

Dr. Suwartono, M. Hum.

# SCHOLARLY PUBLICATION



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1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
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4. Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

# SCHOLARLY PUBLICATION

A book that attempts to familiarize students, teachers, and anyone in the fields of language, linguistics, language education, language teaching, English language teaching, and teaching English to speakers of other languages (TESOL) with scientific works.

**Dr. Suwartono, M. Hum.**

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in

English Language Teaching (ELT)



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**PART A**

# **LANGUAGE LEARNING AND LANGUAGE ACQUISITION**

# CHAPTER ONE

## Strategies of the Minority: A Success Story of the Secondary Effective EFL Learners

### Introduction

Success in learning English as a Foreign Language (EFL) for Indonesian students seems to be an uneasy goal to achieve. After learning English for sometime, most Indonesian learners of English still have poor English mastery. One important factor worth reviewing is the inadequate presence of exposure. It is true that exposure can be artificially made available in classrooms, especially when the learning and teaching condition resembles to its natural setting as found in immersion programs in which the target language is always used for communication, but obviously the amount of exposure will not be abundant as it is experienced by those who learn English in the ESL environments or, even, in English-speaking communities.

With limited natural exposure, the efforts the foreign language learners have for success in the language learning and communication should be greater. They should have more effective attempts or ways in their learning either in- or outside classrooms. Those learners with considerable effective ways of learning seem sufficiently independent in helping themselves develop good mastery and effective use of the target language. For instance, some students with high academic achievement in English who join English contests (e.g. speech contest, quick quiz contest, writing contest, story retelling contest). A preliminary information shared by the instructors confirmed that the students concerned have an English study achievement over the average and have characteristics relatively different from those of mates. How do they learn? It is likely that they have “special things” used to help themselves learn

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**PART B**

**LANGUAGE TEACHING**

## **CHAPTER SEVEN**

### **A Good Teacher of EFL Speaks the Language in the Class**

#### **Introduction**

In most cases, there is only little space for compromise that at work a foreign/second language teacher speaks the home language of the students. There are some sound reasons behind this opinion. Unfortunately, however, there are many language teachers who use the home language of the students as the language of instruction. A Javanese teacher was seen speaking Indonesian most of the time. A French teacher used Indonesian as the language of instruction. Most frequently observed is an EFL (English as a foreign language) teacher who speaks in a language other than English in the practice of EFL teaching in the writer's work place environment. In the sections that follow the writer puts forward some arguments and offer solutions to the problems that potentially appear when EFL teachers speak English in the class.

#### ***The Necessity of Teacher's EFL Speech***

Teacher plays a key role in foreign language learning settings. His or her existence is even more crucial in Asian contexts, where learners are stereotyped as 'less autonomous' (Littlewood and many others as cited in Lamb 2004). In the case of EFL learners in Asia, teachers may become one of the linguistic input sources. The amount of linguistic input is limited in various contexts. Beyond the classroom, where individuals spend most of the time, learners do not make contact with the second/ foreign language. Regardless of the roles that a professional teacher of EFL can serve in the class (including the ones that can promote learning autonomy) and examples of successful EFL individual learners, an EFL teacher should speak the foreign language in the class.

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**PART C**

**LANGUAGE PROGRAM EVALUATION**

## **CHAPTER SIXTEEN**

### **An ESP Program Implementation in the Eyes of Its Participants**

#### **Introduction**

In response to the increasing competitive world, Muhammadiyah University of Purwokerto has launched a more intensive English training program for all students attending non-English Department classes in the higher educational institution since 1999. In this program English becomes an integral part of the curricula. For the four-hour credit, the students spend 3.3 hours per week in the language program completing the listening and reading skills activities (in semesters 1 and 2) and speaking and writing skills tasks (in semesters 3 and 4). But, interestingly, like in non-formal education, having completed the training program, the students receive a certificate.

Since the participants of the program under investigation are people doing activities in their particular departments, they are assumed to have certain reasons or motives for learning the language. Talking about reasons or motives, we cannot separate it from the needs underlying them (Brown, 1980). In a language program where the participants are learners with special needs an analysis of the learner's language needs prior to program implementation is central because the learner's reason for learning is made use as the base for developing content and its teaching methodology (Richards & Rodgers, 1986:156). Based on the following absolute characteristics of ESP postulated by Dudley-Evans and St John in Gatehouse (2001):

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;

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## **PART D**

# **TEACHER PROFESSIONAL DEVELOPMENT**

## **CHAPTER NINETEEN**

### **The Necessity of Synchronizing the EFL Teacher's Perception with Their Behavior to Upgrade Professionalism**

#### **Introduction**

Perception affects one's behavior. Perception is the way one thinks about something or the way one understands things. Unlike behavior, perception is covert. Nevertheless, on occasion, perception is important to reveal in order to look for the "hidden" truth, or the truth behind a condition. In the field of psychology there is a statement "your perception is your projection". At times, perception is more likely to investigate than behavior under certain circumstances, such as when an observational study is not welcomed or rejected by the people being observed.

Professionalism is defined as the skill and high standards of behavior expected of a personal person. Perception of teacher roles and all their manifestations affects the teacher's professionalism. Teaching profession is not identical with speaking in front of the class or sharing knowledge with the students. Joyce and Weil (1972) view teaching as creating environment for children. Closely related with this broad view is the role of teacher as a classroom facilitator. Regardless of student learning autonomy and competency, professional teachers should be good learning facilitators. With all their efforts, they are committed to effective learning. In order to be successful in teaching implementation, a teacher should make preparations ahead of time. It is often timeconsuming. As class time allotment is limited, a teacher should prepare assignments for out-of-class activities.

A teacher is also a classroom director. He should organize classroom activities in such a way that the activities can run as planned and targeted. At times, when needed, a teacher should

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**PART E**

**LANGUAGE, CULTURE, POLICY, AND POLICY  
PLANNING**

## CHAPTER TWENTY-FOUR

### Behind the Banyumas Traditional Wedding Ritual of *Begalan*

#### **Introduction**

In this modern era, through science and technology progress and any global cooperations and relations, there has been a lot cultural changes. In the past, each group of society easily well-maintained their own culture. In contrast, at present cultures tend to merge. On the one hand, this phenomenon is positive, as awareness of cross-cultural understanding is developed; but on the other, sometimes negative impact is raised because the culture that develops in a society is not always suitable to another society. What happens when the concept 'free' in some western countries is adopted in countries whose citizens are mostly moslems? And what happens too if an explicit way of speaking without considering the speech partner typical Banyumas is practiced in the area of Surakarta or Yogyakarta?

People live within their own cultural contexts. We often hear the term 'western culture', 'eastern culture', 'foreign culture', 'national culture', 'Javanese culture', etc. In the meanwhile, we also hear the phrase 'clean life culture'. So, what is actually 'culture'? The existing literature offers varied difinitions, depending on the perspectives. However, the end is the same, namely, culture lies in the mind. In the field of anthropology, for instance, according to Oswalt in Duranti (1997: 24) culture constitutes a characteristic of behavioral patterns as learning result in a social group. Human is born with no culture, though being equipped with a capacity for learning a culture, through, for example, observing, imitating, and trying out. This view emphasizes the role of environment in developing a culture. The consequence of this view is that a culture is knowledge of the world. In regard with this, Duranti quotes Goodenough's cognitive view of

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# GLOSSARY

## A

### **Acquisition**

the learning or developing of a skill, habit, or quality, the process by which humans acquire the capacity to perceive and comprehend language.

### **Authentic assessment**

real-world tasks that demonstrate meaningful application of essential knowledge.

### **Audio lingual method**

a style of teaching formerly used in army used in teaching foreign languages.

### **Autonomous**

having the freedom to act independently.

### **Auxiliary**

a verb that adds functional or grammatical meaning to the clause in which it appears, such as to express tense.

## B

### **Babble**

the sound of people talking simultaneously.

### **Backwash**

the effect of testing on both learning and teaching.

### **Blank stare**

a look that shows one does not understand what someone has said or does not know the answer to a question.

## C

### **Causal-comparative**

a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred.

### **Code mixing**

the mixing of two or more languages or language varieties in speech.

### **Code switching**

sometimes used to refer to switching among dialects, styles or registers; code-switching is the use of more than one language in speech.

### **Collectivist cultures**

a culture that values the group as a whole over individuals.

### **Consultative forum**

a meeting to discuss something or to get advice, process of discussing something in a certain forum. e.g. teachers' consultative forum, musyawarah guru mata pelajaran (mgmp).

### **Convenience sampling**

a non-probability sampling method used to create sample as per accessibility, readiness to be a part of the sample, availability at a given time slot or any other practical specifications of a particular element.

### **Cooing**

to make the low soft cry of a dove or pigeon or a similar sound.

### **Counter-attacked**

an attack made in response to or in defense against an attack made by another.

### **Credit point scheme**

a basic measure of study. (e.g. every course requires you to successfully complete a specified number of *credit points*, you will need to complete 72 *credit points* for a three-year degree and 96 *credit points* for a four-year degree).

**Cross-culture**

a comparative tendency in various fields of cultural analysis.

**D****Derivatives**

a word derived from another or from a root in the same or another language.

**Diphthongs**

a vowel sound in which the tongue changes position to produce the sound of two vowels.

**Directed attention**

the allocation of attention in a “directed” manner to specific information or cognitive processes. a variety of terms have been used over the years to characterize the varieties of attentional experience, including selective, focused, sustained, divided, split, and directed attention.

**E****English utterance**

the smallest unit of speech. it is a continuous piece of speech beginning and ending with a clear pause.

**Ex-post facto**

systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated.

**F****Features**

a distinctive attribute or aspect of something.

**Filmic medium**

the process by which a behavior, through regular repetition, becomes automatic or habitual.

**Formal settings**

places of formal learning.

**Formative test**

a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

**Fossilization**

fossilization include fossilized morphemes and fossil words. the term fossilization or interlanguage fossilization is also used in linguistics.

**Fruitful**

producing good or helpful results; productive.

**G****Grammatical error**

also known as error, usage error, grammar error or mistake, bad grammar) is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. also called a *usage error*.

**H****Habit formation**

the process by which a behavior, through regular repetition, becomes automatic or habitual.

**Hinders learning**

make slow or difficult the progress of learning.

**Human learning processes**

a process of human acquiring knowledge. our behavior, skills, values and ethics are acquired when we process information through our minds and learn.

## **Hypothesis-testing**

the theory, methods, and practice of testing a hypothesis by comparing it with the null hypothesis. the null hypothesis is only rejected if its probability falls below a predetermined significance level, in which case the hypothesis being tested is said to have that level of significance.

hypothesis testing is the process that an analyst uses to test a statistical hypothesis. the methodology employed by the analyst depends on the nature of the data used and the reason for the analysis.

## **I**

### **Inductive approaches**

the generation of new *theory* emerging from the data. the aim is to generate a new *theory* based on the data.

### **Instructors**

may refer to: in education: a teacher, or professor, of a specialized subject that involves skill flight instructor.

### **Immersion language**

a technique used in bilingual language education in which two languages are used for instruction in a variety of topics, including math, science, or social studies. (e.g. the languages used for instruction are referred to as the l1 and the l2 for each student, with l1 being the native language of the student and l2 being the second language to be acquired through immersion programs and techniques. there are different contexts for language immersion, such as age of students, class time spent in the l2, subjects taught, and the level of participation by the native l1 speakers).

**Immersion program**

programs differ by country and context, most language immersion programs have the overall goal of promoting bilingualism between the two different sets of language speakers.

**Impetus**

the force that makes something happen or happen more quickly.

**Instrumental motivation**

a practical or pragmatic reason for language study. instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical school.

**Integrative motivation**

a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language.

**Inter-rater reliability**

the degree of agreement among *raters*, or a score of how much homogeneity or consensus exists in the ratings given by various rater.

**L****Learner speech**

a learners' speech planning and communication strategies; speech planning can have an effect on learners' spoken.

**Learning environment**

an educational approach, cultural context, or physical setting in which teaching and learning occur.

**Learning strategies**

the processes and actions that are consciously deployed by learners.

**Linguistic category**

a class or division the scientific study of language.

**M****Misuse**

the use of (something) in the wrong way or for the wrong purpose.

noun: the wrong or improper use of something.

**Modifier**

grammatical modifier, a word that modifies the meaning of another word or limits its meaning compound modifier, two or more words. in grammar, a modifier is an optional element in phrase structure or clause structure. a modifier is so called because it is said to modify.

**Monosyllables**

a word of one syllable.

**Morphology**

the study of words, how they are formed, and their relationship to other words in the same language.

**Multilingualism**

the use of more than one language, either by an individual speaker or by a group of speakers. it is believed that multilingual speakers outnumber monolingual speakers in the world's population.

**N****Native-tongue**

the native language of someone; the language of the country where someone was born.

**Negative transfer**

the interference of the previous knowledge with new learning, where one set of event could hurt performance.

**Neurophysiology**

the physiology of the nervous system.

**O****Oral feedback**

opportunities for teachers to identify learners' strengths and to give clear and constructive advice on which areas need improvement.

**P****Phonemes**

any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the english words pad, pat, bad, and bat.

**Phrase**

any group of words, often carrying a special idiomatic meaning; in this sense it is synonymous with expression.

**Positive attitude**

a state of mind that envisions and expects favorable results. the willingness to try doing new things.

**Pre and post-test**

the probabilities of the presence of a condition (such as a learning outcome) before and after an achievement test, respectively.

**Proficiency**

a high degree of competence or skill; expertise.

**Prominent approaches**

important; famous approaches.

**Pseudo**

not genuine; spurious or sham.

**Psychology-oriented taxonomy**

the model of learning strategies in psychology by o'malley's.

## **R**

### **Resourcing**

the provision of resources, provide with resources.

## **S**

### **Self-encouragement**

the action of giving someone support, confidence, or hope.  
self-encouragement is needed to obtain a positive result.

### **Self-esteem**

an individual's subjective evaluation of their own worth.

### **Self-evaluation**

the action of own someone evaluation.

### **Self-rewards**

containing or producing its own reward.

### **Semantic**

meaning in language or logic.

### **Sense of accomplishment**

the act or fact of accomplishing something.

### **Strategies-based instruction**

the way of researchers and teachers on the application of both learning and communication strategies.

### **Sub-conscious learning**

the part of the mind of which one is not fully aware but which influences one's actions and feelings.

### **Sulih**

an indonesian word equal to the english 'dubbing'.

### **Suprasegmental**

intonation, tone, stress, and rhythm, and a few others; also known as prosody which reflects various features of the speaker's utterance.

### **Symposiums**

a conference or meeting to discuss a particular subject.

**Syntax**

the set of rules, principles, and processes that govern the structure of sentences (sentence structure).

**Symposiums**

a conference or meeting to discuss a particular subject.

**Syntax**

the set of rules, principles, and processes that govern the structure of sentences (sentence structure).

**T****Tentative hypothesis**

a supposition or proposed explanation which is not final made on the basis of limited evidence as a starting point for further investigation.

**Total physical response method**

a language teaching method which bases the coordination of language and physical movement.

**Tubian**

an Indonesian word equal to the English 'drill'.

**Two-folded perspective**

having two parts or aspects.

**W****Warm-up activity**

a period before a stage performance in which the audience is entertained in order to make it more receptive to the main act.

**Whilst-reading**

activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language.

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# SCHOLARLY PUBLICATION

**T**his book is worth reading for pre-service teachers, in service teachers, and anyone who is learning to recognize scientific works or to be able to create the best works of their own ideas and research in language. This book has a twofold function. Apart from allowing readers to familiarize themselves (receptive skill) with scientific works prior to writing skills acquisition (productive), it also serves as a quality reference source in the fields of language, linguistics, language education, English language teaching, and Teaching English to speakers of other languages (TESOL).



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