGER V V
17	Prepare instructional materials for	(Healey, 2008)	\checkmark	\checkmark	√ ×	X

	students using basic technology tools (e.g., word- processing software, presentation software, and software that creates Internet resources).	
18	Search for potential teaching material on the internet.	(European Union, 2011) $\sqrt{\sqrt{\times \times}}$
19	Create an email account and use it for a sustained series of email correspondence.	(UNESCO, \sqrt{x} x x x 2011)
20	Recognize the technical skills of ICT in the classroom effectively in investigating source and solving classroom problem	(Tomei, 2005) $\sqrt{\sqrt{2}} \times \times$
21	Recognize appropriate suggestions from research for classroom practice using technology	(Healey, 2008) $\times \sqrt{\times} \times$
22	Identify various	(Healey, 2008) $\times \times \times$

	digital resources that are	
	appropriate to be applied in learning.	
23	Identify the right technology to support various teaching goals and instructional objective	(Healey, 2008) $\times \times \times$
24	Identify appropriate technology environments (e.g., lab, one computer class, online, independent use) to meet specific learning/teaching goals	(Healey, 2008) $\times \sqrt{\times \times}$
25	Identify the ethical cultural, societal issues related with ICT tools.	(Tomei, 2005) $\times \times \times$
26	Match the appropriate ICT tools to the students' needs and level of	(Dilek Cakiki, $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
	language knowledge	
27	Use software for handling images,	(European $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

	dvds, and sound files.	
28	Use on-line exercises appropriate to their individual needs	(European Union, 2011) V V X
29	Use a network for supporting student collaboration within and beyond the classroom	(UNESCO, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
30	Use ICT to access and share resources to support their activities and their own professional learning.	(UNESCO, $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
31	Use ICT to search for appropriate information that can be used to support their own professional learning	(UNESCO, V V V V V V V V V V V V V V V V V V V
32	Use technology resources that promote appropriate language use.	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
33	Use technology- enhanced assessment results to plan instruction.	(Healey, 2008) $\sqrt{\sqrt{\times \times}}$
	providenciali	

34	Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).	(Healey, 2008) $\times \sqrt{\times \times}$
35	Use different materials for each lesson to present a certain similar topic	(Dilek Cakiki, $\times \sqrt{\times }$ $$ $$
36	Utilize various open-ended software packages appropriate to student's subject matter area, such as visualization, data analysis, role- play simulations, and online references.	(Tomei, 2005) $\times \sqrt{\sqrt{\sqrt{2}}} \times$
37	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	(Dilek Cakiki, NNNNN) 2006)

	very natural, real, communicative and stress-free language learning environment.	
38	Implement appropriate caution when using online sources and when engaging in electronic communication	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
39	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
40	Implement the ICT tools to support learner centered strategies based on the needs of the students	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
41	Implement ICT tools to develop students' higher order skills and creativity.	(Tomei, 2005) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
42	Implement ICT tools in informing	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

	the learner of the		
	target objectives		
43	Implement ICT tools for enhancing their productivity and professional practice	(Tomei, 2005) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
44	Implement telecommunicatio n for interacting with peers, experts and other audiences	(Tomei, 2005) $\times \sqrt{\sqrt{\sqrt{\times}}}$	
45	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	(Tomei, 2005) $\times \sqrt{\sqrt{\chi}} \times$	
46	Implement ICT tools in identifying the ethical, cultural and societal issues.	(Tomei, 2005) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	\checkmark
47	Implement the use of internet offer vast opportunities for reading and writing in authentic environment.	(Phil Spancer, $\times \sqrt{\sqrt{\sqrt{\times}}}$ X	
48	Demonstrate	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	

	awareness of multiple sources and perspectives that inform language use.	
49	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
50	Demonstrate the use of ICT tools to encourage students to document their own progress.	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
51	Demonstrate sensitivity to the similarities and differences in communication conventions across cultures, communities, and contexts.	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
52	Demonstrate the student to know exactly what they have to do and what sites they have to use to find the data (specific	(Phil Spancer, VVV × 2011)

	ICT that will be used in teaching and learning process).	
53	Train students in selecting on-line exercises appropriate to their individual needs	(European Union, 2011) $\times \sqrt{\sqrt{\sqrt{\times}}}$
54	Engage students in exploring real- world issues and solving authentic problems using digital tools and resources	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
55	Able to assess information resources in supporting research and learning	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
56	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
57	Provide learning opportunities outside the	(UNESCO, $\times \sqrt{\sqrt{\times}}$

	classroom for individual differences through ICT.	
58	Participate in a relevant community of practice.	(Tomei, 2005) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
59	Point out the diverse needs of all learners by using learner- centered strategies	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\times}}}$
60	Distinguish the use of the teaching learning activities network based on the students' needs.	(Dilek Cakiki, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
61	Examine ICTs both receptive and productive skills are easily and effectively assessed.	(UNESCO, $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
62	Adapt a variety of digital resources	(Dilek Cakiki, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
63	Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip)	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
64	Organize ICT tools to recall the	(Dilek Cakiki, $\sqrt{\sqrt{\sqrt{\times \times \times}}}$

	prior knowledge								
65	Facilitate the appropriate ICT tools in giving fast feedback to students' error.	(Tomei, 2005)	× V	N	×		P		
66	Facilitate effective use of current and emerging digital tools	(Dilek Cakiki, 2006)	V V	×	×				
67	Facilitate students in varying lesson presentation styles to motivate their various interests.	(Dile <mark>k Cakiki,</mark> 2006)	√ √	×	V	V		\checkmark	
68	Organize the preparation in using ICT in the teaching process	(Phil <mark>Spancer,</mark> 2011)	× ×	V	×		5		
69	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011)		V	×		S AL		
70	Organize multiple and varied formative and summative assessments aligned with content and	(ISTE, 2008)	× V	1	×S	jEr			

	technology standards	
71	Demonstrate the integration of the technology in innovative ways.	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\times}}}$
72	Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
73	Structure unit plans and classroom activities using open-ended tools and subject- specific application for problem-solving activities	(UNESCO, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
74	Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	(ISTE, 2008) $\times \sqrt{\sqrt{\chi}} \times$
75	Communicate relevant information and	(ISTE, 2008) $\times \sqrt{\sqrt{\times}}$

	ideas effectively to students, parents, and peers using a variety of digital-age media and formats		A	5						P			
76	Recommend appropriate online materials to students and colleagues	(European Union, 2011)	V	\checkmark	V	×							
77	Support student reflection in assessing students' conceptual	(ISTE <mark>,</mark> 2008)	×	\checkmark	\checkmark	×					11		
78	Support creative and innovative thinking and inventiveness	(IST <mark>E</mark> , 2008)	V	\checkmark	\checkmark	\checkmark			V			\checkmark	
79	Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly	(ISTE, 2008)	×	V	V	×				Str.			
80	Support multimedia production, web production and publishing technologies into	(UNESCO, 2011)	×	×		×S	NE	G					

	student projects in ways that develop their ongoing knowledge production and communication with other audiences	
81	Model digital etiquette and responsible social interactions related to the use of technology and information	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
82	Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools	(ISTE, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
83	Adapt knowledge- and performance- based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.	$(UNESCO, \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$

84	Compose sound and video files	(European $\times \times \sqrt{\times}$ V \times
85	Modify new information resources based on expected learning outcomes.	(Tomei, 2005) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
86	Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
87	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
88	Create an appropriate technology environment to meet specific teaching and learning goals.	(Healey, 2008) $\times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
89	Create a resource that allows students to locate and retrieve materials.	(Healey, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$

			271
	Create lessons		
90	with downloaded texts, pictures, graphics, etc. Design relevant	(European $\times \times \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	\checkmark
91	learning experiences that incorporate digital tools and resources for promoting student learning and creativity Design blended	(ISTE, 2008) $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
92	learning modules using a learning management system (LMS).	(European $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$	
93	Design lesson plans and teaching ideas that are posted online.	(Healey, 2008) $\times \times \times$	
94	Design units of study and classroom activities that integrate a range of ICT tools and devices in promoting the skills of reasoning, planning, reflective learning, knowledge		

	building and communication of students	
	Design relevant materials using the appropriate ICT	
95	tools in testing students' achievement in all skills	(Dilek Cakiki, $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
	Design project work with digital media (using, for	
96	example, a camera, the internet, social networks)	(European $\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
97	Evaluate students' works that are posted in blogs, social medias, or electronic mails	(ISTE, 2008) $\times \times \times$
	Evaluate the accuracy and usefulness of web	
98	resources in support of project- based learning in a subject area.	(UNESCO, $\times \sqrt{\sqrt{\sqrt{\times}}}$ × $\sqrt{\sqrt{\sqrt{\times}}}$
99	Evaluate technological resources for alignment with the needs and abilities of the students.	(ISTE, 2008) $\times \sqrt{\sqrt{\chi}} \times$

Notes:



A ARTA	Final Pr	oduct	of Syll	labus	of English Sociopragmatics				
AS NEGERI S	GPJM FBS								
	State of University Jakarta Language and Arts Faculty English Language Education Study Program Kompleks Universitas Negeri Jakarta Jalan Rawamangun Muka								
					nur, 13320				
No. Document	Revision Nu	mber	Page	e of	Course Group E-mail	Published Date			
					sociopragmatics105@gmail.com				
Name of Course	Course Code	Course Status	Cours e Credit	Ter m	Course URL	Drafting Date			
English Socioprag <mark>matics</mark>	P	Prereq uisites	3 credits	6	https://padlet.com/raihanahpsari/ englishsociopragmatics	10 Desember 2019			
Prerequisite Courses Introduction to Linguistics, English Articulatory Phonetics and Phonology, English Morphology and Syntax, English Semantics and Pragmatics									
Legalization Syllabus Developer The Lecturer						Coordinator of Study Program			

		ihanah Permata Sari	Raihanah Permata Sari	Dr. Hanip Pujianti					
	Program E	ducational Objectives that are	imposed with course :						
	S	Sikap (Attitude)							
	S5	Menghargai keanekaragan orisinal orang lain	Menghargai keanekaragaman budaya, pandangan, agama dan kepercayaan serta pendapat atau temu orisinal orang lain						
	S 8	Menginternalisasi nilai, no	orma, dan etika akademik						
	KU	Keterampilan Umum (G	eneral Skill)						
	KU1	atau implementasi ilmu pe humanoira yang sesuai der	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humanoira yang sesuai dengan bidang bahasa Inggris dan pendidikan bahasa Inggris;						
	KU3	memperhatikan dan mener cara, dan etika ilmiah dala	Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknolog memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan l cara, dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni;						
	KU4		Mampu menyusun deskripsi saintifik hasil kajian tersebut di atas dlama bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi;						
Learning O <mark>bjectives</mark>	KU10	 Mampu bekerja secara kolaboratif, dan pandai memanfaatkan berbagai daya dukung yang terdapat lingkungannya; Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi; dan 							
	KU11								
	KU12		mengoptimalkan mutu dan pote resentasikan dan						
	Р	Pengetahuan (Knowledge							
	Р3		p-konsep dasar tentang bahasa secara um lan cabang-cabang ilmu bahasa; dan	um, peran bahasa Inggris bagi					
	P14	Mampu menguasai konser	-konsep dasar tentang penggunaan baha	sa dalam konteks sosial					
	KK	Keterampilan Khusus (S							
	KK1	Mampu melaksanakan fun jenis teks lisan dan tulis de	Mampu melaksanakan fungsi sosial dengan berkomunikasi menggunakan dan terkait dengan b jenis teks lisan dan tulis dengan tujuan yang jelas, dengan struktur makna yang kohesif dna kol serta dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya						
	Course Lea	rning Outcomes							

	W1	Students are able to understand how Sociopragmatics are related with other disciplines, such as Pragmatics, Semantics, etc. (KU1;P3)							
		<u> </u>							
	W2	Students are able to understand social dimensions of language (S5;KU1;KU11;KU12;P14)							
	W3	Students are able to explore	e linguistic dimensions of society (S5;KU10;KU11;K12)						
	W4	Students are able to under	stand theories of Pragmatics related with social settings (KU10;KU12;KK1)						
	W5	Students are able to discus	s how language, culture and thought (S8;KU4;P14;KK1)						
	W6	Students are able to explore	re linguistic and social inequality (K10;K11;K12,K1)						
Course Description	Sociolinguistics between linguistic change, variety of pragmatics that of	his course, the students study of the relationship between language society. It has similar characteristics with jolinguistics The students are introduced to a broad array of sociopragmatic issues, including the relationship ween linguistic variation and social factors like identity, age, class, gender, and power, the phenomena of language nge, variety of style and register in social settings using . As part of pragmatic study, it explores theories of gmatics that closely related with social settings, such as Speech Acts and Politeness. The course also emphasizes notion of language, culture, and cognitive and explore linguistic and social inequality and language.							
	1.1 Course Introduction		4.1 Pragmatics and Sociopragmatics						
	1.2. The Notion of Sociopragmatics and								
	related studies		4.2 Speech Acts						
	2.1 Social Dimensions of Language		4.3 Politeness						
	2.2 Language Variation		5.1 Language, culture and cognition						
Learning Materials	2.3. Language C	nange	5.2Linguistic and Cultural Relativity						
Learning Water lais	2.4 Factors influe	encing Language Change	5.3 Idioms and Proverbs						
	2.5 Styles & Reg		5.4 Metaphors						
		mensions of society	6.1 Linguistic and social inequality						
	3.2 Language Co		6.3 Language-based prejudice						
	3.3Multilingualis	m	6.4 Language Stereotypes						
	3.4 Code-switch	ng and Code-mixing	6.5 Ethnography of Communication						
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	Software		Hardware				
Learning <mark>Media</mark>	0 00	e Word, Microsoft Power Point, Padlet, Mendeley, Search peTools, E-mail, Audio-Video Software	LCD Projector, TV Monitor, Laptop, and Smartphones				
	a) Attendance :	A student who, without notice nor permission to take leave, h shall be given grade E for the course concerned.					
Course Policies	b) Lateness :	1) Late submission of written work 1-7 days: minus 20 of 1-100 score range; 2) Late submission of written work more than 7 days, the work will not graded and 0 be given; 3) When the class begins a 8 a.m. students will only be allowed to be late for fifteen minutes, later than that it will be considered absent					
Course I Unicles	c) Missed exams/ assignments:	A student who, without notice nor permission, misses an assig exam/assignment concerned	gnment shall be given grade D for the				
	e) Academic	Students are to obey standard policy and regulation on honest	•				
	Dishonesty:	committing plagiarism. Committing exam will be given grade	D for the work. To check plagiarism, it				

		can be found at http://www.smallsoetools.com
e)) Attitu <mark>des in</mark>	Students are not allowed to chit-chat during learning sessions and are expected to seriously participate
Cl	lassroom:	in learning activities. Cellphones are to be turrned into a silent mode.
Ór	Inline	A post made by students have to relate with the course. Please refrain posting any personal information in <i>Padlet</i> . Students are expected to give peer feedback of each post made by others. Let's maintain a supportive learning community where everyone can feel safe posting their work. Treat others with respect at all times, and in all communications.
Pa	aper	Every written paper should use font Times New Roman 12, Spacing 2.0 with margins top, bottom, right 2.45 cm and left 3.45 cm. Every written paper must use citation software, like Mendeley, EndNote, etc. Send it to our group email: sociopragmatics 105@gmail.com
(Po g) Pa	Padlet) :) Written aper	others with respect at all times, and in all communications. Every written paper should use font Times New Roman 12, Spacing 2.0 with margins top, bottom,



W/S	Lesson Learning Outcomes	Assess	ement	Learning Experiences;I	earning Methods;	Learning	Assessment
		Indicator for Scoring	Assessment Criteria/Materials	Assignments [Tim Face-to-Face	e Allocation] Online	Materials	Scale
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) 1/1	(2) Students are able to understand the notion of English Sociopragmatics course: 1. Identify important dates and course policy information; 2. Explore the use of <i>Padlet</i> that will be used throughout the course Students are able to get the understandings the notion of English Sociopragmatics course	(3) Students' accuracy of identifying the notion of English Sociopragmatics; Students' accuracy of exploring Padlet toolbars; Students's accuracy of creating their first posts of first meeting Students' accuracy of understanding the notion of English Sociopragmatics	(4) Criteria: Rubrics for Assessment that included: Content that indicates for scoring learner achievement; Language; and Mechanism of using software in the class (Materials: Non- test: a portfolio) Criteria: Rubrics for Assessment that included: Content that indicates for scoring learner achievement; Language; Information and quality and organization; Mechanism of	 (5) Lecturing [TA: 1x(3x50")]; Assignment-1 (individual): Self- journal of today's session about the notion of English Sociopragmatics Lecturing [TA: 1x(3x50")]; Assignment-2 (group): Summary of today's session about the notion of English Sociopragmatics and its key concepts	(6) Padlet (serves as discussion forum and post their self- journals) (https://padlet.c om/raihanahpsa ri/englishsociop ragmatics) Padlet (serves as discussion forum and post their self- journals) (https://padlet.c om/raihanahpsa ri/englishsociop ragmatics)	(7) Syllabus, Materials related with the use of <i>Padlet and</i> its instruction manual Notion of Sociopragmatics, Key Concepts of Sociopragmatics, Relation with Sociopragmatics and Sociolinguitics, Sociopragmatics as parts of Pragmatics	(8)
		1	using software in the class (Materials: Non- test: a summary)				

2/3	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Notion of
	social dimension of language: 1.	of identifying	for Assessment	1x(3x50")];	as discussion	Language
	Identify factors that influence	factors affected in	that included:	Assignment 3 (group):	forum and post	Variation,
	language variation; 2. Discuss how	language variation;	Content that	presentation of group	their the results	Factors influence
	the key concept influences language	students' accuracy	indicates for	discussion	of group	language
	variation in the real life	of selecting	scoring learner		discussion in	variation, social
		relevant online	achievement;		form of short	& langauge
		sources for current	Language;		summary)	factors
		topics; students'	Information and		(https://padlet.c	
		accuracy of giving	quality and		om/raihanahpsa	
		a presentation	organization;		ri/englishsociop	
		about related topic	Mechanism of		ragmatics)	
			using software in			7
			the class			
			(Materials: Non-			
			test: a			
			presentation, a			
			summary)			
2/4	Students are able to understand the	students' accuracy	Criteria: Rubrics	Lecturing, class	Padlet (serves	Language
	social dimension of language: 1.	of understanding	for Assessment	discussion [TA:	as discussion	Change, the key
	Understand the key concepts of	the concepts of	that included:	1x(3x50")]Assignmen	forum and post	concepts of
	language change; 2. Discuss case	language change;	Content that	t-4 (individual):	their individual	Language
	study of language change in real life	students' accuracy	indicates for	Summary of today's	summary)	Change, social
		of exploring case of	scoring learner	session about the	(https://padlet.c	factors of
		language change in	achievement;	notion of language	om/raihanahpsa	language change,
		real life; students'	Language;	change and case of	ri/englishsociop	linguistic factors
		accuracy of	Information and	language change in	ragmatics)	of language
		selecting relevant	quality and	real life		
		online sources for	organization;			
		current topics;	Mechanism of			
		students' accuracy	using software in			
		of writing a	the class			
		summary in Padlet	(Materials: Non-			
			test: a			
			presentation)			
	L		1			

2/5	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Social factors,
	social dimension of language: 1.	of exploring social	for Assessment	1x(3x50")];	as discussion	linguistic factors,
	identify factors that influence	factors influence	that included:	Assignment 5 (group):	forum and post	gender, age,
	language change, 2. Discuss the	language change;	Content that	presentation of group	their individual	process of
	process of language change	students' accuracy	indicates for	discussion	summary)	spreading
		of discussing the	scoring learner		(https://padlet.c	language change
		process of language	achievement;		om/raihanahpsa	
		change; students'	Language;		ri/englishsociop	
		accuracy of	Information and		ragmatics)	
		selecting relevant	quality and			
		online sources for	organization;			
		current topics,	Mechanism of			
		students' accuracy	using software in			77
		of giving a	the class			
		presentation about	(Materials: Non-			
		related topics	test: a summary)			
2/6	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	The concept of
	social dimension of language: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	styles and
	understand the concept of styles and	the concept of	that included:	Assignment 6: writing	forum and post	registers in
	registers, 2. explore styles and register	styles and registers	Content that	an individual	their individual	different social
	in different social settings	in different social	indicates for	summary about the	summary)	settings, for
		settings; students'	scoring learner	concept of styles and	(https://padlet.c	further
		accuracy of acting	achievement;	registers and its	om/raihanahpsa	readings:Joos,
		out language based	Language;	application in real life	ri/englishsociop	M. (1967). THE
		on the social	Information and		ragmatics)	FIVE
		setting; students'	quality and			CLOCKSA
		accuracy of	organization			LINGUISTIC
		selecting relevant	(Materials: Non-			EXCURSION
		online sources for	test: an individual			INTO THE
		current topics	summary)			FIVE STYLES
						OF ENGLISH
						USAGE
3/7	Students are able to understand	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	
	linguistic dimensions of society: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	
	understand the concept of language	the notion of	that included:	Assignment 7 (group):	forum and post	

	choice, 2. explore the key concepts of	language choice;	Content that	presentation of group	their individual	
	language choice	students' accuracy	indicates for	discussion	summary)	
		of exploring the	scoring learner		(https://padlet.c	
		key concepts of	achievement;		om/raihanahpsa	
		language choice;	Language;	L	ri/englishsociop	
		students' accuracy	Information and		ragmatics)	
		of selecting	quality and			
		relevant online	organization;			
		sources for current	Mechanism of			
		topics; students'	using software in			
		accuracy of giving	the class			
		a presentation	(Materials: Non-			
		about related topics	test: a			77
			presentation)			
8	Students are able to understand	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Language
	linguistic dimension of society: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	Contact, Lingua
	understand the notion of language	the notion of	that included:	Assignment 8 (group):	forum and post	Franca
	contact, 2. discuss the concept of	language contact;	Content that	presentation of group	their results of	
	lingua franca	students' accuracy	indicates for	discussion	group	
		of discussing the	scoring learner		discussion)	
		concept of lingua	achievement;		(https://padlet.c	
		france; students'	Language;		om/raihanahpsa	
		accuracy of	Information and	\sim	ri/englishsociop	
		selecting relevant	quality and		ragmatics)	
		online sources for	organization;			
		current topics,	Mechanism of			
		students' accuracy	using software in			
		of giving a	the class			
		presentation about	(Materials: Non-			
		related topics	test: a			
			presentation)			
9	Students are able to understand	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Multilingualism,
	linguistic dimension of society: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	Pidgins and
	understand the notion of	the notion of	that included:	Assignment 9 (group):	forum and post	Creole,
	multilingualism; 2. Explore the	multilingualism;	Content that	presentation of group	their results of	Linguistic

	development of Pidgins & Creole	students' accuracy	indicates for	discussion	group	Characteristics
		of discussing the	scoring learner		discussion)	of P/C languages
		development of	achievement;		Assignment 10:	
		Pidgins & Creole;	Language;		Writing an essay	
		students' accuracy	Information and		about one of	
		of selecting	quality and		Pidgin or C reole	
		relevant online	organization;		languages and	
		sources for current	Mechanism of		compare it with	
		topics, students'	using software in		Pidgin or Creole	
		accuracy of giving	the class		languages in	
		a presentation	(Materials: Non-		Indonesia	
		about related topics	test: a		(https://padlet.c	
			presentation, an		om/raihanahpsa	7
			essay)		ri/englishsociop	
					ragmatics)	
					[TA:1x(3x60")]	
3/10	Students are able to understand	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Code-switching,
	linguistic dimension of society: 1.	of identifying code-	for Assessment	1x(3x50")];	as discussion	code-mixing,
	identify code-switching and code-	switching and	that included:	Assignment 10	forum and post	factors influence
	switching in real life context; 2.	code-mixing in real	Content that	(group): presentation	their results of	code-switching
	explore the reason of people do code-	life context;	indicates for	of group discussion	group	and code-
	switching and code-mixing	students' accuracy	scoring learner		discussion)	mixing, attitudes
		of exploring the	achievement;		(https://padlet.c	towards code-
		reason of people do	Language;		om/raihanahpsa	switching and
		code-switching and	Information and		ri/englishsociop	code-mixing
		code-mixing;	quality and		ragmatics)	
		students' accuracy	organization;			
		of selecting	Mechanism of			
		relevant online	using software in			
		sources for current	the class			
		topics, students'	(Materials: Non-			
		accuracy of giving	test: a			
		a presentation	presentation)			
		about related topics				
4/11	Students are able to get the	students' accuracy	Criteria: Rubrics	Lecturing [TA:	Padlet (serves	Pragmatics,

	understanding of relationship between	of understanding	for Assessment	1x(3x50")];	as discussion	Sociolinguistics
	Pragmatics and Sociolinguistics: 1.	the relationship	that included:		forum)(https://p	
	understand the relationship between	between Pragmatics	Content that		adlet.com/raiha	
	Pragmatics and Sociolinguitics	and	indicates for		nahpsari/english	
		Sociolinguistics	scoring learner		sociopragmatics	
			achievement;			
			Language;			
			Information and			
		× 1	quality and			
			organization;			
			Mechanism of			
			using software in			
			the class			>7
			(Materials: Non-			
			test: a summary)			
4/12	MID	-TERM: An Critical	Essay of Code-Swit	ching or Code-Mixing O	ccur in Indonesia	· · · · · · · · · · · · · · · · · · ·
4/13			Giving feedback a	fter Mid-term		
4/14	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Speech Acts,
	theories of Pragmatics: 1. understand	of understanding	for Assessment	1x(3x50")];	as discussion	Types of Speech
	the concept of Speech Acts; 2. discuss	the concept of	that included:	Assignment 14	forum and post	Acts
	types of Speech Acts	Speech Acts;	Content that	(group): presentation	their results of	
		students' accuracy	indicates for	of group discussion	group	
		of discussing types	scoring learner		discussion)	
		of Speech Acts;	achievement;		(https://padlet.c	
		students' accuracy	Language;		om/raihanahpsa	
		of selecting	Information and		ri/englishsociop	
		relevant online	quality and		ragmatics)	
		sources for current	organization;			
		topics, students'	Mechanism of			
		accuracy of giving	using software in			
		a presentation	the class			
		about related topics	(Materials: Non-			
			test: a			
			presentation)			
4/15	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Politeness,

						<u> </u>
	theories of Pragmatics: 1. understand	of understanding	for Assessment	1x(3x50")];	as discussion	Types of
	the concept of Politeness; 2. compare	the concept of	that included:	Assignment 15	forum and post	Politeness,
	the concept of Politenes in different	Politeness;	Content that	(group): presentation	their results of	Indonesian
	culture with Indonesian Politeness 🦯	students' accuracy	indicates for	of group discussion	group	Politeness
		of comparing the	scoring learner		discussion)	
		concept of	achievement;		Assignments 15:	
		Politeness in	Language;		Posting a link of	
		different culture	Information and		video that	
		with Indonesian	quality and		indicates	
		politeness; students'	organization;		politeness in	
		accuracy of	Mechanism of		different	
		selecting relevant	using software in		culture(https://p	
		online sources for	the class		adlet.com/raiha	7/
		current topics,	(Materials: Non-		nahpsari/englis <mark>h</mark>	
		students' accuracy	test: a		sociopragmatics	
		of giving a	presentation)			
		presentation about			[TA: 1x(3x60'')]	
		related topics				
5/16	Students are able to understand	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	language,
	Language, Culture and Thought: 1.	of explaining the	for Assessment	1x(3x50")];	as discussion	culture, and
	explain the relationship among	relationship among	that included:	Assignment 16	forum and post	thought, Sapir-
	language, culture and thought; 2.	language culture,	Content that	(group): presentation	their results of	Whorf
	discuss about language, culture and	and thought;	indicates for	of group discussion	group	Hypothesis
	thought	students' accuracy	scoring learner		discussion)	
		of discussing about	achievement;		(https://padlet.c	
		language, culture	Language;		om/raihanahpsa	
		and thought;	Information and		ri/englishsociop	
		students' accuracy	quality and		ragmatics)	
		of selecting	organization;			
		relevant online	Mechanism of			
		sources for current	using software in			
		topics, students'	the class			
		accuracy of giving	(Materials: Non-			
		a presentation	test: a			
		about related topics	presentation)			

5/17	Students are able to understand to the	students' accuracy	Criteria: Rubrics	Lecturing [TA:	Padlet (serves	Linguistic
	concept of Linguistic and Cultural	of understanding	for Assessment	1x(3x50")];	as discussion	Relativity,
	Relativity: 1. understand the concept	Linguistic	that included:		forum and post	Cultural
	of Linguistic and Cultural Relativity	Relativity and	Content that		their results of	Relativity
		Cultural Relativity	indicates for	L	group	
			scoring learner		discussion)	
			achievement;		Assignments 17:	
			Language;		Posting an	
			Information and		individual	
			quality and		summary about	
			organization;		linguistic and	
			Mechanism of		cultural	
			using software in		relativity	7
			the class		(https://padlet.c	
			(Materials: Non-		om/raihanahpsa	
			test: a summary)		ri/englishsociop	
					ragmatics)	
					[TA:1x(3x60'')]	
5/18	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Idioms, Proverbs
	concept of Idioms and Proverbs: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	
	Understand the concept of Idioms and	the concept of	that included:	Assignment 17	forum and post	
	Proverbs, 2. Compare English Idioms	Idioms and	Content that	(group): presentation	their results of	
	and Proverbs with Indonesian Idioms	Proverbs; Students'	indicates for	of group discussion	group	
	and Proverbs	accuracy of	scoring learner		discussion)	
		comparing English	achievement;		(https://padlet.c	
		Idioms and	Language;		om/raihanahpsa	
		Proverbs with	Information and		ri/englishsociop	
		Indonesian ones;	quality and		ragmatics)	
		students' accuracy	organization;			
		of selecting	Mechanism of			
		relevant online	using software in			
		sources for current	the class			
		topics, students'	(Materials: Non-			
		accuracy of giving	test: a			
		a presentation	presentation)			
	1					I

	1					T T
		about related topics	A A A A A			
5/19	Students are able to understand the	stud <mark>ents' accuracy</mark>	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Metaphor
	concept of metaphors: 1. understand	of understanding	for Assessment	1x(3x50")];	as discussion	
	the concept of metaphor, 2. discuss	the concept of	that included:	Assignment 16	forum and post	
	the key concept of metaphor	metaphors;	Content that	(group): presentation	their results of	
		students' accuracy	indicates for	of group discussion	<u>group</u>	
		of discussing the	scoring learner		discussion)	
		key concept of	achievement;		<pre>(https://padlet.c</pre>	
		metaphors;	Language;		om/raihanahpsa	
		students' accuracy	Information and		ri/englishsociop	
		of selecting	quality and		ragmatics)	
		relevant online	organization;			
		sources for current	Mechanism of		7	7 /
		topics, students'	using software in			
		accuracy of giving	the class			
		a presentation	(Materials: Non-			
		about related topics	test: a			
			presentation)			
5/20	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Linguistic
	notion of linguistic and social	of understanding	for Assessment	1x(3x50")];	as discussion	Inequality,
	inequality: 1. understand the notion of	the notion of	that included:	Assignment 17	forum and post	Social
	linguistic and social inequality, 2.	linguistic and social	Content that	(group): presentation	their results of	Inequality,
	discuss types of linguistic inequality	inequality;	indicates for	of g <mark>roup discussion</mark>	group	Stereotypes
		students' accuracy	scoring learner		discussion)	
		of discussing types	achievement;		(https://padlet.c	
		of linguistic	Language;		om/raihanahpsa	
		inequality; students'	Information and		ri/englishsociop	
		accuracy of	quality and		ragmatics)	
		selecting relevant	organization;			
		online sources for	Mechanism of			
		current topics,	using software in			
		students' accuracy	the class			
		of giving a	(Materials: Non-			
		presentation about	test: a			
		related topics	presentation)			

5/21	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Language-Based
	notion of language-based prejudice: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	Prejudice,
	understand the notion of language-	the notion of	that included:	Assignment 19	forum and post	Subjective
	based prejudice, 2. explore the	language-based	Content that	(group): presentation	their results of	Inequality
	possibility of language-based	prejudice ; students'	indicates for	of group discussion	group	
	prejudice happens in Indonesia	accuracy of	scoring learner		discussion)	
		exploring the	achievement;		(https://padlet.c	
		possibility of	Language;		om/raihanahpsa	
		language-based	Information and		ri/englishsociop	
		prejudice in	quality and		ragmatics)	
		Indonesia; students'	organization;			
		accuracy of	Mechanism of			
		selecting relevant	using software in			7
		online sources for	the class			
		current topics,	(Materials: Non-			
		students' accuracy	test: a			
		of giving a	presentation)			
		presentation about				
		related topics				
	Students are able to understand the	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Language
	language stereotype: 1. understand the	of understanding	for Assessment	1x(3x50")];	as discussion	Stereotypes,
	notion of language stereotypes, 2.	the notion of	that included:	Assignment 18	forum and post	Gender
	discuss language stereotype in real	language	Content that	(group): presentation	their results of	Stereotypes
	life context	stereotypes;	indicates for	of group discussion	group	
		students' accuracy	scoring learner		discussion)	
		of discussing	achievement;		(https://padlet.c	
		language	Language;		om/raihanahpsa	
		stereotypes in real	Information and		ri/englishsociop	
		life context;	quality and		ragmatics)	
		students' accuracy	organization;			
		of selecting	Mechanism of			
		relevant online	using software in			
		sources for current	the class			
		topics, students'	(Materials: Non-			
		accuracy of giving	test: a			

		a presentation	presentation)			
		about related topics				
5/23	Students are able to understand	students' accuracy	Criteria: Rubrics	Class Discussion [TA:	Padlet (serves	Ethnography of
	Ethnography of Communication: 1.	of understanding	for Assessment	1x(3x50")];	as discussion	Communication
	understand the notion of Ethnography	the notion of	that included:	Assignment 18	forum and post	
	of Communication, 2. explore the	Ethnography of	Content that	(group): presentation	their results of	
	relationship of Ethnography of	Communication;	indicates for	of group discussion	group	
	Communication with	students' accuracy	scoring learner		discussion)	
	Sociopragmatics	of explore the	achievement;		(https://padlet.c	
		relationship of	Language;		om/raihanahpsa	
		Ethnography of	Information and		ri/englishsociop	
		Communication	quality and		ragmatics)	
		with	organization;			7
		Sociopragmatics;	Mechanism of			
		students' accuracy	using software in			
		of selecting	the class			
		relevant online	(Materials: Non-			
		sources for current	test: a			
		topics, students'	presentation)			
		accuracy of giving				
		a presentation				
		about related topics				
5/24	FI	NAL TEST: A Critica	al Paper of Teaching	g Sociopragmatics in Era	a of Technology	

Notes:

Assessment Scheme

Assignments the weight of which is 15% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.

Presentations the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the presenters are well prepared and manage to present the materials clearly with at least 80% mastery.

Mid-term academic paper the weight of which is 25% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.

End-of-term academic paper the weight of which is 35% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.

15 % 10 % 25 % 35 % 15 %

Attendance, in-class	behavior, participation in discussions	
Presentations		
Midterm		
Final paper		
Written Summ <mark>ar</mark>	y	

This course follows the university standard for grading system:

- A Excellent = > 81
- B above average = 61-
- $80 \text{ C} \text{average} = \frac{41-60}{1000}$
- D below average = 21-
- 40 E failure = < 20

Instrument of Measuring the Integration of ICT Competences in the Syllabus

NAME OF COURSE

: ENGLISH SOCIOPRAGMATICS

NAME OF EVALUATOR

PURPOSE OF EVALUATION

: The evaluation form is intended to evaluate the prototype design syllabus of English Sociopragmatics. It is focused to evaluate the accommodated-ness of ICT competences in Syllabus components.

INSTRUCTIONS

- 1. Put checklist ($\sqrt{}$) in the column "YES", if the ICT competences stated explicitly in the syllabus components
- 2. Put checklist ($\sqrt{}$) in the column "NO", if the ICT competences stated implicitly in the syllabus components
- 3. Give remarks in "Notes" column if necessary

No.	Components of Syllabus	The Statements of Syllabus Components	The indicator of ICT Competences	Integrati Compet Evidenc	
				Yes	No
1.	Basic Information	Name of Course: English Sociopragmatics Course Status: Prerequisites Prerequisite Courses: Introduction to Linguistics, English Phonetics and Phonology, English Morphology and Syntax, English Semantics and Pragmatics Course Credit: 3 Credits (SKS) Course URL: https://padlet.com/raihanahpsari/english sociopragmatics Course Group Email: sociopragmatics105@gmail.com The Lecturer: Raihanah Permata Sari	 Use common communication and collaboration technologies Use online technology as available to deliver instructional or support material Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). Create an email account and use it for a sustained series of email correspondence. Identify the right technology to support various teaching goals and instructional objective Use a network for supporting student collaboration within and beyond the classroom Match the appropriate ICT tools to the students' needs and level of language knowledge Use a network for supporting student collaboration within and beyond the classroom Use a network for supporting student collaboration within and beyond the classroom Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks. Demonstrate the use of ICT tools to encourage students to document their own progress. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and 		

2.	Program Educational Objectives	 S Sikap (Attitude) S5 Menghargai keanekaragaman budaya, pandangan, agama dan kepercayaan serta pendapat atau temuan orisinal orang lain S8 Menginternalisasi nilai, norma, dan etika akademik KU Keterampilan Umum (General Skill) KU1 Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humanoira yang sesuai dengan bidang bahasa Inggris; KU3 Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara, dan etika ilmiah dalam rangka menghasilkan solusi, 	innovation 13. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats 1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). 2. Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working). 3. Identify multiple research sources and perspectives that inform technology use. 4. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment. 5. Match specific curriculum standards to particular software packages and computer applications 6. Use common communication and collaboration technologies, and computer applications 7. Use online technology to a variable to deliver instructional or support material 8. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). 9. Identify various digital resources that are appropriate to be applied in learning. 10. Identify the right technology to support various teaching goals and instructional objective 11. Match the appropriate ICT tools to the students' needs and level of language
		KU4 Mampu menyusun deskripsi saintifik hasil kajian tersebut di	

 atas dlama bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi; KU10 Mampu bekerja secara kolaboratif, dan pandai memanfaatkan berbagai daya dukung yang terdapat di lingkungannya; KU11 Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi; da KU12 Mampu memanfaatkan teknologi informasi dan komunikasi untuk mengoptimalkan mutu dan potensi inovasi pada setiap karya yang dihasilkan serta kemudahan mempresentasikan dan mempublikasikannya. P Pengetahuan (Knowledge) P3 Mampu menguasai konsep- konsep dasar tentang bahasa secara umum, peran bahasa Inggris bagi pembangunan Indonesia, dan cabang- cabang ilmu bahasa; dan P14 Mampu menguasai konsep-konsep dasar tentang penggunaan bahasa dalam konteks sosial KK Keterampilan Khusus (Specific Skill) KK1 Mampu melaksanakan fungsi 	 professional learning 13. Use technology resources that promote appropriate language use. 14. Use technology-enhanced assessment results to plan instruction. 15. Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment). 16. Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser. 17. Implement the ICT tools to support learner centered strategies based on the needs of the students 18. Implement ICT tools to develop students' higher order skills and creativity. 19. Implement ICT tools in informing the learner of the target objectives 	

		sosial dengan berkomunikasi menggunakan dan terkait dengan berbagai jenis teks lisan dan tulis dengan tujuan yang jelas, dengan struktur makna yang kohesif dna koheren, serta dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya	
3.	Course Learning Outcomes	 Students are able to understand how Sociopragmatics are related with other disciplines, such as Pragmatics, Semantics, etc. (KU1;P3) Students are able to understand social dimensions of language (S5;KU1;KU11;KU12;P14) Students are able to explore linguistic dimensions of society (S5;KU10;KU11;K12) Students are able to understand theories of Pragmatics related with social settings (KU10;KU12;KK1) Students are able to discuss how language, culture and thought (S8;KU4;P14;KK1) Students are able to explore linguistic and social inequality (K10;K11;K12,K1) 	 Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working). Identify multiple research sources and perspectives that inform technology use. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment. Match specific curriculum standards to particular software packages and computer applications Use common communication and collaboration technologies Use online technologies Use online technology to deliver instructional material Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). Identify various digital resources that are appropriate to be applied in learning. Identify the right technology to support various teaching goals and instructional objective

			 Match the appropriate ICT tools to the students' needs and level of language knowledge Use ICT to search for appropriate information that can be used to support their own professional learning Use technology resources that promote appropriate language use. Use technology-enhanced assessment results to plan instruction. Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment). Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser. Implement ICT tools to develop students' higher order skills and creativity. Implement ICT tools in informing the learner of the target objectives 	
4.	Course Description	In this course, the students study of the relationship between language society. It has similar characteristics with Sociolinguistics The students are introduced to a broad array of sociopragmatic issues, including the relationship between linguistic variation and social factors like identity, age, class, gender, and power, the phenomena of language change, variety of style and register in social settings. As part of pragmatic study, it explores theories of pragmatics that closely related with social settings,	 Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment. Match specific curriculum standards to particular software packages and computer applications Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). 	

	such as Speech Acts and Politeness. The course also emphasizes the notion of language, culture, and cognitive and explore linguistic and social inequality and language.	 Use ICT to access and share resources to support their activities and their own professional learning. Use technology resources that promote appropriate language use. Implement the ICT tools to support learner centered strategies based on the needs of the students Implement ICT tools to develop students' higher order skills and creativity. Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity
5. Learning Materials	 1.1 Course Introduction 1.2. The Notion of Sociopragmatics and related studies 2.1 Social Dimensions of Language 2.2 Language Variation 2.3. Language Change 2.4 Factors influencing Language Change 2.5 Styles & Registers 3.1 Linguistic dimensions of society 3.2 Language Contact 3.3Multilingualism 3.4 Code-switching and Code-mixing 4.1 Pragmatics and Sociopragmatics 4.2 Speech Acts 4.3 Politeness 	 Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment. Match specific curriculum standards to particular software packages and computer applications Use the search engines in computer devices. Use common communication and collaboration technologies Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). Use ICT to access and share resources to

Main readings: Ash, S., & Coulmas, F. (1998). The Handbook of Sociolinguistics. Language (Vol. 74). https://doi.org/10.2307/417877 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 Holmes, J. (2013). An Introduction to Sociolinguistics. The Modern Language Journal (4th ed., Vol. 77). New York: Routledge. https://doi.org/10.2307/329116 Hudson, R. A. (1996). Sociolinguistics (2nd ed.). New York: Cambridge University Press Joos, M. (1967). THE FIVE CLOCKS A LINGUISTIC EXCURSION INTO THE FIVE STYLES OF ENGLISH USAGE.	 in promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students 1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). 2. Match specific curriculum standards to particular software packages and computer applications 3. Use online technology as available to deliver instructional or support material 4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). 5. Search for potential teaching material on the internet. 6. Create an email account and use it for a sustained series of email correspondence. 7. Recognize the technicalskills of ICT in the classroom effectively in investigating source and solving classroom problem 8. Recognize appropriate suggestions from research for classroom practice using technology 9. Identify various digital resources that are appropriate to be applied in learning. 10. Identify the right technology to support various teaching goals and instructional objective 11. Match the appropriate ICT tools to the students' needs and level of language knowledge 12. Use a network for supporting student collaboration within and beyond the classroom
Pragmatics. Thomas, J. (2013). Meaning in	 Use ICT to access and share resources to support their activities and their own professional learning. Use ICT to search for appropriate information
	 Ash, S., & Coulmas, F. (1998). The Handbook of Sociolinguistics. Language (Vol. 74). https://doi.org/10.2307/417877 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 Holmes, J. (2013). An Introduction to Sociolinguistics. The Modern Language Journal (4th ed., Vol. 77). New York: Routledge. https://doi.org/10.2307/329116 Hudson, R. A. (1996). Sociolinguistics (2nd ed.). New York: Cambridge University Press Joos, M. (1967). THE FIVE CLOCKS A LINGUISTIC EXCURSION INTO THE FIVE STYLES OF ENGLISH USAGE. Leech, G. N. (1983). Principles of Pragmatics.

Interaction: An Introduction to Pragmatics. Routledge.	that can be used to support their own professional learning 15. Use technology resources that
Trudgill, P. (2000). Sociolinguistics: An Introduction to Language and Society. Penguin Books, 243. https://doi.org/10.2307/326846	 promote appropriate language use. 16. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources 17. Able to assess information resources in supporting research and learning 18. Modify learning activities to address students'
Wardhaugh, R. (2006). An Introduction to Sociolinguistics. The British Journal of Sociology (Fifth, Vol. 38). Blackwell Publishing. https://doi.org/10.2307/590702	 diverse learning styles, working strategies, and abilities using digital tools and resources 19. Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. 20. Organize multiple and varied formative and summative assessments aligned with content and technology standards
Supplementary Readings:	 21. Demonstrate the integration of the technology in innovative ways. 22. Collect student output for analysis (e.g., concordance to analyze lexical complexity,
Çakir, İ. (2006). Socio-Pragmatic Problems in Foreign Language Teaching. Journal of Language and Linguistic Studies, 2(2).	 chat logs). 23. Structure unit plans and classroom activities using open-ended tools and subject-specific application for problem-solving activities 24. Collaborate with students, peers, parents, and community members using digital tools
Harting, A. (2017). Using Facebook to Improve L2 German Students' Socio- pragmatic Skills. The EUROCALL Review, 25(2), 59–61. https://doi.org/10.1080/10464883.1987 .10758436	 and resources to support student success and innovation 25. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats 26. Recommend appropriate online materials to students and colleagues 27. Support student reflection in assessing
Mede, E., & Dikilitaş, K. (2015). Teaching and Learning Sociolinguistic	students' conceptual 28. Support creative and innovative thinking and

	 Competence: Teachers' Critical Perceptions. Participatory Educational Research, 2(3), 14–31. https://doi.org/10.17275/per.15.29.2.3 Nazlı, G. (2016). Sociopragmatic Elements and Possible Failure in EFL Teaching. Dil Dergisi, 0(167), 49–66. https://doi.org/10.1501/dilder_0000000 Create an appropriate technology environment to meet specific teaching and learning goals Design relevant learning and resources that incorporate digital tools and resources for promoting student learning and creativity Design units of study and classroom activities that integrate a range of ICT tools and devices in promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students
7. Learning Media	Software:Microsoft Office Word, MicrosoftPower Point, Padlet, Mendeley, SearchEngine, SmallSoeTools, E-mail, Audio-Video SoftwareHardware:LCD Projector, TV Monitor, Laptop,and SmartphonesNotes:Padlet is a website and appthat allows kids to curateinformation onto virtualbulletin boards using a simpledrag-and-drop system.Students can start with atemplate or a blank page andadd videos, text, links,

r		
	documents, images basically anything to the wall and organize it, like a page full of Post-it notes. <i>SmallSoeTools</i> is a plagiarism checker tool to run your articles and texts. This will let you know as to how many hits	 9. Use ICT to access and share resources to support their activities and their own professional learning. 10. Use ICT to search for appropriate information that can be used to support their own professional learning 11. Utilize various open-ended software packages appropriate to student's subject matter area,
	there is (percentage) in your article giving you accurate online plagiarism checker with report.	 such as visualization, data analysis, role-play simulations, and online references. 12. 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. 13. Implement the ICT tools to support learner centered strategies based on the needs of the students 14. Implement ICT tools to develop students' higher order skills and creativity. 15. Implement telecommunication for interacting
		 with peers, experts and other audiences 16. Provide learning opportunities outside the classroom for individual differences through ICT. 17. Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip)
		 18. Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. 19. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
		20. Support student reflection in assessing students' conceptual 21. Model digital etiquette and responsible social

participate in learning activities.	clip)
Cellphones are to be turned into a silent mode f) Attitudes in Online Classroom	12. Structure unit plans and classroom activities using open-ended tools and subject-specific
(<i>Padlet</i>): A post made by students have	application for problem-solving activities 13. Collaborate with students, peers, parents, and
to relate with the course. Please refrain posting any personal information in <i>Padlet.</i> Students are expected to give	community members using digital tools and resources to support student success and innovation
peer feedback of each post made by others. Let's maintain a supportive learning community where everyone	14. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
can feel safe posting their work. Treat others with respect at all times, and in	15. Recommend appropriate online materials to students and colleagues
all communications g) Written Paper Requirements: Every	16. Support student reflection in assessing students' conceptual
written paper should use font Times New Roman 12, Spacing 2.0 with margins top, bottom, right 2.45 cm and left 3.45 cm. Every written paper must	17. Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly
use citation software, like Mendeley, EndNote, etc. Send it to our group email:	18. Model digital etiquette and responsible social interactions related to the use of technology and information
sociopragmatics105@gmail.com	19. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
	20. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning
	21. Create a resource that allows students to locate and retrieve materials.
	22. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity
	23. Design units of study and classroom activities that integrate a range of ICT tools and devices
	in promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students

		-					
				Design relevant materials using the appropriate			
				ICT tools in testing students' achievement in all			
				skills			
Lesson Learning	Meeting 1:			Recognize the use of new technologies for			
Outcomes	Students are able to understand the			teaching learning activities and professional			
	notion of English Sociopragmatics			purposes (e.g., podcasts for listening and			
	course:			speaking, blogs for writing and reading).			
	1. Identify important dates and course	4		Able to keep up with information through a			
	policy information;			variety of sources (e.g., books, journals,			
	2. Explore the use of Padlet that will be			mailing lists, conventions).			
	used throughout the course			Identify the technological resources (e.g.,			
				hardware, communication technologies, digital			
	Meeting 2:			material, courseware) and limitations of the		7 /	
	Students are able to get the			teaching environment.			
	understandings the notion of English	4		Use presentation software and digital resources			
	Sociopragmatics course			during classroom activities			
		4	5.	Use common communication and collaboration			
	Meeting 3:			technologies			
	Students are able to understand the			Use word-processing software to write a			
	social dimension of language:			worksheet, following standard conventions.			
	1. Identify factors that influence			Use online technology as available to deliver			
	language variation;			instructional or support material	; I		
	2. Discuss how the key concept			Use a network for supporting student			
	influences language variation in the			collaboration within and beyond the classroom			
	real life.	9		Use ICT to search for appropriate information	15		
				that can be used to support their own			
	Meeting 4:			professional learning			
	Students are able to understand the			Implement a new ICT tools such as laptop,			
	social dimension of language:			interactive whiteboard, LCD projector, internet			
	1. Understand the key concepts of			and social networks in education support will			
	language change;			help learners to use English in a very natural,			
	2. Discuss case study of language			real, communicative and stress-free language			
	change in r <mark>eal life.</mark>			learning environment.			
				Implement the relevant application in teaching			
	Meeting 5:			and learning process such as word processing,			
	Students are able to understand the			dictionaries, and a web browser.			
	social dimension of language:		12.	Implement ICT tools for enhancing their			

1. identify factors that	productivity and professional practice
influence language change;	13. Implement telecommunication for interacting
2. Discuss the process of language	with peers, experts and other audiences
change.	14. Implement ICT tools in identifying the ethical,
	cultural and societal issues.
Meeting 6:	15. Demonstrate sensitivity to the similarities and
Students are able to understand the	differences in communication conventions
social dimension of language:	across cultures, communities, and contexts.
1. understand the concept of styles	16. Engage students in exploring real-world issues
and registers;	and solving authentic problems using digital
2. explore styles and register	tools and resources
in different social settings.	17. Able to assess information resources in
Meeting 7:	supporting research and learning
Students are able to understand	18. Provide learning opportunities outside the
linguistic dimensions of society:	classroom for individual differences through
1. understand the concept of language	ICT.
choice;	19. Facilitate students in varying lesson
2. explore the key concepts of language	presentation styles to motivate their various
choice.	interests.
	20. Incorporate appropriate ICT activities into lesson
Meeting 8:	plans so as to support students' acquisition of
Students are able to understand	school subject matter knowledge.
linguistic dimension of society:	21. Communicate relevant information and ideas
1. understand the notion of	effectively to students, parents, and peers using
language contact;	a variety of digital-age media and formats
2. discuss the concept of lingua franca.	22. Support creative and innovative thinking and
	inventiveness
Meeting 9:	23. Create an appropriate technology environment
Students are able to understand	to meet specific teaching and learning goals.
linguistic dimension of society:	24. Create a resource that allows students to locate
1. understand the notion of	and retrieve materials.
multilingualism;	25. Design relevant learning experiences that
2. Explore the development of Pidgins	incorporate digital tools and resources for
& Creole	promoting student learning and creativity
	26. Design blended learning modules using a
Meeting 10:	learning management system (LMS).
Students are able to understand	27. Design lesson plans and teaching ideas that are
linguistic dimension of society:	posted online.

1. identify code-switching and code-	28. Design units of study and classroom activities	
switching in real life context;	that integrate a range of ICT tools and devices	
2. explore the reason of people do code-	in promoting the skills of reasoning, planning,	
switching and code-mixing	reflective learning, knowledge building and	
N.F. (* 11	communication of students	
Meeting 11:		
Students are able to get the		
understanding of relationship between Pragmatics and Sociolinguistics:		
1. understand the relationship between		
Pragmatics and Sociolinguistics		
Pragmatics and Socioninguistics		
Meeting 12-13: Midterm Test +		
Feedback		
Meeting 14:		
Students are able to understand the		
theories of Pragmatics:		
1. understand the concept of Speech		
Acts;		
2. discuss types of Speech Acts		
Meeting 15:		
Students are able to understand the		
theories of Pragmatics:		
1. understand the concept of Politeness;		
2. compare the concept of Politeness in		
different culture with Indonesian		
Politeness		
Meeting 16:		
Students are able to understand		
Language, Culture and Thought:		
1. explain the relationship among		
language, culture and thought;		
2. discuss about language, culture		
and thought		

Meeting 17:

Students are able to understand to the concept of Linguistic and Cultural Relativity: 1. understand the concept of Linguistic and Cultural Relativity

Meeting 18:

Students are able to understand the concept of Idioms and Proverbs:1. Understand the concept of Idioms and Proverbs;2. Compare English Idioms and Proverbs with Indonesian Idioms and Proverbs

Meeting 19:

Students are able to understand the concept of metaphors: 1. understand the concept of metaphor; 2. discuss the key concept of metaphor

Meeting 20:

Students are able to understand the notion of linguistic and social inequality: 1. understand the notion of linguistic and social inequality; 2. discuss types of linguistic inequality

Meeting 21:

Students are able to understand the notion of language-based prejudice: 1. understand the notion of languagebased prejudice; 2. explore the possibility of languagebased prejudice happens in Indonesia

		 Meeting 22: Students are able to understand the language stereotype: 1. understand the notion of language stereotypes; 2. discuss language stereotype in real life context Meeting 23: Students are able to understand Ethnography of Communication: 1. understand the notion of Ethnography of Communication; 2. explore the relationship of Ethnography of Communication with Sociopragmatics Meeting 24: Final Term 		
10.	Indicator for Scoring:	 Meeting 1: Students' accuracy of identifying the notion of English Sociopragmatics; Students' accuracy of exploring Padlet toolbars; Students' accuracy of creating their first posts of first meeting Meeting 2: Students' accuracy of understanding the notion of English Sociopragmatics Meeting 3: students' accuracy of identifying factors affected in language variation; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topic Meeting 4: 	 Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment. Use the search engines in computer devices. Use presentation software and digital resources during classroom activities Use common communication and collaboration technologies Use word-processing software to write a worksheet, following standard conventions. Use a data projector for lessons involving the internet, a DVD etc. Use online technology as available to deliver instructional or support material Prepare instructional materials for students 	
		students' accuracy of understanding the	using basic technology tools (e.g., word-	

concepts of language change; students' accuracy of exploring case of language change in real life; students' accuracy of selecting relevant online sources for current topics; students' accuracy of writing a summary in Padlet Meeting 5: students' accuracy of exploring social factors influence language change; students' accuracy of discussing the process of language change; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics Meeting 6: students' accuracy of understanding the concept of styles and registers in different social settings; students' accuracy of acting out language based on the social setting; students' accuracy of selecting relevant online sources for current topics Meeting 7: students' accuracy of understanding the notion of language choice; students' accuracy of exploring the key concepts of language choice; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics Meeting 8:	 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 	 processing software, presentation software, and software that creates Internet resources). Create an email account and use it for a sustained series of email correspondence. Identify the right technology to support various teaching goals and instructional objective Match the appropriate ICT tools to the students' needs and level of language knowledge Use a network for supporting student collaboration within and beyond the classroom Use ICT to access and share resources to support their activities and their own professional learning. Use technology resources that promote appropriate language use. Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment). Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies Implement the use of internet offer vast opportunities for reading and writing in authentic environment. Implement ICT tools in identifying the ethical, cultural and societal issues. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources for promoting student learning experiences that incorporate digital tools and resources for promoting student learning and creativity Evaluate students' works that are posted in blogs, social medias, or electronic mails 		
students' accuracy of understanding the				

notion of language contact; students' accuracy of discussing the concept of lingua franca; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics

Meeting 9:

students' accuracy of understanding the notion of multilingualism; students' accuracy of discussing the development of Pidgins & Creole; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics

Meeting 10:

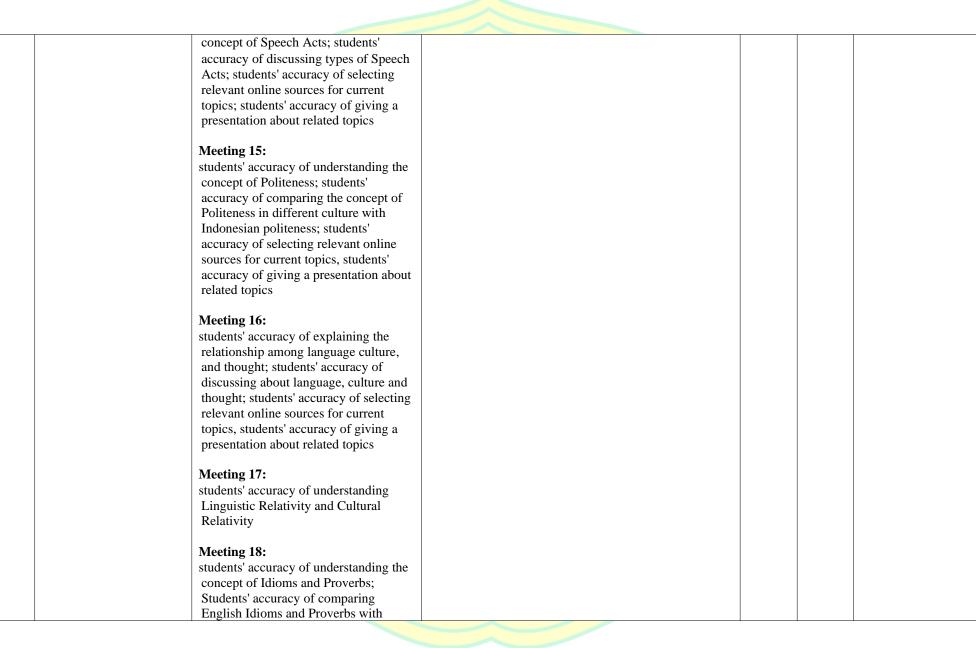
students' accuracy of identifying codeswitching and code-mixing in real life context; students' accuracy of exploring the reason of people do code-switching and code-mixing; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics.

Meeting 11:

students' accuracy of understanding the relationship between Pragmatics and Sociolinguistics

Meeting 12-13: Midterm (Essay)

Meeting 14: students' accuracy of understanding the



selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics

Meeting 19:

students' accuracy of understanding the concept of metaphors; students' accuracy of discussing the key concept of metaphors; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics

Meeting 20:

students' accuracy of understanding the notion of linguistic and social inequality; students' accuracy of discussing types of linguistic inequality; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics

Meeting 21:

students' accuracy of understanding the notion of language-based prejudice; students' accuracy of exploring the possibility of language-based prejudice in Indonesia; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics

	Meeting 22:students' accuracy of understanding the notion of language stereotypes; students' accuracy of discussing language stereotypes in real life context; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topicsMeeting 23:students' accuracy of understanding the notion of Ethnography of Communication; students' accuracy of explore the relationship of Ethnography of Communication with Sociopragmatics; students' accuracy of selecting relevant online sources for current topics, students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics			
	Meeting 24: Final Test (Paper)			
11. Assessment Criteria	Meeting 1: Criteria: Rubrics for Assessment that included: Content that indicates for scoring learner achievement; Language; and Mechanism of using software in the class (Materials: Non-test: a portfolio) Meeting 2,5,6,11,17: Criteria: Rubrics for Assessment that included: Content that indicates for scoring learner achievement; Language; Information and quality and organization; Mechanism of using software in the class (Materials: Non-test: a summary)	 Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions). Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment. Use the search engines in computer devices. Use presentation software and digital resources during classroom activities Use common communication and collaboration technologies Use word-processing software to write a worksheet, following standard conventions. Use a data projector for lessons involving the 		

internet, a DVD etc. Meeting 3 8. Use online technology as available to deliver Criteria: Rubrics for Assessment that instructional or support material included: Content that indicates for 9. Prepare instructional materials for students scoring learner achievement; Language; using basic technology tools (e.g., word-Information and quality and processing software, presentation software, organization; Mechanism of using and software that creates Internet resources). software in the class (Materials: Non-10. Create an email account and use it for a test: a presentation, a summary) sustained series of email correspondence. 11. Identify the right technology to support various Meeting teaching goals and instructional objective 4,7,8,10,14,15,16,18,19,20,21,22,23: 12. Match the appropriate ICT tools to the Criteria: Rubrics for Assessment that students' needs and level of language included: Content that indicates for knowledge scoring learner achievement; Language; 13. Use a network for supporting student Information and quality and collaboration within and beyond the classroom organization; Mechanism of using 14. Use ICT to access and share resources to software in the class (Materials: Nonsupport their activities and their own test: a presentation) professional learning. 15. Use technology resources that promote Meeting 9: appropriate language use. Criteria: Rubrics for Assessment that 16. Use appropriate procedures for evaluating included: Content that indicates for student use of technology (e.g., rubrics, scoring learner achievement; Language; checklists, matrices-which may evaluate Information and quality and enjoyment). organization; Mechanism of using 17. Implement ICT tools to facilitate a variety of software in the class (Materials: Noneffective assessment and evaluation strategies test: a presentation, an essay) 18. Implement the use of internet offer vast opportunities for reading and writing in **Assessment Materials for Midterm** authentic environment. Test: Essay; and 19. Implement ICT tools in identifying the ethical, Assessment Materials for Final term: cultural and societal issues. Paper 20. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources 21. Design relevant learning experiences that incorporate digital tools and resources for

promoting student learning and creativity

12 Learning Method Face-to-Face: Lecturing & Class 12 Learning Method Face-to-Face: Lecturing & Class 12 Learning Method Face-to-Face: Lecturing & Class 13 Organize to this point Item construction 14 Learning Method Face-to-Face: Lecturing & Class 15 Learning Method Face-to-Face: Lecturing & Class 16 Learning Method Face-to-Face: Lecturing & Class 17 Learning Method Face-to-Face: Lecturing & Class 18 Create ta appropriate technology environment to met specific teaching and learning goals. 12 Learning Method Face-to-Face: Lecturing & Class 12 Learning Method Face-to-Face: Lecturing & Class 12 Learning Method Face-to-Face: Lecturing & Class 13 Method Face-to-Face: Lecturing & Class 14 Learning Method Face-to-Face: Lecturing & Class 15 Discussion. Pointer thing and reading. 16 Recognize the use of the wethologies for training and reading. 17 Natch specific curriculum standards to paptications and pointers and point specific techologies and computer applications and techologies and computer appl				
7. Match the appropriate ICT tools to the	12	Learning Method	Discussion. Online: Using <i>Padlet</i> as discussion	 blogs, social medias, or electronic mails 23. Organize multiple and varied formative and summative assessments aligned with content and technology standards 24. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources 25. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning 26. Create an appropriate technology environment to meet specific teaching and learning goals. 27. Create a resource that allows students to locate and retrieve materials. 28. Create lessons with downloaded texts, pictures, graphics, etc. 29. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity 1. Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading). 2. Match specific curriculum standards to particular software packages and computer applications 3. Use common communication and collaboration technologies 4. Use online technology as available to deliver instructional or support material 5. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources). 6. Identify various digital resources that are appropriate to be applied in learning.

20. Adapt knowledge- and performance-based	
rubrics that allow teachers to assess students'	
understanding of key subject matter concepts,	
skills, and processes.	
21. Compose sound and video files	
22. Modify new information resources based on	
expected learning outcomes.	
23. Modify learning activities to address students'	
diverse learning styles, working strategies, and	
abilities using digital tools and resources	
24. Plan homework or other out of class work to	
sustain learners' progress and to extend and	
consolidate their learning	
25. Create an appropriate technology environment	
to meet specific teaching and learning goals.	
26. Create a resource that allows students to locate	
and retrieve materials.	
27. Create lessons with downloaded texts, pictures,	
graphics, etc.	
28. Design relevant learning experiences that	
incorporate digital tools and resources for	
promoting student learning and creativity	
29. Design blended learning modules using a	
learning management system (LMS).	
30. Design lesson plans and teaching ideas that are	
posted online.	
31. Design units of study and classroom activities	
that integrate a range of ICT tools and devices	
in promoting the skills of reasoning, planning,	
reflective learning, knowledge building and	
communication of students	
32. Design relevant materials using the appropriate	
ICT tools in testing students' achievement in all	
skills	



Raihanah Permata Sari, lahir di Jakarta, 17 Desember 1990. Penulis adalah putri dari pasangan Marta Gandita Diar dan Menik Ardyati, S.E., penulis merupakan anak terakhir dari dua bersaudara. Jenjang Pendidikan formal yang telah dilalui penulis dimulai dari SD Polisi V Bogor tahun 1997-2003, SMP Negeri 5 Bogor tahun 2003-2006, SMA

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Semasa kuliah, penulis pernah menulis artikel penelitian Bersama yang berjudul "An Analysis of Language Proportion on Duolinggo and Memrise", dalam konferensi internasional bertajuk the Third English Language Teaching and Technology Conference "ICT Integration in ELT Classroom: Strategies and Challenges in the Digital Era", yang diselenggarakan di Universitas Pendidikan Indonesia.