

**Appendix 1 ICT Competence Indicators for Language Awareness Courses**

***Analysis ICT Competence Indicators based on UNESCO ICT-CFT***

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

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

|     |  |                      |   |   |   |
|-----|--|----------------------|---|---|---|
|     | instruction.   |                      |   |   |   |
| 43. | Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices —which may evaluate enjoyment).   | (Healey, 2008)       | × | √ | × |
| 44. | Use different materials for each lesson to present a certain similar topic   | (Dilek Cakiki, 2006) | × | √ | × |
| 45. | 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)        | × | √ | √ |
| 46. | 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. | (Dilek Cakiki, 2006) | √ | √ | √ |
| 47. | Implement appropriate caution when using online sources and when engaging in electronic communication  | (Healey, 2008)       | × | √ | √ |
| 48. | Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.  | (Celce Murcia, 2014) | √ | √ | √ |
| 49. | Implement the ICT tools to support learner centered strategies based on the needs of the students  | (Tomei, 2005)        | √ | √ | √ |
| 50. | Implement ICT tools to develop students' higher order skills and creativity.   | (Tomei, 2005)        | × | √ | √ |
| 51. | Implement ICT tools in informing the learner of the target objectives  | (Tomei, 2005)        | √ | √ | √ |
| 52. | Implement ICT tools for enhancing their productivity and professional practice   | (Tomei, 2005)        | × | √ | √ |
| 53. | Implement telecommunication for interacting with peers, experts and other audiences  | (Tomei, 2005)        | × | √ | √ |
| 54. | Implement lesson plans obtained from other teachers via Internet.  | (Healey, 2008)       | × | √ | × |
| 55. | Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies  | (Tomei, 2005)        | × | √ | √ |
| 56. | Implement ICT tools in identifying the ethical, cultural and societal issues.  | (Tomei, 2005)        | × | √ | √ |
| 57. | Implement the use of internet offer vast opportunities for reading and writing in authentic environment.   | (Phil Spancer, 2011) | × | √ | √ |
| 58. | Demonstrate familiarity with a variety of forms of assessment that employ technology   | (Healey, 2008)       | × | √ | × |
| 59. | Demonstrate awareness of multiple sources and perspectives that inform language use.   | (Healey, 2008)       | × | √ | √ |
| 60. | 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)       | × | √ | × |
| 61. | Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.   | (Healey, 2008)       | √ | √ | √ |
| 62. | Demonstrate the use of ICT tools to encourage students to document their own progress.   | (Healey, 2008)       | √ | √ | √ |

|     |   |                        |   |   |   |
|-----|---|------------------------|---|---|---|
| 63. | Demonstrate sensitivity to the similarities and differences in communication conventions across cultures, communities, and contexts.  | (ISTE, 2008)           | × | √ | √ |
| 64. | Demonstrate safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources  | (ISTE, 2008)           | √ | √ | √ |
| 65. | 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 will be used in teaching and learning process).  | (Phil Spancer, 2011)   | √ | √ | √ |
| 66. | Train students in selecting on-line exercises appropriate to their individual needs   | (European Union, 2011) | × | √ | √ |
| 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 needs   | (European Union, 2011) | × | √ | √ |
| 68. | 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)           | × | √ | √ |
| 70. | Able to assess information resources in supporting research and learning  | (ISTE, 2008)           | × | √ | √ |
| 71. | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources  | (Healey, 2008)         | × | √ | √ |
| 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)           | √ | √ | √ |
| 73. | Provide learning opportunities outside the classroom for individual differences through ICT.  | (UNESCO, 2011)         | × | √ | √ |
| 74. | Participate in a relevant community of practice.  | (Tomei, 2005)          | × | √ | √ |
| 75. | Point out the diverse needs of all learners by using learner-centered strategies  | (Healey, 2008)         | × | √ | √ |
| 76. | Distinguish the use of the teaching learning activities network based on the students' needs.   | (Dilek Cakiki, 2006)   | √ | √ | √ |
| 77. | Examine ICTs both receptive and productive skills are easily and effectively assessed.  | (UNESCO, 2011)         | × | √ | √ |
| 78. | Adapt a variety of digital resources  | (Dilek Cakiki, 2006)   | √ | √ | √ |
| 79. | Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip)  | (Tomei, 2005)          | √ | √ | √ |
| 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)          | × | √ | √ |
| 82. | Facilitate effective use of current and emerging digital tools  | (Dilek Cakiki, 2006)   | √ | √ | × |
| 83. | Facilitate students in varying lesson presentation styles to motivate their various interests.  | (Dilek Cakiki, 2006)   | √ | √ | × |



|      |  |                        |   |   |   |
|------|--|------------------------|---|---|---|
| 84.  | Organize the preparation in using ICT in the teaching process  | (Phil Spancer, 2011)   | × | × | √ |
| 85.  | Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.  | (UNESCO, 2011)         | √ | √ | √ |
| 86.  | Organize multiple and varied formative and summative assessments aligned with content and technology standards   | (ISTE, 2008)           | × | √ | √ |
| 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)           | × | √ | √ |
| 89.  | Initiate a vision of integrating ICT into the curriculum and classroom practices in the school   | (UNESCO, 2011)         | × | × | √ |
| 90.  | Initiate an innovation of promoting continuous learning among their colleagues in the school   | (UNESCO, 2011)         | × | × | √ |
| 91.  | Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).  | (ISTE, 2008)           | × | √ | √ |
| 92.  | Formulate the concept and operation of ICT tools that appropriate with the students' knowledge and skills.   | (Phil Spancer, 2011)   | × | × | √ |
| 93.  | Structure unit plans and classroom activities using open-ended tools and subject-specific application for problem-solving activities   | (UNESCO, 2011)         | √ | √ | √ |
| 94.  | Participate in a relevant community of practice.   | (ISTE, 2008)           | × | √ | √ |
| 95.  | Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation   | (ISTE, 2008)           | × | √ | √ |
| 96.  | Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats  | (ISTE, 2008)           | × | √ | √ |
| 97.  | Recommend appropriate online materials to students and colleagues  | (European Union, 2011) | √ | √ | √ |
| 98.  | Share information about available technology with colleagues   | (Healey, 2008)         | √ | √ | √ |
| 99.  | Share research related to technology use.  | (Healey, 2008)         | √ | √ | √ |
| 100. | Support student reflection in assessing students' conceptual   | (ISTE, 2008)           | × | √ | √ |
| 101. | Support creative and innovative thinking and inventiveness   | (ISTE, 2008)           | √ | √ | √ |
| 102. | Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly  | (ISTE, 2008)           | × | √ | √ |
| 103. | 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)         | × | × | √ |
| 104. | Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  | (ISTE, 2008)           | × | √ | √ |

|      |  |                        |   |   |   |
|------|--|------------------------|---|---|---|
| 105. | Model effective use of current and emerging digital tools in accessing and evaluating information resources for their learning activities  | (ISTE, 2008)           | × | √ | √ |
| 106. | Model digital etiquette and responsible social interactions related to the use of technology and information   | (ISTE, 2008)           | √ | √ | √ |
| 107. | Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools   | (ISTE, 2008)           | × | √ | √ |
| 108. | Adapt knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.  | (UNESCO, 2011)         | × | √ | √ |
| 109. | Compose sound and video files  | (European Union, 2011) | × | × | √ |
| 110. | Modify new information resources based on expected learning outcomes.  | (Tomei, 2005)          | √ | √ | √ |
| 111. | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources   | (ISTE, 2008)           | √ | √ | √ |
| 112. | Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning  | (Phil Spancer, 2011)   | × | √ | √ |
| 113. | Create an appropriate technology environment to meet specific teaching and learning goals.   | (Healey, 2008)         | × | √ | √ |
| 114. | Create a resource that allows students to locate and retrieve materials.   | (Healey, 2008)         | √ | √ | √ |
| 115. | Create lessons with downloaded texts, pictures, graphics, etc.   | (European Union, 2011) | × | × | √ |
| 116. | Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity  | (ISTE, 2008)           | √ | √ | √ |
| 117. | Design blended learning modules using a learning management system (LMS).  | (European Union, 2011) | √ | √ | √ |
| 118. | Design lesson plans and teaching ideas that are posted online.   | (Healey, 2008)         | × | × | √ |
| 119. | 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)         | √ | √ | √ |
| 120. | Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills   | (Dilek Cakiki, 2006)   | √ | √ | √ |
| 121. | Design project work with digital media (using, for example, a camera, the internet, social networks)   | (European Union, 2011) | √ | √ | √ |
| 122. | Evaluate students' works that are posted in blogs, social medias, or electronic mails  | (ISTE, 2008)           | × | × | √ |
| 123. | Evaluate the accuracy and usefulness of web resources in support of project-based learning in a subject area.  | (UNESCO, 2011)         | × | √ | √ |
| 124. | Evaluate on current research and professional practice of existing and emerging digital tools and resources for student learning   | (ISTE, 2008)           | × | √ | √ |

---

|      |  |              |   |   |   |
|------|--|--------------|---|---|---|
| 125. | Evaluate technological resources for alignment with the needs and abilities of the students. | (ISTE, 2008) | × | √ | √ |
|------|--|--------------|---|---|---|

---



*Analysis ICT Competences Indicators for Language Awareness Course*

| No. | ICT Competence Indicators  | Source         | UNESCO<br>ICT-TF |        |        | Language<br>Awareness Courses |     |    |
|-----|--|----------------|------------------|--------|--------|-------------------------------|-----|----|
|     |  |                | TL               | K<br>D | K<br>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)  | √                | √      | ×      | √                             | ×   | √  |
| 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) | √                | √      | ×      | √                             | √   | √  |
| 3.  | Locate a variety of digital resources  | (Healey, 2008) | √                | √      | ×      | √                             | √   | √  |
| 4.  | Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions) .  | (Healey, 2008) | √                | √      | ×      | √                             | √   | √  |
| 5.  | Able to seek help in identifying and implementing solutions related to legal requirements.   | (Healey, 2008) | √                | ×      | ×      | ×                             | ×   | ×  |
| 6.  | Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).  | (Healey, 2008) | √                | √      | ×      | √                             | √   | √  |
| 7.  | Identify multiple research sources and perspectives that inform technology use.  | (Healey, 2008) | √                | √      | ×      | √                             | √   | √  |
| 8.  | Identify the context and limitations of research about technology use  | (Healey, 2008) | √                | ×      | ×      | ×                             | ×   | ×  |
| 9.  | Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.                 | (Healey, 2008) | √                | √      | ×      | √                             | √   | √  |
| 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) | √                | ×      | ×      | √                             | √   | √  |



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

|     |  |                        |   |   |   |   |   |   |
|-----|--|------------------------|---|---|---|---|---|---|
|     | small groups of students in the regular classroom.   |                        |   |   |   |   |   |   |
| 27. | Create an email account and use it for a sustained series of email correspondence.   | (UNESCO, 2011)         | √ | × | × | × | × | √ |
| 28. | Recognize the technical skills of ICT in the classroom effectively in investigating source and solving classroom problem                       | (Tomei, 2005)          | √ | √ | × | √ | √ | √ |
| 29. | Recognize appropriate suggestions from research for classroom practice using technology  | (Healey, 2008)         | × | √ | × | √ | √ | √ |
| 30. | Identify various digital resources that are appropriate to be applied in learning.   | (Healey, 2008)         | × | √ | × | √ | √ | √ |
| 31. | Identify the right technology to support various teaching goals and instructional objective  | (Healey, 2008)         | × | √ | × | √ | √ | √ |
| 32. | Identify appropriate technology environments (e.g., lab, one computer class, online, independent use) to meet specific learning/teaching goals | (Healey, 2008)         | × | √ | × | √ | √ | √ |
| 33. | Identify the ethical cultural, societal issues related with ICT tools.   | (Tomei, 2005)          | × | √ | × | × | × | √ |
| 34. | Match the appropriate ICT tools to the students' needs and level of language knowledge   | (Dilek Cakiki, 2006)   | × | √ | √ | √ | √ | √ |
| 35. | Use software for handling images, dvds, and sound files.   | (European Union, 2011) | √ | √ | √ | √ | √ | √ |
| 36. | Use on-line exercises appropriate to their individual needs  | (European Union, 2011) | √ | √ | √ | √ | √ | √ |
| 37. | Use an authoring environment or tools to design online materials, such as macromedia, flash, text editors                                      | (UNESCO, 2011)         | × | √ | × | × | × | × |
| 38. | Use a network for supporting student collaboration within and beyond the classroom   | (UNESCO, 2011)         | √ | √ | √ | × | × | √ |
| 39. | Use ICT to access and share resources to support their activities and their own professional learning.   | (UNESCO, 2011)         | × | √ | √ | √ | √ | √ |
| 40. | Use ICT to search for appropriate information that can be used to support their own professional learning                                      | (UNESCO, 2011)         | √ | √ | √ | √ | √ | √ |

|     |  |                      |   |   |   |   |   |   |
|-----|--|----------------------|---|---|---|---|---|---|
| 41. | Use technology resources that promote appropriate language use.  | (Healey, 2008)       | × | √ | √ | × | × | √ |
| 42. | Use technology-enhanced assessment results to plan instruction.  | (Healey, 2008)       | √ | √ | × | √ | √ | √ |
| 43. | Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).  | (Healey, 2008)       | × | √ | × | √ | √ | √ |
| 44. | Use different materials for each lesson to present a certain similar topic   | (Dilek Cakiki, 2006) | × | √ | × | √ | √ | √ |
| 45. | 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)        | × | √ | √ | × | × | √ |
| 46. | 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. | (Dilek Cakiki, 2006) | √ | √ | √ | √ | × | √ |
| 47. | Implement appropriate caution when using online sources and when engaging in electronic communication  | (Healey, 2008)       | × | √ | √ | × | × | √ |
| 48. | Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.  | (Celce Murcia, 2014) | √ | √ | √ | √ | √ | √ |
| 49. | Implement the ICT tools to support learner centered strategies based on the needs of the students  | (Tomei, 2005)        | √ | √ | √ | √ | √ | √ |
| 50. | Implement ICT tools to develop students' higher order skills and creativity.   | (Tomei, 2005)        | × | √ | √ | × | × | √ |
| 51. | Implement ICT tools in informing the learner of the target objectives  | (Tomei, 2005)        | √ | √ | √ | √ | √ | √ |
| 52. | Implement ICT tools for enhancing their productivity and professional practice   | (Tomei, 2005)        | × | √ | √ | √ | √ | √ |
| 53. | Implement telecommunication  | (Tomei, 2005)        | × | √ | √ | × | × | √ |

|     |  |                      |   |   |   |   |   |
|-----|--|----------------------|---|---|---|---|---|
|     | for interacting with peers, experts and other audiences  |                      |   |   |   |   |   |
| 54. | Implement lesson plans obtained from other teachers via Internet.  | (Healey, 2008)       | × | √ | × | × | × |
| 55. | Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies  | (Tomei, 2005)        | × | √ | √ | √ | √ |
| 56. | Implement ICT tools in identifying the ethical, cultural and societal issues.  | (Tomei, 2005)        | × | √ | √ | × | √ |
| 57. | Implement the use of internet offer vast opportunities for reading and writing in authentic environment.   | (Phil Spancer, 2011) | × | √ | √ | √ | √ |
| 58. | Demonstrate familiarity with a variety of forms of assessment that employ technology   | (Healey, 2008)       | × | √ | × | × | × |
| 59. | Demonstrate awareness of multiple sources and perspectives that inform language use.   | (Healey, 2008)       | × | √ | √ | √ | × |
| 60. | 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)       | × | √ | × | × | × |
| 61. | Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.   | (Healey, 2008)       | √ | √ | √ | × | × |
| 62. | Demonstrate the use of ICT tools to encourage students to document their own progress.   | (Healey, 2008)       | √ | √ | √ | √ | √ |
| 63. | Demonstrate sensitivity to the similarities and differences in communication conventions across cultures, communities, and contexts.   | (ISTE, 2008)         | × | √ | √ | × | × |
| 64. | Demonstrate safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources | (ISTE, 2008)         | √ | √ | √ | × | × |
| 65. | 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 will be used in                                     | (Phil Spancer, 2011) | √ | √ | √ | √ | √ |



|     |   |                        |   |   |   |   |   |
|-----|---|------------------------|---|---|---|---|---|
|     | teaching and learning process).   |                        |   |   |   |   |   |
| 66. | Train students in selecting on-line exercises appropriate to their individual needs   | (European Union, 2011) | × | √ | √ | √ | √ |
| 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 needs   | (European Union, 2011) | × | √ | √ | √ | × |
| 68. | 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)           | × | √ | √ | × | √ |
| 70. | Able to assess information resources in supporting research and learning  | (ISTE, 2008)           | × | √ | √ | √ | √ |
| 71. | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources  | (Healey, 2008)         | × | √ | √ | √ | √ |
| 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)           | √ | √ | √ | × | × |
| 73. | Provide learning opportunities outside the classroom for individual differences through ICT.  | (UNESCO, 2011)         | × | √ | √ | √ | √ |
| 74. | Participate in a relevant community of practice.  | (Tomei, 2005)          | × | √ | √ | × | √ |
| 75. | Point out the diverse needs of all learners by using learner-centered strategies  | (Healey, 2008)         | × | √ | √ | √ | √ |
| 76. | Distinguish the use of the teaching learning activities network based on the students' needs.   | (Dilek Cakiki, 2006)   | √ | √ | √ | √ | √ |
| 77. | Examine ICTs both receptive and productive skills are easily and effectively assessed.  | (UNESCO, 2011)         | × | √ | √ | √ | √ |
| 78. | Adapt a variety of digital resources  | (Dilek Cakiki, 2006)   | √ | √ | √ | √ | √ |
| 79. | Organize ICT to combine/use   | (Tomei, 2005)          | √ | √ | √ | √ | √ |

|     |   |                      |   |   |   |   |   |   |
|-----|---|----------------------|---|---|---|---|---|---|
|     | 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)        | × | √ | √ | × | × | √ |
| 82. | Facilitate effective use of current and emerging digital tools  | (Dilek Cakiki, 2006) | √ | √ | × | √ | √ | √ |
| 83. | Facilitate students in varying lesson presentation styles to motivate their various interests.                                      | (Dilek Cakiki, 2006) | √ | √ | × | √ | √ | √ |
| 84. | Organize the preparation in using ICT in the teaching process   | (Phil Spancer, 2011) | × | × | √ | √ | √ | √ |
| 85. | Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge. | (UNESCO, 2011)       | √ | √ | √ | √ | √ | √ |
| 86. | Organize multiple and varied formative and summative assessments aligned with content and technology standards                      | (ISTE, 2008)         | × | √ | √ | √ | √ | √ |
| 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)         | × | √ | √ | √ | √ | √ |
| 89. | Initiate a vision of integrating ICT into the curriculum and classroom practices in the school                                      | (UNESCO, 2011)       | × | × | √ | × | × | × |
| 90. | Intiate an innovation of promoting continuous learning among their colleagues in the school   | (UNESCO, 2011)       | × | × | √ | × | × | × |
| 91. | Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).                                   | (ISTE, 2008)         | × | √ | √ | √ | √ | √ |
| 92. | Formulate the concept and operation of ICT tools that appropriate with the students' knowledge and skills.                          | (Phil Spancer, 2011) | × | × | √ | × | × | × |
| 93. | Structure unit plans and classroom activities using open-ended tools and subject-   | (UNESCO, 2011)       | √ | √ | √ | √ | √ | √ |

|      |  |                        |   |   |   |   |   |   |
|------|--|------------------------|---|---|---|---|---|---|
|      | specific application for problem-solving activities  |                        |   |   |   |   |   |   |
| 94.  | Participate in a relevant community of practice.   | (ISTE, 2008)           | × | √ | √ | × | × | √ |
| 95.  | Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation   | (ISTE, 2008)           | × | √ | √ | × | × | √ |
| 96.  | Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats  | (ISTE, 2008)           | × | √ | √ | × | × | √ |
| 97.  | Recommend appropriate online materials to students and colleagues  | (European Union, 2011) | √ | √ | √ | √ | √ | √ |
| 98.  | Share information about available technology with colleagues   | (Healey, 2008)         | √ | √ | √ | × | × | × |
| 99.  | Share research related to technology use.  | (Healey, 2008)         | √ | √ | √ | × | × | × |
| 100. | Support student reflection in assessing students' conceptual   | (ISTE, 2008)           | × | √ | √ | √ | √ | √ |
| 101. | Support creative and innovative thinking and inventiveness   | (ISTE, 2008)           | √ | √ | √ | √ | √ | √ |
| 102. | Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly  | (ISTE, 2008)           | × | √ | √ | √ | √ | √ |
| 103. | 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)         | × | × | √ | √ | √ | √ |
| 104. | Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  | (ISTE, 2008)           | × | √ | √ | × | × | × |
| 105. | Model effective use of current and emerging digital tools in accessing and evaluating information resources for their learning activities  | (ISTE, 2008)           | × | √ | √ | × | × | × |
| 106. | Model digital etiquette and  | (ISTE, 2008)           | √ | √ | √ | √ | √ | √ |

|      |  |                        |   |   |   |   |   |   |
|------|--|------------------------|---|---|---|---|---|---|
|      | responsible social interactions related to the use of technology and information   |                        |   |   |   |   |   |   |
| 107. | Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools | (ISTE, 2008)           | × | √ | √ | √ | × | √ |
| 108. | Adapt knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.          | (UNESCO, 2011)         | × | √ | √ | √ | √ | √ |
| 109. | Compose sound and video files  | (European Union, 2011) | × | × | √ | √ | × | √ |
| 110. | Modify new information resources based on expected learning outcomes.  | (Tomei, 2005)          | √ | √ | √ | √ | √ | √ |
| 111. | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources                         | (ISTE, 2008)           | √ | √ | √ | √ | √ | √ |
| 112. | Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning  | (Phil Spancer, 2011)   | × | √ | √ | √ | √ | √ |
| 113. | Create an appropriate technology environment to meet specific teaching and learning goals.   | (Healey, 2008)         | × | √ | √ | √ | √ | √ |
| 114. | Create a resource that allows students to locate and retrieve materials.   | (Healey, 2008)         | √ | √ | √ | √ | √ | √ |
| 115. | Create lessons with downloaded texts, pictures, graphics, etc.   | (European Union, 2011) | × | × | √ | √ | √ | √ |
| 116. | Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity                                      | (ISTE, 2008)           | √ | √ | √ | √ | √ | √ |
| 117. | Design blended learning modules using a learning management system (LMS).  | (European Union, 2011) | √ | √ | √ | √ | √ | √ |
| 118. | Design lesson plans and teaching ideas that are posted online.   | (Healey, 2008)         | × | × | √ | √ | √ | √ |
| 119. | Design units of study and classroom activities that integrate a range of ICT tools   | (UNESCO, 2011)         | √ | √ | √ | √ | √ | √ |



|      |   |                        |   |   |   |   |   |   |
|------|---|------------------------|---|---|---|---|---|---|
|      | 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)   | √ | √ | √ | √ | √ | √ |
| 121. | Design project work with digital media (using, for example, a camera, the internet, social networks)                              | (European Union, 2011) | √ | √ | √ | √ | √ | √ |
| 122. | Evaluate students' works that are posted in blogs, social medias, or electronic mails   | (ISTE, 2008)           | × | × | √ | √ | √ | √ |
| 123. | Evaluate the accuracy and usefulness of web resources in support of project-based learning in a subject area.                     | (UNESCO, 2011)         | × | √ | √ | √ | √ | √ |
| 124. | Evaluate on current research and professional practice of existing and emerging digital tools and resources for student learning  | (ISTE, 2008)           | × | √ | √ | × | × | × |
| 125. | Evaluate technological resources for alignment with the needs and abilities of the students.                                      | (ISTE, 2008)           | × | √ | √ | √ | √ | √ |

**Appendix 2 Indicators of Language Awareness Competence**

***The Indicators of Language Awareness Competence***

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

|                            |                            |   |
|----------------------------|----------------------------|---|
| 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.  |
| Prosodic Features Level C1 | Stress, intonation, rhythm | Students are able to produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm, and/or intonation which do not affect intelligibility or effectiveness.<br>Students are able to vary intonation and place stress correctly in order to express precisely what they mean to say |

**Course:** English Morphology and Syntax

**Source:** Common European Framework 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.<br>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.<br>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.  |
| General Linguistic Range Level C1 | Vocabulary, range of language                     | Students are able to use a broad range of complex grammatical structures appropriately and with considerate flexibility.<br>Students are able to select an appropriate 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.   |
| Vocabulary                    | Specialist vocabulary, general topics,               | Students are able to vary formulation to avoid frequent repetition, though lexical gaps may still cause hesitation and circumlocution.   |
| Range Level B2                | colloquialism, hesitation and circumlocution,        | Students are able to produce the appropriate collocations of many words in 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.              |
| Vocabulary                    | Specialist vocabulary,                               | Students are able to select from several vocabulary options in almost all situations by exploiting the use of synonyms of even less common words.  |
| Range Level C1                | idiomatic expressions 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 expressions common to their areas of specialization.   |
| Grammatical Accuracy Level B1 | Familiar contexts, errors                            | Students are able to communicate with reasonable accuracy in familiar contexts clearly and have generally good control, though with noticeable mother tongue influence and errors may occur.                   |
|                               |  | Students are able to use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.  |
| Grammatical Accuracy Level B2 | Grammatical control and forms, errors and inaccuracy | Students are able to use good grammatical control, though occasional 'slips' or non-systematic errors and minor flaws in 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 complex grammatical forms, though they tend to use its structure rigidly with some  |



|   |  |   |
|---|--|---|
|   |  | inaccuracy.   |
| Grammatical Accuracy Level C1                 | Grammatical control                            | Students are able to maintain a high degree of grammatical accuracy, in which errors rarely occur and it is difficult to spot.  |
| Vocabulary Control Level B1                   | Elementary vocabulary, familiar topics, errors | Students are able to show a good control of elementary vocabulary but major errors still occur while expressing more complex thoughts or handling unfamiliar topics and situations. |
|   |  | 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 Control Level C1                   | Idiomatic expressions, minor slips             | Students are able to use less common vocabulary idiomatically and appropriately.  |
|   |  | Students are able to avoid minor slips without having significant vocabulary errors.  |
| <b>Source: European Profiling Grid (2011)</b> |  |   |
| 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.  |
| Development Phase 1.2                         | Language Awareness                             | Students are able to give correct models 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 Phase 2.1                         | Language Awareness                             | Students are able to give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2).  |
|   |  | 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 up except at C2 on almost all occasions.  |
|   |  | Students are able to recognize and understand the language problem  |
|   |  | Students are able to give answers to questions about the target language that are appropriate for the level concerned except at C2  |

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

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

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.

**Source:** **Interlanguage pragmatic development: the relation between pragmalinguistic competence and sociopragmatic competence (Chang, 2011)**

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**

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

| No. | Components of Existing Syllabuses<br>(1)   | University<br>(2) |   |   |   |   |    |    |    | (%)<br>(3) |
|-----|--|-------------------|---|---|---|---|----|----|----|------------|
|     |  | A                 |   | B | C | D | E  | F  | G  |            |
|     |  | 1                 | 2 | 5 | 6 | 9 | 11 | 16 | 18 |            |
| 1.  | Basic Information<br>(Informasi Umum)  | √                 | √ | √ | √ | √ | √  | √  | √  | 100%       |
| 2.  | Program Educational<br>Objectives (Capaian<br>Pembelajaran Lulusan)              | ×                 | × | × | × | × | ×  | ×  | ×  | 0%         |
| 3.  | Course Learning Outcomes<br>(Capaian Pembelajaran<br>Mata Kuliah (CPMK))         | √                 | √ | √ | √ | √ | √  | √  | √  | 100%       |
| 4.  | Course Description<br>(Deskripsi Mata Kuliah)                                    | √                 | × | √ | √ | × | √  | ×  | √  | 62.5%      |
| 5.  | Lesson Learning Outcomes<br>(Sub-Capaian Pembelajaran<br>Mata Kuliah (Sub-CPMK)) | √                 | √ | × | √ | √ | √  | √  | √  | 87.5%      |
| 6.  | Learning Materials (Materi<br>Pembelajaran)                                      | √                 | √ | √ | √ | √ | √  | √  | √  | 100%       |
| 7.  | Learning Method (Metode<br>Pembelajaran)   | √                 | √ | × | √ | √ | √  | ×  | √  | 75%        |
| 8.  | References (Pustaka)   | √                 | √ | √ | √ | √ | √  | ×  | √  | 87.5%      |
| 9.  | Learning Media (Media<br>Pembelajaran)   | √                 | √ | √ | × | √ | √  | √  | √  | 87.5%      |
| 10. | Time Allocation (Waktu)  | √                 | √ | √ | × | √ | √  | √  | √  | 87.5%      |
| 11. | Indicator for Scoring<br>(Indikator)   | ×                 | √ | × | √ | √ | ×  | √  | ×  | 50%        |
| 12. | Assessment Criteria<br>(Kriteria)  | √                 | √ | × | √ | √ | √  | √  | √  | 87.5%      |
| 13. | Assesment Scale (Bobot<br>Penilaian)   | √                 | × | √ | √ | √ | √  | ×  | √  | 75%        |
| 14. | Course Policy (Tata Tertib<br>selama Perkuliahan)                                | ×                 | × | √ | × | × | ×  | ×  | √  | 25%        |

Note:

- (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

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

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

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

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

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

Note:

- (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

### Analysis of CEFR Descriptors in Existing Syllabuses of Language Awareness

| The Existing Syllabuses of Language Awareness | Lesson Learning Outcomes  | Analysis of CEFR Descriptor of Phonological Control  |
|---|---|--|
|   | EPP   |  |
| UA1   | <p>Melaui pemberian tugas, presentasi, diskusi, dan tanya jawab, mahasiswa dapat:</p> <ol style="list-style-type: none"> <li>1. membedakan antara <i>phomenetics</i> dan <i>phonology</i></li> <li>2. menggambar secara detil <i>speech organs</i> dan nama bagian-bagiannya</li> <li>3. menjelaskan bagan <i>speech organs</i></li> <li>4. menjelaskan pengertian <i>vowels</i> dan jenis-jenis <i>vowels</i></li> <li>5. menjelaskan pengertian <i>consonants</i> dan jenis kategorinya</li> <li>6. menjelaskan pengertian, jenis, dan fungsi <i>stress</i>, <i>intonation</i>, <i>pitch</i></li> <li>7. menjelaskan pengertian dan jenis <i>assimilation</i></li> </ol>  | 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   | <p>Kompetensi Dasar:</p> <ol style="list-style-type: none"> <li>1. Memahami konsep fonologi dan fonetik</li> <li>2. Memahami alat ucap manusia</li> <li>3. Memahami konsep bunyi dan transkripsinya</li> <li>4. Memahami bunyi vokal dan klasifikasinya</li> <li>5. Memahami bunyi konsonan dan klasifikasinya</li> <li>6. Memahami variansi fonem dan morfem</li> <li>7. Memahami fonem suprasegmental</li> </ol>  | 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 |
| UB5   | -   | 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 syllabus.  |
| UC6   | <p>Setelah menyelesaikan seluruh materi perkuliahan diharapkan mahasiswa mampu:</p> <ol style="list-style-type: none"> <li>1. Menjelaskan arti fonologi, fonetik, fonemik, dll</li> <li>2. Menerangkan aspek fonetik dan fonemik</li> <li>3. Menguraikan proses terbentuknya bunyi</li> <li>4. Mendiskripsikan bunyi vowel dengan variasinya</li> <li>5. Menjelaskan pembentukan bunyi consonant</li> <li>6. Menguraikan bunyi consonant dan variasinya</li> <li>7. Menerangkan variasi bunyi stress, no stress, rhythm, intonasi</li> <li>8. Menjelaskan bentuk bunyi jelas dan tidak jelas serta dengan simbolnya</li> <li>9. Menguraikan stress pada awalan, akhiran, kata dan kalimat</li> <li>10. Mengulas berbagai bentuk bunyi putus dan sambung</li> <li>11. Menerangkan berbagai bentuk jenis intonasi:</li> </ol> | 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.  |



|      |  |  |
|------|--|--|
|      | grammatical, emotional   |  |
|      | 12. Membandingkan antar dialek dan variasi   |  |
| UD9  | <p>Learning Outcomes;</p> <ol style="list-style-type: none"> <li>1. Students are able to identify the course outline and the class regulations</li> <li>2. Students are able to recognize and read phonetic and phonemic transcription</li> <li>3. Students are able to describe the process of speech sound production</li> <li>4. Students are able to elaborate and analyse phonetics variations on a phonemic.</li> <li>5. Students are able to describe and demonstrate vowel, diphthong, and consonant production</li> <li>6. Students are able to identify and explain the classification of English phonemes; segmental and suprasegmental.</li> <li>7. Students are able to analyse stress in complex words</li> <li>8. Students are able to identify and analyse three hypotheses of English plural –s endings and past –ed endings</li> <li>9. Students are able to identify and analyse omission, link, neutralization and weak vs strong forms.</li> <li>10. Students are able to identify similar words in English sounds</li> </ol> | <p>Based on lesson learning outcomes retrieved from UD9, it was implied that the syllabus has been underpinning with CEFR B1 level. It was shown that the students were expected to be able to demonstrate vowels, diphthongs, and consonant production as part of learning outcomes in the course. It meant that they would be able to pronounce individual sounds intelligibly at the end of course. It was in line with B1 levels of descriptors.</p> |
| UE11 | <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Be able to identify the aims and materials that will be given.</li> <li>2. Be able to recognize the organ of speech</li> <li>3. Be able to identify the sound transcription</li> <li>4. Be able to distinguish kinds of speech sounds</li> <li>5. Be able to identify kinds of English vowels</li> <li>6. Be able to identify kinds of English Diphthongs</li> <li>7. Be able to identify kinds of English Consonants</li> <li>8. Be able to differentiate voiced and voiceless sounds</li> <li>9. Be able to utter word stress and sentence stress</li> <li>10. Be able to identify English juncture and rhythm</li> <li>11. Be able to distinguish the utterance of various intonations</li> <li>12. Be able to identify and utter English weak and strong form</li> <li>13. Be able to distinguish sounds produced in L2</li> </ol>   | <p>Based on lesson learning outcomes retrieved from UE11, the syllabus has been underpinning with CEFR B1 level. It was shown that the students were expected to employ English juncture and rhythm, and at the end of course, it would help them with their pronunciation. It was in line with B1 levels of CEFR.</p>   |
| UF16 | <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Mahasiswa dapat menjelaskan definisi dari Fonetik dan Fonologi</li> <li>2. Mahasiswa dapat mengetahui maksud dan tujuan mempelajari fonetik dan fonologi bahasa Inggris</li> <li>3. Mahasiswa dapat menjelaskan konsep-konsep fonologi secara umum</li> <li>4. Mahasiswa dapat menjelaskan dan mempraktekkan mekanisme aliran udara,</li> </ol>  | <p>Based on lesson learning outcomes retrieved from UF16, the syllabus has been underpinning with CEFR B1 level. At the end of course, the students would be able to articulate sounds intelligibly, though they might be still influenced with their accents. It was in line with B1 level of descriptors.</p>  |

- 
- 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. Mahasiswa dapat menjelaskan dan memproduksi bunyi dengan cara yang telah ditentukan
  9. Mahasiswa dapat menjelaskan dan memproduksi bunyi sesuai dengan tempat berartikulasi bunyi-bunyi bahasa Inggris
  10. Mahasiswa dapat melafalkan bunyi bahasa Inggris.
  11. Mahasiswa dapat melafalkan kata dan kalimat dengan nada dan intonasi yang ditentukan
  12. Mahasiswa dapat menjelaskan perubahan-perubahan bunyi yang disebabkan oleh kategori fonologis.
  13. Mahasiswa dapat menjelaskan rules of phonology
- 

UG18

Students are able to:

1. identify the coverage of the study and its relation to other disciplines in linguistics
  2. and to speaking skill
  3. English sounds and sound-spelling principles in relation to pronunciation (one
  4. spelling-different sounds and one sound- place different spellings), minimal pairs and (no) pattern of pronunciation
  5. Speech sound production and its pertinent aspects: air stream, egressive and ingressive, organs of speech and sound distribution (initial, medial, and final)
  6. Phonetic alphabets, IPA, and RP
  7. English vowels, diphthongs, and triphthongs 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. English consonants and their production (related aspects: voicedness and voicelessness, points of articulation, and manners of articulation)
  9. English consonant clusters
  10. Phonemic and phonetic transcriptions
  11. Variations of phonemes (allophones: aspirated, unaspirated, and released)
  12. 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
  13. Weak and strong forms, contraction in casual
- 

Based on lesson learning outcomes

retrieved from UG18, the syllabus has been underpinning with CEFR B1 level. It was implied that the students would be expected to pronounce intelligibly. At the end of course, they would be able to stress and rhythm. It was in line with B1 level of descriptors.

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   | <p>Tujuan Perkuliahan melalui <b>Morphology and Syntax</b> ini, adalah agar Mahasiswa memiliki Kompetensi Dasar yang mampu:</p> <ol style="list-style-type: none"> <li>1. Memahami tentang pengertian <i>Morphology Syntax</i></li> <li>2. Memahami kedudukan <i>Morphology</i> dan <i>Syntax</i> dalam <i>Linguistics</i></li> <li>3. Memahami <i>Morphology Syntax in Correlation Grammatical and Word Categories</i></li> <li>4. Memahami dan melakukan latihan untuk menunjukkan <i>Structure of Words - Phonemes and Morphemes Types, Words Formations Process and Words Classes</i></li> <li>5. Memahami tentang <i>Syntax</i> dan <i>The Rules of Language - Phonology rules and The Phrase-Structure Grammar of Sentence</i></li> <li>6. Menemukan dan menunjukkan melalui latihan perbedaan <i>Syntaxes : Surface and Deep Structure in Semantics - Words, Phrases, Clauses and Sentences</i></li> <li>7. Memahami tentang <i>Grammatical Hierarchy and Sentence Structure</i></li> <li>8. Memahami dan mampu membuat contoh serta menganalisis <i>The Phrase-Structure Grammar Trees</i></li> </ol> | <p>Based on lesson learning outcomes retrieved from UA3, the syllabus has been underpinning CEFR B2 level. It was implied that the students would be expected to have a good range of vocabulary, in which it would allow them understand and produce collocations. Collocations were one of topics would be focused in English Morphology and Syntax. It was in line with B2 level of descriptors.</p> |
| UB4   | <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Students are able to describe what syntax is and why it is necessary to study syntax</li> <li>2. Students are able to distinguish the basic elements of a sentence and to discriminate phrases from clauses or sentences</li> <li>3. Students are able to distinguish different types of verbs: to apply the verbs into improper use of the</li> </ol>  | <p>Based on lesson learning outcomes retrieved from syllabus no.4 of University B, the syllabus has been underpinning with CEFR B2 level. The syllabus of course was developed and taken into the consideration of the linguistic knowledge of students has been significantly developed as they</p>  |

|     |  |  |
|-----|--|--|
|     | <p>verbs</p> <ol style="list-style-type: none"> <li>Students are able to differentiate main clauses from sub – ordinate clauses</li> <li>Students are able to expand sentences using subordination</li> <li>Students are able to recognize ungrammatical complex sentences</li> <li>Students are able to differentiate subordination from coordination</li> <li>Students are able to use appropriate conjunctions to coordinate sentences</li> <li>Students are able to recognize ungrammatical coordination</li> <li>Students are able to analyze the grammaticality of sentences and determine whether a phrase, a clause or a sentence is syntactically acceptable</li> </ol>   | <p>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 collocations. 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.</p>                                      |
| UC7 | <p>After completing all the materials, the students are expected to be able to:</p> <ol style="list-style-type: none"> <li>Differentiate a surface structure from a deep structure of an English sentence</li> <li>Describe the surface and the deep structure of a sentence using phrase structure rules</li> <li>Describe the surface and the deep structure of an English sentence using tree diagrams</li> <li>Determine the constituents composing an English sentence</li> <li>Mention the function of each constituent composing an English sentence</li> <li>Mention the features of the lexical items composing an English sentence</li> </ol>  | <p>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.</p> |
| UD8 | <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Students are able to identify the course outline and the class regulations</li> <li>Students are able to identify and analyse internal structure of English words; root, stem, morphemes, and morphs</li> <li>Students are able to identify and analyse word classes, lexical, category, and affixation</li> <li>Students are able to explain the hierarchical structures of words</li> <li>Students are able to identify and analyse morphological and morphemic analyses</li> <li>Students are able to Identify and analyse descriptors. allomorphs and cliticization</li> <li>Students are able to explain the process of word formation</li> <li>Students are able to explain the base of grammar and structure</li> <li>Students are able to identify a tree diagram, hierarchical structure and structural ambiguity</li> <li>Students are able to analyse a word and phrase in syntactical categories</li> <li>Students are able to explain and analyse fronting; passive and inversion</li> </ol> | <p>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 they developed their vocabulary, they would be able to produce collocations. Thus, it was in line with B2 level of</p>                         |



|             |   |   |
|-------------|---|---|
| <p>UE12</p> | <p>After the lesson, the students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Mention what syntax is all about.</li> <li>2. Explain what is meant by word</li> <li>3. Explain how morphology analyzes word and its structure</li> <li>4. Mention what is meant by morpheme</li> <li>5. Mention the number of morphemes a word has.</li> <li>6. Differentiate a free from a bound morpheme</li> <li>7. Mention what is meant by allomorph</li> <li>8. Mention what inflection is.</li> <li>9. Explain the types of inflection</li> <li>10. Give examples for each type of inflections</li> <li>11. Explain the concept of derivation</li> <li>12. Explain types of derivation</li> <li>13. Explain that a word has structure</li> <li>14. Analyze the word structure</li> <li>15. Represent the analysis of word structure to a diagrammatic form</li> <li>16. Mention categories of words</li> <li>17. Mention functions of words in a sentence</li> <li>18. Explain what an adverbial phrase is</li> <li>19. Mention the constituents of an adverbial phrase</li> <li>20. Analyze and represent the adverbial phrases in a tree diagram</li> <li>21. Explain what a prepositional phrase is</li> <li>22. Mention the constituents of a prepositional phrase</li> <li>23. Analyze and represent a</li> <li>24. Explain what an adjective phrase is</li> <li>25. Mention the constituents of an adjective phrase</li> <li>26. Analyze and represent an adjective phrase in a tree diagram</li> <li>27. Explain what a verb phrase is</li> <li>28. Mention the constituents of a verb phrase</li> <li>29. Analyze and represent a verb phrase in a tree diagram</li> <li>30. Explain what a noun phrase is</li> <li>31. Mention the constituents of a noun phrase</li> <li>32. Analyze and represent a noun phrase in a tree diagram</li> </ol> | <p>Based on the analysis of lesson learning outcomes retrieved from a syllabus no.12 of University E, it was implied that the students were expected to develop their knowledge of morphology and syntax at the end of course. It could be inferred that the students would be able to analyze a word class, in which part of morphological knowledge. As their knowledge of word formation developed, they would have a good range of vocabulary and able to avoid repetition in constructing a sentence. It was in line with B2 level of descriptors.</p> |
| <p>UF15</p> | <p>Kompetensi Dasar</p> <ol style="list-style-type: none"> <li>1. Mengetahui maksud dan tujuan mempelajari Morphology.</li> <li>2. Memahami kedudukan morfologi dalam hirarki linguistik.</li> <li>3. Memahami batasan atau cakupan Morphology</li> <li>4. Memahami konsep dasar dalam Morphology</li> <li>5. Memahami konsep morpheme dan allomorf.</li> <li>6. Memahami cara mengenali morpheme</li> </ol>  | <p>Based on lesson learning outcomes retrieved from a syllabus no. 15 of University F, it was implied that the syllabus has been underpinning with CEFR B2 level. By learning word formations and analyzing a word, the students would be able to produce many words, as their knowledge developed at the end of words. This knowledge would</p>  |

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 macam-macam 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 menggambar 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 antara 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 pembentukan kata
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 write a research on the relationship between knowledge of morphology and syntax and its relation with language 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.

UG17

UI20

-

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

syllabus.

| The Existing Syllabuses of Language Awareness | Lesson Learning Outcomes<br>ES   | Analysis of CEFR Descriptor of Sociolinguistic Appropriateness   |
|---|--|--|
| UD10  | <p>Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Students are able to elaborate the course outline and the class regulations</li> <li>2. Students are able to identify and analyze the linguistic system, multilingualism, and language shift</li> <li>3. Students are able to recognize language birth and death, Codes</li> <li>4. Students are able to categorize language variation and change</li> <li>5. Students are able to identify the language valuing</li> <li>6. Students are able to identify the styling of language</li> <li>7. Students are able to analyze situated Language</li> <li>8. Students are able to analyze language discrimination</li> <li>9. Students are able to identify the relation between sociolinguistic and education</li> <li>10. Students are able to analyze and describe language planning</li> </ol> | <p>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.</p>   |
| UE13  | <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. To understand the notion of sociolinguistics and the sociology of language</li> <li>2. To understand the relationship between language</li> <li>3. To understand the notion of language, dialects, and varieties</li> <li>4. To understand the notion of language, dialects, and varieties</li> <li>5. To understand the nature and the origin of <i>pidgin</i> and <i>creole</i> languages</li> <li>6. To understand different styles and variations of language</li> <li>7. To understand the phenomena of code choice, code switching, and code mixing</li> <li>8. To understand the phenomena of language change</li> <li>9. To understand the theory of ethnography of speaking and ethno-methodology in observing the phenomena of language use</li> </ol>                               | <p>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 interlocutors. Therefore, at the end of course, the students would able to express themselves appropriately based on the context and the interlocutors. It was in line with B2 level of descriptors.</p> |
| UF14  | <ol style="list-style-type: none"> <li>1. Ss can explain the process of language maintenance and shift</li> <li>2. Ss can describe the change of language</li> <li>3. Ss can cope the concept of style, context and Register</li> <li>4. Ss can define the concept of speech functions, politeness, and cross-cultural communication</li> <li>5. Ss can get the understanding on the relationship</li> </ol>   | <p>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 expected to understand the concept of style, context and register. Style and register were key concepts in</p>   |

- of gender, politeness and stereo types
6. Ss can cope the understanding of acting and conversing
  7. Ss can understand about the relationship among language, cognition and culture

sociolinguistic competence. When they were able to adjust their style and register based on the context, they would 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.





### Analysis of EPG Descriptors in Existing Syllabuses of Language Awareness

| The Existing Syllabuses of Language Awareness | Course Learning Outcomes  |     | Analysis of EPG Descriptor of Language Awareness  |
|---|---|-----|---|
|   | EPP   | EMS |   |
| UA1   | <p>Mata kuliah Phonology mengkaji tentang pengertian <i>phonetics</i> dan <i>phonology</i>, bagan <i>speech organs</i>, <i>segmental phonemes</i> (<i>vowels</i> dan <i>consonants</i>), <i>supra-segmental 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>vowels</i> jenis dan ciri-cirinya, <i>diphthongs</i> dan <i>triphthongs</i>, pengertian <i>consonants</i> dan jenis kategorinya, pengertian <i>stress</i>, <i>intonation</i>, <i>pitch</i>, <i>tone</i> dan fungsinya, serta pengertian <i>assimilation</i> dan jenisnya.</p> |     | <p>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 learners at lower level.</p> |
| UA2   | <p>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.</p>  |     | <p>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</p>  |

|     |   |  |
|-----|---|--|
|     |   | 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.  |
| UA3 | <p>Melalui proses Perkuliahan 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</i>. <i>Syntactic structure affects morphology and morphology is important way that syntactic structure is revealed</i>.</p> | <p>Based on course learning 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 lower level learners.</p>                            |
| UB4 | <p>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.</p>  | <p>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</p> |

|     |  |  |
|-----|--|--|
|     |  | lower level learners.  |
| UB5 | <p>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.</p>   | <p>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.</p> |
| UC6 | <p>Capaian Pembelajaran:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>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.</li> <li>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.</li> </ol> | <p>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.</p>  |
| UC7 | <ol style="list-style-type: none"> <li>1. Having knowledge of English syntactic theories.</li> </ol>   | <p>Based on course learning outcomes retrieved from</p>  |

|     |   |  |
|-----|---|--|
|     | <p>2. Being skillful at analyzing English sentences using structural and transformational approaches.</p>   | <p>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.</p> |
| UD8 | <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the internal structure of English words in terms of their classes and the processes of word formation</li> <li>2. Determine the internal structure of English words morphologically and morphemically</li> <li>3. Describe English phrases and clauses structure of word classes</li> </ol> | <p>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 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 with EPG development phase 1.2.</p>  |
| UD9 | <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the process of speech production</li> </ol>  | <p>Based on course learning outcomes retrieved from a syllabus of English Phonetics and Phonology of</p>   |



|             |   |   |
|-------------|---|---|
|             | <p>2. Read phonemic and phonetic transcription</p> <p>3. Identify and pronounce English segmental and suprasegmental phonemes</p>   | <p>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.</p>   |
| <p>UE11</p> | <p>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.</p>  | <p>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</p> |
| <p>UE12</p> | <p>Upon the completion of this course, students are expected to:</p> <ol style="list-style-type: none"> <li>1. understand basic morphological and syntactic concepts;</li> <li>2. be able to observe, describe, and explain morphological and syntactic phenomena; and</li> <li>3. be able to analyse the surface and underlying structures of words, phrases and clauses and represent them in tree diagrams.</li> </ol> | <p>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 analyze surface and underlying structure of words, phrases, and clauses after they completing the course. Therefore, it would let them acquire knowledge</p>  |

|      |   |   |
|------|---|---|
|      |   | of morphology and syntax, in which after they graduated from ELESP, they could give correct examples of language forms to their students.   |
| UF15 | Di akhir mata kuliah ini, mahasiswa diharapkan memiliki pengetahuan yang memadai ikhwal kedudukan morfologi, berbagai aspek dalam morfologi, proses morfologis, proses morfofonemik dan mampu menentukan serta menganalisis struktur kata dalam bahasa Inggris.   | Based on course learning outcomes retrieved from UF15, the syllabus has been underpinning with EPG development phase 1.2. it was implied that the students would acquire sufficient knowledge of morphology and syntax after they completing the 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.  |
| UF16 | Kemampuan memahami konsep-konsep fonetik dan fonologi Bahasa Inggris yang diaplikasikan ke dalam pembelajaran   | Based on course learning outcomes retrieved from UF16, the syllabus did not 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 aspects would be learnt in the course, as the course learning outcomes would 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 | <ol style="list-style-type: none"> <li>1. Mampu menjelaskan definisi, cakupan, kedudukan morfologi dan sintaksis dalam kajian bahasa, serta keterkaitan antara morfologi dan sintaksis dengan pengetahuan Bahasa</li> <li>2. Mampu menjelaskan dan menganalisis unsur pembentuk kata dan kelas</li> </ol> | Based on course learning outcomes retrieved from UG17, the syllabus has been underpinning with EPG development phase 2.1.2. It was shown that the students would acquire adequate knowledge of morphology and syntax at the end of course. As mentioned in one of course  |

|      |  |  |
|------|--|--|
|      | <p>kata</p> <p>3. Mampu menganalisis proses pembentukan kata</p> <p>4. Mampu menganalisis unsur pembentuk kalimat: frasa, pola frasa, struktur klausa, dan kalimat dan pengemasan kalimat</p> <p>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</p> | <p>learning outcomes, it would expect the students to conduct a research in the field study, in which required more knowledge than a basic one.</p>  |
| UG18 | <p>After completing the course, students are expected to have the ability to reflect their knowledge and understanding on <i>English phonetics and phonology</i> in speaking English intelligibly, reviewing and conducting research in the area.</p>  | <p>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 English phonetics 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).</p> |
| UI20 | <p>At the end of the course, the course participants are expected to be able to:</p> <p>1) Identify and explain basic terminologies in Syntax.</p> <p>2) Analyze sentences in English or other languages using syntactic theories that have been</p>   | <p>Based on course learning outcomes identified in a syllabus no. 20 compiled from University I, it has been underpinning with EPG development phase 1.2. It was implied that the students would be able to acquire basic knowledge of</p>   |

|  |           |  |
|--|-----------|--|
|  | discussed | syntax. By acquiring knowledge of syntax, they would be able to give correct models of language forms and examples of language forms for lower level learners. |
|--|-----------|--|

| The Existing Syllabuses of Language Awareness | Course Learning Outcomes  |   |
|---|---|---|
|   | ES  | Analysis of EPG Descriptor of Intercultural Competence  |
| UD10  | <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>2. Demonstrate knowledge of linguistic system of English phonology.</li> <li>3. Communicate effectively both written and oral language and combined with technology</li> <li>4. Analyze the language use in different circumstances</li> </ol>   | <p>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.</p>  |
| UE13  | <p>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:</p> <ol style="list-style-type: none"> <li>1. to develop an awareness of many of the sub-disciplines within the field of sociolinguistics</li> <li>2. to gain a broad-based understanding of the key concepts within this field</li> <li>3. to gain a better understanding of how language and society are related</li> <li>4. to have a better understanding of the theoretical foundations underlying the field</li> <li>5. to link together the different areas of sociolinguistic study</li> <li>6. to participate in whole-class discussions on sociolinguistics</li> <li>7. become a cooperative member of a dynamic classroom</li> </ol> | <p>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.</p> |
| UF14  | <p>Students aware to the language use and they have good ability in using appropriate language based on context</p>   | <p>Based on course learning outcomes retrieved from a syllabus no.15 of 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</p>   |



---

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 kompetensi kepada mahasiswa mengenai hakikat dan objek kajian sociolinguistik, hubungan antara bahasa dan faktor sosial, kontak bahasa, variasi bahasa dan analisisnya.

Based on course learning outcomes retrieved from UH19, 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 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.

---

UH19



*Analysis of ICT Competence Indicator in Each Component of Syllabuses of English Phonology and Phonetics*

University D

UD9

English Articulatory Phonetics and Phonology

Expected Learning Results

1. Paper Writing

2. Presentation

| No. | ICT Competence Indicators  | Source         | UNESCO ICT-TF |    | Expected Learning Result | Syllabus Components |    |   |    |    |    |    |    |    |    |    |    |     |     |     |     |
|-----|--|----------------|---------------|----|--------------------------|---------------------|----|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
|     |  |                | TL            | KD |                          | KC                  | PW | P | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| 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)  | √             | √  | ×                        | ×                   | √  |   |    |    |    |    |    | √  | √  |    | √  |     |     | √   | √   |
| 2   | Locate off-the-shelf educational software  | (UNESCO, 2011) | √             | √  | ×                        | √                   | √  |   |    |    |    |    |    | √  |    |    | √  |     |     |     |     |

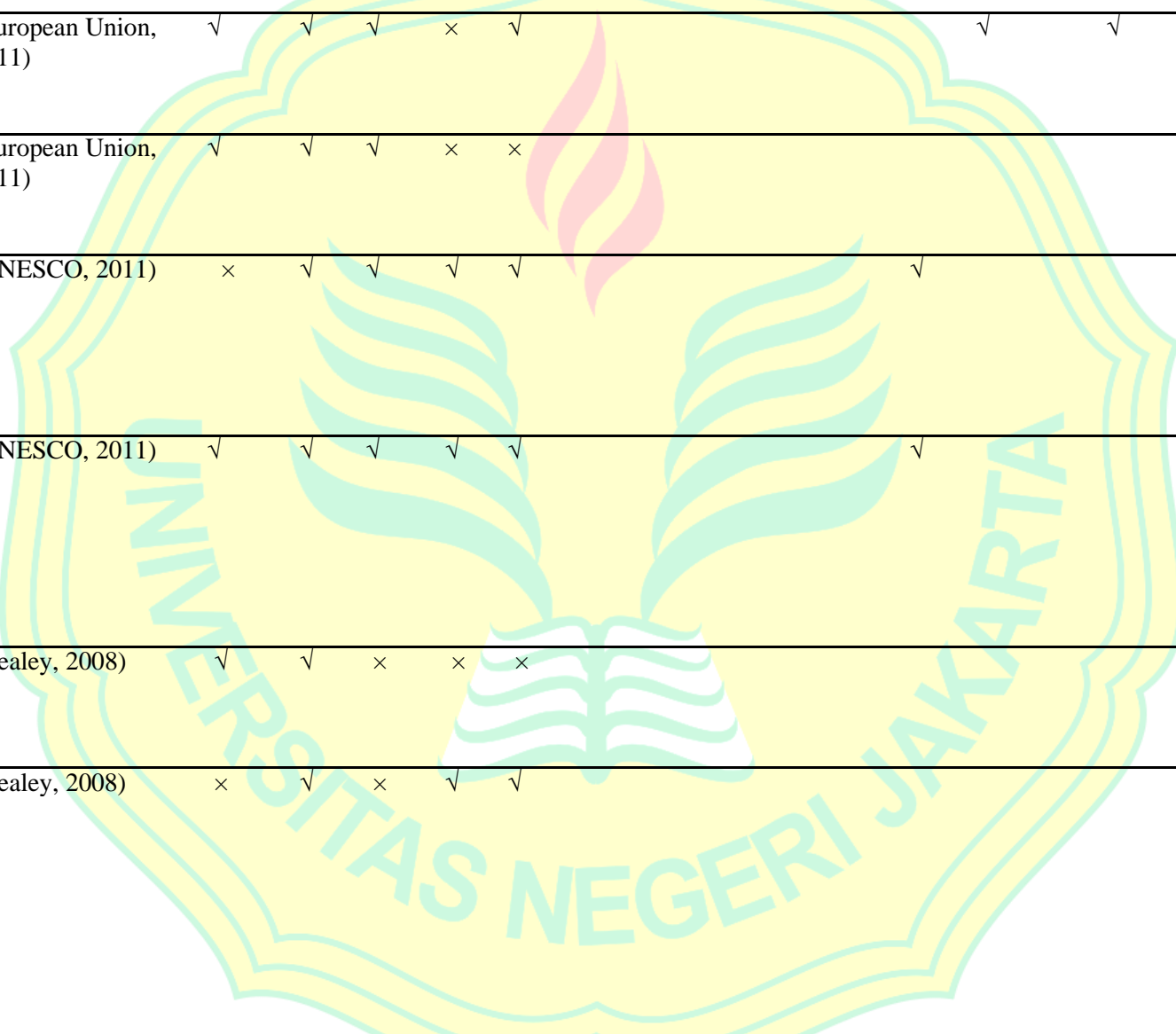
[illegible]

[illegible]

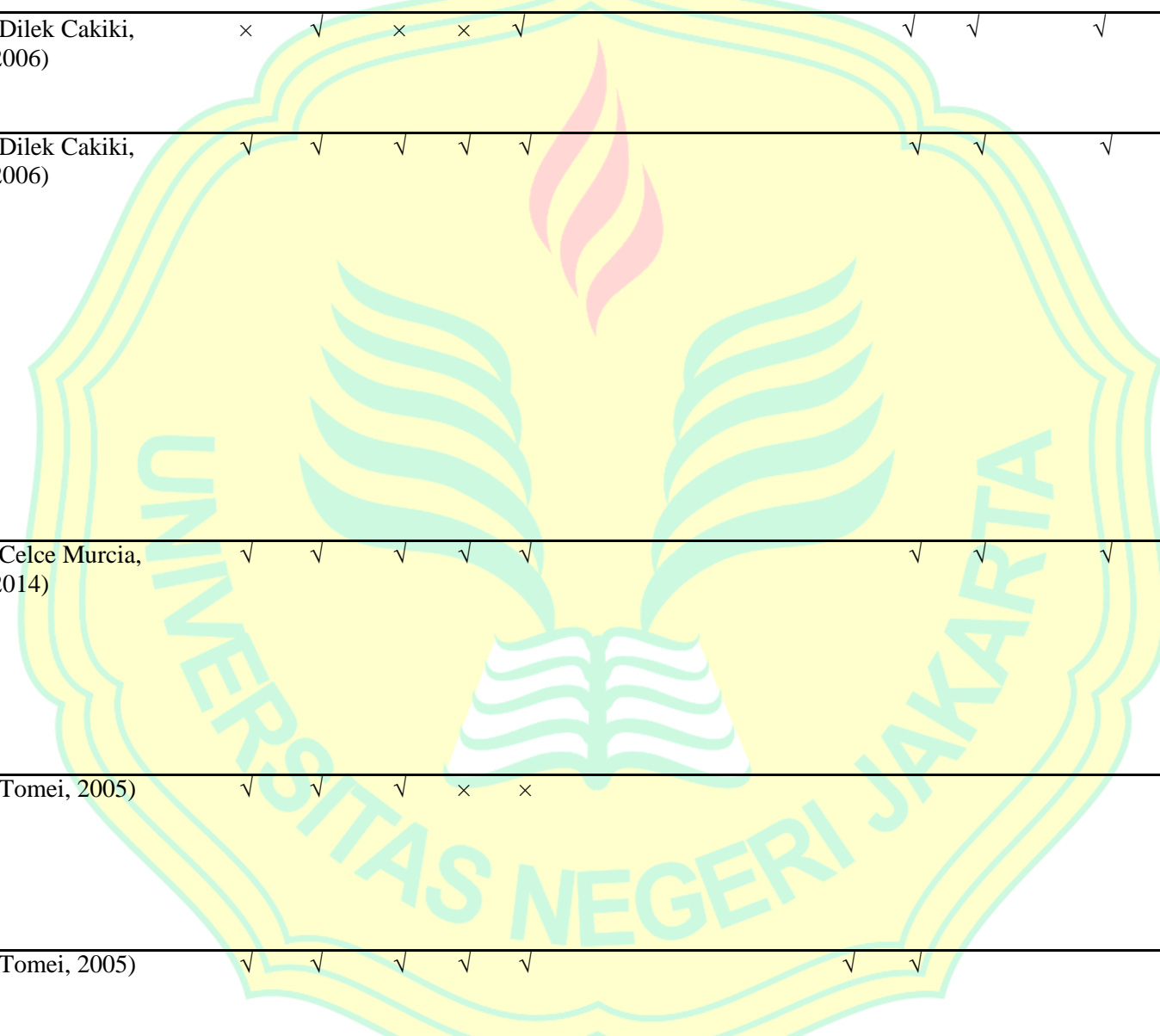


[illegible]

[illegible]



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



|    |  |                      |   |   |   |   |   |  |   |   |   |
|----|--|----------------------|---|---|---|---|---|--|---|---|---|
| 32 | Use different materials for each lesson to present a certain similar topic   | (Dilek Cakiki, 2006) | × | √ | × | × | √ |  | √ | √ | √ |
| 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 stress-free language learning environment. | (Dilek Cakiki, 2006) | √ | √ | √ | √ | √ |  | √ | √ | √ |
| 34 | Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.  | (Celce Murcia, 2014) | √ | √ | √ | √ | √ |  | √ | √ | √ |
| 35 | Implement the ICT tools to support learner centered strategies based on the needs of the students  | (Tomei, 2005)        | √ | √ | √ | × | × |  |   |   |   |
| 36 | Implement ICT tools in informing the learner of the  | (Tomei, 2005)        | √ | √ | √ | √ | √ |  | √ | √ |   |



[illegible]

[illegible]

[illegible]





[illegible]

[illegible]

[illegible]

[illegible]





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

University G  
UG17  
English Morphology and Syntax

Expected Learning Results

1. Corpora of Word Project
2. Corpora of Sentence Project
3. Final Report

| No. | ICT Competence Indicators  | Source         | UNESCO ICT-TF |    |    | Expected Learning Result |         |    | Syllabus Components |    |    |    |    |    |    |    |    |     |     |     |     |     |
|-----|--|----------------|---------------|----|----|--------------------------|---------|----|---------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|
|     |  |                | TL            | KD | KC | C<br>W<br>P              | CS<br>P | FP | C1                  | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 | C14 |
| 1   | Locate off-the-shelf educational software packages and web resources based on the accuracy and alignment with curriculum standards and the needs of specific students. | (UNESCO, 2011) | √             | √  | ×  | ×                        | ×       | ×  |                     |    |    |    |    |    |    |    |    |     |     |     |     |     |
| 2   | Locate a variety of digital resources  | (Healey, 2008) | √             | √  | ×  | ×                        | ×       | √  |                     |    |    |    |    |    |    |    |    |     |     |     | √   |     |
| 3   | Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).   | (Healey, 2008) | √             | √  | ×  | √                        | √       | √  |                     |    |    |    |    |    | √  |    |    |     |     |     |     |     |

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

[illegible]

|    |  |                        |   |   |   |   |   |   |   |
|----|--|------------------------|---|---|---|---|---|---|---|
| 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)         | √ | √ | √ | √ | √ | √ | √ |
| 17 | Search for potential teaching material on the internet.  | (European Union, 2011) | √ | √ | × | × | × | × |   |
| 18 | Recognize the technical skills of ICT in the classroom effectively in investigating source and solving classroom problem   | (Tomei, 2005)          | √ | √ | × | × | × | × |   |
| 19 | Recognize appropriate suggestions from research for classroom practice using technology  | (Healey, 2008)         | × | √ | × | × | × | × |   |
| 20 | Identify various digital resources that are appropriate to be applied in learning.   | (Healey, 2008)         | × | √ | × | √ | √ | √ | √ |
| 21 | Identify the right technology to support various   | (Healey, 2008)         | × | √ | × | √ | √ | √ | √ |

[illegible]



[illegible]

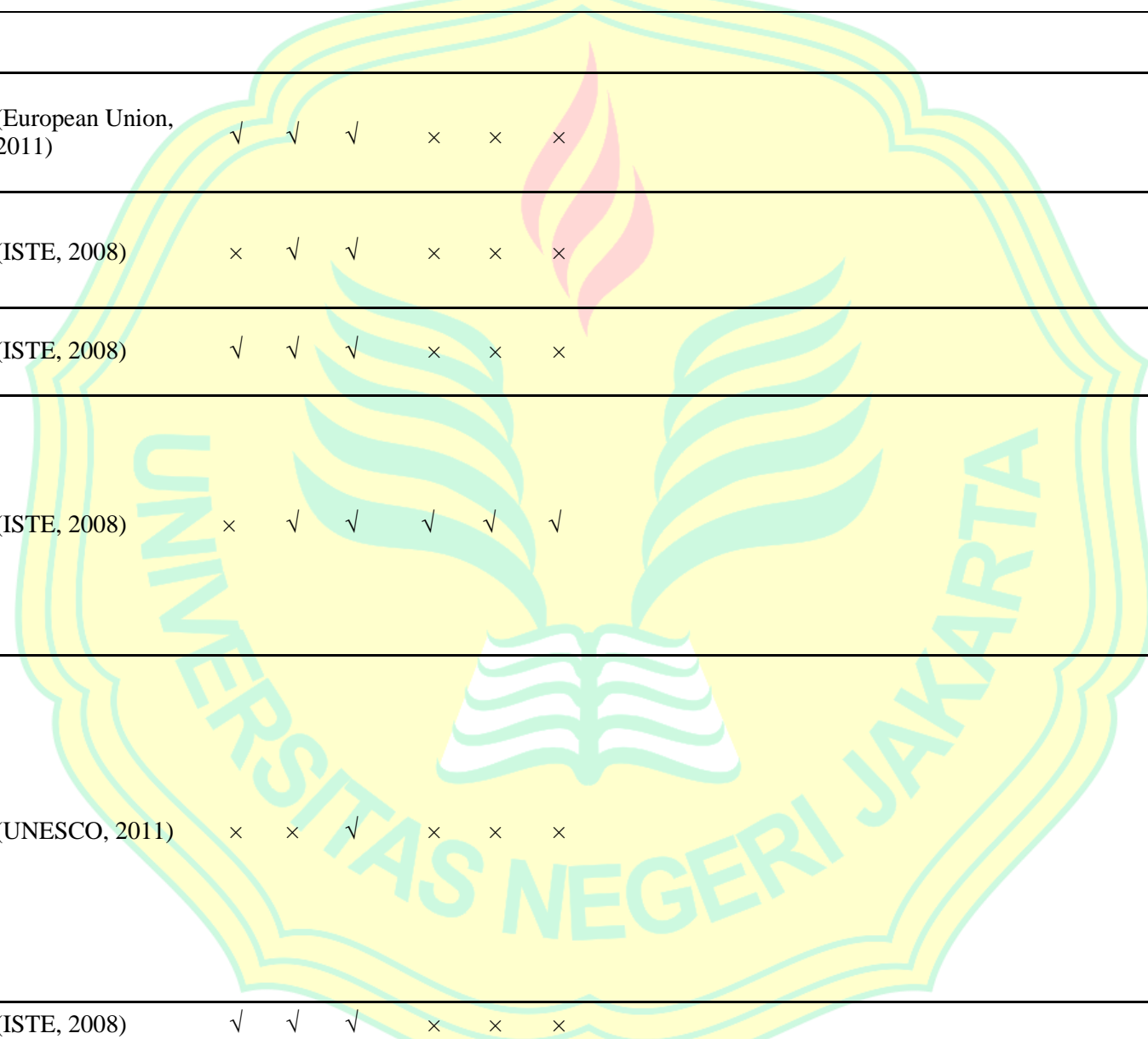
|    |  |                      |   |   |   |   |   |   |
|----|--|----------------------|---|---|---|---|---|---|
|    | tools in informing the learner of the target objectives  |                      |   |   |   |   |   |   |
| 34 | Implement ICT tools for enhancing their productivity and professional practice   | (Tomei, 2005)        | × | √ | √ | × | × | × |
| 35 | Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies  | (Tomei, 2005)        | × | √ | √ | × | × | × |
| 36 | Implement the use of internet offer vast opportunities for reading and writing in authentic environment.   | (Phil Spancer, 2011) | × | √ | √ | × | × | √ |
| 37 | Demonstrate the use of ICT tools to encourage students to document their own progress.   | (Healey, 2008)       | √ | √ | √ | × | × | × |
| 38 | 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 will be used in teaching and learning process). | (Phil Spancer, 2011) | √ | √ | √ | × | × | × |
| 39 | Train students in  | (European Union,     | × | √ | √ | × | × | × |

|    |   |                        |   |   |   |   |   |   |   |
|----|---|------------------------|---|---|---|---|---|---|---|
|    | selecting on-line exercises appropriate to their individual needs   | (2011)                 |   |   |   |   |   |   |   |
| 40 | 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, 2011) | × | √ | √ | × | × |   |   |
| 41 | Able to assess information resources in supporting research and learning  | (ISTE, 2008)           | × | √ | √ | √ | √ | √ | √ |
| 42 | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources  | (Healey, 2008)         | × | √ | √ | × | × | × |   |
| 43 | Provide learning opportunities outside the classroom for individual differences through ICT.  | (UNESCO, 2011)         | × | √ | √ | × | × | × |   |

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

[illegible]





|    |  |                        |   |   |   |   |   |   |
|----|--|------------------------|---|---|---|---|---|---|
|    | problem-solving activities   |                        |   |   |   |   |   |   |
| 58 | Recommend appropriate online materials to students and colleagues  | (European Union, 2011) | √ | √ | √ | × | × | × |
| 59 | Support student reflection in assessing students' conceptual   | (ISTE, 2008)           | × | √ | √ | × | × | × |
| 60 | Support creative and innovative thinking and inventiveness   | (ISTE, 2008)           | √ | √ | √ | × | × | × |
| 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)           | × | √ | √ | √ | √ | √ |
| 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)         | × | × | √ | × | × | × |
| 63 | Model digital  | (ISTE, 2008)           | √ | √ | √ | × | × | × |

|    |   |                      |   |   |   |   |   |   |
|----|---|----------------------|---|---|---|---|---|---|
|    | 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)       | × | √ | √ | × | × | × |
| 65 | Modify new information resources based on expected learning outcomes.   | (Tomei, 2005)        | √ | √ | √ | × | × | × |
| 66 | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources                | (ISTE, 2008)         | √ | √ | √ | √ | √ | √ |
| 67 | Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning   | (Phil Spancer, 2011) | × | √ | √ | × | × | × |

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

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

| Information   |               | C5: Lesson Learning Outcomes | C9: Learning Media         | C13: Assessment |                          |    |    |    |    |    |    |    |    |     |     |     |     |
|---|---------------|------------------------------|----------------------------|-----------------|--------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| Educational Objectives  |               | C6: Learning Materials       | C10: Time Allocation       | C14: Course Po  |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Learning Outcomes   |               | C7: Learning Method          | C11: Indicator for Scoring |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Description   |               | C8: References               | C12: Assessment Criteria   |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| <i>Analysis of ICT Competences Indicators in Each Component of Syllabus for English Sociopragmatics</i> |               |                              |                            |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Source  | UNESCO ICT-TF |                              |                            |                 | Expected Learning Result |    |    |    |    |    |    |    |    |     |     |     |     |
|   | TL            | KD                           | KC                         | P               | Syllabus Components      |    |    |    |    |    |    |    |    |     |     |     |     |
| (Ariani & Dewi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Arifin et al., 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Hidayat, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Ningsih, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Pratiwi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Rahman, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Sugandi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Widada, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |

| Information   |               | C5: Lesson Learning Outcomes | C9: Learning Media         | C13: Assessment |                          |    |    |    |    |    |    |    |    |     |     |     |     |
|---|---------------|------------------------------|----------------------------|-----------------|--------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| Educational Objectives  |               | C6: Learning Materials       | C10: Time Allocation       | C14: Course Po  |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Learning Outcomes   |               | C7: Learning Method          | C11: Indicator for Scoring |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Description   |               | C8: References               | C12: Assessment Criteria   |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| <i>Analysis of ICT Competences Indicators in Each Component of Syllabus for English Sociopragmatics</i> |               |                              |                            |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Source  | UNESCO ICT-TF |                              |                            |                 | Expected Learning Result |    |    |    |    |    |    |    |    |     |     |     |     |
|   | TL            | KD                           | KC                         | P               | Syllabus Components      |    |    |    |    |    |    |    |    |     |     |     |     |
| (Ariani & Dewi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Arifin et al., 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Hidayat, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Ningsih, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Pratiwi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Rahman, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Sugandi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Widada, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |

[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

| Information   |               | C5: Lesson Learning Outcomes | C9: Learning Media         | C13: Assessment |                          |    |    |    |    |    |    |    |    |     |     |     |     |
|---|---------------|------------------------------|----------------------------|-----------------|--------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| Educational Objectives  |               | C6: Learning Materials       | C10: Time Allocation       | C14: Course Po  |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Learning Outcomes   |               | C7: Learning Method          | C11: Indicator for Scoring |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Description   |               | C8: References               | C12: Assessment Criteria   |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| <i>Analysis of ICT Competences Indicators in Each Component of Syllabus for English Sociopragmatics</i> |               |                              |                            |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Source  | UNESCO ICT-TF |                              |                            |                 | Expected Learning Result |    |    |    |    |    |    |    |    |     |     |     |     |
|   | TL            | KD                           | KC                         | P               | Syllabus Components      |    |    |    |    |    |    |    |    |     |     |     |     |
| (Ariani & Meimei, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |

| Information   |               | C5: Lesson Learning Outcomes | C9: Learning Media         | C13: Assessment |                          |    |    |    |    |    |    |    |    |     |     |     |     |
|---|---------------|------------------------------|----------------------------|-----------------|--------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| Educational Objectives  |               | C6: Learning Materials       | C10: Time Allocation       | C14: Course Po  |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Learning Outcomes   |               | C7: Learning Method          | C11: Indicator for Scoring |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Description   |               | C8: References               | C12: Assessment Criteria   |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| <i>Analysis of ICT Competences Indicators in Each Component of Syllabus for English Sociopragmatics</i> |               |                              |                            |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Source  | UNESCO ICT-TF |                              |                            |                 | Expected Learning Result |    |    |    |    |    |    |    |    |     |     |     |     |
|   | TL            | KD                           | KC                         | P               | Syllabus Components      |    |    |    |    |    |    |    |    |     |     |     |     |
| (Ariani & Dewi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Arifin et al., 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Hidayat, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Ningsih, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Pratiwi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Rahman, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Sugandi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Widada, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |

| Information   |               | C5: Lesson Learning Outcomes | C9: Learning Media         | C13: Assessment |                          |    |    |    |    |    |    |    |    |     |     |     |     |
|---|---------------|------------------------------|----------------------------|-----------------|--------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| Educational Objectives  |               | C6: Learning Materials       | C10: Time Allocation       | C14: Course Po  |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Learning Outcomes   |               | C7: Learning Method          | C11: Indicator for Scoring |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Description   |               | C8: References               | C12: Assessment Criteria   |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| <i>Analysis of ICT Competences Indicators in Each Component of Syllabus for English Sociopragmatics</i> |               |                              |                            |                 |                          |    |    |    |    |    |    |    |    |     |     |     |     |
| Source  | UNESCO ICT-TF |                              |                            |                 | Expected Learning Result |    |    |    |    |    |    |    |    |     |     |     |     |
|   | TL            | KD                           | KC                         | P               | Syllabus Components      |    |    |    |    |    |    |    |    |     |     |     |     |
| (Ariani & Dewi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Arifin et al., 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Hidayat, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Ningsih, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Pratiwi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Rahman, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Sugandi, 2005)   | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |
| (Widada, 2005)  | √             | √                            | ×                          | ×               | C1                       | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 | C13 |

[illegible][illegible][illegible][illegible][illegible]



|   |  |                |   |   |   |   |   |   |
|---|--|----------------|---|---|---|---|---|---|
|   | 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 alignment with curriculum standards and the needs of specific students. | (UNESCO, 2011) | √ | √ | × | × |   |   |
| 3 | Locate a variety of digital resources  | (Healey, 2008) | √ | √ | × | × |   |   |
| 4 | Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).   | (Healey, 2008) | √ | √ | × | √ | √ | √ |
| 5 | Identify more than one approach to achieve an objective (e.g., a backup plan for   | (Healey, 2008) | √ | √ | × | × |   |   |

[illegible]

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

|    |  |                        |   |   |   |   |
|----|--|------------------------|---|---|---|---|
|    | 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) | √ | √ | × | × |
| 19 | Create an email account and use it for a sustained series of email correspondence.   | (UNESCO, 2011)         | √ | × | × | × |
| 20 | Recognize the technical skills of ICT in the classroom effectively in investigating source and solving classroom problem                     | (Tomei, 2005)          | √ | √ | × | × |
| 21 | Recognize appropriate suggestions from research for classroom practice using technology  | (Healey, 2008)         | × | √ | × | × |
| 22 | Identify various   | (Healey, 2008)         | × | √ | × | × |

|    |  |                        |   |   |   |   |   |   |
|----|--|------------------------|---|---|---|---|---|---|
|    | 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)         | × | √ | × | × |   |   |
| 24 | Identify appropriate technology environments (e.g., lab, one computer class, online, independent use) to meet specific learning/teaching goals | (Healey, 2008)         | × | √ | × | × |   |   |
| 25 | Identify the ethical cultural, societal issues related with ICT tools.   | (Tomei, 2005)          | × | √ | × | × |   |   |
| 26 | Match the appropriate ICT tools to the students' needs and level of language knowledge   | (Dilek Cakiki, 2006)   | × | √ | √ | √ | √ | √ |
| 27 | Use software for handling images,  | (European Union, 2011) | √ | √ | √ | × |   |   |



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

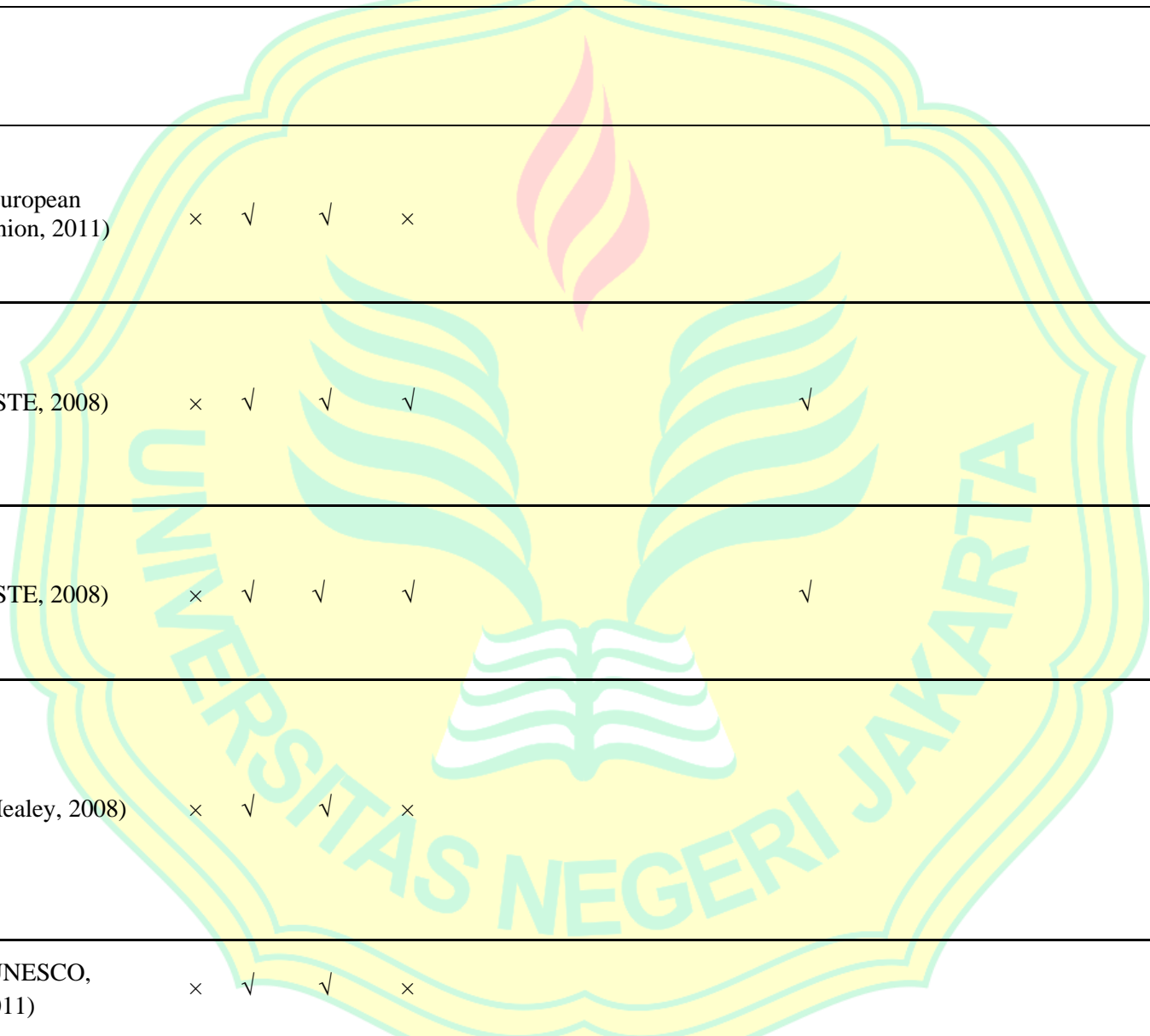
| Penelitian          | 1 | 2 | 3 | 4 | 5 |
|---------------------|---|---|---|---|---|
| Leale, 2008)        | × | √ | × | × |   |
| Wilek Cakiki, 2006) | × | √ | × | √ | √ |
| omei, 2005)         | × | √ | √ | × |   |
| Wilek Cakiki, 2006) | √ | √ | √ | √ | √ |

|    |   |                      |   |   |   |   |   |  |   |
|----|---|----------------------|---|---|---|---|---|--|---|
|    | 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)       | × | √ | √ | × |   |  |   |
| 39 | Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser. | (Celce Murcia, 2014) | √ | √ | √ | × |   |  |   |
| 40 | Implement the ICT tools to support learner centered strategies based on the needs of the students                             | (Tomei, 2005)        | √ | √ | √ | × |   |  |   |
| 41 | Implement ICT tools to develop students' higher order skills and creativity.  | (Tomei, 2005)        | × | √ | √ | √ | √ |  | √ |
| 42 | Implement ICT tools in informing  | (Tomei, 2005)        | √ | √ | √ | × |   |  |   |

|    |  |                      |   |   |   |   |   |  |   |
|----|--|----------------------|---|---|---|---|---|--|---|
|    | the learner of the target objectives   |                      |   |   |   |   |   |  |   |
| 43 | Implement ICT tools for enhancing their productivity and professional practice                           | (Tomei, 2005)        | × | √ | √ | × |   |  |   |
| 44 | Implement telecommunication for interacting with peers, experts and other audiences                      | (Tomei, 2005)        | × | √ | √ | × |   |  |   |
| 45 | Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies            | (Tomei, 2005)        | × | √ | √ | × |   |  |   |
| 46 | Implement ICT tools in identifying the ethical, cultural and societal issues.                            | (Tomei, 2005)        | × | √ | √ | √ | √ |  | √ |
| 47 | Implement the use of internet offer vast opportunities for reading and writing in authentic environment. | (Phil Spancer, 2011) | × | √ | √ | × |   |  |   |
| 48 | Demonstrate  | (Healey, 2008)       | × | √ | √ | √ | √ |  | √ |

|    |  |                      |   |   |   |   |   |   |
|----|--|----------------------|---|---|---|---|---|---|
|    | 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)       | √ | √ | √ | × |   |   |
| 50 | Demonstrate the use of ICT tools to encourage students to document their own progress.   | (Healey, 2008)       | √ | √ | √ | × |   |   |
| 51 | Demonstrate sensitivity to the similarities and differences in communication conventions across cultures, communities, and contexts. | (ISTE, 2008)         | × | √ | √ | √ | √ | √ |
| 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, 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) | × | √ | √ | × |   |
| 54 | Engage students in exploring real-world issues and solving authentic problems using digital tools and resources                              | (ISTE, 2008)           | × | √ | √ | √ | √ |
| 55 | Able to assess information resources in supporting research and learning   | (ISTE, 2008)           | × | √ | √ | √ | √ |
| 56 | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources | (Healey, 2008)         | × | √ | √ | × |   |
| 57 | Provide learning opportunities outside the   | (UNESCO, 2011)         | × | √ | √ | × |   |

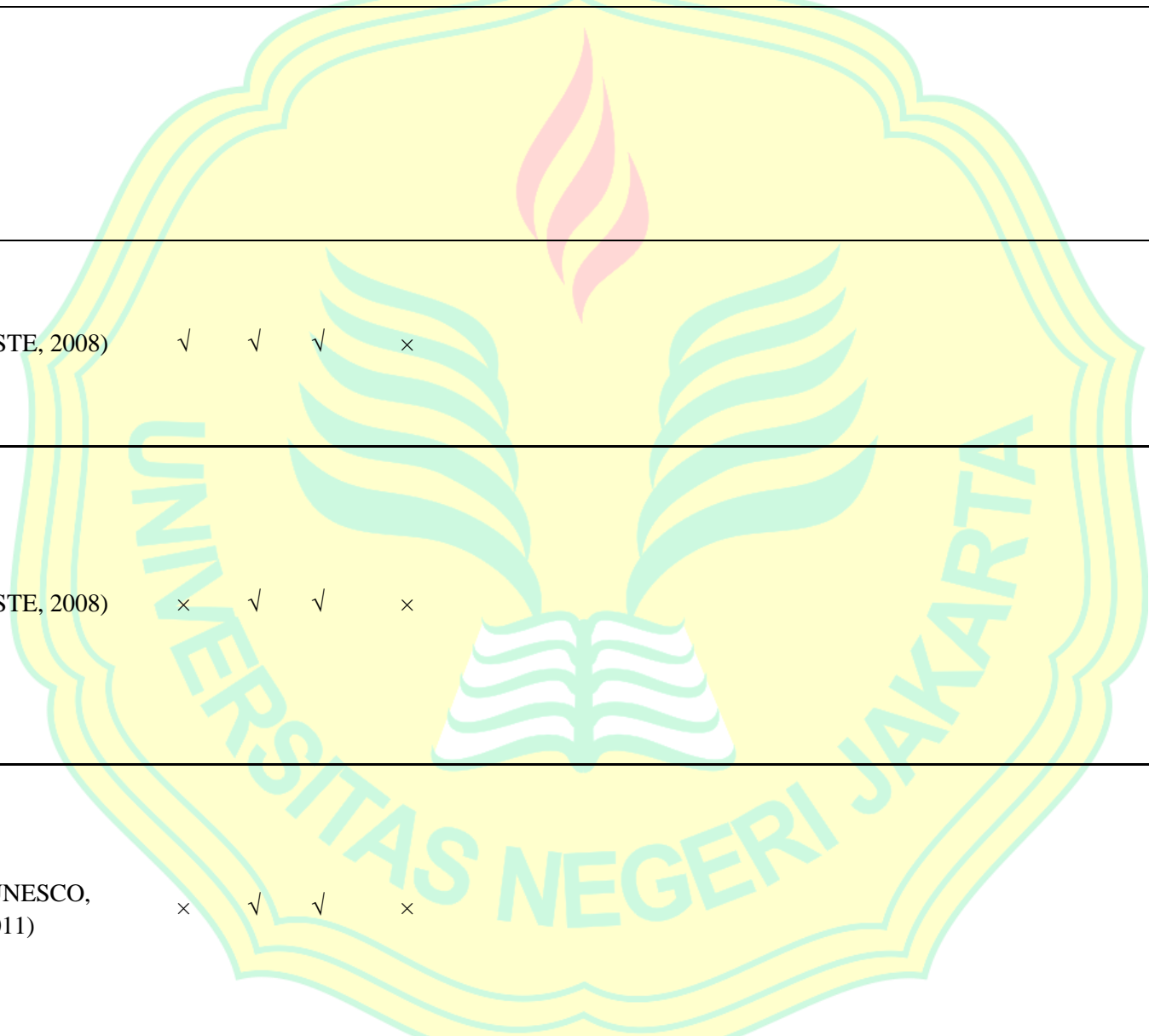
|    |  |                      |   |   |   |   |
|----|--|----------------------|---|---|---|---|
|    | classroom for individual differences through ICT.  |                      |   |   |   |   |
| 58 | Participate in a relevant community of practice.   | (Tomei, 2005)        | × | √ | √ | × |
| 59 | Point out the diverse needs of all learners by using learner-centered strategies               | (Healey, 2008)       | × | √ | √ | × |
| 60 | Distinguish the use of the teaching learning activities network based on the students' needs.  | (Dilek Cakiki, 2006) | √ | √ | √ | × |
| 61 | Examine ICTs both receptive and productive skills are easily and effectively assessed.         | (UNESCO, 2011)       | × | √ | √ | × |
| 62 | Adapt a variety of digital resources   | (Dilek Cakiki, 2006) | √ | √ | √ | × |
| 63 | Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip) | (Tomei, 2005)        | √ | √ | √ | × |
| 64 | Organize ICT tools to recall the   | (Dilek Cakiki, 2006) | √ | √ | × | × |

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

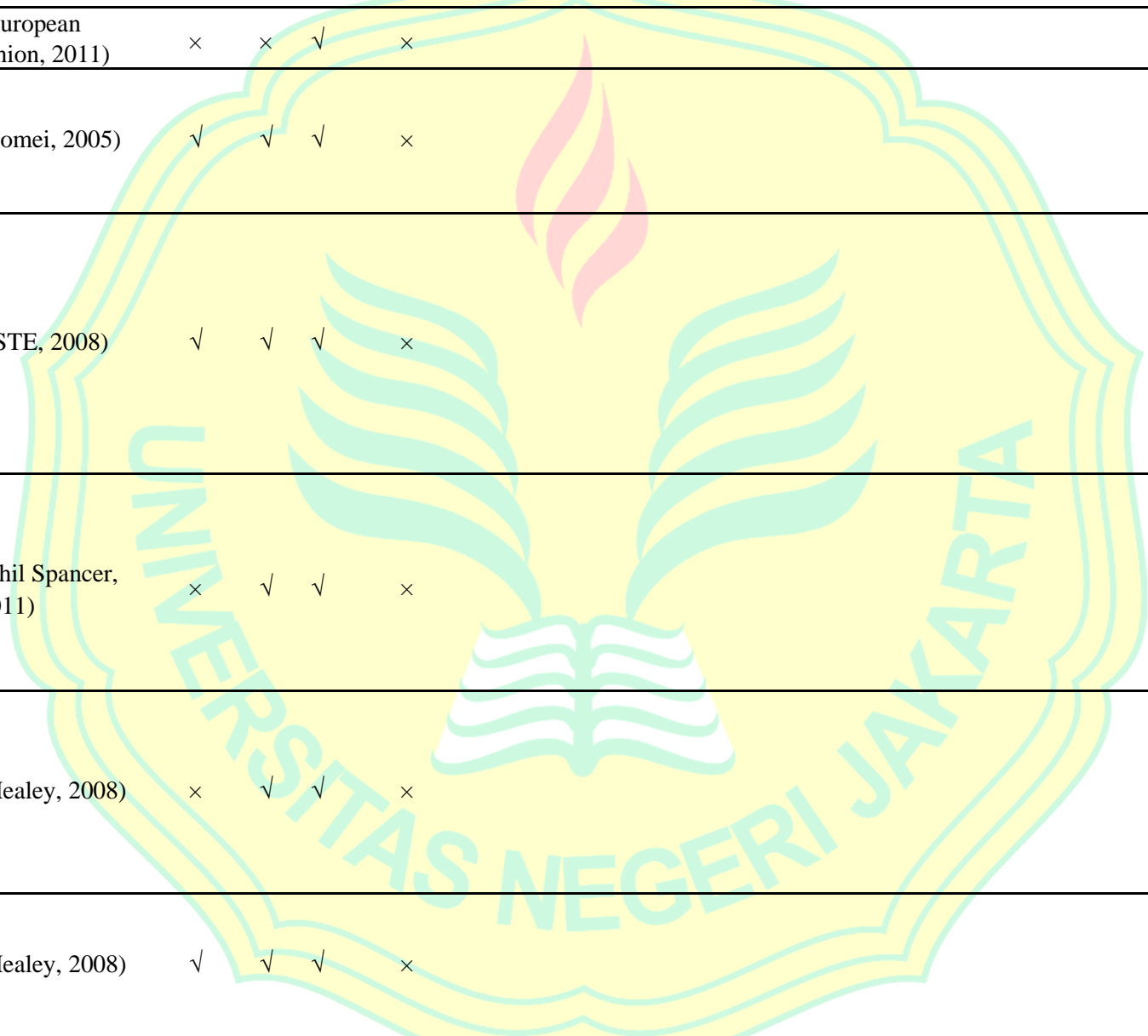
|    |  |                |   |   |   |   |   |
|----|--|----------------|---|---|---|---|---|
|    | technology standards   |                |   |   |   |   |   |
| 71 | Demonstrate the integration of the technology in innovative ways.  | (ISTE, 2008)   | × | √ | √ | × |   |
| 72 | Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).  | (ISTE, 2008)   | × | √ | √ | √ | √ |
| 73 | Structure unit plans and classroom activities using open-ended tools and subject-specific application for problem-solving activities         | (UNESCO, 2011) | √ | √ | √ | × |   |
| 74 | Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation | (ISTE, 2008)   | × | √ | √ | × |   |
| 75 | Communicate relevant information and   | (ISTE, 2008)   | × | √ | √ | × |   |

|    |   |                        |   |   |   |   |   |   |
|----|---|------------------------|---|---|---|---|---|---|
|    | ideas effectively to students, parents, and peers using a variety of digital-age media and formats  |                        |   |   |   |   |   |   |
| 76 | Recommend appropriate online materials to students and colleagues   | (European Union, 2011) | √ | √ | √ | × |   |   |
| 77 | Support student reflection in assessing students' conceptual  | (ISTE, 2008)           | × | √ | √ | × |   |   |
| 78 | Support creative and innovative thinking and inventiveness  | (ISTE, 2008)           | √ | √ | √ | √ | √ | √ |
| 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)           | × | √ | √ | × |   |   |
| 80 | Support multimedia production, web production and publishing technologies into  | (UNESCO, 2011)         | × | × | √ | × |   |   |

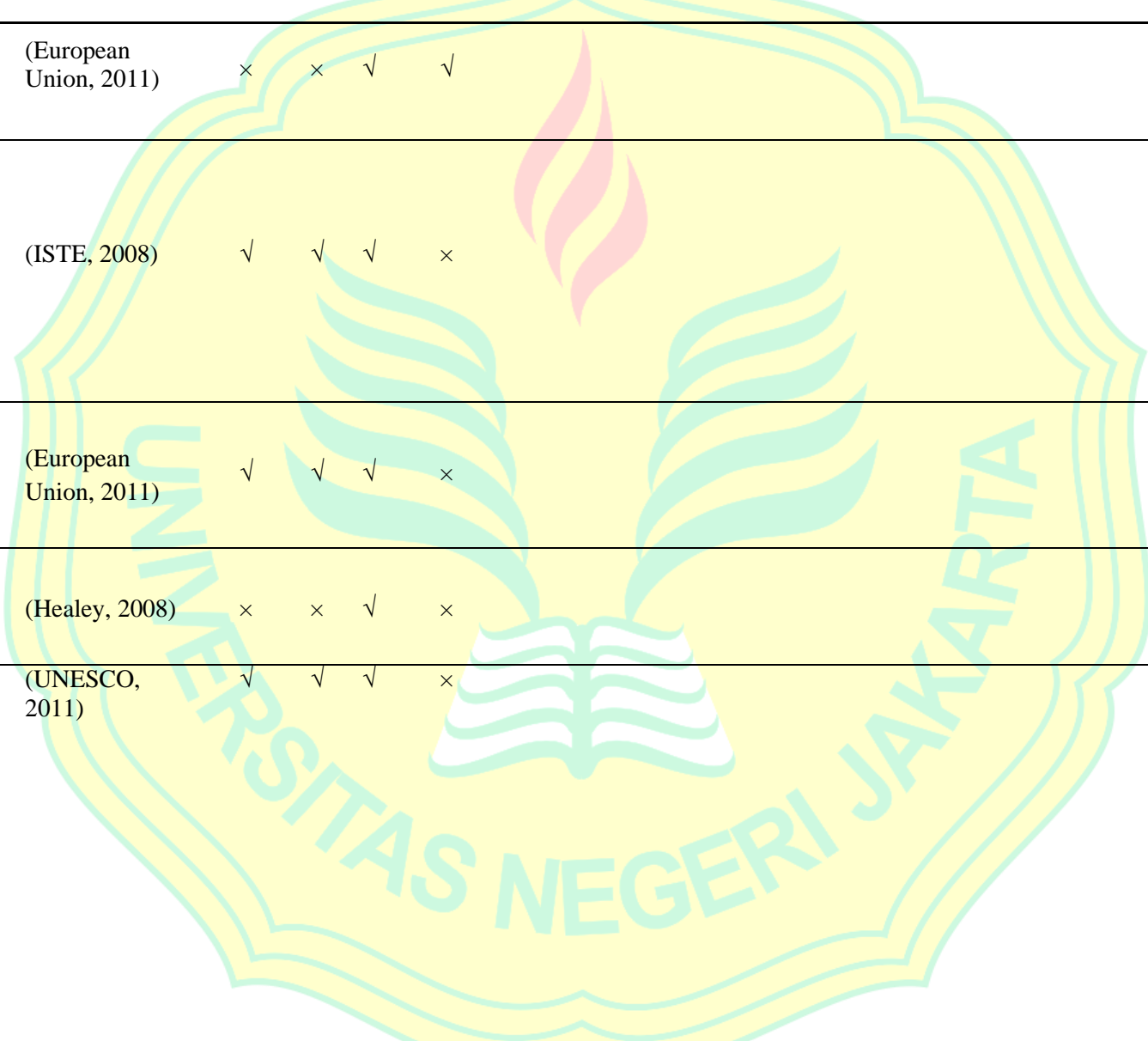




|    |  |                |   |   |   |   |
|----|--|----------------|---|---|---|---|
|    | student projects in ways that develop their ongoing knowledge production and communication with other audiences  |                |   |   |   |   |
| 81 | Model digital etiquette and responsible social interactions related to the use of technology and information   | (ISTE, 2008)   | √ | √ | √ | × |
| 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)   | × | √ | √ | × |
| 83 | Adapt knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.          | (UNESCO, 2011) | × | √ | √ | × |



|    |  |                        |   |   |   |   |
|----|--|------------------------|---|---|---|---|
| 84 | Compose sound and video files  | (European Union, 2011) | × | × | √ | × |
| 85 | Modify new information resources based on expected learning outcomes.  | (Tomei, 2005)          | √ | √ | √ | × |
| 86 | Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources | (ISTE, 2008)           | √ | √ | √ | × |
| 87 | Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning                          | (Phil Spancer, 2011)   | × | √ | √ | × |
| 88 | Create an appropriate technology environment to meet specific teaching and learning goals.   | (Healey, 2008)         | × | √ | √ | × |
| 89 | Create a resource that allows students to locate and retrieve materials.   | (Healey, 2008)         | √ | √ | √ | × |



|    |   |                        |   |   |   |   |   |
|----|---|------------------------|---|---|---|---|---|
| 90 | Create lessons with downloaded texts, pictures, graphics, etc.  | (European Union, 2011) | × | × | √ | √ | √ |
| 91 | Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity   | (ISTE, 2008)           | √ | √ | √ | × |   |
| 92 | Design blended learning modules using a learning management system (LMS).   | (European Union, 2011) | √ | √ | √ | × |   |
| 93 | Design lesson plans and teaching ideas that are posted online.  | (Healey, 2008)         | × | × | √ | × |   |
| 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 | (UNESCO, 2011)         | √ | √ | √ | × |   |

|    |   |                        |   |   |   |   |
|----|---|------------------------|---|---|---|---|
|    | building and communication of students  |                        |   |   |   |   |
|    | Design relevant materials using the appropriate ICT                                   |                        |   |   |   |   |
| 95 | tools in testing students' achievement in all skills                                  | (Dilek Cakiki, 2006)   | √ | √ | √ | × |
|    | Design project work with digital media (using, for                                    |                        |   |   |   |   |
| 96 | example, a camera, the internet, social networks)                                     | (European Union, 2011) | √ | √ | √ | × |
|    | Evaluate students' works that are posted in blogs, social medias, or electronic mails |                        |   |   |   |   |
| 97 |   | (ISTE, 2008)           | × | × | √ | × |
|    | Evaluate the accuracy and usefulness of web   |                        |   |   |   |   |
| 98 | resources in support of project-based learning in a subject area.                     | (UNESCO, 2011)         | × | √ | √ | × |
|    | Evaluate technological  |                        |   |   |   |   |
| 99 | resources for alignment with the needs and abilities of the students.                 | (ISTE, 2008)           | × | √ | √ | × |

Notes:

C1: Basic Information

C2: Program Educational Objectives

C3: Course Learning Outcomes

C4: Course Description

C5: Lesson Learning Outcomes

C6: Learning Materials

C7: Learning Method

C8: References

C9: Learning Media

C10: Time Allocation

C11: Indicator for Scoring

C12: Assessment Criteria

C13: Assessment Scale

C14: Course Policy







## Final Product of Syllabus of English Sociopragmatics

|                         |  |               |               |              |   |                              |
|-------------------------|--|---------------|---------------|--------------|---|------------------------------|
|                         | Ministry of Research, Technology and Higher Education  |               |               |              |   | GPJM FBS                     |
|                         | State of University Jakarta  |               |               |              |   |                              |
|                         | Language and Arts Faculty  |               |               |              |   |                              |
|                         | English Language Education Study Program   |               |               |              |   |                              |
|                         | Kompleks Universitas Negeri Jakarta Jalan Rawamangun Muka  |               |               |              |   |                              |
|                         | Jakarta Timur, 13320   |               |               |              |   |                              |
| No. Document            | Revision Number  |               | Page of       |              | Course Group E-mail   | Published Date               |
|                         |  |               |               |              | <a href="mailto:sociopragmatics105@gmail.com">sociopragmatics105@gmail.com</a>  |                              |
| Name of Course          | Course Code  | Course Status | Course Credit | Term         | Course URL  | Drafting Date                |
| English Sociopragmatics |  | Prerequisites | 3 credits     | 6            | <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> | 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 |
|                         |  |               |               |              |   |                              |

|                     |   |  |                    |
|---------------------|---|--|--------------------|
|                     |   |  |                    |
|                     | Raihanah Permata Sari   | Raihanah Permata Sari  | Dr. Hanip Pujiанти |
| Learning Objectives | Program Educational Objectives that are imposed with course : |  |                    |
|                     | S   | Sikap ( <i>Attitude</i> )  |                    |
|                     | 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 ( <i>General Skill</i> )   |                    |
|                     | KU1   | Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang bahasa Inggris dan pendidikan 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, gagasan, desain atau kritik seni;               |                    |
|                     | KU4   | Mampu menyusun deskripsi saintifik hasil kajian tersebut di atas dalam 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; dan  |                    |
|                     | 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 ( <i>Knowledge</i> )   |                    |
|                     | 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 ( <i>Specific Skill</i> )  |                    |
|                     | KK1   | Mampu melaksanakan fungsi sosial dengan berkomunikasi menggunakan dan terkait dengan berbagai jenis teks lisan dan tulis dengan tujuan yang jelas, dengan struktur makna yang kohesif dan koheren, serta dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya |                    |
|                     | Course Learning Outcomes                                      |  |                    |

|                           |  |  |
|---------------------------|--|--|
|                           | W1   | Students are able to understand how Sociopragmatics are related with other disciplines, such as Pragmatics, Semantics, etc. (KU1;P3) |
|                           | W2   | Students are able to understand social dimensions of language (S5;KU1;KU11;KU12;P14)   |
|                           | W3   | Students are able to explore linguistic dimensions of society (S5;KU10;KU11;K12)   |
|                           | W4   | Students are able to understand theories of Pragmatics related with social settings (KU10;KU12;KK1)                                  |
|                           | W5   | Students are able to discuss how language, culture and thought (S8;KU4;P14;KK1)  |
|                           | W6   | Students are able to explore linguistic and social inequality (K10;K11;K12,K1)   |
| <b>Course Description</b> | <p>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 using . As part of pragmatic study, it explores theories of pragmatics that closely related with social settings, 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.</p> |  |
| <b>Learning Materials</b> | 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  |
|                           | 2.3. Language Change   | 5.2 Linguistic and Cultural Relativity   |
|                           | 2.4 Factors influencing Language Change  | 5.3 Idioms and Proverbs  |
|                           | 2.5 Styles & Registers   | 5.4 Metaphors  |
|                           | 3.1 Linguistic dimensions of society   | 6.1 Linguistic and social inequality   |
|                           | 3.2 Language Contact   | 6.3 Language-based prejudice   |
|                           | 3.3 Multilingualism  | 6.4 Language Stereotypes   |
|                           | 3.4 Code-switching and Code-mixing   | 6.5 Ethnography of Communication   |
|                           |  |  |
| <b>References</b>         | <p>Ash, S., &amp; Coulmas, F. (1998). <i>The Handbook of Sociolinguistics</i> . <i>Language</i> (Vol. 74). <a href="https://doi.org/10.2307/417877">https://doi.org/10.2307/417877</a></p> <p>Ekwelibe, R. (2015). Sociopragmatic Competence in English as a Second Language (ESL). <i>Humanity &amp; Social Sciences Journal</i>, 10(2), 9. <a href="https://doi.org/10.5829/idosi.hssj.2015.10.2.1158">https://doi.org/10.5829/idosi.hssj.2015.10.2.1158</a></p> <p>Holmes, J. (2013). <i>An Introduction to Sociolinguistics</i>. <i>The Modern Language Journal</i> (4th ed., Vol. 77). New York: Routledge. <a href="https://doi.org/10.2307/329116">https://doi.org/10.2307/329116</a></p>                           |  |

|                        |  |  |
|------------------------|--|--|
|                        | Hudson, R. A. (1996). <i>Sociolinguistics</i> (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). <i>Principles of Pragmatics</i> .   |  |
|                        | Thomas, J. (2013). <i>Meaning in Interaction: An Introduction to Pragmatics</i> . Routledge.   |  |
|                        | Trudgill, P. (2000). Sociolinguistics: An Introduction to Language and Society. <i>Penguin Books</i> , 243.<br><a href="https://doi.org/10.2307/326846">https://doi.org/10.2307/326846</a>   |  |
|                        | Wardhaugh, R. (2006). <i>An Introduction to Sociolinguistics</i> . <i>The British Journal of Sociology</i> (Fifth, Vol. 38). Blackwell Publishing. <a href="https://doi.org/10.2307/590702">https://doi.org/10.2307/590702</a>   |  |
|                        | <b>Supplementary Readings</b>  |  |
|                        | Çakir, İ. (2006). Socio-Pragmatic Problems in Foreign Language Teaching. <i>Journal of Language and Linguistic Studies</i> , 2(2).   |  |
|                        | Harting, A. (2017). Using Facebook to Improve L2 German Students' Socio-pragmatic Skills. <i>The EUROCALL Review</i> , 25(2), 59–61. <a href="https://doi.org/10.1080/10464883.1987.10758436">https://doi.org/10.1080/10464883.1987.10758436</a>                         |  |
|                        | Mede, E., & Dikilitaş, K. (2015). Teaching and Learning Sociolinguistic Competence: Teachers' Critical Perceptions. <i>Participatory Educational Research</i> , 2(3), 14–31. <a href="https://doi.org/10.17275/per.15.29.2.3">https://doi.org/10.17275/per.15.29.2.3</a> |  |
|                        | Nazlı, G. (2016). Sociopragmatic Elements and Possible Failure in EFL Teaching. <i>Dil Dergisi</i> , 0(167), 49–66. <a href="https://doi.org/10.1501/dilder_00000000229">https://doi.org/10.1501/dilder_00000000229</a>  |  |
| <b>Learning Media</b>  | <b>Software</b>  | <b>Hardware</b>  |
|                        | Microsoft Office Word, Microsoft Power Point, Padlet, Mendeley, Search Engine, SmallSoeTools, E-mail, Audio-Video Software   | LCD Projector, TV Monitor, Laptop, and Smartphones   |
| <b>Course Policies</b> | a) Attendance :  | A student who, without notice nor permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.  |
|                        | 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 at 8 a.m, students will only be allowed to be late for fifteen minutes, later than that it will be considered absent |
|                        | c) Missed exams/ assignments:  | A student who, without notice nor permission, misses an assignment shall be given grade D for the exam/assignment concerned  |
|                        | e) Academic Dishonesty:  | Students are to obey standard policy and regulation on honesty in academic work and avoid committing plagiarism. Committing exam will be given grade D for the work. To check plagiarism, it   |

|   |  |  |
|---|--|--|
|   |  | can be found at <a href="http://www.smallsoetools.com">http://www.smallsoetools.com</a>  |
| e) Attitudes in Classroom:                  |  | Students are not allowed to chit-chat during learning sessions and are expected to seriously participate in learning activities. Cellphones are to be turned into a silent mode.   |
| f) Attitudes in Online Classroom (Padlet) : |  | 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. |
| g) Written Paper Requirements:              |  | 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: <a href="mailto:sociopragmatics105@gmail.com">sociopragmatics105@gmail.com</a>  |



| W/S | Lesson Learning Outcomes   | Assessment   |   | Learning Experiences; Learning Methods; Assignments [Time Allocation]  |   | Learning Materials   | Assessment Scale |
|-----|--|--|---|--|---|--|------------------|
|     |  | Indicator for Scoring  | Assessment Criteria/Materials   | Face-to-Face   | Online  |  |                  |
| (1) | (2)  | (3)  | (4)   | (5)  | (6)   | (7)  | (8)              |
| 1/1 | 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' accuracy of identifying the notion of English Sociopragmatics; Students' accuracy of exploring <i>Padlet</i> toolbars; Students' accuracy of creating their first posts of first meeting | 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)                                     | Lecturing [TA: 1x(3x50")]; Assignment-1 (individual): Self-journal of today's session about the notion of English Sociopragmatics            | <i>Padlet (serves as discussion forum and post their self-journals) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Syllabus, Materials related with the use of <i>Padlet</i> and its instruction manual   |                  |
| 1/2 | Students are able to get the understandings the notion of English Sociopragmatics course   | Students' accuracy of understanding the notion of English Sociopragmatics  | 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) | Lecturing [TA: 1x(3x50")]; Assignment-2 (group): Summary of today's session about the notion of English Sociopragmatics and its key concepts | <i>Padlet (serves as discussion forum and post their self-journals) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Notion of Sociopragmatics, Key Concepts of Sociopragmatics, Relation with Sociopragmatics and Sociolinguistics, Sociopragmatics as parts of Pragmatics |                  |

|     |  |   |   |   |  |   |  |
|-----|--|---|---|---|--|---|--|
| 2/3 | Students are able to understand the social dimension of language: 1. Identify factors that influence language variation; 2. Discuss how the key concept influences language variation in the real life | 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   | 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 presentation, a summary) | Class Discussion [TA: 1x(3x50")]; Assignment 3 (group): presentation of group discussion  | <i>Padlet (serves as discussion forum and post their the results of group discussion in form of short summary)</i> ( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> ) | Notion of Language Variation, Factors influence language variation, social & language factors                           |  |
| 2/4 | Students are able to understand the social dimension of language: 1. Understand the key concepts of language change; 2. Discuss case study of language change in real life                             | students' accuracy of understanding the 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 <i>Padlet</i> | 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 presentation)            | Lecturing, class discussion [TA: 1x(3x50")]; Assignment t-4 (individual): Summary of today's session about the notion of language change and case of language change in real life | <i>Padlet (serves as discussion forum and post their individual summary)</i> ( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> )                                       | Language Change, the key concepts of Language Change, social factors of language change, linguistic factors of language |  |

|     |  |   |   |  |   |  |  |
|-----|--|---|---|--|---|--|--|
| 2/5 | Students are able to understand the social dimension of language: 1. identify factors that influence language change, 2. Discuss the process of language change                  | 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 | 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) | Class Discussion [TA: 1x(3x50")]; Assignment 5 (group): presentation of group discussion   | <i>Padlet (serves as discussion forum and post their individual summary)</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> ) | Social factors, linguistic factors, gender, age, process of spreading language change  |  |
| 2/6 | Students are able to understand the social dimension of language: 1. understand the concept of styles and registers, 2. explore styles and register in different social settings | 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                                 | Criteria: Rubrics for Assessment that included: Content that indicates for scoring learner achievement; Language; Information and quality and organization (Materials: Non-test: an individual summary)                               | Class Discussion [TA: 1x(3x50")]; Assignment 6: writing an individual summary about the concept of styles and registers and its application in real life | <i>Padlet (serves as discussion forum and post their individual summary)</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> ) | The concept of styles and registers in different social settings, for further readings: Joos, M. (1967). THE FIVE CLOCKS--A LINGUISTIC EXCURSION INTO THE FIVE STYLES OF ENGLISH USAGE |  |
| 3/7 | Students are able to understand linguistic dimensions of society: 1. understand the concept of language  | students' accuracy of understanding the notion of   | Criteria: Rubrics for Assessment that included:   | Class Discussion [TA: 1x(3x50")]; Assignment 7 (group):  | <i>Padlet (serves as discussion forum and post</i>  |  |  |

|     |  |   |  |  |  |   |  |
|-----|--|---|--|--|--|---|--|
|     | choice, 2. explore the key concepts of language choice   | 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  | Content that indicates for scoring learner achievement; Language; Information and quality and organization; Mechanism of using software in the class (Materials: Non-test: a presentation)   | presentation of group discussion   | <i>their individual summary)</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> )  |   |  |
| 3/8 | Students are able to understand linguistic dimension of society: 1. understand the notion of language contact, 2. discuss the concept of lingua franca | 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 | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 8 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion)</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> ) | Language Contact, Lingua Franca                 |  |
| 3/9 | Students are able to understand linguistic dimension of society: 1. understand the notion of multilingualism; 2. Explore the                           | students' accuracy of understanding the notion of multilingualism;  | Criteria: Rubrics for Assessment that included: Content that   | Class Discussion [TA: 1x(3x50")]; Assignment 9 (group): presentation of group            | <i>Padlet (serves as discussion forum and post their results of</i>  | Multilingualism, Pidgins and Creole, Linguistic |  |



|      |  |   |  |   |   |   |  |
|------|--|---|--|---|---|---|--|
|      | development of Pidgins & Creole  | 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  | indicates for scoring learner achievement; Language; Information and quality and organization; Mechanism of using software in the class (Materials: Non-test: a presentation, an essay)  | discussion  | group discussion)<br><i>Assignment 10: Writing an essay about one of Pidgin or Creole languages and compare it with Pidgin or Creole languages in Indonesia</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> )<br>[TA: 1x(3x60")] | Characteristics of P/C languages  |  |
| 3/10 | Students are able to understand linguistic dimension of society: 1. identify code-switching and code-switching in real life context; 2. explore the reason of people do code-switching and code-mixing | students' accuracy of identifying code-switching 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 | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 10 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion)</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> )  | Code-switching, code-mixing, factors influence code-switching and code-mixing, attitudes towards code-switching and code-mixing |  |
| 4/11 | Students are able to get the   | students' accuracy  | Criteria: Rubrics  | Lecturing [TA:  | <i>Padlet (serves</i>   | Pragmatics,   |  |



|      |   |   |  |   |  |                                   |  |
|------|---|---|--|---|--|-----------------------------------|--|
|      | understanding of relationship between Pragmatics and Sociolinguistics: 1. understand the relationship between Pragmatics and Sociolinguistics | of understanding the relationship between Pragmatics and Sociolinguistics   | 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)                        | 1x(3x50"");   | as discussion forum)( <a href="https://padlet.com/raiha nahpsari/english sociopragmatics">https://padlet.com/raiha nahpsari/english sociopragmatics</a> )  | Sociolinguistics                  |  |
| 4/12 | <b>MID-TERM: An Critical Essay of Code-Switching or Code-Mixing Occur in Indonesia</b>  |   |  |   |  |                                   |  |
| 4/13 | Giving feedback after Mid-term  |   |  |   |  |                                   |  |
| 4/14 | Students are able to understand the theories of Pragmatics: 1. understand the concept of Speech Acts; 2. discuss types of Speech Acts         | students' accuracy of understanding the concept of Speech Acts; students' accuracy of discussing types of Speech Acts; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics | 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 presentation) | Class Discussion [TA: 1x(3x50""); Assignment 14 (group): presentation of group discussion | Padlet (serves as discussion forum and post their results of group discussion) ( <a href="https://padlet.com/raiha nahpsari/english sociopragmatics">https://padlet.com/raiha nahpsari/english sociopragmatics</a> ) | Speech Acts, Types of Speech Acts |  |
| 4/15 | Students are able to understand the   | students' accuracy  | Criteria: Rubrics  | Class Discussion [TA:   | Padlet (serves   | Politeness,                       |  |

|      |  |   |  |   |   |  |  |
|------|--|---|--|---|---|--|--|
|      | theories of Pragmatics: 1. understand the concept of Politeness; 2. compare the concept of Politeness in different culture with Indonesian Politeness                          | of understanding the concept of Politeness; students' accuracy of comparing the concept of Politeness in different culture with Indonesian politeness; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics       | 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 presentation)                   | 1x(3x50")); Assignment 15 (group): presentation of group discussion                       | <i>as discussion forum and post their results of group discussion)</i><br>Assignments 15: Posting a link of video that indicates politeness in different culture( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> )<br>[TA:1x(3x60")] | Types of Politeness, Indonesian Politeness             |  |
| 5/16 | 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 | students' accuracy of explaining the relationship among language culture, and thought; students' accuracy of discussing about language, culture and thought; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics | 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 presentation) | Class Discussion [TA: 1x(3x50")); Assignment 16 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion)</i><br>( <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a> )  | language, culture, and thought, Sapir-Whorf Hypothesis |  |

|      |  |   |  |   |   |  |  |
|------|--|---|--|---|---|--|--|
| 5/17 | Students are able to understand to the concept of Linguistic and Cultural Relativity: 1. understand the concept of Linguistic and Cultural Relativity  | students' accuracy of understanding Linguistic Relativity and Cultural Relativity   | 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)      | Lecturing [TA: 1x(3x50")];  | <i>Padlet (serves as discussion forum and post their results of group discussion)</i><br><i>Assignments 17: Posting an individual summary about linguistic and cultural relativity</i><br><i>(<a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a>)</i><br><i>[TA:1x(3x60")]</i> | Linguistic Relativity, Cultural Relativity |  |
| 5/18 | 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 | students' accuracy of understanding the concept of Idioms and Proverbs; Students' accuracy of comparing English Idioms and Proverbs with Indonesian ones; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 17 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion)</i><br><i>(<a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a>)</i>   | Idioms, Proverbs                           |  |

|      |   |  |  |   |   |   |  |
|------|---|--|--|---|---|---|--|
|      |   | about related topics   |  |   |   |   |  |
| 5/19 | Students are able to understand the concept of metaphors: 1. understand the concept of metaphor, 2. discuss the key concept of metaphor   | 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                         | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 16 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Metaphor  |  |
| 5/20 | 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 | 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 | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 17 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Linguistic Inequality, Social Inequality, Stereotypes |  |



|      |   |   |  |   |   |   |  |
|------|---|---|--|---|---|---|--|
| 5/21 | Students are able to understand the notion of language-based prejudice: 1. understand the notion of language-based prejudice, 2. explore the possibility of language-based prejudice happens in Indonesia | 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 | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 19 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Language-Based Prejudice, Subjective Inequality |  |
| 5/22 | Students are able to understand the language stereotype: 1. understand the notion of language stereotypes, 2. discuss language stereotype in real life context  | 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  | 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               | Class Discussion [TA: 1x(3x50")]; Assignment 18 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Language Stereotypes, Gender Stereotypes        |  |



|      |  |   |  |   |   |                              |  |
|------|--|---|--|---|---|------------------------------|--|
|      |  | a presentation about related topics   | presentation)  |   |   |                              |  |
| 5/23 | 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 | 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 giving a presentation about related topics | 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 presentation) | Class Discussion [TA: 1x(3x50")]; Assignment 18 (group): presentation of group discussion | <i>Padlet (serves as discussion forum and post their results of group discussion) (https://padlet.com/raihanahpsari/englishsociopragmatics)</i> | Ethnography of Communication |  |
| 5/24 | <b>FINAL TEST: A Critical Paper of Teaching Sociopragmatics in Era of Technology</b>   |   |  |   |   |                              |  |

**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.

|   |      |
|---|------|
| Attendance, in-class behavior, participation in discussions | 15 % |
| Presentations   | 10 % |
| Midterm   | 25 % |
| Final paper   | 35 % |
| Written Summary   | 15 % |

This course follows the university standard for grading system:

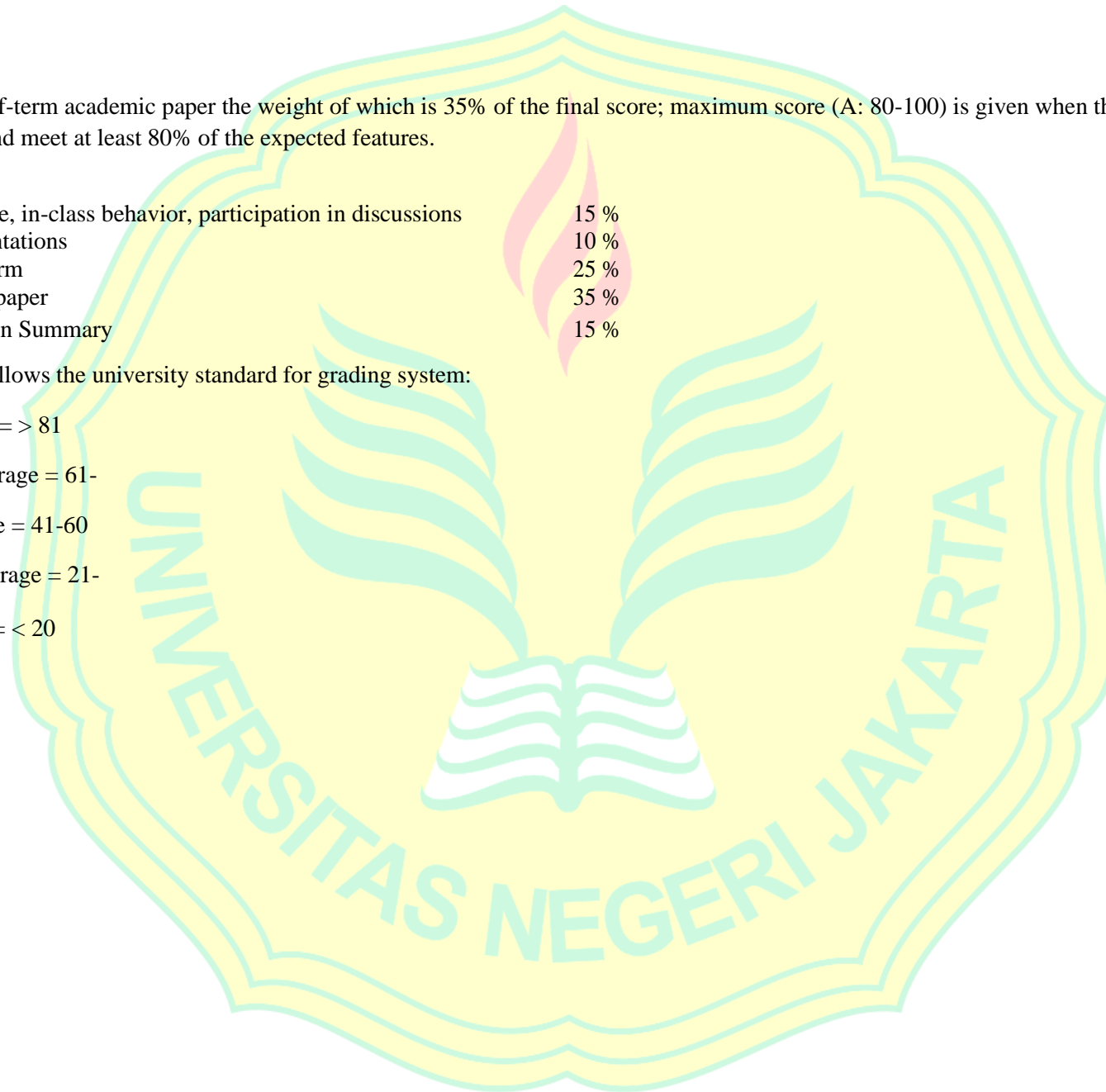
A – Excellent = > 81

B – above average = 61-

80 C – average = 41-60

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 (√) in the column “YES”, if the ICT competences stated explicitly in the syllabus components
2. Put checklist (√) 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   | Integrating ICT Competences |    | Notes |
|-----|------------------------|---|--|-----------------------------|----|-------|
|     |                        |   |  | Competences                 |    |       |
|     |                        |   |  | Evidences                   |    |       |
|     |                        |   |  | Yes                         | No |       |
| 1.  | Basic Information      | Name of Course: English Sociopragmatics<br>Course Status: Prerequisites<br>Prerequisite Courses: <i>Introduction to Linguistics, English Phonetics and Phonology, English Morphology and Syntax, English Semantics and Pragmatics</i><br>Course Credit: 3 Credits (SKS)<br>Course URL: <a href="https://padlet.com/raihanahpsari/englishsociopragmatics">https://padlet.com/raihanahpsari/englishsociopragmatics</a><br>Course Group Email: <a href="mailto:sociopragmatics105@gmail.com">sociopragmatics105@gmail.com</a><br>The Lecturer: Raihanah Permata Sari | <div>1. Use common communication and collaboration technologies</div> <div>2. Use online technology as available to deliver instructional or support material</div> <div>3. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</div> <div>4. Create an email account and use it for a sustained series of email correspondence.</div> <div>5. Identify the right technology to support various teaching goals and instructional objective</div> <div>6. Use a network for supporting student collaboration within and beyond the classroom</div> <div>7. Match the appropriate ICT tools to the students' needs and level of language knowledge</div> <div>8. Use a network for supporting student collaboration within and beyond the classroom</div> <div>9. Use ICT to access and share resources to support their activities and their own professional learning.</div> <div>10. Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.</div> <div>11. Demonstrate the use of ICT tools to encourage students to document their own progress.</div> <div>12. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and</div> |                             |    |       |

|    |                                |   |   |  |  |  |
|----|--------------------------------|---|---|--|--|--|
|    |                                |   | innovation  |  |  |  |
|    |                                |   | 13. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats   |  |  |  |
| 2. | Program Educational Objectives | <p><b>S Sikap (Attitude)</b></p> <p>S5 Menghargai keanekaragaman budaya, pandangan, agama dan kepercayaan serta pendapat atau temuan orisinal orang lain</p> <p>S8 Menginternalisasi nilai, norma, dan etika akademik</p> <p><b>KU Keterampilan Umum (General Skill)</b></p> <p>KU1 Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang bahasa Inggris dan pendidikan bahasa Inggris;</p> <p>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, gagasan, desain atau kritik seni;</p> <p>KU4 Mampu menyusun deskripsi saintifik hasil kajian tersebut di</p> | <p>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</p> <p>2. Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).</p> <p>3. Identify multiple research sources and perspectives that inform technology use.</p> <p>4. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</p> <p>5. Match specific curriculum standards to particular software packages and computer applications</p> <p>6. Use common communication and collaboration technologies</p> <p>7. Use online technology as available to deliver instructional or support material</p> <p>8. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</p> <p>9. Identify various digital resources that are appropriate to be applied in learning.</p> <p>10. Identify the right technology to support various teaching goals and instructional objective</p> <p>11. Match the appropriate ICT tools to the students' needs and level of language knowledge</p> <p>12. Use ICT to search for appropriate information that can be used to support their own</p> |  |  |  |



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

|    |                          |  |   |  |  |  |
|----|--------------------------|--|---|--|--|--|
|    |                          | <p>sosial dengan berkomunikasi menggunakan dan terkait dengan berbagai jenis teks lisan dan tulis dengan tujuan yang jelas, dengan struktur makna yang kohesif dan koheren, serta dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya</p>  |   |  |  |  |
| 3. | Course Learning Outcomes | <ol style="list-style-type: none"> <li>1. Students are able to understand how Sociopragmatics are related with other disciplines, such as Pragmatics, Semantics, etc. (KU1;P3)</li> <li>2. Students are able to understand social dimensions of language (S5;KU1;KU11;KU12;P14)</li> <li>3. Students are able to explore linguistic dimensions of society (S5;KU10;KU11;K12)</li> <li>4. Students are able to understand theories of Pragmatics related with social settings (KU10;KU12;KK1)</li> <li>5. Students are able to discuss how language, culture and thought (S8;KU4;P14;KK1)</li> <li>6. Students are able to explore linguistic and social inequality (K10;K11;K12,K1)</li> </ol> | <ol style="list-style-type: none"> <li>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>2. Identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).</li> <li>3. Identify multiple research sources and perspectives that inform technology use.</li> <li>4. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>5. Match specific curriculum standards to particular software packages and computer applications</li> <li>6. Use common communication and collaboration technologies</li> <li>7. Use online technology as available to deliver instructional or support material</li> <li>8. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</li> <li>9. Identify various digital resources that are appropriate to be applied in learning.</li> <li>10. Identify the right technology to support various teaching goals and instructional objective</li> </ol> |  |  |  |

|    |                    |   |   |  |  |  |
|----|--------------------|---|---|--|--|--|
|    |                    |   | <ol style="list-style-type: none"> <li>11. Match the appropriate ICT tools to the students' needs and level of language knowledge</li> <li>12. Use ICT to search for appropriate information that can be used to support their own professional learning</li> <li>13. Use technology resources that promote appropriate language use.</li> <li>14. Use technology-enhanced assessment results to plan instruction.</li> <li>15. Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).</li> <li>16. Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.</li> <li>17. Implement the ICT tools to support learner centered strategies based on the needs of the students</li> <li>18. Implement ICT tools to develop students' higher order skills and creativity.</li> <li>19. Implement ICT tools in informing the learner of the target objectives</li> </ol> |  |  |  |
| 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, | <ol style="list-style-type: none"> <li>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>2. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>3. Match specific curriculum standards to particular software packages and computer applications</li> <li>4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</li> </ol>   |  |  |  |

|    |                    |  |   |  |  |  |
|----|--------------------|--|---|--|--|--|
|    |                    | <p>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.</p>  | <ol style="list-style-type: none"> <li>5. Use ICT to access and share resources to support their activities and their own professional learning.</li> <li>6. Use technology resources that promote appropriate language use.</li> <li>7. Implement the ICT tools to support learner centered strategies based on the needs of the students</li> <li>8. Implement ICT tools to develop students' higher order skills and creativity.</li> <li>9. Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools</li> <li>10. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> </ol>  |  |  |  |
| 5. | Learning Materials | <p>1.1 Course Introduction<br/>1.2. The Notion of Sociopragmatics and related studies<br/>2.1 Social Dimensions of Language<br/><br/>2.2 Language Variation<br/>2.3. Language Change<br/>2.4 Factors influencing Language Change<br/>2.5 Styles &amp; Registers<br/>3.1 Linguistic dimensions of society<br/><br/>3.2 Language Contact<br/>3.3Multilingualism<br/>3.4 Code-switching and Code-mixing<br/><br/>4.1 Pragmatics and Sociopragmatics<br/><br/>4.2 Speech Acts<br/>4.3 Politeness</p> | <ol style="list-style-type: none"> <li>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>2. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>3. Match specific curriculum standards to particular software packages and computer applications</li> <li>4. Use the search engines in computer devices.</li> <li>5. Use common communication and collaboration technologies</li> <li>6. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</li> <li>7. Use a network for supporting student collaboration within and beyond the classroom</li> <li>8. Use ICT to access and share resources to</li> </ol> |  |  |  |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <p>5.1 Language, culture and cognition</p> <p>5.2 Linguistic and Cultural Relativity</p> <p>5.3 Idioms and Proverbs</p> <p>5.4 Metaphors</p> <p>6.1 Linguistic and social inequality</p> <p>6.3 Language-based prejudice</p> <p>6.4 Language Stereotypes</p> <p>6.5 Ethnography of Communication</p> | <p>support their activities and their own professional learning.</p> <p>9. Use different materials for each lesson to present a certain similar topic</p> <p>10. 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.</p> <p>11. Implement ICT tools to develop students' higher order skills and creativity.</p> <p>12. Implement telecommunication for interacting with peers, experts and other audiences</p> <p>13. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>14. Facilitate the appropriate ICT tools in giving fast feedback to students' error.</p> <p>15. Modify new information resources based on expected learning outcomes.</p> <p>16. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>17. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning</p> <p>18. Create an appropriate technology environment to meet specific teaching and learning goals.</p> <p>19. Create a resource that allows students to locate and retrieve materials.</p> <p>20. Create lessons with downloaded texts, pictures, graphics, etc.</p> <p>21. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</p> <p>22. Design units of study and classroom activities that integrate a range of ICT tools and devices</p> |  |  |  |
|--|--|---|--|--|--|



|    |            |  |   |  |  |  |
|----|------------|--|---|--|--|--|
|    |            |  | in promoting the skills of reasoning, planning, reflective learning, knowledge building and communication of students   |  |  |  |
| 6. | References | <p><b>Main readings:</b></p> <p>Ash, S., &amp; Coulmas, F. (1998). The Handbook of Sociolinguistics. Language (Vol. 74).<br/> <a href="https://doi.org/10.2307/417877">https://doi.org/10.2307/417877</a></p> <p>Ekwelibe, R. (2015). Sociopragmatic Competence in English as a Second Language (ESL). Humanity &amp; Social Sciences Journal, 10(2), 9.<br/> <a href="https://doi.org/10.5829/idosi.hssj.2015.10.2.1158">https://doi.org/10.5829/idosi.hssj.2015.10.2.1158</a></p> <p>Holmes, J. (2013). An Introduction to Sociolinguistics. The Modern Language Journal (4th ed., Vol. 77). New York: Routledge.<br/> <a href="https://doi.org/10.2307/329116">https://doi.org/10.2307/329116</a></p> <p>Hudson, R. A. (1996). Sociolinguistics (2nd ed.). New York: Cambridge University Press</p> <p>Joos, M. (1967). THE FIVE CLOCKS--A LINGUISTIC EXCURSION INTO THE FIVE STYLES OF ENGLISH USAGE.</p> <p>Leech, G. N. (1983). Principles of Pragmatics.</p> <p>Thomas, J. (2013). Meaning in</p> | <ol style="list-style-type: none"> <li>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>2. Match specific curriculum standards to particular software packages and computer applications</li> <li>3. Use online technology as available to deliver instructional or support material</li> <li>4. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</li> <li>5. Search for potential teaching material on the internet.</li> <li>6. Create an email account and use it for a sustained series of email correspondence.</li> <li>7. Recognize the technical skills of ICT in the classroom effectively in investigating source and solving classroom problem</li> <li>8. Recognize appropriate suggestions from research for classroom practice using technology</li> <li>9. Identify various digital resources that are appropriate to be applied in learning.</li> <li>10. Identify the right technology to support various teaching goals and instructional objective</li> <li>11. Match the appropriate ICT tools to the students' needs and level of language knowledge</li> <li>12. Use a network for supporting student collaboration within and beyond the classroom</li> <li>13. Use ICT to access and share resources to support their activities and their own professional learning.</li> <li>14. Use ICT to search for appropriate information</li> </ol> |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>Interaction: An Introduction to Pragmatics. Routledge.</p> <p>Trudgill, P. (2000). Sociolinguistics: An Introduction to Language and Society. Penguin Books, 243.<br/><a href="https://doi.org/10.2307/326846">https://doi.org/10.2307/326846</a></p> <p>Wardhaugh, R. (2006). An Introduction to Sociolinguistics. The British Journal of Sociology (Fifth, Vol. 38). Blackwell Publishing.<br/><a href="https://doi.org/10.2307/590702">https://doi.org/10.2307/590702</a></p> <p><b>Supplementary Readings:</b></p> <p>Çakir, İ. (2006). Socio-Pragmatic Problems in Foreign Language Teaching. Journal of Language and Linguistic Studies, 2(2).</p> <p>Harting, A. (2017). Using Facebook to Improve L2 German Students' Socio-pragmatic Skills. The EUROCALL Review, 25(2), 59–61.<br/><a href="https://doi.org/10.1080/10464883.1987.10758436">https://doi.org/10.1080/10464883.1987.10758436</a></p> <p>Mede, E., &amp; Dikilitaş, K. (2015). Teaching and Learning Sociolinguistic</p> | <p>that can be used to support their own professional learning</p> <ol style="list-style-type: none"> <li>15. Use technology resources that promote appropriate language use.</li> <li>16. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</li> <li>17. Able to assess information resources in supporting research and learning</li> <li>18. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</li> <li>19. Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.</li> <li>20. Organize multiple and varied formative and summative assessments aligned with content and technology standards</li> <li>21. Demonstrate the integration of the technology in innovative ways.</li> <li>22. Collect student output for analysis (e.g., concordance to analyze lexical complexity, chat logs).</li> <li>23. Structure unit plans and classroom activities using open-ended tools and subject-specific application for problem-solving activities</li> <li>24. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</li> <li>25. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</li> <li>26. Recommend appropriate online materials to students and colleagues</li> <li>27. Support student reflection in assessing students' conceptual</li> <li>28. Support creative and innovative thinking and</li> </ol> |  |  |  |
|--|--|--|--|--|--|

|    |                |   |  |  |  |  |
|----|----------------|---|--|--|--|--|
|    |                | <p>Competence: Teachers' Critical Perceptions. Participatory Educational Research, 2(3), 14–31.<br/> <a href="https://doi.org/10.17275/per.15.29.2.3">https://doi.org/10.17275/per.15.29.2.3</a></p> <p>Nazlı, G. (2016). Sociopragmatic Elements and Possible Failure in EFL Teaching. Dil Dergisi, 0(167), 49–66.<br/> <a href="https://doi.org/10.1501/dilder_0000000229">https://doi.org/10.1501/dilder_0000000229</a></p>  | <p>inventiveness</p> <ol style="list-style-type: none"> <li>29. Modify new information resources based on expected learning outcomes.</li> <li>30. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</li> <li>31. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning</li> <li>32. Create an appropriate technology environment to meet specific teaching and learning goals. .</li> <li>33. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> <li>34. 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</li> </ol> |  |  |  |
| 7. | Learning Media | <p><b>Software:</b><br/> <i>Microsoft Office Word, Microsoft Power Point, Padlet, Mendeley, Search Engine, SmallSoeTools, E-mail, Audio-Video Software</i></p> <p><b>Hardware:</b><br/>           LCD Projector, TV Monitor, Laptop, and Smartphones</p> <p>Notes:<br/> <i>Padlet</i> is a website and app that allows kids to curate information onto virtual bulletin boards using a simple drag-and-drop system. Students can start with a template or a blank page and add videos, text, links,</p> | <ol style="list-style-type: none"> <li>1. Locate a variety of digital resources</li> <li>2. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>3. Use presentation software and digital resources during classroom activities</li> <li>4. Use common communication and collaboration technologies</li> <li>5. Use any standard Windows/Mac software, including media players.</li> <li>6. Use a data projector for lessons involving the internet, a DVD etc.</li> <li>7. Use online technology as available to deliver instructional or support material</li> <li>8. Match the appropriate ICT tools to the students' needs and level of language knowledge</li> </ol>   |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>documents, images -- basically anything -- to the wall and organize it, like a page full of Post-it notes.</p> <p><i>SmallSoeTools</i> is a plagiarism checker tool to run your articles and texts. This will let you know as to how many hits there is (percentage) in your article giving you accurate online plagiarism checker with report.</p> | <ol style="list-style-type: none"> <li>9. Use ICT to access and share resources to support their activities and their own professional learning.</li> <li>10. Use ICT to search for appropriate information that can be used to support their own professional learning</li> <li>11. Utilize various open-ended software packages appropriate to student's subject matter area, such as visualization, data analysis, role-play simulations, and online references.</li> <li>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.</li> <li>13. Implement the ICT tools to support learner centered strategies based on the needs of the students</li> <li>14. Implement ICT tools to develop students' higher order skills and creativity.</li> <li>15. Implement telecommunication for interacting with peers, experts and other audiences</li> <li>16. Provide learning opportunities outside the classroom for individual differences through ICT.</li> <li>17. Organize ICT to combine/use alternately (basic) skills (text and images, audio and video clip)</li> <li>18. Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.</li> <li>19. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</li> <li>20. Support student reflection in assessing students' conceptual</li> <li>21. Model digital etiquette and responsible social</li> </ol> |  |  |
|--|--|--|--|--|--|

|    |                 |  |   |  |  |  |
|----|-----------------|--|---|--|--|--|
|    |                 |  | <p>interactions related to the use of technology and information</p> <p>22. Create an appropriate technology environment to meet specific teaching and learning goals.</p>  |  |  |  |
| 8. | Course Policies | <p>a) Attendance: A student who, without notice nor permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.</p> <p>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 be graded and 0 be given; 3) When the class begins at 8 A.M, students will only be allowed to be late for fifteen minutes, later than that it will be considered absent</p> <p>c) Missed exams/ assignments: A student who, without notice nor permission, misses an assignment shall be given grade D for the exam/assignment concerned</p> <p>e) Academic Dishonesty: Students are to obey standard policy and regulation on honesty in academic work and avoid committing plagiarism. Committing exam will be given grade D for the work. To check plagiarism, it can be found at <a href="http://www.smallsoetools.com">http://www.smallsoetools.com</a></p> <p>e) Attitudes in Classroom: Students are not allowed to chit-chat during learning sessions and are expected to seriously</p> | <p>1. Use common communication and collaboration technologies</p> <p>2. Use online technology as available to deliver instructional or support material</p> <p>3. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</p> <p>4. Recognize appropriate suggestions from research for classroom practice using technology</p> <p>5. Use a network for supporting student collaboration within and beyond the classroom</p> <p>6. Use technology resources that promote appropriate language use.</p> <p>7. 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.</p> <p>8. 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 will be used in teaching and learning process).</p> <p>9. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>10. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>11. Organize ICT to combine/use alternately (basic) skills (text and images, audio and video</p> |  |  |  |



|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <p>participate in learning activities. Cellphones are to be turned into a silent mode</p> <p>f) Attitudes in Online Classroom (<i>Padlet</i>): 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</p> <p>g) Written Paper Requirements: 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: <a href="mailto:sociopragmatics105@gmail.com">sociopragmatics105@gmail.com</a></p> | <p>clip)</p> <ol style="list-style-type: none"> <li>12. Structure unit plans and classroom activities using open-ended tools and subject-specific application for problem-solving activities</li> <li>13. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</li> <li>14. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</li> <li>15. Recommend appropriate online materials to students and colleagues</li> <li>16. Support student reflection in assessing students' conceptual</li> <li>17. Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly</li> <li>18. Model digital etiquette and responsible social interactions related to the use of technology and information</li> <li>19. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</li> <li>20. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning</li> <li>21. Create a resource that allows students to locate and retrieve materials.</li> <li>22. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> <li>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</li> </ol> |  |  |  |
|--|--|---|--|--|--|--|

|    |                          |  |   |  |  |  |
|----|--------------------------|--|---|--|--|--|
|    |                          |  | 24. Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills  |  |  |  |
| 9. | Lesson Learning Outcomes | <p><b>Meeting 1:</b><br/>Students are able to understand the notion of English Sociopragmatics course:</p> <ol style="list-style-type: none"> <li>1. Identify important dates and course policy information;</li> <li>2. Explore the use of Padlet that will be used throughout the course</li> </ol> <p><b>Meeting 2:</b><br/>Students are able to get the understandings the notion of English Sociopragmatics course</p> <p><b>Meeting 3:</b><br/>Students are able to understand the social dimension of language:</p> <ol style="list-style-type: none"> <li>1. Identify factors that influence language variation;</li> <li>2. Discuss how the key concept influences language variation in the real life.</li> </ol> <p><b>Meeting 4:</b><br/>Students are able to understand the social dimension of language:</p> <ol style="list-style-type: none"> <li>1. Understand the key concepts of language change;</li> <li>2. Discuss case study of language change in real life.</li> </ol> <p><b>Meeting 5:</b><br/>Students are able to understand the social dimension of language:</p> | <ol style="list-style-type: none"> <li>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).</li> <li>2. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>3. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>4. Use presentation software and digital resources during classroom activities</li> <li>5. Use common communication and collaboration technologies</li> <li>6. Use word-processing software to write a worksheet, following standard conventions.</li> <li>7. Use online technology as available to deliver instructional or support material</li> <li>8. Use a network for supporting student collaboration within and beyond the classroom</li> <li>9. Use ICT to search for appropriate information that can be used to support their own professional learning</li> <li>10. 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.</li> <li>11. Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.</li> <li>12. Implement ICT tools for enhancing their</li> </ol> |  |  |  |

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

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
|  |  | <p>1. identify code-switching and code-switching in real life context;<br/>2. explore the reason of people do code-switching and code-mixing</p> <p><b>Meeting 11:</b><br/>Students are able to get the understanding of relationship between Pragmatics and Sociolinguistics:<br/>1. understand the relationship between Pragmatics and Sociolinguistics</p> <p><b>Meeting 12-13: Midterm Test + Feedback</b></p> <p><b>Meeting 14:</b><br/>Students are able to understand the theories of Pragmatics:<br/>1. understand the concept of Speech Acts;<br/>2. discuss types of Speech Acts</p> <p><b>Meeting 15:</b><br/>Students are able to understand the theories of Pragmatics:<br/>1. understand the concept of Politeness;<br/>2. compare the concept of Politeness in different culture with Indonesian Politeness</p> <p><b>Meeting 16:</b><br/>Students are able to understand Language, Culture and Thought:<br/>1. explain the relationship among language, culture and thought;<br/>2. discuss about language, culture and thought</p> | <p>28. 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</p> |  |  |  |
|--|--|---|---|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p><b>Meeting 17:</b><br/>Students are able to understand to the concept of Linguistic and Cultural Relativity:<br/>1. understand the concept of Linguistic and Cultural Relativity</p> <p><b>Meeting 18:</b><br/>Students are able to understand the concept of Idioms and Proverbs:<br/>1. Understand the concept of Idioms and Proverbs;<br/>2. Compare English Idioms and Proverbs with Indonesian Idioms and Proverbs</p> <p><b>Meeting 19:</b><br/>Students are able to understand the concept of metaphors:<br/>1. understand the concept of metaphor;<br/>2. discuss the key concept of metaphor</p> <p><b>Meeting 20:</b><br/>Students are able to understand the notion of linguistic and social inequality:<br/>1. understand the notion of linguistic and social inequality;<br/>2. discuss types of linguistic inequality</p> <p><b>Meeting 21:</b><br/>Students are able to understand the notion of language-based prejudice:<br/>1. understand the notion of language-based prejudice;<br/>2. explore the possibility of language-based prejudice happens in Indonesia</p> |  |  |  |  |
|--|--|--|--|--|--|--|



|     |                        |   |  |  |  |  |
|-----|------------------------|---|--|--|--|--|
|     |                        | <p><b>Meeting 22:</b><br/>Students are able to understand the language stereotype:<br/>1. understand the notion of language stereotypes;<br/>2. discuss language stereotype in real life context</p> <p><b>Meeting 23:</b><br/>Students are able to understand Ethnography of Communication:<br/>1. understand the notion of Ethnography of Communication;<br/>2. explore the relationship of Ethnography of Communication with Sociopragmatics</p> <p><b>Meeting 24: Final Term</b></p>  |  |  |  |  |
| 10. | Indicator for Scoring: | <p><b>Meeting 1:</b><br/>Students' accuracy of identifying the notion of English Sociopragmatics;<br/>Students' accuracy of exploring Padlet toolbars; Students' accuracy of creating their first posts of first meeting</p> <p><b>Meeting 2:</b><br/>Students' accuracy of understanding the notion of English Sociopragmatics</p> <p><b>Meeting 3:</b><br/>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</p> <p><b>Meeting 4:</b><br/>students' accuracy of understanding the</p> | <ol style="list-style-type: none"> <li>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>2. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>3. Use the search engines in computer devices.</li> <li>4. Use presentation software and digital resources during classroom activities</li> <li>5. Use common communication and collaboration technologies</li> <li>6. Use word-processing software to write a worksheet, following standard conventions.</li> <li>7. Use a data projector for lessons involving the internet, a DVD etc.</li> <li>8. Use online technology as available to deliver instructional or support material</li> <li>9. Prepare instructional materials for students using basic technology tools (e.g., word-</li> </ol> |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>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</p> <p><b>Meeting 5:</b><br/>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</p> <p><b>Meeting 6:</b><br/>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</p> <p><b>Meeting 7:</b><br/>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</p> <p><b>Meeting 8:</b><br/>students' accuracy of understanding the</p> | <p>processing software, presentation software, and software that creates Internet resources).</p> <ol style="list-style-type: none"> <li>10. Create an email account and use it for a sustained series of email correspondence.</li> <li>11. Identify the right technology to support various teaching goals and instructional objective</li> <li>12. Match the appropriate ICT tools to the students' needs and level of language knowledge</li> <li>13. Use a network for supporting student collaboration within and beyond the classroom</li> <li>14. Use ICT to access and share resources to support their activities and their own professional learning.</li> <li>15. Use technology resources that promote appropriate language use.</li> <li>16. Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).</li> <li>17. Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies</li> <li>18. Implement the use of internet offer vast opportunities for reading and writing in authentic environment.</li> <li>19. Implement ICT tools in identifying the ethical, cultural and societal issues.</li> <li>20. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</li> <li>21. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> <li>22. Evaluate students' works that are posted in blogs, social medias, or electronic mails</li> </ol> |  |  |  |
|--|--|--|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p>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</p> <p><b>Meeting 9:</b><br/>students' accuracy of understanding the notion of multilingualism; students' accuracy of discussing the development of Pidgins &amp; Creole; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics</p> <p><b>Meeting 10:</b><br/>students' accuracy of identifying code-switching 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.</p> <p><b>Meeting 11:</b><br/>students' accuracy of understanding the relationship between Pragmatics and Sociolinguistics</p> <p><b>Meeting 12-13: Midterm (Essay)</b></p> <p><b>Meeting 14:</b><br/>students' accuracy of understanding the</p> |  |  |  |  |
|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p>concept of Speech Acts; students' accuracy of discussing types of Speech Acts; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics</p> <p><b>Meeting 15:</b><br/>students' accuracy of understanding the concept of Politeness; students' accuracy of comparing the concept of Politeness in different culture with Indonesian politeness; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics</p> <p><b>Meeting 16:</b><br/>students' accuracy of explaining the relationship among language culture, and thought; students' accuracy of discussing about language, culture and thought; students' accuracy of selecting relevant online sources for current topics, students' accuracy of giving a presentation about related topics</p> <p><b>Meeting 17:</b><br/>students' accuracy of understanding Linguistic Relativity and Cultural Relativity</p> <p><b>Meeting 18:</b><br/>students' accuracy of understanding the concept of Idioms and Proverbs; Students' accuracy of comparing English Idioms and Proverbs with</p> |  |  |  |  |
|--|--|--|--|--|--|--|

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <p>Indonesian ones; students' accuracy of selecting relevant online sources for current topics; students' accuracy of giving a presentation about related topics</p> <p><b>Meeting 19:</b><br/>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</p> <p><b>Meeting 20:</b><br/>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</p> <p><b>Meeting 21:</b><br/>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</p> |  |  |  |  |
|--|--|---|--|--|--|--|



|     |                     |   |  |  |  |
|-----|---------------------|---|--|--|--|
|     |                     | <p><b>Meeting 22:</b><br/>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 topics</p> <p><b>Meeting 23:</b><br/>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 giving a presentation about related topics</p> <p><b>Meeting 24: Final Test (Paper)</b></p> |  |  |  |
| 11. | Assessment Criteria | <p><b>Meeting 1:</b><br/>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)</p> <p><b>Meeting 2,5,6,11,17:</b><br/>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)</p>   | <ol style="list-style-type: none"> <li>1. Able to keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).</li> <li>2. Identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the teaching environment.</li> <li>3. Use the search engines in computer devices.</li> <li>4. Use presentation software and digital resources during classroom activities</li> <li>5. Use common communication and collaboration technologies</li> <li>6. Use word-processing software to write a worksheet, following standard conventions.</li> <li>7. Use a data projector for lessons involving the</li> </ol> |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p><b>Meeting 3</b><br/>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 presentation, a summary)</p> <p><b>Meeting</b><br/><b>4,7,8,10,14,15,16,18,19,20,21,22,23:</b><br/>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 presentation)</p> <p><b>Meeting 9:</b><br/>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 presentation, an essay)</p> <p><b>Assessment Materials for Midterm Test:</b> Essay; and<br/><b>Assessment Materials for Final term:</b> Paper</p> | <p>internet, a DVD etc.</p> <ol style="list-style-type: none"> <li>8. Use online technology as available to deliver instructional or support material</li> <li>9. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</li> <li>10. Create an email account and use it for a sustained series of email correspondence.</li> <li>11. Identify the right technology to support various teaching goals and instructional objective</li> <li>12. Match the appropriate ICT tools to the students' needs and level of language knowledge</li> <li>13. Use a network for supporting student collaboration within and beyond the classroom</li> <li>14. Use ICT to access and share resources to support their activities and their own professional learning.</li> <li>15. Use technology resources that promote appropriate language use.</li> <li>16. Use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).</li> <li>17. Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies</li> <li>18. Implement the use of internet offer vast opportunities for reading and writing in authentic environment.</li> <li>19. Implement ICT tools in identifying the ethical, cultural and societal issues.</li> <li>20. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</li> <li>21. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> </ol> |  |  |  |
|--|--|--|--|--|--|--|

|    |                 |   |   |  |  |
|----|-----------------|---|---|--|--|
|    |                 |   | <ul style="list-style-type: none"> <li>22. Evaluate students' works that are posted in blogs, social medias, or electronic mails</li> <li>23. Organize multiple and varied formative and summative assessments aligned with content and technology standards</li> <li>24. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</li> <li>25. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning</li> <li>26. Create an appropriate technology environment to meet specific teaching and learning goals.</li> <li>27. Create a resource that allows students to locate and retrieve materials.</li> <li>28. Create lessons with downloaded texts, pictures, graphics, etc.</li> <li>29. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> </ul> |  |  |
| 12 | Learning Method | <p><b>Face-to-Face:</b> Lecturing &amp; Class Discussion.</p> <p><b>Online:</b> Using <i>Padlet</i> as discussion forum and facilitating students' work</p> | <ul style="list-style-type: none"> <li>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).</li> <li>2. Match specific curriculum standards to particular software packages and computer applications</li> <li>3. Use common communication and collaboration technologies</li> <li>4. Use online technology as available to deliver instructional or support material</li> <li>5. Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).</li> <li>6. Identify various digital resources that are appropriate to be applied in learning.</li> <li>7. Match the appropriate ICT tools to the</li> </ul>  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | <p>students' needs and level of language knowledge</p> <ol style="list-style-type: none"> <li>8. Use on-line exercises appropriate to their individual needs</li> <li>9. Use ICT to access and share resources to support their activities and their own professional learning.</li> <li>10. Use technology resources that promote appropriate language use.</li> <li>11. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</li> <li>12. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</li> <li>13. Recommend appropriate online materials to students and colleagues</li> <li>14. Support student reflection in assessing students' conceptual</li> <li>15. Support creative and innovative thinking and inventiveness</li> <li>16. Support student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly</li> <li>17. Support multimedia production, web production and publishing technologies into student projects in ways that develop their ongoing knowledge production and communication with other audiences</li> <li>18. Model digital etiquette and responsible social interactions related to the use of technology and information</li> <li>19. Model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools</li> </ol> |  |  |  |
|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | <ol style="list-style-type: none"> <li>20. Adapt knowledge- and performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes.</li> <li>21. Compose sound and video files</li> <li>22. Modify new information resources based on expected learning outcomes.</li> <li>23. Modify learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</li> <li>24. Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning</li> <li>25. Create an appropriate technology environment to meet specific teaching and learning goals.</li> <li>26. Create a resource that allows students to locate and retrieve materials.</li> <li>27. Create lessons with downloaded texts, pictures, graphics, etc.</li> <li>28. Design relevant learning experiences that incorporate digital tools and resources for promoting student learning and creativity</li> <li>29. Design blended learning modules using a learning management system (LMS).</li> <li>30. Design lesson plans and teaching ideas that are posted online.</li> <li>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</li> <li>32. Design relevant materials using the appropriate ICT tools in testing students' achievement in all skills</li> </ol> |  |  |  |
|--|--|--|--|--|--|--|



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 Negeri 5 Bogor tahun 2006-2009, Sastra Inggris, Universitas Negeri Jakarta tahun 2009-2013. Pada tahun 2017, penulis diterima sebagai mahasiswa Program Magister Pendidikan Bahasa Inggris di Universitas Negeri Jakarta.

Semasa kuliah, penulis pernah menulis artikel penelitian Bersama yang berjudul “*An Analysis of Language Proportion on Duolingo 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.