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Table of Contents

English lecturers' perceptions of task-based reading teaching at ABA Universitas Muslim Indonesia

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Abstract

Teaching reading through task and activity engages learners' immediate personal experience in real language use in the classroom. The aim of this research is to obtain the information on the perceptions of English lecturers towards task-based reading teaching at Akademi Bahasa Asing Universitas Muslim Indonesia, and how these English lecturers understand and respond to task based reading teaching. As this research is a quantitative, the data were collected from a survey of a total of 23 English lecturers. The research showed that in the context of English foreign language learning at ABA UMI, students interact only with their classmates which changed the focus from traditional learning to a

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more active learning. Thus, students learn more easily in the use of the target language. It was also revealed that half of the lecturers were interested in using task-based language teaching as a learning method because they believe that task-based language teaching has a particular benefit to improve the communication and interaction skills of the students.

Key words: Task-Based Reading Teaching, Lecturers' Perceptions of ABA UMI

Introduction

In the global context, reading plays a very important role in the life of mankind. It is a primary requirement which cannot be negotiated because the rapid flow of information demand us to read much. Therefore, if we do not have adequate reading skills, we will easily miss the information. All the information in the internet and other social and printed media, which are published for the public requires active reading. Even in the world of education, the active reading comes into play. Through active reading activities, we can explore the breadth of the world science which is sprawling from around the world and from various scene of the era (Crandal, 1995). Chesla (2009) explained that "active reading is the first essential step to comprehension. The reason is that active reading forces you to really see what you are reading, to look closely what is there" (p.25). McWhorter (1992) added that "active reading is a routine activity in which individual words are combined to produce meaning" (p.23). Anderson and Grabe and Stoller's study (as cited in Erten & Razi, 2009) argued that the active reading is a process which involves the reader and the reading material in building meaning. Harmer (2007) elaborated that to get maximum befefit from students' reading, both extensive and intensive reading are needed to be involved. These enable students to develop their reading skill such as reading for skimming, and for detailed comprehension, and for inference and attitude.

Learning to read English as a Foreign Language in Indonesian largest university context is a part of the four skills curriculum. The majority of the people believe that reading is the ultimate tool for understanding new information and it is the most important skills needed for student success. In the studies of Moreillon (2007); and McIntyre, Hulan, & Layne (2011), they explained that reading practice has wide

acceptance as an excellent tool for developing fluency and comprehension, an active process which requires much practice.

The textbooks that the lecturers still use in teaching English reading are designed for learners of English in countries that have English as the language of instruction. To be able to understand and master all the contents of the textbook, students are required to have the skills and ability to read in English, especially in reading comprehension. Akademi Bahasa Asing UMI (ABA UMI) is one of the private university in east part of Indonesia which is a scientific community group in Sulawesi Selatan Indonesia organizing English language courses. Courses include a variety of English language courses, such as Grammar, Phonetics, Vocabulary, Listening, Speaking, Reading Comprehension, and Writing. Reading Comprehension, for example, is a course taught in three consecutive semesters, that is, Reading Comprehension I is taught in semester 1, Reading Comprehension 2 in semester 2, and Reading Comprehension 3 in semester 3.

Based on the observation from the lecturers who were teaching reading 1 in ABA UMI, the research setting showed that almost all of the students in semester one had difficulties understanding the textbooks used by lecturers (Interview of the lecturer of the course reading 1, 2014). One of the main reasons for this is the fact that the reading material is designed for native speakers of English, and not for the EFL learners. Likewise, the material used does not meet the requirement for the syllabus of ABA UMI.

In the study by Hamra and Syatriana (2012), it was revealed that the student had a weak mastery level of English because of several things including the monotonous teaching strategies employed by lecturers in the classroom, lack of facilities and instructional media, linguistic competence, learning habits, interest, attitude, and ineffective instructional materials. A good way to understand reading is to consider what is required for fluent reading. In the studies of Grabe & Stoller (2001); and Juel (2010), it was noted that fluent readers read rapidly for comprehension, recognize words rapidly and automatically (without seeming to pay any attention to them), draw on a very large vocabulary store, integrate text information with their own knowledge, recognize the purpose for reading, comprehend the text as necessary, shift purpose to read strategically, use strategies to monitor comprehension, recognize and repair miscomprehension, and read critically and evaluate information. All these can be implemented into specific

activities that can be included in a text as prereading, during reading, or post reading activities.

Consequently, a research about the difficulties faced by student in reading comprehension conducted by Asfar (2013) stated that the textbooks were still used in the traditional approach. The lecturers who used the book as a textbook simply asked students to read, then translated it into Indonesian, and asked students to answer questions related to understanding. The approach used by the English lecturers was only Grammar Translation Method approach, which is one of the approaches to teach English. This approach is certainly not sufficient to improve the understanding of learners because it uses only one approach. In fact, the problem that arises with this traditional approach is that they usually do not consider the purpose of learning; and comprehension questions usually lead to all the information in the text undifferentiated as if all ideas or aspects of the text are important. It is therefore apparent that the exercises in the textbook do not give the students a sense of reading skills. The tasks are not designed to engage students in the learning process. Thus, it is the purpose of this study to find out lecturers' understanding on the notion of task-based language teaching and its implementation in teaching reading.

Task-Based Language Teaching

Task-based language teaching, also known as task-based instruction has become one of the important approaches to language teaching and learning. Iranmehr, Erfani, & Davari (2011) wrote that teaching through tasks creates favorable learning conditions for students who study English for specific purposes. Task-based instruction seems to grant meaningful use of language and promote autonomous learning and independent learning. Samuda and Bygate (2008) included teaching reading through tasks as holistic activities which focus on the second language and product or language use that involve the use of all aspects of language. As in the study of Nunan (2004); Finch (2006); and Shehadeh (2005) creating the task such as student-centered and interactive learning materials, teachers can achieve syllabus goals and can help their students to become more motivated and effective learners. Task activities are required because they work to improve our understanding of how to select, adapt and use tasks in the classroom with different learners. It aslo increases our understanding of how to stimulate classroom language use,

and to increase our understanding of the processes of language learning, and in particular the dynamic relationship between language knowledge and language use. Byrnes and Manchon (2014) argued that the concept of task could be theoretically empowered in two intricately interrelated ways. First, 'task' could expand its current horizon of largely cognitive processing-oriented models or, more specifically, problem-solving models toward an understanding and facilitation of writing abilities as a form of considerable linguistic-cognitive engagement— call it deep processing—that enables writers, through the strategic deployment of linguistic resources, to accomplish the remarkable semiotic feat of creating "meaning- ful" worlds with language. Second, such an expanded position of task would enable the educational interests of TBLT work to foreground the potential of writing tasks to offer a well-motivated context for understanding and for fostering literacy development. In sum, recognizing the psycholinguistic and textual nature of writing tasks in terms of a focus on the linguistic resources for meaning-making that are needed and therefore need to be developed for successful acts of textual meaning-making would seem to be a favourable point of departure for the proposal at hand. Willis and Willis (2011) added that task is therefore assumed to refer to arrange of work-plans which have the overall purpose of facilitating language learning.

Methodology

The research on English lecturers' perceptions of task-based reading teaching at ABA-UMI investigated two fields associated with task-based reading teaching: the first is lecturers' understanding of the notion of task-based reading teaching and the second is the teacher's viewpoint on the implementation of task-based reading teaching. Based on the two aspects mentioned above, the proposed research questions are as follows:

1. To what extent do lecturers understand the notion of task-based language teaching for reading skill ?

2. How do the lecturers implement task-based language teaching for reading skill?

To find out the above two aspects of research queations, the research instrument used consists of questions designed to measure English lecturers' perceptions of task-based language teaching for reading skill in the classroom. The questionnaire consists of 15 questions based on a Likert's scale model. The first part contains the structure of population questions to obtain information about the level of lecturers' understanding about TBLT. The second part is related to lecturers' views on implementing TBLT as the

basic concepts of duty and teaching principles based on task-based language teaching in order to review lecturers' understanding of task-based reading teaching. These questions were partially adapted and modified from studies of Samuda and Bygate (2008); Nunan (2004); and Jeon & Hahn (2005) checklist to evaluate communicative tasks.

The population of this research is all the English lecturers of Department of English ABA UMI. There are two groups of lecturers. The first group consists of foundation lecturers who work for Foundation of YW-UMI and earn salaries from both the foundation and the government, and the second group is the government lecturers who worked for ABA UMI and earn a salary from central government, in this case the Ministry of Education and Culture. A total of 23 lecturers (16 Foundation lecturers, 7 government lecturers); consisting of 13 female lecturers and 10 male lecturers served as the participants for the study. As for their teaching experience, 9 lecturers have taught for fewer than 10 years; seven lecturers have taught between 10 to 20 years; and 7 people have taught for over 20 years.

Data collection in this study was done by visiting the lecturers who taught English at the Department of English ABA UMI for six consecutive weeks from March to April 2014. Because the lecturers were not gathered in one place and they had class at different hours, the researcher arranged a convenient time to meet all the research participants. The questionnaires were also given to the lecturers. Before the lecturers filled out the questionnaires, the researcher first explained the purpose of the study and asked them to answer the questionnaires in accordance to the content asked for in the questionnaires. Within six weeks, the questionnaires were then retrieved.

The process of data analysis used was Likert scale (Burns, 2010; Stillwell, 2008). Likert type items, which are designed to identify lecturers' understanding of the concept of TBLT and the lecturers' views on the implementation of TBLT, are given a numerical score (eg, disagree = 1, neutral = 2, and agree = 3.

Results and Discussion
>   ***Results***
The Level of Lecturers' Understanding about TBLT
Table 1 presents a comparison of the percentage of teacher responses to each of the seven items on TBLT concepts. To facilitate responses, a five-point scale is simplified

to three points (disagree, neutral, and agree).

Table 1

No	Questionnaire Items	Disagree (%)	**Neutral (%)**	Agree (%)
1	Tasks are invaluable in achieving communicative purpose	0 %	52%	48%
2	Tasks require learners to decide on potential relevant meanings.	5%	43%	52%
3	Tasks are the need to achieve one or more meaningful outcomes	5%	39%	56%
4	Tasks work towards the task outcome.	5%	43%	52%
5	Task process refers to any language process(es) used in working towards an outcome.	0%	47%	53%
6	Tasks are based on the student centered learning.	0%	35%	65%
7	Tasks involve three phases: pre-tasks, tasks in process, and post tasks.	0%	39%	61%

Lecturers' Understanding against the Concept of TBLT (n = 23)

For the first three items on the key concepts of TBLT, 48.1% of respondents understood that the main focus of TBLT is communicative purposes, 52% of respondents understood that TBLT focuses on the meaning, and 56% of respondents understood that TBLT focuses on results. On the fourth item, 52% of respondents considered the task is a type of activity in which the target language is used by the students. This means that half of the lecturers agree with the definition of tasks as discussed in the theoretical background. In response to the fifth item, 53% of respondents reported that they believe in the relevance of task-based teaching and communicative language teaching. For the sixth and seventh items, 65% of respondents suggested that the activities centered on students, and 61% of respondents admitted three different stages including pre-task, task execution, and post-task. Lecturers have few negative views on the second, third, and fourth items in the implementation of TBLT in the classroom.

Table 2. *Lecturers' Views on Implementing TBLT (n = 23)*

Table 2 presents lecturers' views on implementing TBLT. To facilitate responses, a five-point scale is simplified to three points (disagree, neutral, and agree). This questionnaire items was adopted from Jeon and Hahn (2005).

No	Questionnaire Items	Disagree (%)	**Neutral (%)**	Agree(%)
8	I have interest in implementing TBLT in the classroom.	**0%**	**47%**	**53%**
9	TBLT provides a relaxed atmosphere to promote the target language use.	**0%**	**56%**	**44%**
10	TBLT activates learners' needs and interests.	**0%**	**43%**	**57%**
11	TBLT pursues the development of integrated skills in the classroom.	**0%**	**61%**	**39%**
12	TBLT gives much psychological burden to teacher as a facilitator.	**13%**	**43%**	**43%**
13	TBLT requires much preparation time compared to other approaches.	**9%**	**43%**	**48%**
14	TBLT is proper for controlling classroom arrangements.	**0%**	**56%**	**54%**
15	TBLT materials in textbooks are meaningful and purposeful based on the real-world context.	**0%**	**39%**	**61%**

Aspects of the Teacher's Position on the Implementation of TBLT in the Classroom.

First, for item eight, 53% of respondents responded positively when asked about the implementation of TBLT in the classroom. Respondents argued that the concept of TBLT was necessarily used in the classroom. Items 9 through 11 explored the teacher's views on TBLT as a teaching method. 44% of respondents replied that TBLT provided a relaxed atmosphere to promote the use of the target language, 57% of respondents activated the needs and interests of learners, and 39% of respondents indicated teaching TBLT on the development of integrated skills in the classroom. This suggests that the EFL lecturers who want to implement task-based teaching successfully need to have knowledge of the four language skills that are integrated based on the principles of social interaction. In items 12, 43% of respondents agreed that TBLT will provide psychological burden to the teacher as a facilitator and item 13, 48% of respondents believed that TBLT will provide more preparation time. Item 14 indicated that the respondents, 54%, believed that TBLT is appropriate to control the classroom setting. For item 61 % of respondents answered that the teaching materials reflect the activities in the real world.

Discussion

Items 1 up to 7 are the concept of task based language teaching. These concepts are clearly understood by the lecturers about the nature of linguistic tasks, so they approved the pedagogical benefits of tasks in the classroom teaching of a second language. Even more important is that most of the lecturers understood the key concepts of TBLT. This may be a result of the implementation of the national English curriculum which is characterized by the application of student-centered learning that is intended to improve the communicative competence of learners.

Items 8 to 15 show that despite relatively moderate understanding of the concept of TBLT, there are still a half of the lecturers neutral to adopt TBLT as a method of learning in classroom practice. This is because most English Foreign Language lecturers still use traditional teaching methods, which they usually do**.** In addition, they have a psychological demand in the face of some new problems in using TBLT. In addition, English Foreign Language lecturers are used to work in the teacher-centered classroom, so they chose to adopt teaching methods in one route rather than dialogue. After all, a teacher needs to be flexible and dynamic in controlling language learning environments

because of the nature of language learning, which substantially demands that learners actively participate in the activities of language use.

Conclusions and Suggestions

Conclusions

In English Foreign Language learning at ABA UMI, learners only communicated to their colleagues, so the focus has changed from traditional learning to a more active learning. Through this model, the students can learn more easily in the use of the target language. Thus, half of the lecturers are interested in using task based language teaching as a learning method, mainly because they believe that task-based learning has particular benefit to improve communication skills and interaction of learners.

The whole findings of this research indicate that although there was a quite high level of understanding of the concept of task-based language teaching, only few English lecturers avoid practicing it as a learning method for discipline issues related to classroom practice. Based on the findings, The significant results for the lecturers are: Because the views of lecturers on learning approaches have a major shock on classroom practice, it is important for the lecturers, as a classroom activity controller for the students, to possess an outright view towards task based language teaching for the success of the implementation. Lecturers who lack knowledge of the practical application of the method or technique of task-based learning must be given the opportunity to gain knowledge of task based language teaching associated with the planning, practicing, and evaluating of the lessons.

Suggestion

It is suggested that the lecturers of the education program, who aim to deepen the training of language teaching methodology, be trained on the implementation of task based language teaching as a way of teaching. It is also suggested that lecturers consider alternative solutions for classroom management such as the level of difficulty of the task and a variety of tasks including activities that allow learners to work in groups, in pairs, or independently practice the skills, concepts, and information presented.

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Probes on the rhetorical moves of research methods in research articles

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Bioprofile

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Abstract

This paper presents the analysis of the methodology section of 27 research articles from the three flagship research journals of and published by the University of Southern Mindanao. The rhetorical moves and linguistic features on methods section were examined using comprehensive analysis model adopted from Kanoksilapatham (2005) and Lim (2006). The results revealed that the patterns of the method sections in research articles varied in terms of moves and steps relative to the discipline in which they appear. This means the research writers have their own writing style and framework in presenting their research methodology. The results generated from this study can serve as a basis to design teaching programs that would specifically address the needs of the students in terms of writing research methodology which involves rhetorical moves.

Key words: Rhetorical Moves, Genre Analysis, Methods Section, Linguistic Features

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Introduction

How should research methods section be written in a research journal? What considerations should research writers need to take into account in presenting research methods? These queries raise important concerns as how one of the important academic genres, the methods section of research articles, is put into its correct form and shape. Also, it reveals great interest on how one should systematically acquire the academic English in various disciplines. Thus, genre analysis has become an important discipline in the world of academic writing.

Through the years, the increasing interest in this discipline is motivated by a need to provide models of academic and scientific texts for the students, so that they can produce those texts appropriately. In recent years, discourse and genre analysis have established itself as an important field of study within linguistics having implications for applied linguistics, especially in the teaching and learning of languages, mass communication, writing research, language reform and a number of other areas related to professional and academic communication.

Generally, research articles are among the genres which have received extensive attention from researchers in move analysis studies.With the popularity of research articles as important body of knowledge in the academe, many researchers have considered it an interesting data for research and analysis. Prominent studies on move analysis of research article introductions include Swales (1971, 1980), result section by Brett (1994), and discussion section by Holmes (1997), Lindeberg (1994) and Berkenkotter and Huckin (1995). However among these four prototypical academic genre sections, comparatively less attention has been given to methods (Bruce, 1983; Swales, 1990) which form an important component of both qualitative and quantitative studies. Methods, seems tohave attracted the least attentionwhere others have not focused as much scholarly attention to this section (Dueñas, 2007). Nevertheless, investigations into the Method section are important in that it often functions as a thread that binds a particular research method with previous research procedures, or the section itself with other key sections, especially the Introduction and Results. Without a sound Method section, writers will not be able to convince the readership of the validity of the means employed to obtain findings. Writers may also use the method section to strengthen the credibility of their findings to be reported subsequently in the results section, to stifle

potential criticisms, avoid expected challenges to their research designs, and to ward off possible doubts about both their results and related interpretations.

As highlighted above, studies of the RA Methods sections are limited, and I have not come across any research studies in the country that utilized method section as a corpora in genre analysis. It is in this circumstance that this research has been founded to probe rhetorical moves and linguistic features of research article methodology with a hope that this will contribute to the body of knowledge concerning the rich topics on genre analysis and research writing. More so, despite the significance of knowing and understanding the different moves in Research Articles still, the question remains if different researchers have employed or have familiarity of research article moves and steps in their research writing particularly in their method sections. Do researchers come across with the different pattern ofmoves and steps to be included in research methodology? This credence therefore, prompted me to investigate how the researchers particularly in the three flagship courses of the University of Southern Mindanao (USM) employed rhetorical moves and steps constituting the structure of the method section in the research articles. This study also probes into the linguistic choices or features such as cohesion in relation to the rhetorical moves and constituent steps of the RAs. To give light on this matter, I was encouraged to embark on this study which generally aimed to provide some evidence on the rhetorical organization and development of the methods section in RAs, focusing on a corpus of texts from the three flagship courses of USM.

Research Questions

Recognizing the facts presented above particularly the limited number of research studies in the country that dealt with rhetorical moves and linguistic features that transpired in method sections, I was able to come up with a research question that guided me throughout this study:

1.	What are the rhetorical moves and steps in the method section of research articles in the University of Southern Mindanao?

Scope and Delimitation of the Study

This research study aimed to investigate the rhetorical moves and steps of the method section of research articles of the three flagship courses in the University of Southern Mindanao such as biology, veterinary medicine and, agricultural science.

Different research journals from these disciplines which were selected randomly were subjected for analysis since there are years that no research articles were published in the research journals. Comprehensive analyses of the RA Methods section outlined by Kanoksilopatham (2005) and Lim (2006) served as the backbone of the analysis given that among the previous research studies that examined the method section of research articles; the moves they identified run parallel to the moves and steps employed in the corpora understudy. The parameters of the study focused on research articles that predominantly demonstrate moves and steps in presenting research methodology that conform or suit to the comprehensive analysis model of previous researches that I identified. However, moves that are not found in previous model were considered as unique move of such specific discipline.

Methodology

In this study, I made use of genre analysis. A genre analysis is one of the categories of discourse analysis. Discourse analysis "concerns itself with the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions(Abrams and Harpham, 2005) this includes natural speech, professional documentation, political rhetoric, interview or focus group material, internet communication, newspapers and magazines and broadcast media. However as a type of discourse analysis, Genre analysis is a process for grouping texts together, representing how writers typically use language to respond to recurring situation (Hyland, 2004). In analyzing the research article's methodology section, I utilized the rhetorical moves of research methodology model by Kanoksilapatham (2005) for biochemistry and Lim (2006) for management.

This study examined the text from the 27 RA methodology sections of the research journals of the three flagship courses of the University of Southern Mindanao Kabacan Cotabato, Philippines. The research materials were chosen if they illustrate sufficient evidences of moves and steps that conform to the comprehensive analysis model of previous scholars in genre analysis.

Results and Discussion

1. What are the rhetorical moves and steps in the method section of research articles in the University of Southern Mindanao?

In my analysis, I have found that both research writers from Biology and Veterinary Medicine have similar moves and steps in presenting their research methodology. The steps that appeared at some point in the Methods sections of the Biology and Veterinary Medicine are illustrated below:

Move 1: Describing Data Collection Procedures and Describing Materials

Step 1: Describing the Sample

e.g. *The study was conducted in the three towns surrounding Mt. Hamiguitan namely, Mati, Gov. Heneroso, and San Isidro. Three stations were established per town. Purposive sampling was used to reach targeted samples quickly within a ten- day investigation plan. The sampling procedures were taken distantly away from the boundary of the protected area.*

Step 2: Recounting Steps in Data Collection

e.g. *A pre survey was done in coordination with the Office of the Municipal Agriculturist among the selected barangays of Carmen to determine the total number of Buffaloes and Cattle.*

Step 3: Listing of Materials

e.g. *The solidifying medium was Lactobacillus Agar. The medium was prepared by mixing 48 g of Lactubacillus Agar to 1000 ml of distilled water.*

Step 4: Detailing the Source of Materials

e.g. *Its pure culture was obtained from the Culture Collection of the Philippine National Collection of Microorganism (PNCM) UPLB College Laguna.*

Step 5: Providing Background of Materials

e.g. *Tissue samples with lesions were collected in separate containers with 10 % neutral buffered formalin for preservation.*

Move 2: Describing Experimental Procedures
Step 1: Documenting Established Procedures

e.g. *Stereomicroscopes, reference books, pictorial keys and identification guides (De Ley et al, 2003; Tylenchida Manual) were the basis of identifying the parasitic nematodes.*

Step 2: Detailing Procedures

e.g. *Maribound birds showing clinical signs were euthanized by cervical dislocation for necropsy. Dead birds were necropsied immediately within 24 hours. The intestinal tract was*

removed from the carcass and placed in a dissecting pan for gross examination. Tissue samples with lesions were collected and placed in separate containers with 10% neutral buffered formalin for preservation and labelled properly. Tissue samples from the intestine were routinely processed, paraffin embedded and cut(about 4 μm thick). The sections were stained with haematoxylin –Eosin (HE) and mounted with Eukitt. Microscopic lesions were examined using compound microscope (X100 and X40). Semi quantitative scores were given based on the amount of inflammatory infiltrates, necrosis of villi and crypts.

Step 3: Providing Background of the Procedures

e.g. *The petri plates were labelled accordingly and sealed with masking tape to prevent accidental displacement of them and further contamination of the culture respectively.*

Move 3: Detailing Equipment

e.g. *All the nematode were picked out under the stereomicroscope and were counted with the use of the counting dish to obtain the nematode population.*

Move 4: Describing Statistical Procedure

e.g. *One-way Analysis of the Variance (ANOVA) in order to signify differences in the mean percent efficacy of the three drug formulations was used. Scheffe Multiple mean Comparison test was employed in determination of the differences of the means. The results on the larval culture and occurrence of tapeworm were summarized descriptively.*

Move 5: Previewing of the Data Gathered

e.g. *Data gathered were the following: comparison of the sensitivity effects of selected commercial feminine wash of the growth of Candida albicans after 24 to 48 hourss of incubation; the sensitivity effects of minimum concentration of the strongest commercial feminine was based on the highest mean zone of incubation after 24 to 48 hours of incubation; and the morphological changes of Candida albicans after the treatment.*

As compared to Biology and Veterinary medicine RA's, research writers from Agricultural Sciences RAs have different moves in writing their methodology particularly in introducing Move 1, which is through delineating procedures for measuring variables

Move 1: Delineating Procedures of Measuring Variables
Step 1: Presenting an Overview of the Design

e.g. **Experimental Design and Treatments**. *This study was laid out in Randomized Complete Block Design (RCBD) with five treatments replicated three times. A total area of 382.5 sq.m. was divided into three blocks and each block was subdivided into five blocks at 5 x 4.5 m each. The treatments were as follows:*

T1= Unweeded (Control
T2= Off-barring at 15 DAP and Hilling-up at 30 DAP
T3= Weeding at 15, 30, and 30 DAP
T4= Weeding at 15, 30, 45, and 50 DAP
T5= Pre-emergence herbicide (atarzine and Pendimethalin) +off barring (15DAP) and hilling –up (30 DAP)

Step 2: Explaining Methods of Measuring Variables

e.g. The design was carried out in a Randomized Complete Block Design with five treatments and replicated six times using four sample plant per treatment.

Move 2: Describing Experimental Procedures

Step 1: Documenting Established Procedures

e.g. Potato Dextrose Agar (PDA was prepared following the standard procedure
of Riker and Riker (1936).

Step 2: Detailing Procedures

e.g. **Land Preparation**. *The experimental area was prepared by plowing and harrowing twice using a tractor with an interval of seven days followed by furrowing.*
Planting. *Seeds were sown after the area had been laid out at the rate of two seeds per hill at 3-4 cm depth in the furrows spaced 75 cm apart and 25 cm between hills.*
Thinning. *This was done by leaving only one vigorous plant per hill 15 days after planting to maintain a uniform stand in each plot.*
Fertilizer Application. *Basal fertilization was done at the rate of 90-90-90 kg NPK/ha using fertilizer 14-14-14. This was applied a day before planting . Side dressing was done at the rate of 30-0-0 kg N/ ha using urea (46-0-0 or a total of 120-90-90 kg NPK / ha fertilization for the whole cropping. Fertilizer rate application for the 24 plots trial was computed based on the above recommendation.*
Weed Control. *First spraying was done ten days after planting using round up to herbicide at different levels when weeds are about 2-4 inches in height using a fan type or flood jet nozzle sprayer. Second spraying was done 30 days after planting.*
Harvesting. *corn was harvested when it reached physiological maturity. This was done when plants start to dry-up and kernels are fully developed and hard.*
Drying and shelling. *Samples were dried first for one day before shelling. Manual shelling was performed followed by moisture content analysis at about 14%MC of the shelled grains.*

Step 3: Listing of Materials

e.g. Potato dextrose agar (PDA) was prepared using the following materials: 200g potato, 10 g dextrose, 20 g agar, and 1 l of distilled water

Step 4: Providing Background of the Procedure

e.g.   Planting was done immediately after furrowing and after the basal application of fertilizer so that the moisture can be utilized by seeds for germination.
Move 3: Detailing Equipment

e.g. This was done by examining under the microscope the infected specimens to confirm the causal pathogen.

Move 4: Describing Statistical Procedure

e.g. The data were analyzed using Analysis of Variance (ANOVA). Mean differences were subjected to comparison using Fisher's Least Significant Difference Test (FLSD).

Move 5: Previewing of the data Gathered

e.g **Properties of soil.** *A composite soil sample obtained from the area at the start of the study was brought to the soil laboratory at USMARC for pH, OM, P, and K determination.*
Plant height. *This was measured monthly from the base of the four plants/ plot up to the topmost node of the main stem with the use of a meter stick*
Stem diameter. *This was measured monthly at 10 cm from the soil using vernier calliper.*
Length and width of leaves. *The width of five newly developed leaves per plant was measured at the mid portion of the leaf. The length was measured from the base of the petiole to the tip of the blade.*
Number of leaves. *The number of newly developed leaves per plat was counted monthly.*
Number of lateral branches. *The number of lateral branches per plant was counted monthly.*

Conclusions

It can be gleaned from the result that RAMs of the three disciplines have peculiar move-step framework, this means that the rhetorical moves and steps that emerged from the analysis of RAs in the corpus differ from one another. It stems that the Method sections in the three disciplines contains some specific steps which could be considered characteristics. It is also interesting to note that such occurrences of moves and steps in method section can be compulsory or optional.

In the analysis, it was found out that in Biology and Veterinary Medicine research articles a greater number of research articles include Describing the Sample, Recounting Steps in Data Collection, and Listing of Materials in presenting move 1, Documenting Established Procedures, Detailing Procedures and Providing Background of the Procedures in presenting move 2, Detailing Equipment for move 3, Describing Statistical Procedure for move 4 and Previewing of the Data Gathered for move 5. Lastly, in the agricultural sciences, all of the research articles include overview of the research design in presenting Move 1, detailing procedures and listing of materials in presenting move 2, detailing equipment for move 3, describing statistical procedure for move 4 and previewing data gathered for move 5. The result based on the occurrence in each research article indicates that other research writers tend not to use other steps in presenting their methodology. More so, the occurrence of steps in each article is somewhat incoherent within each discipline in which there are also writers who do not use some steps in introducing a certain move.

Implications for Pedagogy

The theoretical contributions of this study to discourse analysis propose practical implications to those interested in pedagogy specifically in reading and writing instruction. The rhetorical structure found by move analysis can be utilized in the classroom to elevate learners consciousness of discipline specific reading skills. The awareness of the conventions of research articles can empower learners to become adept academic readers and writers.

The template or model proposed by the study builds up a schema for research article readers as to what to expect while reading, in what sequence, and what purposes the authors have while writing an article. Similarly, the template also provides a foundation for less experienced authors to write in such a manner that conforms to the conventions or expectations of the discourse community in different discipline. Thus introducing this framework/ model to the university will increase the contents English instruction of every discipline making it more pertinent to the need of the students who will do research writing in the future.

Based on similar findings, other implications in this study may run parallel to that of Segumpan (2013) who mentioned that different implications in the teaching of writing can be elicited: that 1.) Teachers must be aware of the discrepancy prevalent in any branch of discipline, 2.) Swales IMRAD model provides framework in structuring research article methodology nevertheless one must take into account that research methodology are sometimes institutional and different policies and rules in writing it must be adhered by the writers thus may deviate from what Swales has proposed, 3.) A certain degree of adjustment and resiliency in structuring research articles particularly in methods section then be applied with the writing conventions that are existing in the writing landscape. With this, neophyte writers can make use of Swales CARS model and that of Weissberg and Bucker (1990) as a framework and a general format to follow in writing or constructing research methodology.

Given the differences and similarities of the linguistic features identified in the analysis, it appears possible to show that identification of the linguistic features in the Method sections of the three flagship courses is helpful to student writers, as these features may be used in an initial suggested list of choices that they can effectively acquire and flexibly manipulate with in the process of getting attuned to possible options in writing it. The models created in this study can be utilized as a reference for trainees

intending to acquire the possible generic knowledge of the text-type. It is recommended that novice writers study the occurrence of all the possible rhetorical categories identified in the present study and seriously consider the ways in which the communicative intentions are realized linguistically. In addition, considering the models of the moves employed by research writers will serve as a good framework and or general format to follow for simple construction in presenting research methodology. Moreover, considering the pedagogical significance of studying linguistic features in relation to communicative functions, we should then give credit to the importance of establishing linkage between English for Specific Purposes (ESP) and General English, albeit ESP is sometimes seen to be in contrast with General English (Strevens, 1988). The teaching of ESP should in a way be closely linked with linguistic items taught is a specific course in General Purpose English (Dudley-Evans and St. John, 1998).

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Video making as a way to improve students' grammar knowledge:
A case-study of teaching grammar in the
academic English classroom

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Bioprofile

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Abstract

Nowadays, it is almost impossible to imagine a recent school graduate who does not have a Facebook account and a camera. Students spend hours surfing the web and giving "likes" for the pictures and videos shared by their friends. This article reports on the case study exploring the possibility of using students' habitual activity in social networks as a grammar teaching tool. The research, which lasted for 14 weeks involved 14 undergraduate students aged between 16 and 20 enrolled in the university preparation course. As part of a coursework, students were put in pairs, and were tasked to make three-minute videos on assigned grammar topics. Every Saturday, students uploaded their

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works on Facebook and shared their video with other research participants. During the weekend, students watched all the uploaded videos and voted for the one that they liked the most. The winning video was shown during the lesson. After watching the video, students completed the test on the covered grammar topic and then discussed the grammar test from the previous week. The research instruments were pre-test, weekly progress tests, and a post test. This case study showed that the implementation of the video making technique significantly improved students' grammar test performance. The importance of this study is in introducing the grammar teaching technique that could enable students to identify the gaps in their understanding of grammar; and through self-study, collaboration, and discovery, students attain better grammar test scores.

Key words: video making, English as a foreign language (EFL), Facebook, grammar teaching, active learning

Introduction

Even though there are still some regions in the world where students lack the basic educational resources, for the major part of the globe the image of a modern high school graduate is incomplete without a Facebook account and a cell phone equipped with a camera. In twenty-first century, students are highly expected to have two passions: taking pictures and videos with their cell phone cameras and surfing social network sites and exchanging pictures or videos with the vast Internet community. After being "Facebook friends" with my new groups of the university preparatory program students for a semester, I assumed that they spent a major part of their day aimlessly surfing social networks and awaiting for new "likes" and "posts". Occasionally, students' posts served to a specific purpose, like sharing a home assignment or announcing a meeting; however, in most of the cases their posts seemed to be a habit rather than a real necessity. Eventually, my concern about students' Facebook "life" resulted in the case study of an attempt to turn students' time-killing habit into an enjoyable active learning process.

Since the research participants were expected to learn academic English to pass the entrance exam to the university and subsequently demonstrate high academic performance, the mastery of formal English grammar required specific attention.

Furthermore, the university preparatory program students usually enter the program with at least some basic knowledge of English; hence, the goal of the instructor is mainly in identifying the gaps and systematizing the existing knowledge rather than in the traditional teaching of English.

The core goal of this research project was to enhance students' interest in learning grammar and improve their TOEFL grammar test scores. The research incorporated the flipped classroom teaching approach (Bishop & Verleger, 2013), where students should prepare to the lesson by themselves in advance. Consequently, the research objectives were to design the supplementary tool to improve students' knowledge of English grammar for passing TOEFL test and guarantee students' active participation in the learning process and investigate whether the guided self study could lead to a significant increase in the grammar test performance.

Literature Review

The confusion between content coverage and learning is rather common (Herreid & Schiller, 2013). Surely, there are certain items expected to be included in the standardized grammar tests (Herreid & Schiller, 2013) and teachers are expected to teach certain topics, but how to make sure that a student is really learning. According to Clyde Herreid and Nancy Schiller (2013) it is irrational to spend classroom time on lecturing educational material; since students can learn new topics better themselves at home prior to the lesson. Then the classroom time could be used for the practical application of the learned material, and the teachers would be able to monitor each student's progress more effectively and give timely assistance (Herreid & Schiller, 2013).

The concept of the flipped classroom together with the technological advance has significantly transformed the educational paradigm giving more weigh to various multimedia educational applications (Bishop & Verleger, 2013). The growing popularity and accessibility of social media websites all around the world raised the issue of their suitability for educational context (Fewkes & McCabe, 2012). Flipped classroom educational model mediated by the modern information communication technologies, such as videos, allows students to study the material at their own pace without leaving the comfort of their homes (Herreid & Schiller, 2013). Numerous studies discuss the use of Facebook to enhance learning (Alias, Siraj, Daud, & Hussin, 2013; Riady, 2014; Wang, Lin, Yu, & Wu, 2013); however, there is always a danger that its entertaining nature

could prevail over its contribution to educational process (American Psychological Association, 2009). Moreover, a number of researchers note the negative correlation between being the Facebook user and being a successful student (Banquil, Chuna, Leano Rivero, Burce, Dianalan, Matienzo, & Timog, 2009; Kirschner & Karpinski, 2010; de Villiers, 2010). Thus, the close attention is needed to study the learning outcomes brought by the use of technology inside and outside of the classroom (Mayer, Griffith, Jurokwitz, & Rothman, 2008).

Research also reports the positive impact of instructional videos used in the flipped classroom context on students' course performance (Bishop & Verleger, 2013; Crippen & Earl, 2004; Traphagan, Kusera, & Kishi, 2010; Vajoczki, Watt, Marquis, & Holshausen, 2010). Herreid and Schiller (2013) conclude that students learn best when they are actively engaged in learning, but the issue is how to make students interested in learning something on their own.

Possibility of social learning experiences exchange (Johnson & Johnson, 1994) and feeling of trust and connectedness development (McMillan & Chavis, 1986) are the goals set by many educators and I argue that those could be attained through Facebook. Besides, communication with peers social networks create favorable opportunities for teacher-student interaction (Bowers-Campbell, 2008) and give more room for shy students' self-expression and opinion exchange (Chun, 1994; Warschauer, 1996). New technologies could make learning more vivid, giving access to interactive engagement with the learning materials; however, it is still the instructor's responsibility to use these resources to inspire students' cognition rather than pure information perception (American Psychological Association, 2009; Gass & Mackey, 2006; Long, 1996).

The study conducted by Fewkes and McCabe (2012) shows that the most popular applications of Facebook for the respondents were checking friends' status updates and messaging and the least popular usage was for educational purposes. Nevertheless, a large percent (73%) of students reported their belief in the potential use of Facebook as an educational tool (Fewkes & McCabe, 2012). Creative environment is pivotal for students' learning (Shallcross, 1981), and could be created by exposing students to Facebook, and thus, raising students' learning interest and inspire their critical thinking (Bugeja, 2006). Consequently, Facebook could serve as the optimal platform for content creation and sharing within the virtual community (Downes, 2005) to engage students in

active learning outside the classroom. However, the question of how to turn Facebook into the creative environment remains open (Selami, 2012).

Undoubtedly, video currently takes one of the central roles in language learning due to its ability to capture and replay moving objects (Hill, 1999). The ability to create real life content for the lessons makes videos such an effective educational tool, but it works well only when the appropriate teaching strategy is implemented; otherwise, even the best video will lead to a minimal learning outcome (Hill, 1999). The crucial prerequisites that could be attained through watching videos are learners' motivation and confidence making the learning material more realistic and comprehensible due to the contextualization of the video dimension (Hill, 1999). By giving our students the freedom of creating their own videos we are strengthening their confidence. Making videos encourages students to share their background knowledge on a topic in a non-threatening environment and elicit their background knowledge on the topic.

Boud (1988) underscores the role of the independent learning skills development in order to meet students' learning needs in the diverse classroom setting. Moreover, students' responsibility for their own learning is the integral part of the educational process (Bound, 1988). Digitalization of the educational context enables students to become independent and responsible learners. A student becomes responsible for the selection and application of the information while self-regulating the language acquisition process (Peters, 2000).

Nowadays, there is a software available and easily downloadable which allows users to create their own videos (Wagner, 2006). Video making as a part of the language learning process could also resolve the current copyright problems (Wagner, 2006). Individual differences and specific needs and interests of the language learners should be acknowledged (Anderson, Boud & Sampson, 1996). Work with the video takes students through the "self-audit" process and makes students aware about their low points in terms of language and learning skills (Laycock & Stephenson, 1993). This research aims to use Facebook as the creative environment for video making and exchange to trigger students' comprehension of English grammar for better TOEFL test performance.

Research questions

•Does the task of video making on the assigned grammar topics effect students' grammar test performance?

•What is the correlation between the number of the videos made by the students and their grammar test performance?

Methodology

Participants

This research used the convenience sampling and involved a group of the university preparatory program students (n= 14) from Kyrgyzstan. This program lasted for one year and offered university entrance exam preparation courses to the recent school graduates. The key objectives of the test preparation course were to enhance students' English grammar knowledge and enable them to use effective grammar structures in their academic writing and recognize faulty grammar structures while completing the grammar section of the TOEFL test. The research participants were four male (M) and 10 female (F) students with mixed socio-cultural background aged between 16 and 20 years. There were seven females and one male from rural and urban regions of Kyrgyzstan, one male and one female from Afghanistan, one male and one female from Tajikistan, one male from South Korea, and one female from Kazakhstan. All the participants were familiarized with the research conditions and were asked to sign the informed consent.

Instruments and data analysis

The research instruments were TOEFL grammar pre-test, weekly progress tests on the covered grammar topics, TOEFL grammar post-test. The data analysis employed quantitative methodology. The results reflect the research participant's grammar test progress for 14 weeks. At first, each student's progress was measured for every newly learned grammar item. After that, student's individual overall course progress attained was measured within the 14 weeks of treatment. Finally, the generalization of the results and found the mean for the overall progress. In addition, was found the correlation was made between students' submission of the videos and their test performance, and the number of the videos watched and the test performance. The data were analysed in Microsoft Excel.

Design and procedures

This research applied a case study design with the convenience sampling. Every week the research participants in pairs self-studied assigned grammar. It means that the

instructor did not provide students with any resources on the assigned topic. It was students' task to search and select the information. Within a week, they had to investigate a particular grammar issue and afterwards attempt to present the acquired knowledge in a short video. All the videos were uploaded by the students on Facebook and within two days all of the participants had to watch all the uploaded videos and vote for the one they liked most. As a reward, the best video was shown the following week at the beginning of the lesson. Immediately after watching the winning video, students had to complete a test on the grammar presented. The next week the test was discussed in open class. Every week, the same procedure was repeated, students watched the winning video, completed the grammar test on the topic covered in the video, and then discussed the test completed on the previous week.

Based on the previous TOEFL teaching experience, 12 focus grammar topics covered in the course of the research were singled out:

1.   Parts of Speech

2.   Parts of Sentence

3.   Sentence Types (simple, compound, and complex)

4.   Subject-Verb Agreement

5.   Inversion

6.   Verb Tenses

7.   Passive Voice

8.   Modal Verbs

9.   Conditionals

10.   Articles

11.   Sequence of Tenses

12.   Prepositions

The research lasted for one academic semester (14 weeks). During the first week the participants familiarized the course syllabus and the research conditions. By the end of the first week, all the participants completed TOEFL grammar pre-test. Within the 13th week, the participants took TOEFL grammar post-test. The treatment started from the second week of the semester and completed on the 14th week. Every week students had eight academic hours (320 minutes) of the test preparation course. At the beginning of every week, the instructor randomly assigned the research participants to pairs and

announced the grammar topic they were to self-study and then present the key points in a form of a short video.

Students were given a complete freedom of choice towards the content of their videos and the facilities used in video making. However, all the videos were expected to be no longer than three minutes. Participants always had five days to prepare their videos. By Saturday afternoon (2 pm), all the videos had to be uploaded on Facebook in the especially created page for the research purposes group. By Monday evening (6 pm), all the research participants had to watch all the uploaded videos and vote for the one they liked most. Then, the instructor showed the winning video in class at the beginning of the lesson.

The presentation of the winning video was followed by a brief discussion of the reasons why the video was selected and the new things students learned on the assigned grammar. After that, the new pairs of students were formed and the new grammar topic was announced. Then students took the progress test (Appendix A) on the grammar topic they were making their videos about. For the rest of the week, students were involved in other in-class course related activities while working on their new videos outside the class. By Saturday afternoon, they were uploading their new videos, and by Monday evening they were voting for the new best video of the week. New week started with the discussion of the past week's test and working out some key points for the past week's grammar preceded by the demonstration of the new winning video. Within the last week of the semester, all the key grammar points were revised. Students were not given points for their videos; however, every failure to upload a video for whatever reason resulted in loss of one point from the overall course grade (100 points).

Types of the videos produced by the students during the research

All the videos produced by the students during this case study can be assigned to three major categories. Students who were new to video making and did not have an access to the video editing software generally limited themselves to the PowerPoint presentation with the classical music background or students' voice background. PowerPoint videos (Figure 1) were also popular with the Muslim female students who due to their religion could not participate in the videos or present the images of other people.

Figure 1. PowerPoint style video screenshot.

The second type of the students' videos bore the presentation style (Figure 2) where students tried to act as lecturers or instructors using a board or a screen to support their speech. There were two modes of presentation. First, one student explained the whole grammar concept and the other student was making the video-recording. Second, both students presented the grammar through the dialogue where one participant asked questions and the second answered them.
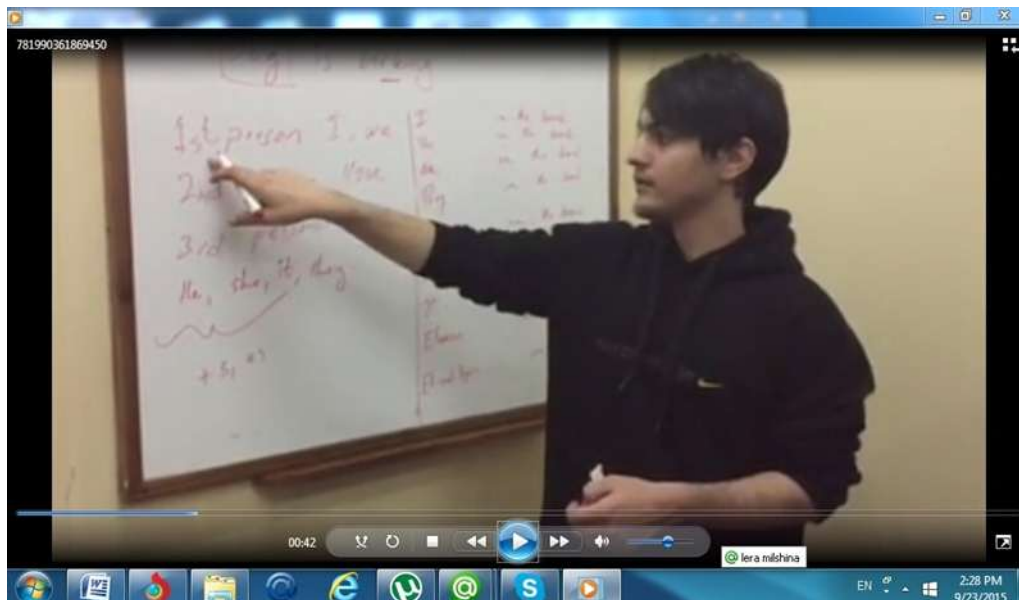

Figure 2. Presentation style video screenshot.

Figure 3. Creative style video screenshot.

The last and the most interesting category of the videos could be labeled as the creative video where students tried to act out some situations and enrich their acting with popular music background and special effects. As a rule, the latest category of videos was collecting more votes than others. Since students were changing their partners every week, majority of the participants had a chance to try all three formats of the videos.

Research Results

This case study revealed the following outcomes of students' sharing of self-made videos on assigned English grammar topics on Facebook. First, the data show that all the students engaged in the research demonstrated some progress in their final TOEFL grammar test performance. Figure 4 outlines the participants' individual pre- and post-test results. The individual progress ranges from five to 220 points. Such a substantial variation could be explained by the level of students' involvement in the process of video making since it was solely a students' responsibility to select the source of information and presentation format of the collected material. Moreover, some of the students have chosen the roles of mere observers and did not actively participate in a video making process, thus, losing the opportunity of active learning.
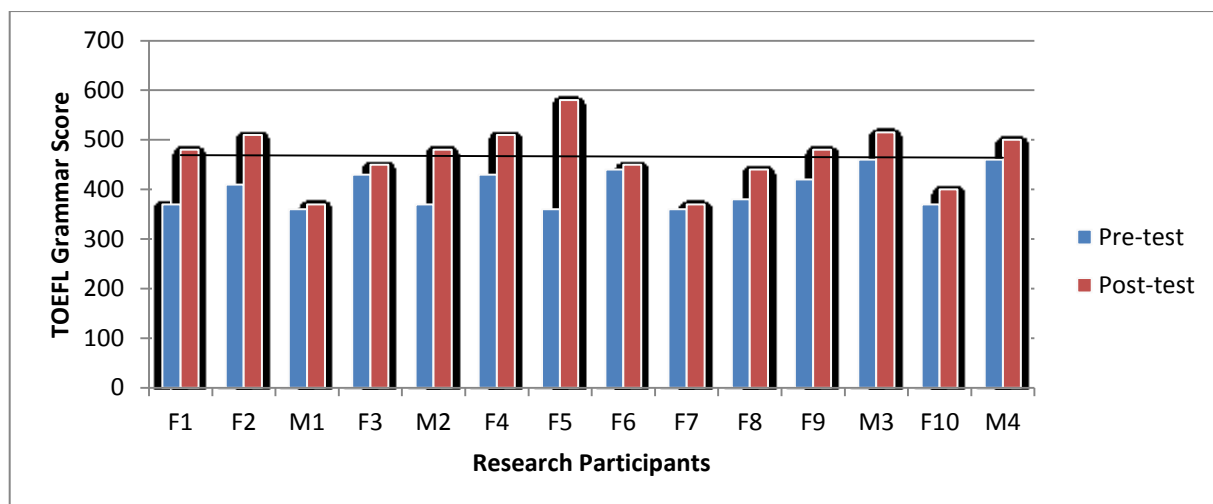
Figure 4. Pre-test and post-test results

As a result some students did not contribute the videos and possibly did not search the information on the assigned topics relying on their group mates' work and hoping to grasp the knowledge on the spot. Thus, those who were regularly participating in a video making managed to attain better results on their final test than those who occasionally prepared the videos. What is important, the participant F5 (Figure 4) was one of the contributors of almost all weekly winning videos and ultimately showed the best progress (220 points) among all 14 research participants.

T-test analysis confirms that the difference between pre- and post- test results (P= 0.002268) is not accidental and may be the result of the treatment since p<0.05. The median for pre-test score equals to 415 with the standard deviation 37.37. The median for post-test score is 480 points with the standard deviation 58.8. The median for the progress attained since the pre-test comprises 57.5 points with the standard deviation 57.26.

Table 1

Weekly Grammar Progress Test Results

Participants	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10	Test 11	Test 12
F1	55.5	45.0	75.0	79.4	41.0	84.0	62.5	60.0	20.0	40.0	35.0	53.3
F2	53.3	25.0	65.0	65.0	59.0	88.4	70.8	80.0	40.0	66.6	50.0	66.6
M1	26.6	30.0	38.3	46.0	36.0	72.5		60.0	10.0	14.3		26.6
F3	80.0	50.0	70.0	92.0	89.7	87.0	91.6	70.0	57.5	70.0	40.0	66.6
M2	42.2	10.0	41.6	50.7		34.8	66.6	40.0	35.0	73.3	60.0	70.0
F4	64.4	70.0	61.6	87.3	54.0	79.7	87.5	55.0		66.6	75.0	63.3
F5	55.5	55.0	81.6	79.4	69.2	90.0	75.0	70.0	40.0	73.3	80.0	96.6
F6	51.1	15.0	40.0	41.3	61.5	30.4	70.8	85.0	42.5	63.3	90.0	63.3
F7	37.7	30.0	25.0	25.4	41.0	78.2	66.6	75.0		63.3	60.0	63.3

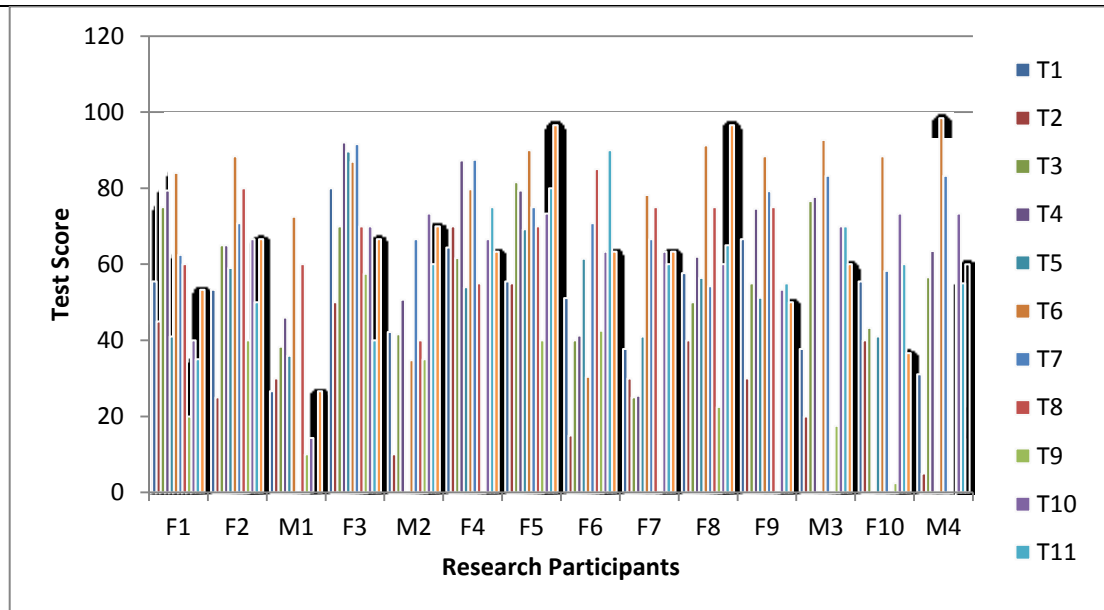|											
F8	57.7	40.0	50.0	62.0	56.4	91.3	54.2	75.0	22.5	60.0	65.0	96.6
F9	66.6	30.0	55.0	74.6	51.2	88.4	79.2	75.0		53.3	55.0	50.0
M3	37.7	20.0	76.6	77.7		92.7	83.3		17.5	70.0	70.0	60.0
F10	55.5	40.0	43.3		41.0	88.4	58.3		25.0	73.3	60.0	36.6
M4	31.1	5.0	56.6	63.5		98.4	83.3			73.3	55.0	60.0

Figure 5. Weekly progress grammar test results

Table 1 and Figure 5 reflect the results achieved by the research participants in the weekly progress tests on assigned grammar topics. With the exception of a few individuals, students demonstrate very close weekly progress test results. Only a few students demonstrated rather low scores. There were also a few students who got scores close to 100. The significant increase in students' weekly grammar progress tests started from the third test (T3) (Figure 5; Table 1). The rising trend is more or less preserved up until the end of the research.

Frequency distribution analysis (Figure 6) shows that 38 % of students' weekly grammar progress test results lies in interval between 50 and 70 points. 5% of the test scores is in the range of 90-100 points, and 30 % of weekly test results exceeds 70 points. The scores below 50 points comprise only 32 % . Remarkably, the below 50-point range was mainly demonstrated by the students who failed to contribute all the assigned videos.
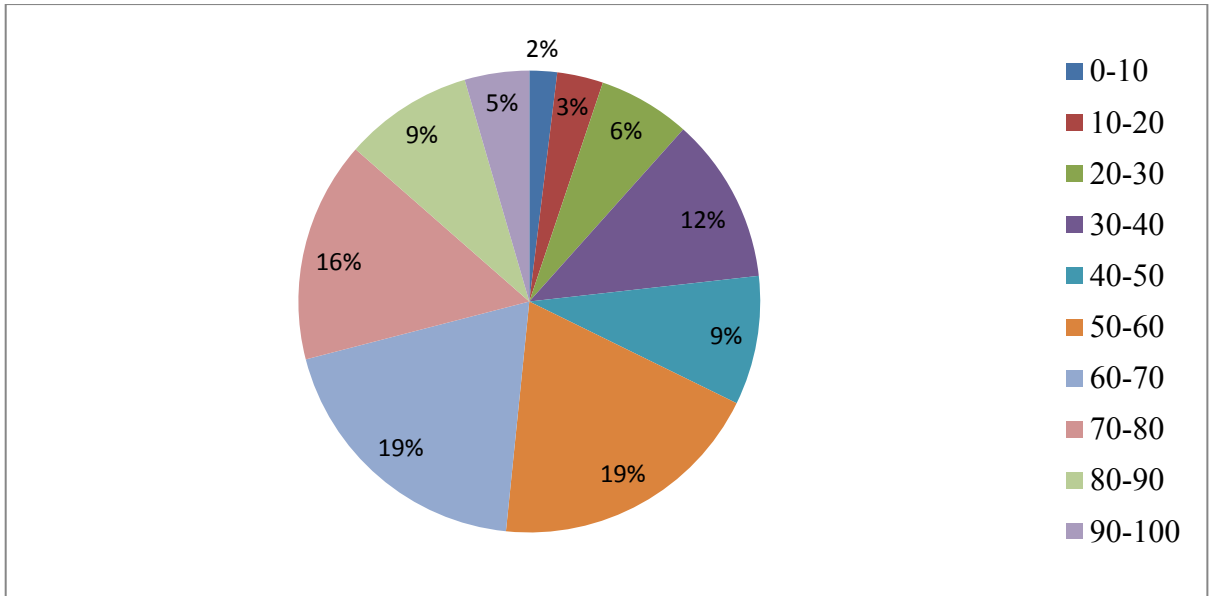
Figure 6. Weekly progress test results' frequency intervals

Figure 7 displays the correlation between the research participants' progress test scores and the number of submitted videos. The diagram generally shows that the more videos are contributed, the higher are the test scores. Thus, the strong correlation between a video making and test performance could be claimed. Nevertheless, there is a drop in score for the contributors of three videos that is slightly lower than the score of those who uploaded only two videos. Basically, the difference between two and three video submissions is statistically insignificant and allows a great possibility of chance, thus could be ignored. There were no students who contributed all 12 videos assigned. The maximum number of uploaded videos per person comprises nine. Overall, there is 6% difference in progress between those who submitted nine videos and those who submitted only two or three.
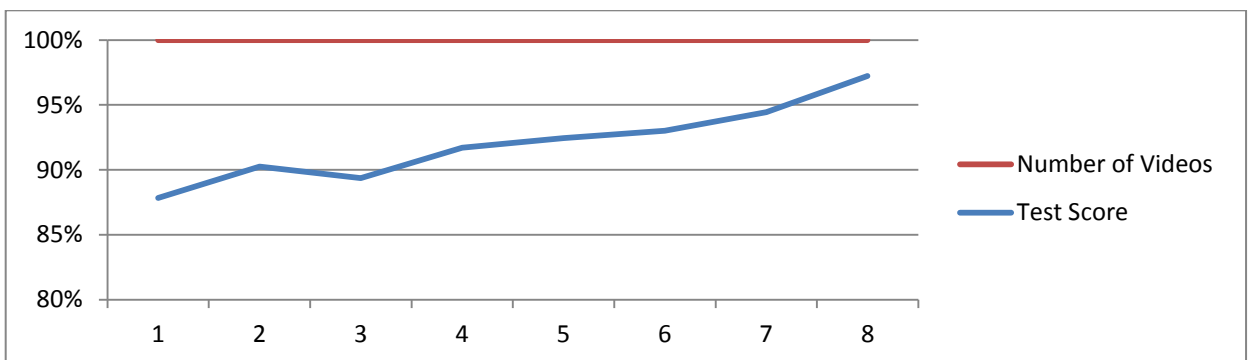

Figure 7. Correlation between the progress test scores and the number of videos made

The collected data also suggests the correlation between the number of videos watched and the test results. Figure 8 shows that the more videos the research participants watched on the assigned topic, the higher progress test scores they performed. Such a correlation in the given context is rather unusual since the content of the contributed videos is rather negotiable and in most of the cases is not very informative about the assigned grammar.
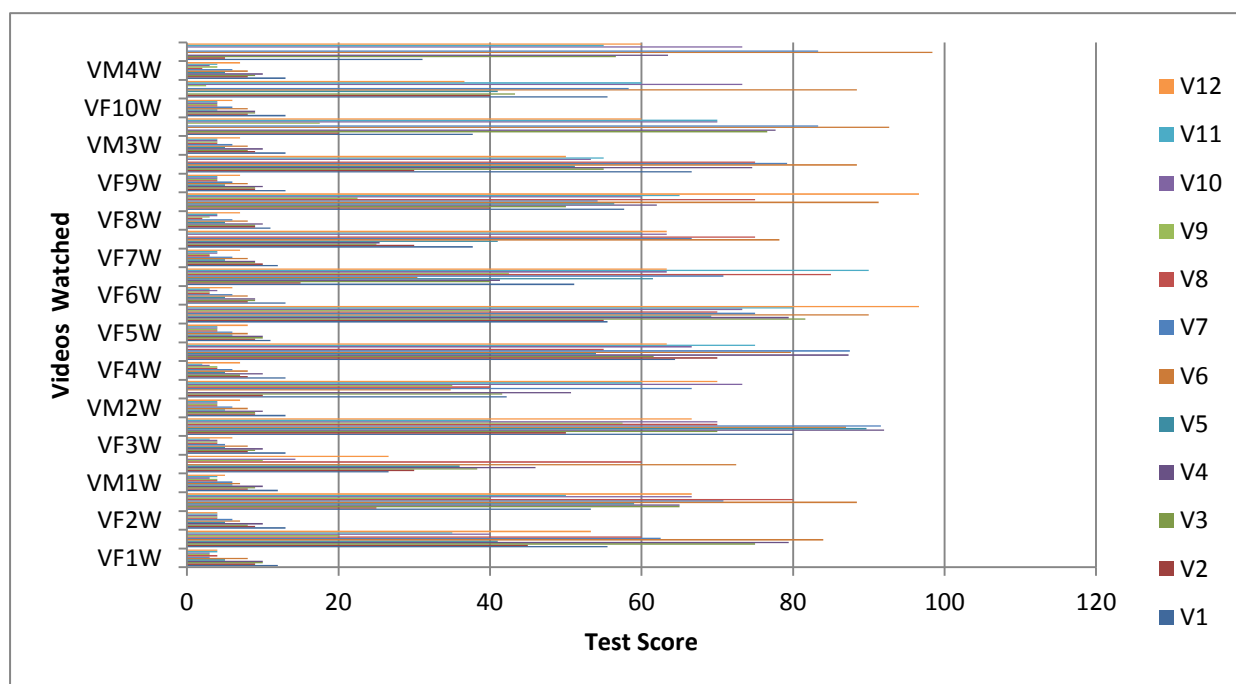
*Figure 8.*Correlation between the test scores and the number of videos watched

Limitations

Current research is the case study with the conventional sampling and lacks a controlling group. The sample is characterized with a mixed socio-cultural and gender background that could influence on the outcomes of the research. Even though the research reveals the positive correlation between students' video production and grammar test performance, the sample was not large enough to make statistically significant claims and thus further research is needed.

Discussion and Conclusions

Nowadays social networks are becoming the integral part of our life. To make the learning more attractive for students modern instructors seek various ways to implement technology in their teaching. This case study shows how students could be engaged in active learning of grammar. The format of a video making technique introduced in this

article suggests that learning a foreign language grammar could be engaging and competitive.

The case study has shown that the process of video making technique has a positive effect on students' TOEFL grammar test performance. Making and sharing the videos on Facebook encouraged students' active learning and significantly improved students' TOEFL grammar test score. This teaching technique is particularly effective for enhancing students' interest in learning grammar since it could change the boring set of rules into the entertaining exchange of the personalized experiences. In addition, the desire to collect the most of "likes" from peers fires students' attempt to reveal more useful material on the assigned topic and present it in the most unexpected way; however, not always informative enough. The same feeling forces students to watch each others' videos without any praise or pressure on the teacher's behalf.

Nevertheless, the video making process per se is not always voluntary and to make sure that students are really working on their videos it is important to bind the video submission task to a valuable for students' reward. Moreover, to ensure the better possible quality of the submitted videos, it is important to develop a set of evaluation criteria. At the research design stage of this case study, it was assumed that the students would do their best to make their videos as informative as possible and as a results students were expected to learn the new topic or improve their grammar comprehension through multiple repetitions. However, in the reality only few students were really attempting to make quality informative videos. To guide students' video production and make sure they look for the content of their videos in the right place it makes sense to create a bank of resources students could pull the information from.

Even though not all the participants were interested in making videos, all the students demonstrated a great interest in watching the videos produced by their peers that makes video making a technique with a high teaching potential. Since not all the research participants were interested in making videos, this technique could become effective only if students have a strong enough external motivation, e.g. high points for the task accomplishment, to participate in this activity.

In addition, the research revealed a strong positive correlation between the test performance and the number of videos contributed and watched. Taking into account the

low quality of some of the uploads, it would be interesting to study why students still demonstrated a rise in their test scores. Other areas to be examined are the sustainability of this technique in relation to the traditional approach to teaching grammar and the effectiveness of implementing this technique for other skills development.

A video making technique has a high teaching potential for any modern group of students who are avid Facebook users; however, the particular value it could comprise for teaching the large classrooms where the instructor physically does not have an opportunity to monitor every student's active participation and contribution to the lesson. It allows the possibility of pair work and group work for any number of students. Additionally, it makes learning more entertaining and thus more meaningful for students.

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Recent developments of China's basic foreign language education: Review and reflections

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Abstract

The paper reviews the developments of basic foreign language education in Chinese schools for the past two decades. Analysis of educational statistics reflects the trends of students' enrollment, language choices and curriculum reform as well as teacher professional development. The problems in basic foreign language education are analyzed which include unreasonable student/teacher ratio, unbalanced development of foreign languages as well as the disparity between national and local curriculum policies. The author claims that medium-long term foreign language education planning is critical for the rational development of basic foreign language education which should be adjusted to the needs of social developments as well as individual rights.

Key words: basic foreign language education; language planning; educational statistics

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Introduction

Foreign language education has experienced vigorous developments in China for the past two decades. With the deepening of reform and opening-up policy, Chinese citizens' demands to study abroad, travel, do business with outside world are sharply increased, and the social class adjustment also requires higher communication skills and language proficiency. As China is emerging as a new power in the world, the strategic role of foreign language education has been widely recognized by the central government and the general public which is reflected in their strong commitment to foreign language mania. Overseas studies on foreign language education policies in China focused on the early 21st century when the national policy required English should be offered from grade three at school (Hu, 2002; Hu, 2005; and Nunan, 2003;). Some even argued that the language education policy, jointly shaped by social, economic, educational, linguistic, and political forces, was the outcome of top-down, assumption-based, and hasty policymaking (Hu, 2007). As Chinese case exemplifies the impact of the global spread of English on foreign language policy in non-English speaking countries, this study based on official educational statistics will provide more objective review of the policy changes in the last two decades and bring a better understanding of the Chinese context of foreign language education.

Social Context of Foreign Language Education

China's foreign language education reform started in the early 1980s after the end of the Cultural Revolution, which was started by Chairman Mao in 1966 as a national-scale political campaign to eliminate all bourgeois influences in the country (Hu, 2005). In the violent political struggle, all symbols of bourgeois culture, such as music, drama, and novels were attacked and listening to radio broadcasting in English was prohibited (Liu, 1993). The end of the Cultural Revolution brought about unprecedented changes in China. A milestone in education at that time was the resumption of university admissions in 1977. In 1983 English was accepted by national College Entrance Examinations which symbolized English achieved the same status as Mathematics and Chinese in formal education system (Chen, 2011). In 1985, Deng Xiaoping proposed that education should be oriented to modernization, facing the world and the future which became the guideline for national educational reform and provided historic opportunities for the development of foreign language education (People's Education Press,1986).

Changes in Students' Enrollments

Since 2001 the Ministry of Education released the policy that requested English should start at grade three in primary schooling, English has witnessed the fastest growth with the student number increasing from 50 million in 1985 to more than 160 million in 2008 (Liu, 2008). If kindergartens are also included, the number of language learners approximates two hundred million. According to statistics, in the year of 2000, 9.7% of primary students in the nation were learning English as a foreign language and the percentage rose to 60.5% in 2006 while in developed cities and urban areas, the percentage jumped to 80% (Liu, 2011). At the Sixth Confucius Institute Conference in 2011, State Councilor of Central Committee of the Communist Party of China, Liu Yandong made a theme speech that there are 300 million people in China who are now learning foreign languages involving 56 languages, with 260 million student learners learning English in all levels of schooling. It is not exaggerating to say that China has become one of the most populous nations studying foreign languages.

Changes in Student/Teacher Ratio

Different from the developed countries such as America, Australia, and Britain, China's complete data about the student/teacher ratio in foreign language education is barely found in academic literature and if some relevant statistics do exist, they are usually scattered in different collections of essays and presented inconsistently. For example, the information related to foreign language education was seldom included in the national education statistics yearbooks before 1980. For the periods between 1980 between 1988, only information about English language education was included in the national educational statistics yearbooks, while teachers of other languages were excluded.

According to the 2006 national education statistics yearbook, the number of primary pupils approximated to 107.12 million, among which student of grade 3-6 reached 72.81 million and the total number of foreign language teachers in primary education reached 245400; thus the student/teacher ratio in primary education was about 296.68 :1. (Liu, 2008). According to the 2009 national education statistics yearbook, school-age population at secondary level reached 54409415, the population of foreign language teaching staff was 543554 , thus at the secondary education, the student/teacher ratio was about 100:1. Compared with the student/teacher ratio at ordinary schools in the

same year 15.47:1 (cited in the 2009 national educational statistic yearbook), foreign language classes generally have unreasonable student/teacher ratios which became a long term obstacle that hinders the development of quality foreign language education in basic education. When Chinese language learners are generally criticized for lack of communicative skills for they are speaking "Dumb English", few people can ignore the impact of the irrational student/teacher ratio.

It should be noted that the foreign language education policies in basic education are usually the results of administrative instructions of upper-level governments rather than the self governance of local schools. The rational developments of foreign language education involve appropriate policy planning, policy assessment and integration of teaching resources that require the provision of high quality of language teacher, well designed textbooks and curriculum policies. The problems of irrational students /teacher ratio are related to the issues of teacher supply and retention too, as many foreign language teachers feel job burnout, which has been one of bottlenecks that will prevent the implementation of foreign language education policy starting from 3rd grade in the whole nation.

Changes in Teacher Professional Development

Professional development of foreign language teachers has achieved obvious progress for the past two decades. This can be shown through comparison of national education statistics yearbooks of 1989, 1999, and 2009.

1990s have seen significant increase of the number of English language teachers in secondary education, a rise over 150000 compared with that in 1980s; and the first decades in the 21st century also saw a rapid growth of English language teachers, an increase of more than 220000 people as compared with 1990s. During the past twenty years, the numbers of English teachers almost doubled. However, these same twenty years also saw a sharp decline of other foreign language teachers as the number of Japanese teacher did not grow as expected. Instead, it has undergone a sharp fall of more than 900, a drop of 50.8%. The number of Russian teachers has also been greatly reduced, a drop of 77.5% compared with those in 1980s. These statistics manifest that English education dominates the current foreign language education, consuming great majority of teaching resources while other languages such as Russian, Japanese face a

sharp shrink in teacher supply which undoubtedly would lead to a great decrease of learners of these foreign languages, not to mention other less spoken foreign languages.

The last twenty years also have witnessed the dramatic changes in teacher qualification and teacher training. One of obvious achievements is shown from academic degrees and professional education of foreign language teachers. According to the 2009 national education statistics yearbook, take English language teachers for example: in primary schools, 36% of English teachers hold undergraduate and graduate degrees; and the percentage in the junior high rose to 64%; the proportion rose to 94% in high schools. The improvement of academic degrees of language teachers reflects that foreign language teachers have been better prepared for their professional career and have obtained better academic training in general. Compared to the statistics in 1989 and in 1999, English teachers have better professional education in 2009. In 1989, only 11562 English teachers hold undergraduate degrees; in 1999 English teacher holding undergraduate degrees increased by nearly thirty thousand. By 2009, the English teachers with bachelor degrees or above in Junior High increased to 347599, almost thirty times of that in twenty years ago.

Moreover, apart from the progress in foreign language teacher education, the philosophy and ideas of teacher education and training have become increasingly popular for more than twenty years. Under the background of the new curriculum reform, foreign language teachers are actively involved in school-based research and action research, making their contributions to teaching practice and research. The traditional role of language teachers is undergoing the pedagogical changes from language lecturers to research designers, directors, and users of language, effectively improving the scientific research and teaching performances.

Basic English language education in the past 20 years has achieved some innovations in teaching methods with Chinese characteristics such as "16 characters teaching"(MOE,2006) , "Four -in- One approach " and "three-dimensional" teaching methods etc. Foreign language teaching emphasizes cross- discipline learning and content-integrated learning and the task- based and communicative learning approach. With the advancement in information and technology, computer-based and individualized learning are becoming widely acknowledged and practiced in routine classroom instruction.

But compared with teacher professional movements in the world, foreign language teacher education in China is still facing some challenges in standardization of teacher education as there are no uniform requirements for teacher education curriculum. A considerable number of colleges and normal universities lack human development courses and the corresponding teaching materials which mean that there is still visible gap between teachers' qualification and future requirements of quality education in basic foreign language education.

In the international practice, academic associations are usually playing active roles in making the standards of language teachers. For example, the National Council for Accreditation of Teacher Education (NCATE) has published its standards for pre-service teachers and the U.S. Interstate New Teacher Assessment and Support Consortium (INTASC) also had its own standards for teachers assessment and evaluation. The National Board for Professional Teaching Standards (NBPTS) has published its standards for accomplished teacher certification and evaluation and American Board for Certification of Teacher Excellence (ABCTE) made standards for distinguished teachers on the job.

These standards cover pre-service training and in-service training so as to ensure language teachers could follow the different guidelines in their lifelong practice according to their different requirements in different stages of developments. The sustainable growth has become core of professional development of language teacher. In the process, teachers will be able to realize their goals of professionalism in their teaching practice and standard-based assessment of teacher performance have replaced the traditional input model that emphasized personal assessment so as to guarantee future teachers can get professional support and career guide from the day when they become new teachers. With clear vision of excellent teachers, the process of self development of language teachers could become a process of self-identity.

China has drawn lessons from international practice and formulated standards for foreign language teachers as the National Association of Teachers Education has newly published Standards for Teachers of English in Primary and Secondary Schools. However, the system will not be complete if there were no other language teachers concerned. Currently the Standard has less impact on teacher educational programs in reality. By learning from the international practice in teacher preparation and certification, China is expected to improve its scientific systems of language teacher

certification, teacher assessment and professional development, which not only help to manage language teachers training and teacher educational programs; it will also influence the direction of pre-service and in-service of language teacher's professional career.

Review of Foreign Language Curriculum Policies

Back to 1980s, the State Education Commission initiated the design of curriculum and syllabus for English, Russian and Japanese courses at Junior High. In June of 1999, the Central Committee of the State Council published a decision "On Deepening Educational Reform and Comprehensive Promotion of Quality Education" which required "adjusting and reforming curriculum, restructuring learning contents and establishing new curriculums for basic education". The Ministry of Education took the responsibility of designing curriculum policies for compulsory education in the nation and revising teaching syllabuses for ten subjects including foreign language at compulsory education. It was not until 1988 that China moved away from uniform national textbooks to experiment with diversity in textbooks.

In the beginning of the 21st century, the country issued some important guidance documents for basic education curriculum reform such as "the National Guidelines for Basic Education Curriculum Reform", "the English Curriculum Standards for Full-time Compulsory Education"and "English Curriculums Standards for Ordinary High Schools" (MOE, 2003). The new curriculums established the integrative use of language, setting nine degrees and five categories for language learning which included attitudes, learning strategies, and cultural awareness. The new curriculums are designed for all students, and serving the goal of foreign language education for the mass education and promoting students-oriented learning approach in course design and evaluation, and advocating the exploring and cooperative and experiencing learning mode and promotion of lifelong learning.

In the following years, the curriculums for other languages were also published such as "Russian Curriculum Standards for Junior High" and "Japanese Curriculum Standards for Full-time Compulsory Education" and "Japanese Curriculum Standards for Ordinary High Schools". The new curriculum policies claimed the significance of foreign language education in the cultivation of humanistic quality from the perspective of quality education and students' developments which established the nature of foreign

language education: being utilizing and humanistic. The new curriculum requires the overall planning of foreign language education in primary and secondary education that are targeting nine grades and at high schools, advanced foreign language courses should be offered as optional and possibilities for individualized learning should be provided. The new curriculum policies reflect the new ideas in foreign language learning and instruction and establish the new understanding of nature of foreign language education which is becoming an inner drive for developments of foreign language education.

In 2008 a national survey on implementation of the new curriculum in primary schools was carried out (Wang, 2008) and according to the survey, basic foreign language education still emphasized on knowledge learning. Teaching methods were still examine-oriented under the context of new curriculum reform and quality education . The project searcher called for the integrative approach in foreign language teaching and that it should be reevaluated from diverse perspectives such as language ability, language knowledge, attitudes, learning strategies and cultural awareness as well as comprehensive behavior of learners. It is vital to create a lively and active learning process for primary students and the passive mechanism of rote learning should be abandoned in basic foreign language teaching.

China has made great efforts in design and revision of national curriculums for basic foreign education in the past twenty years. The development of national curriculum policies is considered as embodiment of its centralized governance; however, the argument for local curriculums has got its popularity as local governance is playing significant role in the curriculum reform. A few metropolis cities such as Beijing, Shanghai and Guangzhou have joined the efforts of planning its local curriculum policies. In March 2002, the Beijing government designed the Standard of English Courses for Basic Education, and in 2004 Shanghai published its standard for English courses in secondary schools. Although there is strong belief " one guideline more textbooks" among teachers, local governance designed textbooks and school-based curriculum did get some supporters. However there is no matter of consensus. Part of the reason is China still is worrying about disaccord in educational thoughts. Any inconformity in theory and practice may lead to confusion in reality. As authority in basic foreign language education, Zhang Zhengdong (2006) explained the features of national conditions of foreign language education in Chinese schools, "Great Unity" has been always taken into top priority in the development of curriculum policies. However, considering the fact that

there are wide regional differences and unbalanced development of foreign language education in China, the practice of school-based curriculum and curriculum designed by local governments should be encouraged in order to satisfy the needs of different regions of and different learners.

Reflections of key problems in Basic Foreign Language Education

Unbalanced Development of Languages

English, Russian and Japanese are taught as major foreign languages in compulsory education to meet the requirements of foreign language. The Ministry of Education has published and revised the national curriculum standards for these three languages during the past decades. However, the choice of language has been influenced and decided by the great changes in ideology and political relations. Since the foundation of the People's Republic of China, one-sided alliance with the former Soviet Union in foreign politics and diplomatic strategies led to predominance of Russian education in schools. After 1960s, with the Sino-Russian relationship getting deteriorated, China enhanced the diplomatic relations with other western counties such as the United States and Japan which was reflected in the restructure of foreign language education. With cooling of Russian education, English and Japanese have gradually taken hold in foreign language education. Many full-time Russian teachers are forced to enter English classrooms after self-learning of English.

At present, Japanese courses are offered in middle cities or towns in the Northeast area and only few big cities in the south of China. For example, in metropolitan cities like Shanghai, there is only one public Junior High that offer other foreign language courses such as German, Japanese, and Russian. Russian and Japanese are not offered in key public high schools. Colleges set special limitations on the Japanese students as many college programs could only offer English to their students. Even Japanese major programs like to enroll the students who have studied English in secondary schools because English is the most popular language at job fairs. Consequently, many middle schools feel disappointed and reluctant to offer Japanese or Russian as a foreign language. Very few Russian and Japanese graduates will find job vacancy in secondary schools. Instead more and more Japanese and Russian majors enter business and joint ventures. As few like to become language teachers at schools, the supply and retentions of foreign language teachers have fallen into a dilemma.

Unbalanced development of foreign language education has caused serious problems. There are two aspects of this matter, on one hand, the development of foreign language education have outshone Chinese as native language education and on the other hand, English dominated the current status of foreign language education as English is considered the language of world. Besides, the unbalanced distribution of language education also makes the teacher supply and provision problem worse. The unbalanced distribution in language choice is unimaginable considering the flourishing status of foreign language education in the whole country. In the long term, it is very harmful to national language capabilities. The diversity of languages is becoming more and more valuable as multiculturalism is becoming a trend in the world. China's foreign language education in the new century should follow the principle of diversity of languages, making English education and other less spoken languages available from basic education to higher education so as to maintain sustainable development of language education. As Australian government has outlined its national policy on language, China also needs to design its national language policy for the next century and formulate its critical languages strategies. Some scholars (Zhao, 2010; Chen, 2009; Zhang, 2011) came up with suggestions that are based on the social, political, economic connections with other countries and international organizations to determine the critical languages in China.

As China is a permanent member of the United Nations, in the 21st century, China hopes for equal rights of speech in international institutions and organizations, so it will be vital for China to have foreign language learners who are very familiar with international rules and practice. Obviously the working languages of these international organizations and agencies will be considered as key language pools. More attention should also be paid to development of languages of the neighboring countries that have long and strategically political, economic and business connections. China has twenty-four neighboring countries and among them, there are six counties whose populations are approximately 1 billion. In addition, attentions should be paid to the different needs of bordering provinces and inner lands. At border provinces, needs of foreign language differ from needs in the heart of mainland. In Guangxi, Yunnan and other provinces, languages of ASEAN countries have high demand, while in Liaoning, Jilin and northeast provinces and border areas, Korean and Japanese are very important. In Hei Longjiang province, Inner Mongolia and the north border areas, Russian, Mongolian and other

languages are more popular than other world languages. The medium long term national language policy needs to reflect the needs of different regions.

Unjustified Credit Hours for Foreign Language Education

In America, high school students have an average of only 150 credit hours on foreign language learning. The situation in China is quite different, as English is a compulsory course which guarantees its teaching hours in schools. According to the national English curriculum standards issued in 2004, from primary grade 3 to grade 6, English course should follow the principles of combination of lengthy classes and short classes with high frequency which guarantees no less than four times a week in school teaching.

For grade three and four, foreign language classes are short periods and for grade five and grade 6, foreign language classes have both lengthy and short periods with long periods lasting no less than two hours. For grade 7 to grade 9 in ordinary high schools, foreign language courses are suggested to last no less than four hours a week. English curriculum standards designed by Shanghai municipal government clearly require that foreign language education should be offered by primary schools from grade one to grade two. Teaching hours of foreign language should require no less than 102 credit hours per year and for grade three, the required teaching hours reaches 136 hours per year; for grade 4 and 5 the required teaching hours last 170 hours per school year. At Junior High, from grade six to nine, the general requirements for foreign language are 136 credit hours per school year. Senior High, from grade 10 to grade 11, the requirements should be no less than 102 hours per school year, and grade 12 needs 90 hours per school year. In total, primary pupils in Shanghai have to study 340 credit hours per school year and students at junior high schools have to study 544 credit hours per school year. Students at high schools have to spend 294 hours in learning English per school year. Zhang Zhen dong (2006) questioned the necessity of foreign language teaching which requires an average of 20 hours lasting for 20 weeks and 8 terms in basic education. An average of 320 hours on foreign language classes is generally required for the mass population in the nation, and the enormous teaching hours might mean unreasonable input of time and resources which is one of controversies over the inefficiency of foreign language education. It is suggested that there should be more scientific studies to justify the reasonable hours of foreign language education in basic education in China.

Inconsistency in Provision of Foreign Language Education

Former Premier Zhou once envisioned the prospect of 'one-stop' foreign language education that continued its provision from basic education to tertiary education. It is clear that to realize such vision, it requires comprehensive arrangement and planning of foreign language educational policies which emphasizes cohesion and consistence of curriculum policies from basic education to tertiary education. For far, the "one-stop" foreign language education has been an only catchphrase for decades, part of reasons lie in inconsistency in curriculum policies. In particular the foreign language offered in primary schools and middle schools should provide consistent contents, follow consistent requirements. How to coordinate foreign language education at primary schools and middle schools and make better exchange in formulation of educational policies should be taken into account by decision makers.

Conflicts of National Development and Personal Interests

Currently, great majority of high school graduates are required to take English examination in their College Entrance Examinations regardless of their choices of language in their basic education. The testing policy itself has deprived individual's rights of their higher education.

In 2008 ACTFL once conducted a survey "found the language, discovered the world" to show how students in American junior middle schools selected their foreign languages. As results, French accounted for 18%, followed by Italian 17%, Spanish 16%. Few empirical investigations like this have been conducted in China as Chinese students have no other choice but felt forced to take foreign language courses to meet the requirements for graduation from elementary schools to higher institutions. In most cases, the choice available is only English. Suppose a student who studied Japanese or Russian in secondary schools, he would face a great challenge in the coming College Entrance Examinations as most colleges set limitations on the language background of new applicants because English is offered as only language of instruction in most of universities. In theory, each citizen has rights of language which is protected by law but in reality the barriers in implementations have prevented individuals from pursuing their personal interests in different language education. Accordingly, the citizen's rights of language do not guarantee individual's freedom to learn a foreign language in formal

schooling. The government and schools are responsible for providing quality foreign language education for all students and only fair education can make each student realize his rights to language.

Obviously harmonious language policies in society should respect individual's rights in their language education by providing possibilities of other options. How to better coordinate national development and personal interests in language need more active and intelligent design of language educational policies. It is certain that only individual's rights are seriously considered, rational development of national language strategies could achieve long term success. After all, it is individuals who can study languages and make contributions to national language capabilities.

Unfair Opportunity for All Students

The school systems in different regions and inconsistent education institutions mean that fair opportunities for all students remain challenges for many low-income, ethnical minority people. School districts in remote areas are lack of resources and opportunities for foreign language learning and teaching. Such disparities exist not only in different regions, but also exist between Han nationality students and ethnical minority students. A recent survey conducted in the western nation on the implementation of the new standard of English found that the new standard of teaching material and contents are not suitable for these students in reality, especially for classes of minority students, "it is too difficult" (Yu, 2010.) To solve this problem, foreign language educational policies need to have some flexibility that offers more opportunities for minority and disadvantageous group students, making foreign language education fair play so that all students could enjoy and benefit from it.

Lack of Medium-long Term Planning of Foreign Language Education

In the history of foreign language education, rational medium-long term planning of foreign language education is really scarce; the so called "Seven Years' Planning" during the 1960s was meaningful only in theory but it did not get any practical results as the Cultural Revolution has made it impossible to carry it out. Between 1970s and 1980s, the ideology of nations has became the dominating principle in design and outlining foreign language education at schools. Numerous language teachers were forced to change their specialties in teaching and empirical studies on foreign language education were

generally ignored during the process the language educational planning. Till today, there is no special agency nationally responsible for foreign language education policy planning, and foreign language education has been subjected to management of Ministry of Education for many years. Language educational planning has been long considered as an upper-down process which ignores the participations of general public, language teachers and educators.

Till 2000, no more than 10 research papers on foreign language planning have been published by key academic journals. On December 5, 2009, the first Chinese Foreign Language Strategy Forum was held in Shanghai International Studies University with the theme "international vision and national development strategy of China's foreign language education". The meeting shows foreign language education planning is going from purely academic circles to the process of government decision-making. Foreign language education planning has undergone the silent period between 1980s and 1990s, and it gradually entered into a period of reflections in the last decades. The history of foreign language education development in China shows that without scientific language planning on foreign language education, it is impossible to have rational development of foreign language education for a long term.

Foreign language education policy and planning is a multidisciplinary study that involves education, political science, economics, demography study, and linguistics and language education. In the future, more research on medium-long term foreign language educational planning should be carried out with more attention on the process of policy making combined with multidisciplinary and international views. Analysis on the effects of foreign language education policy should cover the process of formulation and execution; factor analysis should consider the roles of politics, economy and demographic changes of all related parties. Empirical studies should provide careful explanation of external complex variables in policy making.

Conclusion

Twenty years' development of basic foreign language education have made amazing progress in curriculum reform and teacher education and training; however, in the new century, China's foreign language educational policies need to be repositioned which should promote more balanced foreign language education and rational development based on scientific planning and implementation.

Basic foreign language education is the foundation of language education of the nation and rational planning and policies should resolve the current problems of unreasonable student/teacher ratios and justify teaching hours in primary and secondary schools and provide more possibilities of different languages in curriculum design and ensure equal opportunities for all students in practice.

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Intercultural approach in foreign language learning to improve students' motivation

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Abstract

The purpose of this study was to determine whether the application of the intercultural approach in the foreign language learning can increase students' motivation. This was an experimental study in which observation and questionnaires were the main methods in data collection. Data analysis used descriptive statistics. Based on the findings of the study, it can be concluded that the intercultural approach in the foreign language, especially language learning can increase students' motivation. This can be seen from the increase in student motivation from the pretest and posttest conducted.

Key words: Motivation, Foreign Language, Intercultural Approach, High School Students 11 Makassar

Introduction

Foreign languages in Indonesia which are English and German are clearly taught at school due to the development of science and technology. Certain obstacles frequently appear during the second language learning process, which include external matter from the students surroundings -tools and study aid, learning strategies, etc. In addition, there are also internal ones derived from the students themselves, comprising self motivation to learn.

A number of research studies that focused on students' motivation during both first and second language learning process (Garner, 2001; Ghazali, 2008; Marwan, 2012; and Ushida (2005) conclude that one of the many obstacles that influence students' motivation is their attitude towards the language. Hence, attitude serves a significant role in increasing students' motivation.

Zamri (2014) stated that students' attitude is an important aspect in second language learning. Nasir and Hamzah (2014) also mentioned that the teacher and students surroundings also play an important role in increasing students' motivation and understanding their attitudes during the class. Other research by Al Tamimi (2009) resulted in a fact that students are proved to be instrumentally motivated to learn English because of academic and work requirements. The subject has strong urge to learn English in order to get good grade and the fact that English can help them advanced in their

career. A research in the Philippines –a country where English is spoken as a second language- students are internally motivated to learn because of several external factors, such as media, social surrounding and others (Lucas, et al, 2010).

Motivation plays an important role during learning process. According to Uno (Shinta, 2012), there are a few roles of students' learning motivation, some of them are to decide which tools can be used to intensify and clarify learning purpose, to determine various obstacles towards learning stimulation and learning perseverance. Several research studies concerning students' motivation such as Nyikos' (1989), Ehrmans' (1990) and Macaros' (2001) showed a significant relation between the use of language learning strategies and language learning motivation. Thus, to increase students' motivation throughout learning process, it is important to look for proper methods or innovative study aids.

Based on the observation that we have done, data showed that students were more attracted to learn either English or German if they know its culture, because it can help them understand the language they learn. The knowledge of language they are going to learn pays important role in determining the success rate of good communication between the speakers. One of the approaches used by language teacher to give cultural understanding to the students is intercultural method. This approach develops communicative language skill and support language learners to build intercultural competence within themselves.

Thus, we try to observe the influence of intercultural approach to students' motivation during foreign language learning process. This research will give a feedback to the second language learning process by recommending teachers to use intercultural approach in order to increase students' learning motivation.

Inter-cultural Approach

This research used inter-cultural approach where teacher emphasized the importance of cultural understanding during foreign language learning. The term 'culture' refers to cultural aspect of the target language. Pauldrach (1992) stated inter-cultural approach as it isoes not only develop communicative competence, it also concerns on the understanding of the target language cultural aspect. Students are expected to have a better comprehension in both their own culture and the foreign one.

In general, foreign language learning involves four language skills, namely; skills of listening, speaking, reading, and writing. Understanding and mastering those language skills are well intended so that learners can speak properly. However, speaking properly is not the only deciding factor to achieve good communication. Besides being able to speak a foreign language correctly, learners are also required to know the native language attitudes influenced by cultural aspects. Therefore, misunderstandings in communication can be avoided and objectives in communication can be achieved properly. In other words, language and culture are the two things that cannot be separated in terms of communication.

Learning a foreign language is not just studying aspects of language and the development of the four language skills (listening, speaking, reading and writing), but it also needs cultural understanding. The introduction of this culture especially in recommended for language learning should have a greater emphasis on developing the ability to communicate with the target language. The introduction of culture in the process of learning a foreign language can reduce the potential misunderstanding occurred during the ongoing communication process.

Marijala (2008) further explained a communication between communicators of two different cultural background is considered successful as it is not only determined by understanding other participants' linguistic aspects but also his/her culture during the process. Hence, cultural background of the target language needs to be introduced primarily before moving to the next step. It will then be easier for both communicators to understand the entire meaning. For this reason, teacher should be able to compare cultures of two languages used during the lesson, for not only it will ease the students during learning process but it will also increase their motivation.

Learning Motivation

Moore (2007) explained students with high motivation tend to optimize their efforts to reach their academic achievements. Besides those students who have full attendance list have additional class works to submit on time without being forced or pressed by others. Nashar in Hamdu (2011) stated that students' motivation plays an important role in increasing students' grade. Highly motivated student tend to have better grades, which means that the higher their motivations, and the more intensive their efforts are, the better grade result.

Dweck and Elliot (1983) and Walle in Lee (2010) explained that there are three things to note on students' motivation to learn; incentives, accomplishments and needs. In addition, Ryan and Deci (2000) and Moore (2007) mentioned that students are motivated to learn if they are considered to have adequate support from the social environment, a positive environment for mastering the skills and tasks, and environments where their needs are met.

Likewise, Syamsudin in Hamdu (2011) stated that there are indicators of increasing students' motivation; 1) Activity duration, 2) Frequency, 3) Purpose persistency, 4) Perseverance, tenacity and endurance towards obstacles, 5) Sacrifices to reach the purpose, 6) the aspiration level. Syamsudin (2001), presented some indicators of someone's learning motivation:

1) Learning Frequency: One of the indications is how frequent the students learn. Those who are highly motivated tend to learn more frequently.

2) Learning Duration: This aspect refers to how long the leaning process is conducted; the longer someone learns, the higher is his/her motivation to learn. This learning activity should not be compelled.

3) Learning Persistence: Learning activity can be determined through precision and viscosity of the process; whether the student learn based on school curriculum or not. However, students need to learn what they should learn.

4) Learning Devotion: It refers to individual sacrifice during learning process, for example: students spend their spare time to learn, students expend some cost to learn.

5) The ability to overcome learning obstacles: Highly motivated students are perceived by how they overcome their leaning obstacles.

6) Aspiration Level: It refers to how high is the students' motivation, particularly to reach their learning purpose.

In conclusion, learning motivation covers the entire students' psychological aspects; expectation, grades, and affection that stimulate them to learn and give guidance during learning process. Hence, students will not only go through it but enjoy their lesson.

Research Method

This is a quantitative research with quasi-experimental approach. The subjects were the second grade students who were randomly picked from SMA 11 Makassar. There

were a total of 40 respondents who took part in the study. Observation and questionnaire were used to collect the data. Observation technique refers to the method used by researcher to examine the symptoms and understanding the inter-cultural approached-learning process.

Besides observation, questionnaire was used to understand students' motivation both before and after learning process. It used likert scale which consists of systematic compelled statements in a form of questions list, including favorable items with only four answers: strongly agree, agree, disagree, and strongly disagree. Scoring system applied to these favorable items awere in a range of one to four (SDA=1, DA=2, A=3, SA=4). Validity and reliability test were carried out just before data were collected in order to make sure whether each item was proper or not.

Several procedures were done throughout the research: 1) conducting validity and reliability test concerning the measurements used in students' motivation, 2) choosing the class as research object by random sampling, 3) holding classes for 4 meetings, 4) observing both control and experiment class during learning process, 5) interviewing students to collect their respond about their teachers' teaching methods, 6) providing post test to find out students' motivation after learning process.

This research used statistical descriptive to analyze the data by categorizing learning motivation (Azwar, 2004) :

Table 1
Learning Motivation Categorization

Learning Motivation Level	Categories
$X \leq M - 1,5 \sigma$	Very Low
$M - 1,5 \sigma < X \leq M - 0,5 \sigma$	Low
$M - 0,5 \sigma < X \leq M + 0,5 \sigma$	Intermediate
$M + 0,5 \sigma < X \leq M + 1,5 \sigma$	High
$X > M + 1,5 \sigma$	Very High

Note: M = Hypothetic average score
σ = Standard hypothetic deviation

Through categorization, the range level of students' motivation, particularly during German and English classes was obtained. However, hypothetic mean value and hypothetic deviation standard of students' motivation measurement were determined in the first place. Those values were put into categorization formula and resulted in foreign-language learning motivation category. In addition to the use of descriptive statistical

analysis, the researchers also used paired sample test to determine how students' motivation worked with comparison between the pre test and post test.

Result and Analysis

Validity Test and Reliability Instruments

Validity type used to examine validity level of learning motivation instruments was Pearson Correlation product moment. The standard of valid research is correlation ® score of ≥0,25 each variable for each question item. The correlation values of ® ≥0,25 for all items in the questionnaire were noted which validated all the question items. Reliability test conducted was *Alpha Cronbach* test using standard SPSS 18. The table below presents relations among the values of corrected items. Total correlation of each item instrument is as follows:

Table 2
Item-Total Statistics

	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha If Item Deleted
Item1	81.16	98.310	.421	.	.751
Item2	82.22	98.720	.520	.	.763
Item3	82.32	97.339	.590	.	.730
Item4	82.53	98.396	.533	.	.737
Item5	82.71	97.023	.583	.	.717
Item6	83.07	98.042	.591	.	.727
Item7	82.11	98.153	.512	.	.736
Item8	82.56	97.562	.413	.	.735
Item9	82.76	97.147	.611	.	.729
Item10	83.42	98.210	.614	.	.741
Item11	82.20	99.392	.331	.	.744
Item12	82.11	98.315	.531	.	.731
Item13	83.40	98.110	.492	.	.720
Item14	82.44	99.133	.467	.	.722
Item15	82.51	98.193	.388	.	.735
Item16	82.34	99.356	.442	.	.729
Item17	82.40	98.075	.458	.	.731
Item18	82.82	98.991	.489	.	.720

From the analysis above, corrected item values can be obtained in total correlation value of each instrument. We then compare it with the value of r table. Table r is fixed significantly to 0.05 using two sides and the total data (n) =40, hence r is resulted at 0.312. Based on this, it can be concluded that the entire instrument has a value that meets

the reliability because each item has a value of corrected item with total correlation of >0.312.

Students Motivation during Foreign Language Learning

By using learning motivation category, intervals of each category are shown. First step before categorizing students' motivation is determining hypothetic mean and hypothetic deviation standard.

Hypothetic mean: ½ (maximum score + minimum score) total items

Maximum score   : 4

         Minimum score   : 1

         Total item   : 15

         Hypothetic mean   : ½ (4+1) 15= 37,5

     Deviation standard   : 1/6 (subject maximum score-subject minimum score)

         Subject maximum score   : 4x15 : 60

         Subject minimum score   : 1x15 : 15

         Hypothetic Deviation Standard: 1/6 (60-15)= 7,5

In result, the hypothetic mean from the calculation is 37,5 whereas hypothetic deviation standard is 7,5, thus it can be categorized as explained below:

Table 3
Learning Motivation Categorization

Learning Motivation Level	Categories
X ≤ 26,25	Very Low
26,25<X ≤ 33,75	Low
33,75< X≤ 41,25	Intermediate
41,25< X ≤ 48,75	High
X >48,75	Very High

It is shown that the average value is more less than 26, 25, thus the students' motivation belongs to the lowest category. However, if the average value is between 26, 25 and 33, 75 it belongs to low category. When the average value is between 33,75 and 24,25 the students' motivation belongs to intermediate and it is considered as high category if the value varies from 41,25 to 48,75. When it is higher than 48,75 then it belongs to very high category.

Researchers measured the students' motivation before learning process, hence it is called as pre-test. The data are:

Table 4
Learning Motivation for Germany Pre-test

Mean	Categories
32,35	Low

As a result, the average students' motivation to learn German language during the pre-test was 32, 35, thus it belongs to the low category.

Table 5
Frequency of Students' Learning Motivation for Germany Pre-test

Learning Motivation Level	Categories	Frequency
X ≤ 26,25	Very Low	5
26,25<X ≤ 33,75	Low	28
33,75< X≤ 41,25	Intermediate	7
41,25< X ≤ 48,75	High	-
X >48,75	Very High	-
Total		40

Table 5 displays most students, about 28 students, shows low category of motivation to learn Germany, 5 students belong to very low category and 7 others belong to the intermediate one.

Table 6
Learning Motivation for English Pre-test

Mean	Categories
36,50	Intermediate

The average students' motivation to learn English during pre-test was 36,50, then it can be concluded as intermediate level.

Table 7
Frequency of Students' Learning Motivation for English Pre-test

Learning Motivation Level	Categories	Frequency
X ≤ 26,25	Very Low	6
26,25<X ≤ 33,75	Low	14
33,75< X≤ 41,25	Intermediate	17
41,25< X ≤ 48,75	High	3
X >48,75	Very High	-
Total		40

In table 7, about 17 students belonged to the low category for English learning motivation, 6 students to lowest category, 17 students to intermediate and 3 others belong to high category. After knowing the result of categorization, the

teacher then carried out 4 meetings by using inter-cultural approach. Researchers then re-measured the students' motivation with the result of:

Table 8
Learning Motivation for Germany Post-test

Mean	Categories
46,125	High

It is shown that average students' motivation to learn German language after class was 46,125, thus it belongs to high category.

Table 9
Frequency of Students' Learning Motivation for Germany Post-test

Learning Motivation Level	Categories	Frequency
$X \leq 26,25$	Very Low	-
$26,25 < X \leq 33,75$	Low	-
$33,75 < X \leq 41,25$	Intermediate	12
$41,25 < X \leq 48,75$	High	21
$X > 48,75$	Very High	7
Total		40

In the table shows 21 students belonged to high category in learning German language, about 12 students to intermediate category and 7 others to the very high category based on table 7.

Table 10
Learning Motivation for English Post-test

Mean	Categories
48,10	High

In result, the average students' motivation in learning English after class was 48,10 therefore it is concluded that the average motivation belongs to high category.

Table 11
Frequency of Students' Learning Motivation for English Post-test

Learning Motivation Level	Categories	Frequency
$X \leq 26,25$	Very Low	-
$26,25 < X \leq 33,75$	Low	-
$33,75 < X \leq 41,25$	Intermediate	4
$41,25 < X \leq 48,75$	High	22
$X > 48,75$	Very High	14
Total		40

Table 11 shows 22 students belonged to high category in learning English, 4 students to intermediate and 14 others belong to very high category. By comparing pre-test and post-test data, it showed that there was an increase in students' learning motivation in both English and German languages. Furthermore, there is a total amount of 13.77 increased for German language and 11.6 for English. The comparison of pre and post-test of students' motivation both for English and German language can be shown by using paired sample t-test below:

Table 12
Paired Sample t-test of Students' Motivation in Learning Germany

		Paired Differences					t	df	Sig (2-tailed)
Pair 1	PostTest-PreTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		32.69	39	.000
					Lower	Upper			
		13.77	2.665	.421	14.627	12.923			

Table 13
Paired Sample t-test of Students' Motivation in Learning English

		Paired Differences					T	df	Sig (2-tailed)
Pair 1	PostTest-PreTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		31.20	39	.000
					Lower	Upper			
		11.60	2.351	.372	12.352	10.848			

Tables 11 and 12 display the comparison of paired sample t-test between pre-test and post-test of students' learning motivation both in English and German languages. There is sig value of 0,00 less than 0,05 in paired sample t-test; therefore it can be concluded that there is a significant difference between pre and post-test both in English and German language classes. Moreover, it proves that inter-cultural approach during foreign language learning process can increase students' motivation.

Conclusion

After systematical scientific observation where inter-cultural approach is used in foreign language learning, particularly English and German, a result that the approach can increase students' motivation was obtained. The increase showed that 1.6 for English and 13.77 for German classes for language learners . Furthermore, there is a significant

difference of students' motivation before and after learning process using inter-cultural approach, as displayed in paired sample t-test, both in English and German. Therefore, it proves that the inter-cultural is an effective approache used in foreign language learning. Hence, it is recommended to be applied in English and German language classes.

Based on these results, the researchers propose some suggestions as an evaluation and consideration in order to improve the quality of education. For the teachers, especially German and English teachers, they should consider implementing intercultural approach in the learning process so that later it can increase students' motivation. The same way is expected also to other researchers who want to conduct relevant research in order to investigate more about learning methods that effectively and efficiently address student difficulties in learning foreign languages.

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Multilingual teaching and learning at Pesantren Schools in Indonesia

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Bioprofile

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Abstract

Pesantren or Islamic boarding schools are the foundation of the indigenous education system of Indonesia. They have roots in a long-standing Hindu-Islamic tradition prioritizing the use of two foreign languages, Arabic and English, besides Indonesian and local languages, both as the medium of instruction in teaching/learning and in daily communication. Thus, this study aims to determine; 1) the approach of multilingual teaching and learning used by language teachers at pesantren; and 2) the implementation of a multilingual teaching approach at pesantren. From a larger study applying multi-method design, this article uses a qualitative descriptive approach. The subjects were a group of 15 language teachers, including 6 English teachers and 9 Arabic teachers at Pesantren IMMIM, Pondok Madinah, and Pesantren Darul Arqam Muhammadiyah Gombara in Makassar who were purposively selected to participate in this study. The ins-

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truments used to collect data for the study included observation, interview, and documentation of the language teaching process inside or outside the classroom at the pesantrens. The data were analyzed descriptively through a three-stage model, namely data display, data reduction and data verification/presentation. The researcher showed that; 1) the teachers were not conscious of the approach that they used in multilingual teaching at pesantrens, but the findings of observation show a combination of approaches were used including immersion, transitional approach, dual language, and pullout; 2) The implementation of multilingual teaching at pesantrens consisted of four main specific teaching strategies, namely teacher-student communication, student-student relationships, daily routines, and language-group time activities.

Key words: Languages teaching, Multilingual Approach, Multilingual strategy

Introduction

Indonesia is one country amongst the ASEAN members that permits students' foreign language study from an early age or in secondary school through a program called bilingual school or Rintisan Sekolah Bertaraf Internasional (RSBI). Unfortunately, this program has been unsuccessful due to the unpreparedness of schools to deal with such a program and also due to the lack of teacher and student mastery of English (Mariati, 2007: 566; Haryana, 2007: 152; Widowati et al, 2013; Bin Tahir, 2015; 45). To fill the gap, it should be brought to the authorities' attention that many schools are capable of running a more successful program for multilingual competence, such as the schools that are managed by various social foundations in Indonesia including pesantrens. These schools possess the prerequisite multilingual competence required to make the program successful.

Pesantren or Islamic boarding school is the indigenous education system of Indonesia that has its roots in long-standing Hindu-Islamic traditions and that was founded by Ki Hajar Dewantara (Mastuhu, 1994; Yasmadi, 2002: 99; Daulay, H.P, 2009: 61; Madjid, 2013: 3; Nizar, et al, 2013: 85; Engku, et al, 2014: 107). This educational learning system prioritizes the use of two foreign languages, Arabic and English, besides Indonesian and local languages, both as the medium of instruction in teaching/learning and in daily communication. The obligation to use these foreign languages is intended to

improve students' knowledge in Islamic studies, and at the same time, expand their language repertoire.

Today, there are around 27.218 pesantrens in Indonesia including 240 pesantrens in South Sulawesi/Makassar (Depag: Direktori Pondok Pesantren, 2011). The researcher chose three modern pesantrens in Makassar; Pesantren of IMMIM, Pondok Madinah, and Pesantren of Darul Arqam Muhammadiyah Gombara because of their interesting approach to language teaching and learning. Since 1974, two foreign languages, namely Arabic and English, have been taught at these schools. Their students generally come from various tribes of eastern Indonesia with different ethnicities and languages, and also from other provinces in Indonesia, such as Bugis, Makassar, Mandar, Palu, Kalimantan, Moluccas, Papua and Java, which make these pesantren communities very multilingual ones (Bin Tahir, 2015).

Some previous studies of pesantren only focused on teaching and learning methods for languages (Melor, et al, 2012: 87; Bin Tahir, S, 2011: 81). Some researchers studied bilingual speaking styles focusing on code-mixing and code-switching at pesantren using linguistic and sociolinguistic approaches (Hanidah, 2009; Rhohmatillah, 2013; Tantri, 2013: 37). Other research on pesantren discussed teaching morality, the study of Kitab Kuning, and other religious learning (Lukens-Bull, 2000: 27; Van Bruinessen, 1994: 121; Zakaria, 2010: 45). But the previous studies did not consider multilingual education at pesantren in an in-depth fashion. These reasons inspired the researcher to study multilingual education at pesantren.

Based on a preliminary observation of language use at some pesantrens in Makassar, an interesting phenomenon related to multilingual usage surfaced leading to the question of whether the teachers and students at the schools employ a distinctive approach to multilingual education. In daily language teaching and learning, teachers and students are generally exposed to a variety of language usage patterns: (1) Indonesian, (2) Arabic, (3) English, and (4) the local languages. The use of languages, of course, depends on several factors such as the teachers' education background, students, the atmosphere, and the topics.

The phenomena related to the use of multiple languages observed at pesantrens were interesting to the researcher because in such a complex and dynamic linguistic situation, in which multilingual teaching and learning and multilingual communication

had become norms; they were quite unique compared to the linguistic situations at other educational institutions in Indonesia (Bin Tahir, 2015).

Despite the fact that Indonesia is a multilingual society with 726 languages (Crystal, 2000: 4; and Marti, at al., 2005: 48), the use of multiple languages in pesantren schools is still a relatively new issue that needs to be examined in greater depth to understand it. Because of the newness of using multiple languages, many aspects need to be considered before further developing multilingual education for pesantrens. The researcher applied multi-method, multisite, or large-scale research approaches to collect data from a number of sites and employed a variety of both qualitative and quantitative data collection techniques to explore multilingual teaching approaches of several pesantrens in Makassar. The data will help understand the current state of multilingual education, assessing program needs as well as supporting the design of future multilingual education implementation in pesantren in Indonesia. Another important goal is to enrich the syllabi, lesson plans, instructional models, and course book designs for multilingual education in pesantren through research and development (R&D) (Johnson, 1992: 191).

This article focuses on one variable: multilingual teaching and learning in three of modern pesantrens in Makassar. The main questions investigated in this study in relation to the multilingual teaching and learning at these pesantrens were:

1)What multilingual teaching and learning approaches do teachers in pesantrens use?

2)How do language teachers in pesantrens implement multilingual teaching and learning approaches?

This research will supply information to help inform further development of multi-method approaches and design a needs and situational analysis of multilingual education. The results also will aid in the design of multilingual syllabi, lesson plans and course books for pesantren students in Makassar.

1.1.Multilingual Teaching Approach

Determining what language will be used to teach students is one of the most important decisions that the Ministry of Education and schools make. The language(s) used in the classroom dramatically affect students' opportunity and ability to learn. Yet, this decision is often made without a careful consideration of implications for learning outcomes. Furthermore, education improvement efforts rarely consider the impact that

the language of instruction will have when designing education projects. Instead, the use of the mother tongue or familiar languages is dismissed as a 'political' or national issue; considered a problem too complicated to tackle within the scope of a project; or overlooked due to a lack of understanding of the central role that language plays in facilitating access to schooling and academic achievement through an appropriate approach applied to the teaching and learning process.

Since the use of multiple languages in schools is so new in the Indonesian context, the approaches adopted by other societies implementing multilingual education are helpful referents. According to York (2003: 260), in the US context bi/multilingual education includes "programs designed to help English language learners acquire English and function at their grade level in all subject areas. Further, the overall category includes a variety of approaches". In this article, the author expands this definition to include more than two languages (multilingual), and to address all students who have to learn the official language of their country's public school. In implementing multilingual learning, schools have many options or types of program models that they can turn to. In general, all approaches are categorized under two board umbrella labels, additive and subtractive (Nieto, 2004). According to Nieto, additive approaches build the new language while proving support for the student's home language, while the subtractive approach teaches new languages at the expense of the student's home language. Going from the most subtractive to the most additive, the multilingual approaches are:

1) Submersion

According to York (2003: 267) and Nieto (2004), ESL (English as a Second Language) or the submersion approach to learning languages is the most subtractive approach (or lack of an approach). No allowance is made for students who do not speak the language of instruction and they are placed in classrooms where all instruction, classroom routines, and peer interactions occur only in a language unknown to them. The goal is to learn the target language as quickly as possible. Since this style of teaching offers no support for the student's home language, it is commonly suppressed and frequently lost, depending on whether it is supported at home or in the neighborhood. While both Nieto and York believe this is a very destructive approach to teaching students English, Cazden (1990) believes it can be effective, if teachers; a) engage students in lots and lots of one-on-one conversations; b) adapt their conversation to the

student's level of English language knowledge (within the student's language); c) include students in structured activities with English speaking peers: rhymes, songs and finger plays, reading and picture-book reading and dramatic play; and d) follows the sequence of acquisition: when their first languages does not work, the child simply guesses; they begin to communicate, using gestures and language approximations.

2) Pullout ESL

The pullout approach to teaching a second language is a variation of ESL. In this approach the non-English speaking child is taken out of the regular classroom to attend ESL classes. Direct language instruction is, of course, the traditional way a second language is taught in the United States and many other countries, albeit usually during the middle and high school years. This approach is also used in special education to teach a variety of specific skills. As one might expect, this approach is considered a subtractive approach because students miss important academic content when they are pulled out of the classroom for their language instruction and it offers not support again in the home language (York, 2003: 268).

3) Structured Immersion

The goal of immersion, implemented in a carefully planned fashion in order to support language learners, is for young students to learn basic concepts in two or more languages and to become fully bilingual and bicultural, or multilingual and multicultural (York, 2003: 269). In the Indonesian context, this approach is used to teach another language to students whose first language is Indonesian. Since these students are continually exposed to the Indonesian language at home, in their neighborhoods, and through the media, they do not lose their speaking ability and majority culture. However, unless schools are also teaching literacy in the home language, this approach is also considered subtractive.

4) Transitional

Initially the student is taught in the home language, and also taught a second or, in some cases, a third language. These students may also be integrated with the main school population for classes such as art and music. They are moved as quickly as possible into monolingual classroom learning only in the dominant language of schooling with no

79

additional support for the home language once they pass a language proficiency test. However, there is considerable research to show that the ability to succeed in academic instruction and learning requires more advanced knowledge of a language than conversational language usage (Nieto, 2004: 153; York; 2003: 270). Thus, many students are moved too quickly into English-only classrooms.

5) Maintenance

Students receive instruction both in content areas and specific language lessons in their home language and the school's official language, thus increasing their language proficiency in both languages. Often pullout instruction in the targeted language is also included. Students continue to develop their native language proficiency, learn a new language, and also learn the school's subject matter, content and skills in their native language. This additive approach allows students to maintain progress in school content areas, enhance their home language, and learn the official language of the school.

6) Dual Language

Dual language immersion is used to teach both students who do not know the school's official language and students who speak the official language. In the United States, this approach is used most often to teach English to Spanish-speaking students, and Spanish to English speaking students. According to De Gaetano, Williams & Volk (1998), there are 6 specific ways to implement the dual language approach. For example, classes are taught in one language for half of the day and the second language for the other half of the day. Alternatively, two teachers are used, one teaching in English, and one teaching in the second language. Another possible dual language approach is called Los Compañeros, in which students are taught in English one week, and then in Spanish the next (this could be any two languages). In general, dual language combines the immersion concept with promoting positive attitudes to culture and language (York, 2003: 273).

This research will focus on which of the different approaches are appropriate and suitable to the learning environment in pesantrens and which specific language teaching activities can be applied inside or outside the classroom.

1.2.Multilingual teaching and Learning Strategy

There are some strategies that can be used to support second and third language learners. Some strategies can be used to support language learners as a basis to evaluate teaching practices in pesantrens (York (2003: 270). These strategies were adopted to observe and to know the multilingual teaching and learning strategies applied by language teachers at pesantrens.

1) Work with students is the teachers encourage the students to use their home language with their students, read to them in their home language, and volunteer in the classroom in their home language (Tabors, 1997: 146). Use questionnaires, conferences and informal methods to determine the student's home culture. Introduce teachers who speak the same language to each other.

2) Teacher-Student Communication. For teachers who do not speak the student's home language, listen carefully to them, and support the student's efforts in their home language and the school's language, use short, clear, simple sentences and many nonverbal cues when speaking, and correctly pronounce the student's name.

3) Student-Student Relationships. Pair students who don't speak the second language together with students who do speak the second language. Soto (1991: 30) adds that students should be given many opportunities to try out their new language with other students without mistakes being corrected by the teacher or other students. Allow students multiple ways to construct their own knowledge, process information, and understand a topic, including using enactive and iconic representation (Tabors. 1997: 146).

4) Daily Routines. Establish and maintain daily routines so students don't have to listen to directions they don't understand every day. Schedules and classroom rules with icons to represent activities and rules are also very helpful.

5) Classroom Environment. The classroom should be a language-rich environment, with environmental print and visual labels in each of the languages spoken in the classroom. Each language should be color-coded.

6) Small-Group Time. Small group time allows for adults to provide attention to individual students. Introduce new concepts/skills in the student's home language, and use a variety of real objects and photographs of objects as cues. Allow students to explore the new concepts through play, drawing, etc., and avoid drill and practice methods for learning either language.

7) Language-Group Time. For group time activities, group students who do not know the official language with students who do, use as many visual props as possible (pictures, concrete props, gestures, facial expressions), limit just verbal instructions, and incorporate the student's home language into circle-time activities. Read some books, sing songs and do finger plays in the student's home language.

8) Curriculum. Introduce new concepts within a context that makes sense to each student, and find ways to relate content to the student's home experience. Because language is both a social communicative skill and is very context-specific, this is very important (Berger, 2006). Further, the curriculum should be developmentally appropriate, with lots and lots of opportunities for language usage in both languages (Soto, 1991: 33; Tabors, 1997).

9) Observations and Assessment. When using observations to assess a student's progress, make sure that the student's progress both in the second language and the student's home language is evaluated, along with their attitude towards both languages. Also assess how familiar they are with their home culture and the culture of the classroom.

10) Staffing and Staff Development. Bilingual or multilingual teachers, paraprofessionals and volunteers should be used. If the program or school has an ESL teacher, the classroom teacher should learn some simple words, songs, and phrases in the student's home language from them (Soto, 1991: 35).

Method

This study was a part of multi-method, multisite, or large-scale research approaches developed by Johnson (1992). To meet the needs of the article, the researcher used a qualitative descriptive approach. 15 language teachers and their classes at Pesantren IMMIM, Pondok Madinah, and Pesantren Darul Arqam Muhammadiyah Gombara in Makassar, including 6 English teachers (2 teachers at each pesantren) and 9 Arabic teachers (3 teachers at each pesantren) participated in this study. The participating teachers were selected according to the following criteria: 1) they had taught languages in pesantrens for at least one year; 2) they could speak Indonesian, Arabic, English, and the local language well, 3) they are accustomed to teaching languages simultaneously in one class or one subject. The informants were selected based on preliminary interviews with students and administrators and also through classroom observation. The study was conducted from November 2014 to July 2015 in Makassar, Indonesia.

The primary data collection instrument was the researcher himself (Gay, at al., 2006: 425) as an observer and an interviewer. The researcher collected data by observing learning activities inside and outside the classroom using observation check list and conducting interviews, deciding how classroom activities related to the research questions, then interpreting the data and finally confirming interpretations by interviewing teachers and students. Secondary instruments included an observation scheme and an interview protocol.

In summary, the researcher employed three primary data collection techniques.

1) Observation

The researcher observed as a nonparticipant with no direct involvement looking for the following: 1) multilingual teaching and learning activities in the classroom, and the implementation of teaching strategies; and 2) multilingual teaching and learning activities outside of the classroom. The researcher crosschecked data from multilingual teaching and learning activities with the teachers. The researcher wrote field notes on classroom activities and used a videotape to record the teachers' verbal and nonverbal communication which served to confirm and adjust the field notes.

2) Interview

In this study, the researcher interviewed the teachers using a recorder. The interview was semi-structured in which some questions were prepared before interviewing and additional questions were asked on the spot. The teachers' interview was used to collect qualitative data or to confirm what had been observed.

3) Documentation

In addition to the observation and interviews, the data also was gathered through documentary evidence, such as teachers' syllabi and lesson plans.

The data analysis began with selecting from all of the data from various sources. The data analysis coincided with the data collection process through a three stage model, namely data display, data reduction, data presentation and verification. To check the validity of the data and to formulate the results, the study used three techniques: (1) persistence of observation, (2) triangulation of data, and (3) referential adequacy. The data validity was tested with relevant reference sources course documents, and students' speaking activities (Kothari, 2004; Cohen, at.al, 2007).

Findings

The observation and interview data were derived from language teaching and learning activities inside and outside the classroom in pesantrens. Data on approaches to teaching language were obtained from observation, interview and video recording of the teachers' interventions and classroom learning activities. Data were also obtained from the administrative documents, and field notes. All of the data were analyzed to see what approach the teaching strategies took to implement multilingual learning in for students at the pesantrens as can be seen in the table 1.

Table 1: The Approach of Multilingual Teaching & Learning at Pesantrens

No	Pesantren	Approach	Indonesian		English		Arabic	
			Inside Class room	Outside Class room	Inside Class room	Outside Class room	Inside Class room	Outside Class room
1	Pesantren IMMIM	Mother Tongue-Based	√	-	√	√	√	√
		Submersion Approach	-	-	√	-	√	-
		The Pullout ESL Approach	-	-	√	√	√	√
		Immersion Approach	√	-	√	√	√	√
		Transitional Approach	√	-	√	√	√	√
		Maintenance Approach	√	-	√	-	√	-
		Dual Language Approach	-	-	-	-	-	-
2	Pondok Madinah	Mother Tongue-Based	√	-	√	√	√	√
		Submersion Approach	-	-	-	-	-	-
		The Pullout ESL Approach	-	-	-	√	-	√
		Immersion Approach	√	-	√	√	√	√
		Transitional Approach	-	-	√	-	√	√
		Maintenance Approach	√	-	√	-	√	-
		Dual Language Approach	-	-	-	-	-	-
3	Pesantren Gombara	Mother Tongue-Based	√	√	√	√	√	√
		Submersion Approach	-	-	√	-	√	-
		The Pullout ESL Approach	-	-	-	√	-	√
		Immersion Approach	√	-	√	√	√	√
		Transitional Approach	-	-	√	√	√	√
		Maintenance Approach	√	-	√	-	√	-
		Dual Language Approach	-	-	-	-	-	-

The checkmark (√) in the table refers to existing approach, while the line (-) indicates the non-existing of multilingual learning approach used by the language teachers at pesantrens. The data shows that the most of multilingual approach used in teaching languages at pesantren IMMIM were mother tongue-based and immersion approach, that is the students will learn basic concepts in two or more languages through teachers' explanation using three languages simultaneously at the beginning of the class, explaining the material, and in

giving examples through the sentence in three languages. The pullout approach was conducted in and out of the classroom, where the students have been taken out to the mosque, kitchen, dormitory, and recreation through languages camp. The submersion approach was applied to the senior high school students who already have ability to communicate in both foreign languages. Besides, this *pesantren* also adopted transitional approach in which the students are taught in their home language, and also taught in second or third language. The maintenance approach adopted in teaching multiple languages which the students receive instruction both in content areas and specific language lessons in their home language and the pesantren's official languages.

In Pondok Madinah, the languages teachers most used mother tongue-based, immersion approach, and maintenance approach. The pullout approaches occurred only outside the classroom such in the mosque, while the transitional approach applied in the formal teaching and learning inside the classroom.

In pesantren Gombara, the teachers used mother tongue-based, immersion, and maintenance approaches, that is the students learn two or more languages through teachers' explanation using three languages simultaneously at the beginning and in giving examples of the sentence as in pesantren IMMIM teachers did. The pullout approach was conducted out of the classroom, which is in the mosque, and dormitory. The submersion approach was applied also to the senior high school students who already have ability in communication in foreign languages. Additionally, this pesantren also adopted transitional, and maintenance approaches.

The teachers used those approaches based on their personal experience in learning multiple languages which they considered as an effective approach to apply them in teaching their students. They did not realize and know the name of approach they used. As stated by Hamzah (a languages teacher of pesantren IMMIM):

> *"I don't recognize what approach I used in teaching languages. But I am convinced that those ways were effective in languages teaching based on my experience in languages learning".*

The statement is also in line to what stated by Ridwan (a languages teacher of pesantren Gombara) and Herman (a languages teacher of Pondok Madinah) who stated that:

> *"As a teacher, we do not know much whether the theories of learning or some theories of languages learning in multilingual context. We teach the students based on our experiences in acquiring languages, and of course we adopted the*

way of our teachers' style in teaching that we considered it as an appropriate approach".

The implementation of multilingual teaching and learning at pesantrens, the teachers also mixed some strategies to support the success in learning as can be seen on the table 2:

Table 2: The Implementation of Multilingual Teaching & Learning Strategies at Pesantrens

No	Pesantren	Strategy of Implementation	Indonesian		English		Arabic	
			Inside Class room	Outside Class room	Inside Class room	Outside Class room	Inside Class room	Outside Class room
1	Pesantren IMMIM	Work with students	√	√	√	√	√	√
		Teacher-Student Communication	√	-	√	√	√	√
		Student-Student Relationships	√	-	√	√	√	√
		Daily Routines	√	-	√	√	√	√
		Classroom Environment	√	-	√	√	√	√
		Small-Group Time	-	-	√	√	√	√
		Language-Group Time	-	-	√	√	√	√
		Curriculum	√	-	√	√	√	√
2	Pondok Madinah	Work with students	√	√	√	-	√	-
		Teacher-Student Communication	√	√	√	√	√	√
		Student-Student Relationships	√	√	√	√	√	√
		Daily Routines	√	√	√	-	√	-
		Classroom Environment	√	-	√	-	√	-
		Small-Group Time	-	-	√	√	√	√
		Language-Group Time	√	√	√	-	√	-
		Curriculum	√	-	√	-	√	-
3	Pesantren Gombara	Work with students	√	√	√	√	√	√
		Teacher-Student Communication	√	√	√	-	√	√
		Student-Student Relationships	√	√	√	-	√	√
		Daily Routines	√	√	√	-	√	√
		Classroom Environment	√	-	√	-	√	-
		Small-Group Time	√	-	√	-	√	-
		Language-Group Time	√	-	√	√	√	√
		Curriculum	√	-	√	-	√	√

The data on the table 2 shows that the languages teachers of those *pesantrens* applied multiple strategies or a mix of some strategies to strengthen multilingual teaching and learning. The implementation of multilingual teaching at pesantren IMMIM consisted

of four main strategies; a) Teacher-Student Communication in which the teachers listen carefully to the students, and support them to use short, clear, simple sentences and many nonverbal cues when speaking, and also correct the students' pronunciation; b) Student-Student Relationships in which the teachers gave many opportunities to the students to try out their new language with other students without mistakes being corrected by the teacher or other students; c) Daily Routines that establish and maintain a daily communication which is supported by pesantren's rules to represent activities inside or outside the classroom; d) Pesantren environment which involves supporting the languages regulation; and e) Language-Group Time activities of pesantren extracurricular program through *Muhaadharah* (practice speeches), language camps, and meeting clubs.

In Pondok Madinah, the languages teachers most used a) Teacher-Student Communication in which the teachers listen carefully to the students, and support them to use short, clear, simple sentences in practicing and also correct the students' pronunciation; b) Student-Student Relationships only in the classroom; c) Daily Routines that establish and maintain a daily communication did not implement well in this pesantren because of the enactment on child protection laws; d) The environment inside the classroom supporting the languages teaching and learning; and e) Language-Group Time activities of pesantren extracurricular program still focused on *Muhaadharah* (practice speeches).

In *pesantren* Gombara, the teachers implemented; a) Teacher-Student Communication; b) Student-Student Relationships; c) Daily Routines that establish and maintain a daily communication also is not performing well; d) Pesantren environment which involves supporting the languages teaching inside the classroom; and e) Language-Group Time activities of pesantren extracurricular program through *Muhaadharah* (practice speeches), and language camps.

Discussion

Multilingual Approach

Based on the findings about the multilingual approach, the interpretation that can be drawn is that the language teachers most used Mother Tongue-based (MTB) are more likely to be required in a formal situation for teaching and learning, while the language instruction is in students' first language (L1) usually takes place exclusively in the language most familiar to students. Even sometimes the teachers tried to make code-

switching and code-mixing in giving examples or comparing the structure in multiple languages.

The discovered approach also suggests that English was used more as instructional language for English subject and science subjects inside or outside the classroom. In some cases, it may be provided as part of a bilingual or multilingual education program. The students have the opportunity to learn core concepts primarily in a familiar language, and, later, they learn the labels or vocabulary for those concepts in a new language. Sometimes the teachers mixed some approaches such as structured immersion, pullout, transition, and even submersion in which the students are placed in classrooms where all the instruction, classroom routines, and peer interactions occur only in target language. The teachers felt positive of using combination approaches in teaching multiple languages.

The Arabic teachers reveal that Arabic was used more as an instructional language for religious subjects in the classroom. It was used as a communication tool that must be used by students outside the classroom on certain days. It was also used as an instructional language for religious activities like speech practicing, reciting holy Quran, formal ceremonial, art, and writing on the classroom bulletin board.

Despite no research findings on the effectiveness of the use of mixed approaches in teaching multiple languages, it can be assumed that the use of a variety of approaches will further assist students in learning multiple languages compared to using only one approach that could make the student being bored in learning. Perhaps, it is in line to what was suggested by Vondracek (2009: 38) and Alson (2006) that using a variety of methods allows the modality of instruction to be appropriately matched to the content being learned.

The Implementation of Multilingual Strategy

In teaching multiple languages, the teachers implemented varieties of strategies such teacher-student communication, students-student relationship, and daily routines inside and outside the classroom environment ranging from checking attendance, asking the students' condition, motivating the students, working with students, supporting the students to make their individual and group tasks, to supporting multilingual learning activities with extracurricular programs outside the classroom.

Furthermore, in dealing with language learning activities; teachers did correction on the students' mistakes (pronunciation and grammar) when those mistakes recurred; sat the students in pair to share ideas when they were poor in individual presentation; gave reinforcement (giving verbal appreciation), checking activity by going around when the students did the activity in pair, gave motivation and led the students to do the activity by giving the outline of the topics. Moreover, the teachers arranged their teaching activity in various classroom managements, their seating arrangement had two models: one circle (for individual presentation and giving lecture) and two circles (for pair activity); instruction on giving turn by instructing inner/outer moved to left/right; collecting handbook by passing to the left and to right in one circle; and instructing students to back in one circle after pair activity. While the learning activity outside the class room, teachers tended to be relaxed in teaching.

As for multilingual learning strategies outside the classroom in pesantrens they vary widely based on learning environment. In the dining room, the students are taught some vocabulary and gave the examples in multi-language simple sentence. It implements repetition learning method so that what is conveyed by the teacher can be memorized and transferred to the long term memory of the students. In the dorms, the students are taught about basic grammar to create simple sentences. Whereas in the sports field, the teachers applied communicative approach in multi-language learning in which the students are grouped in pairs to make dialogue and small conversation using target language. The activities of practice speeches are held twice a week to train the students for speech in front of the audiences and make them accustomed to discussion using the target language. Likewise, the language camps are held once a month outside the pesantrens environment.

As a consequence, the strategies used in multilingual classes inside and outside the pesantrens made the students more disciplined in their studies, encouraged them for more active and communicative learning, and improved the students' multilingual competence including pronunciation, grammar, and speaking. These findings were revealed during interviews with students and from the scores that students received from teachers.

Another activity which was given to the students was "out-class practicing". This was an individual task where the students practiced some of the expressions they have been taught with the teachers out of the class. At that meeting, the students are given an assignment about "Making and cancelling an appointment" and the teachers asked them

to make a direct dialogue with him on certain day outside the learning process. By doing this activity, the students were used to using the expressions in real life situation.

The teachers took score on students' performance in every meeting, especially in individual presentation and from submitted assignments. This was a continuous assessment in which the students were judged by various pieces of tasks during the course.

The activities point out the teachers' creativity in implementing a combination of strategies in multilingual teaching at pesantrens instead of relying on just one –an effective technique to improve students' multilingual competence. Qualitatively, it can be concluded that the implementation of mixed-strategies in teaching multiple languages is effective, but it must be measured further quantitatively in the next study.

Conclusion

Based on the results, the researcher found that; 1) the teachers were not aware of what approach they used in teaching multiple languages at pesantrens. But, from observations and other research techniques in this study, it is clear that language teachers at pesantrens implement multilingual teaching through a combination of immersion, transitional, dual language, and pullout techniques; 2) The implementation of multilingual teaching at pesantrens consisted of four main specific teaching strategies; a) Teacher-Student Communication in which the teachers listen carefully to the students, and support them to use short simple sentences and nonverbal cues while speaking, and also correct the students' pronunciation; b) Student-Student Relationships in which teachers give the students opportunities to try out their new language with other students without error correction by the teacher or other students; c) Daily Routines to establish and maintain communication in the target language supported by the pesantren's rules inside or outside the classroom, and d) Language-Group Time activities in learning through Muhaadharah (practice speeches), language camps, and meeting clubs.

Implications of the Study

The goal of the present study was to investigate multilingual teaching and learning approaches used at pesantrens in Makassar with results that lead to some of the following implications:

First, this study finds that an in-depth consideration of multilingual teaching approaches and how teachers implement them in pesantrens is essential to strengthen the design of a needs and situational analysis to improve and further develop multilingual education in pesantrens.

Second, the study contributes to understanding which multilingual approaches used at pesantrens such as a) Teacher-Student Communication; b) Student-Student Relationships; c) Daily Routines, and d) Language-Group Time activities, but it did not rule out other approaches used by other teachers at other schools.

However, the findings of this study cannot be generalized to all contexts/schools of multilingual education since it uses a qualitative approach and its aim is to investigate multilingual teaching approaches and strategies employed at pesantrens. In conclusion, this study can benefit researchers and practitioners in conducting a needs and situational analysis -ultimately permitting greater accuracy in designing syllabi, lesson plans, and multilingual materials for students in pesantrens.

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