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INTEGRATING 21ST CENTURY SKILLS INTO TRANSLATION CLASSROOM: A BRIEF PERSPECTIVE ON ITS SYLLABUS

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Abstract

The globalization demands skills and competences that must be possessed by global citizen in general especially by students. The current trend in our world is the issue of 21st century skills. As academicians we need to be one step further to accommodate this demand. This study aimed to explore the 21st century skills and these skills can be integrated in translation syllabus. The focus of this study is on the exploration of 21st century skills which are explained in relevant references and or literature and give a brief perspective on its possibility of integration in Translation classroom. To achieve those objectives, the writer used descriptive approach having its qualitative nature. The findings of this study are gained mostly on the relevant literatures. The findings of this study showed that the 21st century skills are pertinent in the translation classroom. The writer revealed that the 21st century skills comprised of cooperation, communication, ICT skills, problem-solving, critical thinking, decision making, innovation, creativity, etc. It is also found that the 21st century skills can be integrated with translator competences as stated by PACTE (Process of Acquisition of Translation Competence and Evaluation). This study also embarked on demonstrating the possible strategies to integrate the 21st century skills with translator's competences as follow: critical thinking, communication, collaboration, and creativity and bilingual, extralinguistic, instrumental, knowledge about translation, psycho-physiological competences. Finally, this study is hoped to be able to contribute in proposing a translation syllabus that integrates and accommodate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Keywords: integration, 21st century skills, PACTE competences, Syllabus-design, Translation

Many people all over the world speak in different and numerous languages due to the geographical matter and different cultures. They communicate to each other through language by sharing the ideas or emotions. However, in this modern era where people have to talk to others from other countries much more often, thus they would face some trouble during the communication since they do not speak the same language. It would be troubles for some people because they must learn new languages with different spellings, pronunciations, vocabularies, grammatical structure, etc. to get better understanding with other language in order to exchange information. The process of exchanging information from source language to the target language named translation (Nida and Taber, 1974). According to Catford (1984) defined translation is a process of substituting a text from one language to another.

In Indonesia, translation is a compulsory course in every degree of undergraduate English language programme such as English language education or English literature. There are several courses which focus on translation studies and each of course would have different credit depends on the university. Moreover, it can be seen from the results of internet searches that the translation courses might have different names according to the university. For instance, at English Literature Study Program (ELSP), Faculty of Languages and Arts, Universitas Negeri Jakarta, the first course in translation studies named Introduction to Translation with 3 credits. Meanwhile at Sanata Dharma University in Yogyakarta, it is named Theories and Practices of Translation with 4 credits. Although their names are different but this course has the same material which explaining the basic knowledge of translating, such as theories, methods, approaches, etc.

According to the study conducted by Sumiati (2015) who investigated there are four curriculums at ELSP, namely 2004-2005, 2006-2010, 2013-2014 and 2015-2016 curriculum. From the study, it was found some of the naming of courses group in these curricula is the same but some are different. For instance, the 2004/2005 curriculum has a naming group of courses that is similar to the 2006-2010 curriculum except Translation of Textbooks and Literary Works course and the 2013-2014 curriculum has similarities to the 2015-2016 curriculum. Besides that, there are similarities and differences in the curriculum elements in the Academic Guidebook as purposes, competences, profiles of graduates. In other words, the 2004-2005 curriculums have similarities with the 2006-2007 and 2009-2010 curriculums. However, the 2013-2014 is different since emphasizing on achieving KKNi and CEFR standards, thus the curriculum formulation has CLO and PLO.

As time passes, the naming of courses in translation studies would be varied but the point is the courses continue to be maintained in the year-to-year curriculum. The curriculum reforms every year as an adjustment in responding to the dynamic academic atmosphere. In 2013-2014 curriculums, ELSP changed the curriculum to be more “accommodating to KKNi and CEFR” as an adaptation toward the KKNi 2013 and CEFR issues. KKNi stands for *Kerangka Kompetensi Nasional Indonesia* is the Indonesian National Competency Framework created by the government as a support for developing qualification in education and effort to produce qualified students at each level of education in Indonesia. Meanwhile, CEFR stands for the Common European Framework of Reference which is an accepted reference standard in European countries in terms of what competences students must have at a certain level. KKNi 2013 and CEFR are the foundation for the 2013 and 2014 curriculum changes in ELSP. The last curriculum reform in ELSP was in 2018-2019 which anticipates policies related to SN-DIKTI. This curriculum change does not change the naming for group translation courses. They are still the same as the previous year, but the content is more focused on meeting the standards of higher education according to Permen Dikti Number 44 of 2015.

Each course would have a syllabus as a guide during the teaching process because it is an essential factor for achieving communicative competence. The syllabus model would change over the time to provide innovation in language teaching methodologies (Sabbah, 2018). According to Brown (1995), a syllabus provides a focus of content courses for what should be studied and ordered. Similarly, Richard (2001) stated syllabus is a specific instruction content of course that will be taught and tested. As explained above, the translation is very beneficial and important to be given to students of English language education and English literature study programme. Therefore, the lecturers are required to prepare the learning design. The design of learning and teaching activities in translation can be in the form of syllabus preparation, teaching models, learning media, and translation assessment instruments. In this study, the writer wants to focus on the syllabus area which includes RPS, CPL, and CPMK. The researcher finds this area is highly important to discuss because it is the basis in directing where the teaching and learning of translation will be taken.

The basic scope of translation as theoretical, practical and pedagogical aspects of translation must be involved by the lecturers. For example, the theoretical aspect of translation concerns on the essence of language and function of translation, the practical aspect focuses more on what is needed by graduates as translators, while the pedagogical aspects of translation are more concerns about how translation sciences are used to teach translation where more emphasis on mastering teaching theory and translation rather than practice. However, the RPS in several universities in Indonesia, these three aspects are interlocking in the curriculum or syllabus. Considering the importance of arranging a translation syllabus that adjusts to the times and demands of career world, then translation syllabus will be sought that can accommodate it.

Sumiati (2015) stated technology development would bring change to the curriculum which can be seen in the last curriculum by using KKNi and CEFR as a foundation of developing the curriculum. Nowadays in 2020, there is a demand for facing 21st-century and the fourth Industrial Revolution. The 21st Century education is education that integrates knowledge, skills and attitudes and Information and Communication Technology mastery. These skills can be developed through various models of learning activities based on the characteristics of competences and learning material. Whereas in the Industrial Revolution 4.0, people must have several competences in order to face the future, such as the skills in information-communication, information technology literacy, leadership, critical thinking, emotional intelligence, and creativity (Lase, 2019). As mentioned before, the 21st-Century skills integrated into knowledge, skills and attitudes as well as Information and Communication Technology mastery that can be developed through: (1) Critical Thinking Skills and Problem Solving Skills; (2) Communication Skills; (3) Communication Skills; Creativity and Innovation, and (4) Collaboration Skills. These four skills have been packaged in the 2013 curriculum learning process. By preparing syllabus based on 21st Century skills and the Industrial Revolution it is hoped that students can face challenges in the global world and be able to devote their abilities to the community and can have competitiveness to compete with other people in other countries.

Many pros and cons are coming into frame when talking about students' skill need to be mastered. Nonetheless, one argument mentions that there is a wide gap between the skills of the students and what they are learning at school with those kinds of skills that they really need in the life and in their community-based. This leads to the believe that our nowadays curriculum does not fit and sufficient to prepare students for life and work in today's changing world of technology (Alemi & Daftarifard, 2010). Richards (2006) also suggests that the present English language programs in EFL contexts lack the necessary 21st century skills and that the EFL students are provided with traditional skills that do not address their higher thinking skills.

This reason motivates the writer to conduct a study to actually look at the gap and how to fill the gap by observing the core skills of the 21st century with that of their integration in Translation syllabi. Based on the everlasting efforts to integrate the 21st century skills into the learning area, in this case is in translation class, this study aims to investigate the related literature of the 21st century skills and how can they be integrated in the translation syllabus.

METHOD

This study is qualitative in its characteristics to describe and explain the 4C's 21st century skills and to try to integrate those skills into translation syllabus. The data source of this study is in the form of documents, acknowledged journals, and published books. Those sources are related to the 4C's 21st century skills and Translator's Competences (TC). The data gathered are the systematically reviewed to identify the skills required in the 21st century and what translator competences are required. As for the data analysis, the writer analyses analytically those components of the 4C's proposed by The Partnership for 21st Century Skills and the indicators of

translator's competences by PACTE and Nord, and then integrates both into the translation syllabus.

RESULTS AND DISCUSSION

The 21st Century Skills in Education

As mentioned before currently education in Indonesia is oriented on the technology as a result of IR 4.0 which involves to the learning system. Similarly, Widayat (2018) described that the 21st Century education integrates (1) knowledge (2) skills and attitudes (3) Information and Communication Technology (ICT) mastery.

The Partnership for 21st Century Skills (2007b) states that the present schools show the existence of industrial influence and information age models, therefore the modern 21st century schools have to be able to integrate rigorous content and real world relevance, areas to be concerned are cognitive skills, affective, and aesthetic domains. Moreover, there are three skills necessary for facing 21st century in accordance to the Partnership for 21st Century skills (2019) that are : (1) life and career skills that consist flexibility & adaptation, initiative & self-direction, social & cross-cultural skills, productivity & accountability, leadership & responsibility (2) learning and innovation skills (4Cs) that consist critical thinking & problem solving, communication, collaboration, and creativity & innovation (3) information, media and technology skills that consist information, media & ICT literacy. The Partnership (2007a) created a framework for 21st century learning, consists of not only core subjects (World Languages, Geography, Reading, Language, Arts, History, English, Mathematics, Economics, Science, and Government and Civics) but also interdisciplinary themes such as global awareness, financial, health literacy, economic, civil literacy, business, and environmental literacy. Those subjects and themes are centered on three core skills: life and career skills, learning and innovation skills, and information, media, and technology skills.

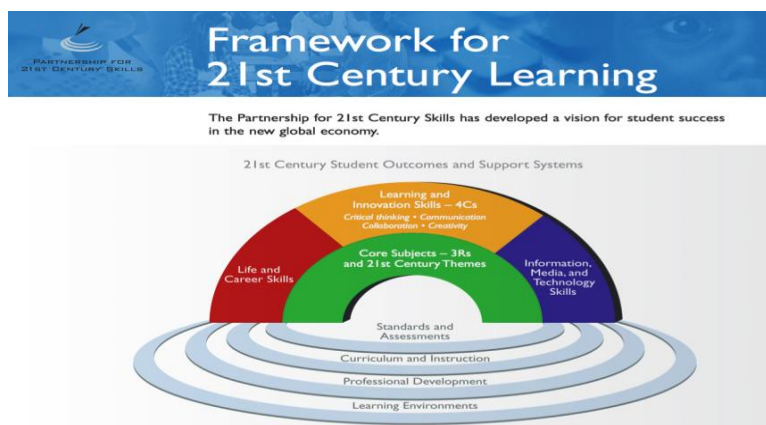


Diagram 1. Framework for 21st Century Learning by Partnership for 21st Century Skills

The National Education Association (n.d.) supported this idea by stating every student needs mastering additional subject including foreign languages, arts, geography, science, and social studies that must be complemented with “the 4Cs” to prepare them in facing the global workforce. It can be concluded that the education system needs improvement including curriculum and pedagogy modification by changing the Low-Order Thinking Skills (LOTs) to the High-Order Thinking Skills (HOTs) as a well-structured education reform due to the changes in the 21st century (Fakhomah and Utami, 2019).

To frame the kind of skills as portrayed above, several models have been emerging ever since. One of the model is the recommendation of North Central regional Educational Laboratory

and the Metiri Group (Lemke, 2002). The model gives insight on the framework to actually conceptualize what the students need to survive in this era of Industrial Revolution 4.0. The framework of Lemke identifies 4 skills which are distributed into : digital-age literacy, inventive thinking, effective communication and high productivity. The digital age deals with the ability to use digital technology and communication tools to create, manage, and evaluate information for the benefit of the society. Inventive thinking deals with the cognitive’s ability of the people to implement/apply information technologies in complex situation and the impact of doing that. Effective communication deals with the ability to communicate clearly with other people either orally or in writing by utilizing media and technology. The last skill is high productivity. This skill deals with the ability to prioritize, plan, and manage to achieve relevant and high-quality results and products.

Table 1. The Skills Required in the 21st Century

<ul style="list-style-type: none"> ▪ Digital Age Literacy ▪ Basic, Scientific and ▪ Technological Literacy, Visual and Information Literacy ▪ Cultural Literacy and Global Awareness 	<ul style="list-style-type: none"> ▪ Inventive Thinking ▪ Adaptability ▪ Managing Complexity and Self-Direction ▪ Curiosity, Creativity and Risk-Taking ▪ Higher-Order Thinking and Sound Reasoning
<ul style="list-style-type: none"> ▪ Effective Communication ▪ Teaming, Collaboration and Interpersonal Skills ▪ Person, Social and Civic Responsibility ▪ Interactive Communication 	<ul style="list-style-type: none"> ▪ High Productivity ▪ Prioritizing, Planning and Managing for Results ▪ Effective Use of Real-World Tools ▪ Ability to Produce Relevant and High- Quality Products

Other model that propose the skills required in the 21st century into four categories as follows , this is based on “Assessment and Teaching of 21st Century Skills (ATC21S).” (retrieved from <http://www.atc21s.org/> on June 20, 2020)

Table 2. 21st Century Skills Based on ATC21S

Ways of Thinking	Ways of Working	Tools for Working	Living in the World
Creativity and Innovation, Critical thinking, Problem Solving, Decision Making, Learning to learn, Metacognition	Communication, Collaboration and Teamwork	Information Literacy, Research of sources, ICT literacy	Local and Global Citizenship, Life and Career, Personal and Social Responsibility, Cultural Awareness and Competence

The above two models show similarities in terms of the skills required, they are skills for life and to become citizen, and to survive in the world of digital age. These skills impacted upon the revision in terms of the curriculum and the way of teaching. This should be our responsibility as educators.

Competences of Translators based on PACTE Group (Process of Acquisition of Translation Competence and Evaluation)

The communication skills are greatly necessary in order to improve relationship to other

people globally in the IR 4.0 and the 21st century. However, Louhiala-Salminen & Kankaanranta (2012) found that language is an issue for international communication that needs to be considered for organizational credibility, knowledge sharing, constructing trust, and relation in international interaction. It is caused by geographical and cultural differences, thus, many people have their own language. It means the ability to speak foreign language is significantly important to master in order to communicate on a global level. Moreover, English language has been used for many years as the international language since it has been spoken in many countries. Thus, people have to master at least two languages (bilingual) beside their mother language. They have to master international language as English in order to get better understanding to each other language in order to exchange information.

The process of exchanging information from source language to the target language is called translation (Nida and Taber, 1974). Catford (1984) defined translation as a process of replacing a text from one language to another. In this case, translation services are needed because not everyone can understand English. However, translators require some competences in order to make effective, fast and appropriate decisions in the translation process. Translation competences can be defined as the underlying system of knowledge and skills needed to be able to translate (PACTE, 2000). Translation experts have the same opinion that translators must have knowledge of translation (declarative knowledge) and know how to translate (procedural knowledge).

Neubert (2000) identifies five qualitative parameters of translation competences : (1) language competence (2) textual competence (3) subject competence (4) cultural competence and (5) transfer competence. These five qualitative parameters of translation competences are expanded as follows. Firstly, language competence means translators should be competent in source and target language grammatically. They must be sensitive to the linguistic and textual features of the source language and target language. In addition, translators must know how the source language and target language texts are arranged and should be familiar with how sentences are combined into paragraphs, and paragraphs into a text.

Secondly, textual competence means linguistic system of textual features of the source language and target language mastery cannot guarantee the result of the translation quality. Thirdly, familiarity with the subject matter being translated is another important aspect. However, the translators do not need to have special expertise in the field of the text they want to translate. It could enhance the comprehension process of the source language text, which could affect the quality of production process in target language text. "It also gives possible solutions to translators with regard to how unfamiliar technical terms should be rendered" (Nababan, 2008). Fourthly, translators must master the culture term of the source language and target language since the process of translating texts, both academic and literature in are always attached by culture. Thus, "they have to be biculturally competent. The next competence translator needed is transfer competence. It refers to the converting strategies of source language texts into target language texts (Neubert, 2000). This competency distinguishes translators from other communicators because this competency is not possessed by bilingual (Nababan, 2008). Neubert further said:

"Whatever they may boast about their knowledge, their amazing individual competences, their language skills and their multifarious erudition or their in-depth specialists expertise, even their profound understanding of two or more cultures, all these competences are feathers in the translators' cap. But if this excellent equipment is not match by the unique transfer competence to produce an adequate replica of an original they have failed. It is not enough to know about translating, it has to be done".

In addition, PACTE (2003 cited in Castillo, 2015) formulated four translation competences:

“(a) is expert knowledge; (b) it is predominantly procedural knowledge, i.e. non-declarative; (c) it comprises different inter-related sub-competences; and (d) it includes a strategic component which is of particular importance”. In the PACTE (2003) “Building a Translation Competence model”, translation competences consist of five sub-competences and psycho-physiological components, namely (1) bilingual sub-competence (2) extra-linguistics sub-competence in general and specific knowledge ability (3) instrumental sub-competence in using documentation sources (4) strategic sub-competence in verbal and non-verbal (5) transfer sub-competence in completing transfer process from source text to the target text ability (6) psycho-physiological sub-competence in psychomotor, cognitive, and attitudinal resources. All of these sub-competences are integrated in every act of translation within the translator’s competence.

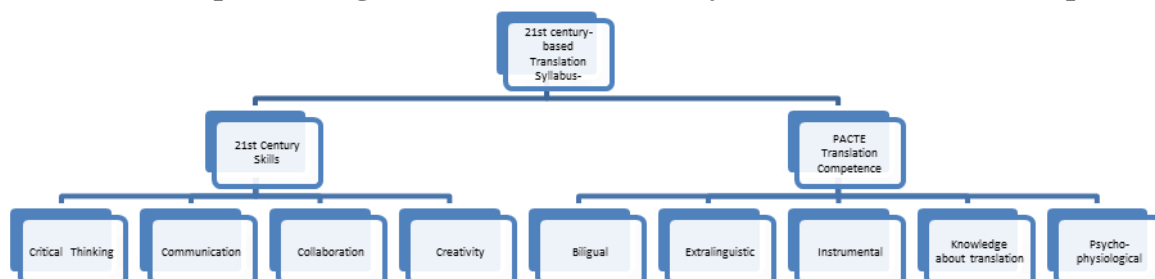
Table 3. Translation Competences by Neubert and PACTE

Neubert (2000)	PACTE
(1) language competence (2) textual competence (3) subject competence (4) cultural competence (5) transfer competence.	(1) bilingual sub-competence (2) extra-linguistics sub-competence in general and specific knowledge ability (3) instrumental sub-competence in using documentation sources (4) strategic sub-competence in verbal and non-verbal (5) transfer sub-competence in completing transfer process from source text to the target text ability (6) psycho-physiological sub-competence in psychomotor, cognitive, and attitudinal resources.

Both models posed almost similar items as competences in translation language competence in Neubert can also be found in PACTE as bilingual sub competence. Textual competence and subject competence in Neubert has similar characteristic with extra linguistics sub-competence. The cultural competence can als be categorized as extra-linguistic competence. The last is transfer competence in Neubert has equal nature with transfer sub-competence. Judging these differences, we can draw conclusion that the competence in translation required might be different between Neubert and PACTE, where the last has more sub competences therefore it is more specific and clear.

Based on the mentioned competences above, the writer proposes the following model of integration between competences of 21st century and translation competences.

Table 4. The Proposed Integration of the 21st Century Skills with PACTE Competences



In the figure above, we shall see that the integration between the two group of competences requires hard effort. In the 21st century skills, the 4C’s should be embedded in the activity of translation. For example in the syllabus, we shall denote the activity of translating certain texts and

how those 4C's can be incorporated throughout the activity, the critical thinking, the communication, the collaboration and creativity in accomplishing the assigned tasks. Hence, at the same time it also should specifically describe which translator competence should be achieved, whether it is bilingual competence, extralinguistic, instrumental knowledge about translation, and psycho-physiological competence. The integration of these competences will be beneficial for Translation field in accomodating the the 21st century.

Syllabus Design

Curriculum and syllabus are learning documents necessarily prepared in a course and they will be change in accordance to the meet demand of IR 4.0 and the 21st century skills. A curriculum contains several syllabi, thus the syllabus is more concrete and specific than a curriculum. In the study conducted by Mulyasa (2013) & Yulaelawati (2004), they define syllabus as a learning plan in a group of subjects with a specific theme including competency standards, basic competences, learning materials, indicators, assessments, time allocation, and learning resources developed by each education unit. In other words, the most matter in syllabus is content course including behavioural or learning objectives.

The syllabus should take three aspects of language teaching method that are theory of language, theory of learning, and the learner type into consideration. There are five factors influence syllabus design adapted from (Tagg & Woodward, 2011 cited Murphy, 2018) that are (1) Common practice/trends (2) Theories of Second Language Acquisition/pedagogy (3) Wider educational context (4) Course objectives (5) Learner backgrounds. Furthermore, there are six types of language teaching syllabus in accordance Kranke (1987) as follows grammatical syllabus, lexical syllabus, skills syllabus, functional-national syllabus, content syllabus, and task based syllabus. Mostly, the language teaching syllabi are combination of two or more syllabus type as described above since there is no single type of syllabus that can be suitable for teaching adjustment.

In designing translation syllabus in particular these competences must be taken into consideration. What needs to be formulated first is the core subjects and 21st century themes. This study covers the five subjects under the Translation Course they are Introduction to Translation, Practicum of Translation, Subtitling, Interpreting, and Bahasa Indonesia for Translator. These subjects by far have not integrated the 21st century skills let alone the competences of PACTE. Possibility of accomodating these competences (the 4C's of the 21st century with PACTE) is paving the way to create suitable translation syllabus. The first step to do is to place the elements of 4C's that must include : critical thinking, collaboration, creativity, and communication into translation syllabus in the section of course learning outcomes, the materials used, the method of teaching, and in the assesment and evaluation. Then, elaborating the PACTE competences that are required and last, integrate these competences also in the sections of syllabus as mentioned above.

CONCLUSION

This study aims to investigate the related literature of the 21st century skills and how can they be integrated in the translation syllabus. From the discussion above, it can be drawn conclusion that, firstly, the 21st century education is education that integrates knowledge, skills and attitudes and Information and Communication Technology (ICT) mastery. Based on the analysis the skills that are required by students in facing 21st century are the 4C: 1) cooperation; 2) communication; 3) critical thinking; 4) creativity, et cetera. Secondly, based on PACTE translation competences, it is suggested that the competences required are: 1) bilingual sub-competence (2) extra-linguistics sub-competence in general and specific knowledge ability (3) instrumental sub-competence in using documentation sources (4) strategic sub-competence in verbal and non-verbal (5) transfer sub-competence in completing transfer process from source text to the target text ability (6) psycho-

physiological sub-competence in psychomotor, cognitive, and attitudinal resources. Thirdly, it is possible to integrate those aspects of 21st century with translation competences into translation syllabus by accommodating those competences in the elements of syllabus: the learning outcomes, the materials, the method of teaching, and the assessment and evaluation. It is expected that the result of this study may shed light for translation teacher and study programs to revise their translation syllabi and making them going hand in hand with the demand of the globalization.

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