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JOURNAL OF ENGLISH LANGUAGE TEACHING
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EXAMINING INSTITUTIONAL ENGLISH LANGUAGE PROGRAM: ENGLISH TEACHER'S PERSPECTIVES AND PRACTICES

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Abstract

The issue of what the role of grammar is and how it should be taught is still considered a dilemma among English teachers. Though various schools of thought and methodologies were discovered, the convincing postulations and effective practices in language learning are still in constant exploration. As an attempt to alleviate this dilemma, this research aims to identify teacher beliefs and practices when it comes to grammar. Utilizing a single case study method, perspectives and methodologies were studied from an English teacher in the Philippines. Findings revealed that grammar was still an important aspect in the language learning and teaching. However, fluency was greatly emphasized over accuracy. In practice, Communicative Language Teaching was the most commonly observed method utilized in teaching grammar. It is suggested that there should be a balance between form and function aspects of teaching grammar.

Keywords: teaching grammar, language teaching practices, Philippines

INTRODUCTION

In the Philippine context, English is one of the official languages. Compared to most Asian countries, English is considered as a second language in the Philippines because of the considerable amount of exposure of Filipinos towards the language. In fact, Philippines outranked India in the business process outsourcing market segment due to English quality and accent neutrality (The Associated Chambers of Commerce and Industry of India, 2014). Despite this recognition, English proficiency among Filipinos has now been declining based on the report of Wilson (2009). Erroneous textbooks and poor quality of teaching are viewed as factors which contribute to this problem.

Efforts have consistently been made by the government to provide solutions to the issue. The Commission on Higher Education (CHED) of the Philippines once issued Memorandum Order No. 59 of 1996 which mandates Higher Education Institutions (HEIs) to conduct remedial

classes for incoming freshmen who need improvement to the required competence of language skills both in oral and written forms before taking English subjects in college. This process calls for a preparation for students to strengthen their adaptive mechanisms to the academic culture in the college setting.

In response, the Colegio de Davao (pseudonym), the locale of this research, added an English subject which had a description of English Proficiency Program (EPP). It was a 3-unit course taken by first year students in the first semester to develop their competence in English grammar, emphasizing the different parts of speech.

However, Colegio de Davao faced a lot of challenges from the earliest years of the subject's implementation up to the present time. It is a general observation among English teachers that the majority of the students are still struggling in expressing themselves in the English language, particularly in speaking and writing skills. With the students' advancement to higher English subjects, common errors in parts of speech and subject-verb agreement are manifested from their outputs. Institution's open admission process, teaching attrition rate, and heavy teaching load can be perceived as causes to the problem.

Through this point of view, it was hypothesized that English teacher's perspectives and practices in teaching grammar could be contributing factors to the frozen development of students' English proficiency. Therefore the main purpose of this study was to describe English teachers' perspectives and practices in teaching grammar. Particularly, it answered the following objectives: to identify English teachers' perspectives in teaching grammar and to determine the practices employed by the English teacher in teaching grammar in relation to the identified perspective.

Furthermore, this research holds significance, particularly, in providing awareness to the English teachers the importance of perspectives in teaching grammar. In this manner, the knowledge they can get from this study can help them decide some objectives that would align to their teaching practices. Furthermore, the results of this research can be the basis for the improvisation of the existing program being studied.

Teacher's beliefs on grammar

The issue of how grammar should be taught has undergone a lot of modifications in the recent years. Constant exploration is still made by different researchers since this field is relatively well-explored one. Most research highlights the role of teachers' perspectives because of its importance in grammar instruction. It is deemed that the belief of a teacher significantly influences his or her classroom practices (Larenas, Hernandez, & Naverrete, 2015; Hos & Kekec, 2014; Hartwick, 2004).

Teachers' beliefs in teaching and learning English were figured in the study of Larenas, Hernandez, and Naverrete (2015). The participants of the study stated that the use of English language in the classroom must be emphasized through communicative approaches wherein the teacher should model the use of the language. This reflects functionalists' perspectives since teachers perceived grammar based on its practical use. However, to systematically achieve the balance between form and function, focusing on grammar functions should be done effectively without compromising the development of learner's competence when it comes to accuracy in particular. This is also crucial when it comes to learners' writing skills.

Identifying the variety of beliefs in grammar teaching was determined by Hos and Kekec (2014) in Turkey. Among sixty (60) EFL teachers, findings revealed that grammar was crucial for the teachers in language learning. They considered it as a tool, but they emphasized that it was not a must. Clearly, the form or structure barely plays an essential aspect for the teachers. A good

point to consider in this study is that, the view of grammar as a necessity is not tolerated. The only pitfall for this study is the lack of address on how grammar should take place if it is not viewed to be a prerequisite. It is recommended to introspectively explore the consequences of compromising grammar in language learning.

In a similar way, the research of Hartwick (2004) delved into teachers' perspectives in terms of comparison between oral and written grammar. The results revealed that students must possess readiness when it dealt with new grammar structures since this was considered to be a necessity for accuracy. Fluency over accuracy was their main perspective in order to convey messages. Both teachers believed that grammar should not be taught explicitly. Hence, a constructivist way was an ideal way of letting the students discover the rules through examples given by a teacher. It was believed that learning grammar was best if it was taught inductively.

Teaching practices on grammar

In addition to teacher's beliefs, practices play a vital role in a language classroom. It does not only manifest teachers' perspectives, but a systematic design of learning management would also lead to effective learning. The field of practices is also a well-developed arena and a relatively explored one in research (Larenas, Hernandez, & Naverrete, 2015; Hos & Kekec, 2014; Hartwick, 2004).

Teachers' practices in teaching and learning English were examined in the study of Larenas, Hernandez, and Naverrete (2015). The participants mentioned that students were considered valuable in student-centered grammar teaching in which teachers could employ a variety of materials and activities. Affective factors must not be neglected, and creating a positive atmosphere that fosters love and care was highly encouraged. The language curriculum should lead in enhancing the four macro skills of the students as this would be the basis for the contents in the course book. The good thing about this study is that it centers with affective domains and how they affect language learning based on the point of views of the participants.

Likewise, Hos and Kekec (2014), investigating 60 EFL teachers in grammar teaching, found out that the majority of the participants used Communicative Language Teaching while few employed Grammar Translation Method and Eclectic Approach. The teachers believed that students should use their first language in the classroom. In this way, comprehension was maximized or being reinforced through the use of native language or mother tongue. Both inductive and deductive must be used hand in hand in classroom practices. In this study, grammar drills and exercises were less emphasized. This study holds a balanced approach among teachers.

Oral and written grammar practices were also investigated by Hartwick (2004). Findings revealed that integrating speaking and listening was manifested in the participants' classroom practices. They tend to focus on how the grammar is applied into a variety of functions. Activities comprised of comparing and contrasting, analysis towards structure, listening to word stress and intonation, modelling, and peer-editing. Performance based activities which bear subjectivity were highlights in this study.

The aforementioned studies above are valuable to support the findings of this research. The studies revealed diverse perspectives to the role of grammar in language learning and teaching. Moreover, several studies, particularly in teaching grammar, still hold nuances in terms of activities and what macro skill is emphasized in language. The studies indicate purposive in nature as a supplement to the findings of the research.

METHOD

Research design

The research design used in this study was the qualitative research design wherein the researcher employed a single case study method to explore the English teacher's perspectives and methodology in teaching English grammar. The method suited for this study since it explored and reflected in-depth investigation of the individual's point of view, in this case, asking the participant with his or her broad and general knowledge, and collecting detailed and rich views in the form of words (Creswell & Clark, 2003).

Participant

The only participant of the study was a male English teacher of Colegio de Davao, a private, non-sectarian academic institution, located in Mindanao, the Philippines, and also the locale of the study. He was a full-time faculty member under the College of Teacher Education who was handling English subjects both in General Education and major subjects to various degree programs. He was also a PhD candidate, specializing in Applied Linguistics and had more than five (5) years of teaching experience. The researcher employed a purposive sampling technique wherein the participant was chosen in terms of his educational attainment and years of teaching experience. Cole (2014) defined purposive sampling as a type of sampling based on participants' characteristics and objectives of the study. This sampling was applicable since this research aimed to generate knowledge from a given expertise. I acknowledged more qualified participants; however, they refused to be interviewed and observed on their respective classes.

Data collection

The researcher sent a letter of permission to the Program Head of the College of Teacher Education, seeking for approval to undergo a case study within the college. In-depth interview approach was used in the study to document the participant's responses. Upon the approval, the researcher asked the permission of the participant to record his responses and provided disclaimer that the information covered in the interview would be taken with utmost confidentiality. The participant was interviewed orally and individually. The questions were given in advance so that the participant can prepare for his accurate answers. The responses were recorded from an audio device and transcribed afterwards. The participant's answers were classified in accordance to the two categories namely the role of grammar and the teacher's practices on grammar instruction.

Data analysis

Semantic content analysis was utilized to analyze the participant's responses in the interview. Through the analysis, some major categories were identified and described. According to Dean-Brown and Rodgers (2002), researcher's inferences are valid through the meaningful concepts observed from the data. Hence, the data were analyzed based on the perspectives expressed by the participant and aligned on the following categories: the role of grammar and the teacher's practices on grammar. The steps in data analysis were adapted from Brown and Rogers cited in Larenas, Hernandez, and Navarrete (2015) which include data segmentation, initial coding, and categorization.

FINDINGS AND DISCUSSION

Teacher's perspectives on the role of grammar

The analysis on teacher's perspectives made it clear that grammar was an important aspect of

language learning and teaching. The teacher mentioned that *“grammar is actually one of the focal points in language learning and teaching”*. The teacher believed that grammar was needed for a successful communication process because this eliminated *“misunderstandings, conflict, and dysfunctional communication”*. In this point of view, it shows that the teacher focused more on how grammar could be applied to different communication instances. Comprehensively, the teacher's perspective bears similarity among functionalists when it comes to language learning which is parallel to the study of Hartwick (2004) where the teachers focus on different grammar applications into a variety of functions.

In addition, formal context, according to the participant, was *“one of the best avenues or places”* where grammar could be learned. It can be pointed out that the teacher prioritized highly structured program for its manageable characteristic. However, the teacher still considered informal learning as a supplementary exposure for language learning. This finding conforms to the study of Kekec and Kim (2014) where they acknowledge second language classrooms as to how grammar can successfully be taught.

In terms of fluency and accuracy, the teacher agreed that mastering grammar could develop fluency *“through spontaneous and quick language transfer”* and accuracy by *“proper construction of thoughts”*. In my analysis, the teacher put emphasis on fluency over accuracy. Though this aspect was recognized, teacher's belief on accuracy shed light on communicative practice which centered fluency over accuracy. This was revealed in his statement that *“incorrect and improper usage of words lead to defective communication”*. This finding asserts the study of Larenas, Hernandez, and Navarrete (2015) where the majority of the teachers perceived communicative approaches to be highlighted in the language classrooms.

Teacher's practices on grammar instruction

Based on the interview, the teacher stated that he utilized Communicative Language Teaching (CLT). He added that he chose CLT because *“it suits the needs of the students or learners”*. I assume that the teacher had already conducted needs analysis towards his classes. It is noteworthy to mention that this practice is actually aligned to his perspective that there should be emphasis on fluency rather than accuracy. This result is connected to the study of Hos and Kekec (2014) wherein majority of the participants employed CLT in teaching grammar.

In terms of the class activities, the common ground observed was that they were more performance-based and dealt with the feature of subjectivity rather than objectivity. The teacher conducted *“an essay writing, impromptu speaking, or a simple reporting to assess students' learning and performance inside the classroom”*. The activities mentioned are assessed based on a rubric. This finding is similar to Hartwick's (2004) where integrating speaking activities is manifested in teachers' practices.

Another finding revealed that one material utilized by the teacher was English Proficiency Program Module wherein students or learners were engaged in drilling and exercises. This reflects to the traditional form of grammar assessment. On the other hand, the teacher also showed *“movies or video clips taken from Youtube or any other kind of media.”* This was contrary to the first material mentioned. The incorporation of multiliteracy was the evidence of the difference. Balanced approach to focus on form and focus on function of instructional materials was highly shown. The finding is in line with the study of Larenas, Hernandez, and Navarrete (2015) where participants employ a variety of materials and activities in a student-centered approach.

In summary, major perspectives are aligned to their respective practices. However, inconsistencies were obviously observed through the teacher's responses and the field notes. It was evident

during the classroom observation that the teacher utilized explicit and direct approach and just simply let the students answer their textbooks after the lecture. The data gathered mirrors the classical way of teaching grammar. I therefore posit that the interview and the observation merely revealed the contrast resulting in a mismatch of findings. This aligns to the study of Hos and Kekec (2014) where differences were observed among participants' beliefs and practices.

CONCLUSION

The following conclusions and recommendations are herewith given based on the generated from the findings. First, grammar is still an important aspect in language learning and teaching, therefore, teachers should still incorporate grammar in any English subjects. Second, fluency is still greatly emphasized over accuracy; hence, teachers must perceive that accuracy should not be neglected especially in developing writing skills. Lastly, Communicative Language Teaching (CLT) is utilized in teaching grammar, so, CLT with a balanced approach should be employed by the teachers.

Furthermore, I acknowledge the limitations of this research. As a recommendation for future researchers, they may increase the number of participants, conduct more classroom observations, add more data sources, and explore a comparative study among the different participants.

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REVISITING TRANSLATION AS A FOREIGN LANGUAGE LEARNING TOOL: CONTRASTING BELIEFS OF DIVERSELY PROFICIENT STUDENTS

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Abstract

Translation as a learning tool or strategy, which is also known as pedagogical translation, has reemerged as a topic of discussion after being overshadowed by the popularity of the communicative approach. While a number of experts and scholars perceive translation or the use of L1 as interference, several others believe that translation does not really disappear from foreign language learning practices. As many research findings showed beneficial impacts of using translation activities to enhance foreign language learning, other research looked into learners' perception of the use of pedagogical translation. An interesting contradiction was found stating that diversely proficient students had different perceptions of the usefulness of translation activities as a learning tool (Calis & Dikilitas, 2012; Dagiliene, 2012). Therefore, this research attempted to investigate learners' beliefs on translation practices as a learning tool in their foreign language classroom respective to their proficiency levels. University students of non-English major were involved in this research. Questionnaire and interview were employed to gather relevant data. The findings reveal how translation as a learning strategy was perceived by learners with different ranges of proficiency levels.

Keywords: foreign language learning, pedagogical translation, proficiency, students' beliefs, translation

INTRODUCTION

As a pedagogical tool or strategy, the definition of translation is quite different from that in the field of translation studies. Translation which was formerly known as merely a way of conveying meaning in one language by finding the equivalence in another has shifted in terms of its definition when it is involved in second or foreign language learning contexts. The definition of translation therefore has extended its scope.

In spite of being rejected in many contexts and by a number of teachers and practitioners, translation remains undeniably existing in English as a foreign language (EFL) context. Evidence has been collected to prove that translation is still widely used in EFL learning context and beneficial to the learning process (Calis & Dikilitas, 2012; Lee, 2013; Pekkanli, 2012).

In terms of the development of teaching methodology in EFL instruction, translation has its ups and downs. Cumpenasu (2007) briefly described how translation was highly praised in the grammar translation method, was underestimated during the flourish of direct and audio-lingual methods, reappeared with the rise of cognitive approach, and was frequently excluded in the communicative approach. Although eventually communicative approach is quite flexible with translation, the approach does not really favor it being applied in language classrooms.

The fact that translation has never really disappeared from language classroom practices leads some research to investigate the beliefs of both teachers and students on this topic. Among the findings, there is a dispute between studies conducted by Dagiliene (2012) and Calis and Dikilitas (2012). Dagiliene (2012) found that low proficient students perceived translation to be not useful for them. On the other hand, highly proficient learners participating in a study conducted by Calis and Dikilitas (2012) shared the same perception that the use of L1 in translation was less preferable. Meanwhile in Indonesia, Nursanti (2016) found that students showed positive attitude toward bilingual instructions or the use of both L1 and L2 in the classroom.

The contradiction showed in Dagiliene (2012) and Calis and Dikilitas (2012) as well as limited information regarding this topic encourage the researcher to explore more on the beliefs of students with different proficiency levels toward the use of translation in EFL learning. This study aims to answer the following question: how do students of different proficiency levels perceive the use of translation as an EFL learning strategy?

The research findings contrast the beliefs of students with high and low levels of proficiency toward translation practices in an EFL classroom. As for the implication, the findings of this research are expected to provide insights and considerations for teachers if they wish to include translation activities in their teaching with regard to learners' different proficiency levels.

This research took place in an EFL setting where English is not widely used or spoken outside the classroom. As a multilingual country, almost each region in Indonesia has its own local language and Indonesian (*Bahasa Indonesia*) is the lingua franca used by the citizens. For this reason, EFL learning in Indonesia cannot be separated from the multilingual nature of its learners.

In such a multilingual context, EFL teachers are sometimes trapped in a dilemma of whether or not to use learners' first language in the classroom. Harmer (2007b) addressed this topic in his book by briefly explaining how students' L1 might either positively or negatively affect foreign language learning. The use of L1 was perceived to be useful for gaining more responses from students of lower proficiency levels, acting as a learning tool to compare L1 and English, and maintaining social atmosphere in the classroom. The use of L1, however, was also reported to pose some disadvantages. Firstly, teachers will not find it particularly useful when they do not share the same L1 as the learners. Secondly, it restricts students' use of English. Thirdly, it might become counter-productive when teachers want to give contexts and opportunities for students to practice and use the target language since L1 can be a sort of barrier.

As stated earlier, the definition of translation in translation studies and translation as a pedagogical tool is different. This research addresses translation in the latter sense. Therefore, the definition of translation in this research is going to be narrowed down to the context of translation as a pedagogical tool. Translation in this case still possesses the characteristic of enabling communication by interpreting meanings of one language by finding the equivalence in another language (Al-Musawi, 2014). However, when real translation highlights the end-product, pedagogical translation treats translation as a means of learning (Aguado & Solis-Becerra, 2013; Vermes, 2010). Pedagogical translation is capable of providing information related to students' proficiency. Translation in this context covers the use of L1 by teachers and students during learning in both observable or mental state and translation activities of interpreting language inputs from L1 to L2 or vice versa.

A brief summary of why translation may either supports or goes against language learning has been presented by Fernández-Guerra (2014). Translation seems to be not preferable as it is

artificial, not communicative, impractical, ineffective, and can work well only to some students. Moreover, translation does not support effective foreign language learning to happen as it is bounded to only literacy skills and shows less appreciation toward the target language. Whereas on the other side, counterarguments toward the previously mentioned claims are presented, arguing that translation can be communicative and be modified to enable all language skills to be covered.

The use of translation in pedagogical contexts has long been addressed and debated. It can be clearly seen from the development of teaching methods within foreign language learning contexts. A concise review written by Cumpenasu (2007) portrayed how translation was widely employed in the era of grammar translation method, highly neglected in the era of direct and audio-lingual methods, flourished again when cognitive approach was popular, and firstly considered irrelevant in communicative approach which then became more inclusive toward the use of translation within pedagogical contexts.

Not only can the debate be seen from the development of teaching methods, but it can also be seen in the findings of previous studies. Pekkanli (2012) and Asgarian (2012) identified that teachers were on two different ends toward the perception of the use of translation in EFL learning contexts. Some teachers really appreciated the usefulness of translation while, on the other extreme, the rest of them did not think that the use of L1 could benefit students. In other research on students' views, it was discovered that they did not share the same opinion regarding the use of translation in classroom contexts (Al-Musawi, 2014; Calis and Dikilitas, 2012; Dagiliene, 2012). In the research conducted by Calis and Dikilitas (2012) and Al-Musawi (2014), it was discovered that low proficient students perceived translation to be preferable and necessary, whereas in Dagiliene's (2012) investigation, low proficient students thought that translation was not an effective method for learning a foreign language.

In Indonesia, some research on the use of learners' L1 has also been conducted. The research investigated the use of Indonesian language in learning English. Nursanti (2016) conducted research in a bilingual classroom by inquiring about the students' perceptions. The findings showed that more than 80% of students positively responded to the use of L1 during English classroom and that bilingual setting helped them to understand the materials, reduce anxiety, and work on exercises. In another research, Fathimah (2016) investigated how L1 was used in code-switching during EFL teaching-learning process. The teacher respondent argued that the use of code-mixing was aimed at providing students exposures to English and accommodating those with low proficiency.

Despite the echoing voice of teachers who do not support the use of L1 in foreign language classrooms, it cannot be denied that in many classroom practices L1 use does exist, especially in Indonesian contexts. As both teachers and students still constantly use their L1 for various reasons, this study examines the practice of translation in EFL learning and the beliefs of university students who have high and low levels of proficiency.

METHOD

This research employs a case study design where it tries to investigate a specific entity with no modification from its reality (Stake, 2006; Yin, 2009). It investigates the use of learners' L1 and translation in learning a foreign language. Through a case study, it attempts to seek for the reasons, procedures, and consequences of the topic being examined (Schramm, 1971, as cited in Stake, 2006).

The participants were non-English major undergraduates with low and high proficiency levels and their lecturer. In this research, low proficient students were basic users of the target language while highly proficient students were independent users of the target language. By referring to the descriptors provided by Cambridge University and Educational Testing Service, independent users are those at the B1 level with TOEFL score ranging from 460 to 542 while basic users are

those at the A2 level and below with TOEFL score of 459 and below. Despite coming from non-English major, English is constantly taught to them as a requirement for accomplishing their undergraduate study. Their English course lengths vary from two to six semesters depending on the policy of each department. Students of different proficiency levels were required in this research as it aimed at contrasting their beliefs based on those level difference. The lecturer was involved in order to provide another point of view to confirm the information obtained from the students.

Students were purposively selected and asked to complete an online questionnaire adapted from Dagiliene (2012). Interviews with students from the two groups and with the lecturer were conducted to gather further information about students' beliefs on the use of translation in the English classroom.

Data from the questionnaire were analyzed based on learners' proficiency levels. The analysis searched for patterns made by learners with high and low proficiency levels regarding their beliefs on the use of translation in the English classroom. Deeper insight was gained through interview investigating reasons underlying their beliefs.

FINDINGS AND DISCUSSION

The data were collected from sixteen students; eight were basic users or low proficient students, and the other eight were independent users or highly proficient students. Those university students were of non-English major and learned English twice a week as a compulsory subject. The lingua franca which they use in their daily lives is Indonesian language since they come from various regions.

When asked whether or not their lecturer employed translation activities in their English classroom, nine out of sixteen students answered 'yes'. It was supported by the data gained from the interview with the lecturer confirming that he used Indonesian language and translation activities in his teaching. Indonesian language was used when the given instructions were too long and complicated. The lecturer chose to do so as students often experienced misunderstanding of full English instructions which might result in irrelevant students' learning output.

The findings of this research were presented based on thematic questions. Answers to each question from both low and highly proficient students can be elaborated as follows.

How beneficial are L1 and translation activities in learning English as a foreign language?

When being asked about how beneficial L1 was, 6 out of 8 low proficient students perceived it to be beneficial to their foreign language learning while 50% of highly proficient students shared the same opinion. The rest of them were doubtful about it.

Regarding the use of translation activities in EFL contexts, 75% of low proficient students and 87.5% of highly proficient students had opinion that it was beneficial. The rest were not sure about it.

When discussing on what areas the impact was, most students from the two proficiency levels agreed that the linguistic aspect benefitting the most from the use of L1 and translation was vocabulary. Indonesian language provides an instant way of understanding meanings of unfamiliar words. The other advantages were helping students to understand sentences and confirming whether students' understanding was correct or not.

According to this finding, there was no significant difference on how low and highly proficient students perceived the use of L1 and translation activities in EFL contexts. They tended to agree that those two things are useful for EFL learning. Furthermore, the findings were in line with what Nursanti (2016) and Fernandez-Guerra (2014) found in their studies stating that L1 and translation were beneficial to acquire more vocabulary and understand discourses. In addition, this finding was supported by Harmer (2007a) who mentioned that the use of L1 would likely provide scaffolding for students to understand things which were too complicated for them.

Despite their positive response, those from the two different levels expressed the weaknesses of employing L1 and translation activities in EFL learning. Each student with high proficiency level mentioned several weaknesses. Three of them said that the strategy made the learning process less effective as it was undeniable that students got less exposure to English when they also used L1 in the classroom (Harmer, 2007b; Pan & Pan, 2012). Other concerns were related to being time consuming, creating confusion (Calis & Dikilitas, 2012), and being boring (Duff, 1989) especially for the highly proficient students. Several low proficient students also expressed the possibility of ineffective learning process and dependence on using L1 as translation was involved in EFL learning. Some of them argued that L1 and translation should only be used on some necessary occasions during learning.

Do you enjoy the use of L1 and translation activities in your EFL classroom?

Seven out of eight low proficient students said they enjoyed it and only two out eight highly proficient students had the same opinion. Three highly proficient students voted that sometimes they enjoyed it while the other three confirmed that they did not enjoy it.

The majority of low proficient students argued that L1 and translation helped them to comprehend learning discourses, especially those which were too complicated to grasp (Harmer, 2007a). Some students stated that translation assisted them to increase their vocabulary. Those findings were strengthened by the statement of 75% of students saying that translation should be included during EFL teaching and learning processes. The 25% actually agreed with the majority but they added that it should be employed not too frequently. Every foreign language learner brings at least one language with them into the classroom that it is inevitable for them to do translation, especially for those of beginner or low proficient level (Harmer, 2007a).

Meanwhile, three highly proficient students perceived it to be less preferable as it reduced the classroom exposure to English (Harmer, 2007b; Pan & Pan, 2012) and gave lack of pronunciation role model which for them was a bit problematic. The other three appreciated full English classroom and expressed their arguments that there should be only minimum use of L1 and translation. While highly proficient students displayed various responses to the question whether or not translation should be included in foreign language learning, students who rejected the inclusion of translation claimed that unfamiliar words could be explained using the target language and that it can get students to be accustomed to the use of English. On the other hand, those who supported the idea stated that translation could function as a shortcut and saved learning time. One student came up with a good idea saying the use translation should be considered based on the class contexts, like students' own capability to decide whether translation would either interfere or facilitate them to learn. This finding was in line with what Calis and Dikilitas (2012) found in their research, mentioning that highly proficient students do not really appreciate translation in their EFL learning. This is due to the confusion that students might find as they might not always be able to find the perfect meaning equivalence in another language.

What does the teacher say?

While students from across proficiency levels did not really show a gap in their perceptions toward the use of L1 and translation activities, the lecturer respondent of this study had a different opinion for those low and highly proficient students. He argued that less or no use of L1 and translation activities was employed for the highly proficient students, whereas for those of low proficiency, he felt the need to use Indonesian language and translation activities. While his ultimate goal was to have a full English class, he could not deny the necessity of pedagogical translation for learning processes. One of the reasons he stated for his action was to avoid misunderstanding of instructions, meanings, or explanations, especially for the long and complicated ones. He also shared some experience of certain occasions where giving complicated instructions in full English to the low proficient students often resulted in misunderstanding.

The abovementioned findings accord with what Fathimah (2016) and Asgarian (2012) figured out in their research that L1 and translation were particularly employed and perceived to be beneficial to deal with low-proficient learners. They argued that returning to learners' L1 will make the learning more effective especially when dealing with this type of learners.

CONCLUSION

Learners from across proficiency levels perceived the use of L1 and translation to be beneficial to their EFL learning, especially for improving their vocabulary, understanding, and confirming understanding of explanations or discourses in the target language. However, their positive responses also came up with their awareness of weaknesses that might be posed by the use of L1 and translation when they were involved in EFL learning processes.

In terms of whether or not the learners enjoyed the use of L1 and translation, students with high proficiency seemed to have stronger beliefs that those types of learning activities were not preferable. Ineffective learning and limited exposure to the target language became the main reasons behind their opinions. As those students' proficiency was relatively good enough that their competence in the target language would suffice, it is normal for them to expect classes in full English.

While learners' perceptions were pretty much similar, unlike their preference, the lecturer's treatment to students of different proficiency levels was indeed different. For the reasons of effective language learning and avoidance of misunderstanding, L1 and translation activities were more likely to be employed by the lecturer to teach low proficient students. Further research which includes more data from observation is needed to either confirm or disprove, and deepen the analysis in this study.

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ISOLATED AND INTEGRATED GRAMMAR TEACHING IN TERTIARY EFL CONTEXT: INDONESIAN TEACHERS' BELIEFS

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Abstract

While there are a lot of debates surrounding isolated and integrated grammar teaching, there is still limited research on their uses in EFL settings with larger class sizes and different learning environments. To fill in this gap, this case study investigates teachers' beliefs toward isolated grammar teaching (Focus on Forms/FoFs) and integrated grammar teaching (largely a version of Focus on Form/FonF) in the context of EFL tertiary language study in Indonesia. The data were obtained by conducting semi-structured interviews with 10 Indonesian teachers of a private university's English language program. In general, the teachers tended to value one of the approaches for different aspects, but there was less consensus on their effectiveness to promote students' ability to apply grammar in context. In spite of this, most considered the approaches to complement each other. Nevertheless, over half of the participants indicated that isolated grammar teaching should assume a primary role in their context for practical reasons. Drawing on mostly teachers' experience in grammar teaching, this small-scale research offers more crucial insights into how isolated and integrated grammar teaching like FonFs and FonF are viewed at a more practical level amidst controversies on how to best teach grammar.

Keywords: Focus on Form/Forms, Teachers' Beliefs, Tertiary EFL Context

INTRODUCTION

ELT scholars and practitioners increasingly agree that language focus on grammar is an essential aspect of teaching English as a Foreign Language (EFL) as it affects students' success in learning the language. In spite of this, there seems to be little agreement on how to deliver grammar instruction to such students. One issue that has often been debated is whether grammar instruction will be better delivered exclusively in isolation or integratively as part of the instruction for teaching higher communicative skills or tasks, such as reading, writing, and speaking. According to Spada and Lightbown (2008), integrating grammar into context can give a positive contribution to the second language development both in short and long terms.

Nevertheless, there is also a view that separate focus on grammar is also necessary for specific contexts (Ellis, 2002b; Spada & Lightbown, 2008). Although there is evidence supporting each of the approaches/methods, the integrated approach seems to receive far more theoretical favor in EFL contexts as well as in experimental settings. The isolated approach, on the other hand, is often seen to be somewhat outdated and ineffective. This view seems to be counterintuitive as the traditional approach is still widely practiced, especially in countries like China and Indonesia where students are normally taught in larger classes.

This issue is especially important in the context of tertiary EFL programs such as in Indonesia because normally there are pressures to enable their students to communicate effectively in both written and spoken English just within several years. It is, therefore, crucial to investigate different aspects of the choices regarding the approaches of grammar instructions in such contexts, one of which is the teachers' beliefs, which has often been neglected in SLA (Graus & Coppen, 2015a). With this in mind, this study seeks to examine university English teachers' views towards isolated grammar teaching and grammar focus embedded in communicative tasks, such as speaking and writing. The findings in this study are expected to shed more light on the use of the two grammar teaching approaches in the context of undergraduate English language programs in a developing country and may provide understanding for EFL teachers in general as they are faced with selecting ways of delivering grammar in real classrooms.

According to Ellis (2006, p. 84), grammar teaching may be broadly defined as "any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that can internalize it". This notion implies that, while grammar teaching involves a conscious effort, it does not have to include a presentation and practice of grammatical items or either of them (Ellis, 2006). It may also be implicitly done where inputs are given, and learners are expected to discover the rules themselves.

Although grammar is an essential component of a language and plays a crucial role in meaning-making, scholars like Krashen (1982) believed that grammar should not be taught because, like in L1 development, its acquisition was accidental through language use. However, while this view seems to have reduced the focus on grammar in communicative language teaching, research shows that language focus assists students better develop their language competence (Ellis, 2006; Long, 1988; Spada & Lightbown, 2008). Thus, the issue is not whether or not grammar should be taught, but how it should be taught.

Grammar teaching is often categorized into isolated and integrated types. The differentiation is frequently based on whether or not the focus on grammar items is embedded in the context of communication or separate from it, which seems to be a common understanding among practitioners. Isolated grammar teaching is generally associated with the traditional way where grammatical items are presented and practiced. In contrast, the integrated one is usually linked to communicative contexts. However, Long (1991) proposed a more elaborate typology which consists of two teaching approaches: Focus on Form (FonF) and Focus on Forms (FonFs). In FonF, the linguistic element delivery develops from the communicative and content-based activity and grammar rules are taught implicitly and incidentally following the learners' emerging needs (Long, 1991). Within this approach attention to form is given after the meaning is evident through students' engagement with language use (Doughty & Williams, 1998; Norris & Ortega, 2000). Elaborating Long's more limited concept, Ellis defines FonF as "various techniques designed to attract learners' attention to form while they are using the L2 as a tool for communicating" (2016, p. 409). In this way, the language focus in FonF may also be pre-

planned, explicit, and contain some communicative content. What makes FonF different from FonFs is the former centers on the teaching of communicative skill, but, borrowing Doughty and Williams' words, it also "entails a focus on formal elements of language" (1998, p. 4).

FonFs, on the other hand, is when linguistic structures become the focus of the instruction. When grammar is taught in this way, the form is delivered separately, integrated into sentence and short texts levels and with limited use of communication or content activity (Spada & Lightbown, 2008). FonFs is based on the traditional language teaching drawing on a structural syllabus. In such an approach, the grammar rules are explicitly referred to by explaining them or directing the learners to find them in a sample of L2 (Cowan, 2008) and grammatical items are "to be studied and learned as objects" (Ellis, 2016, p. 409).

It is important to note that FonF and FonFs are different from Form-Focused Instructions (FFIs) proposed by Spada and Lightbown (2008). According to the scholars, integrated FFI is when the attention of the learners "is drawn to language form during communicative or content-based instruction" (Spada & Lightbown, 2008, p. 186). Corresponding to Ellis' (2002) and Doughty and Williams' (1998) concepts of FonF, its focus on grammar may be incidental or pre-planned (Spada & Lightbown, 2008). On the other hand, Spada & Lightbown (2008) mention that isolated FFI consists of some activities which are discretely parts of the communicative use of language and typically involve explicit reference to grammatical rules. Unlike FonFs, FFI is part of a program that incorporates communicative language teaching or content-based instruction. However, while isolated FFI may focus on directing students to learn particular grammatical items, the aim is to facilitate the learners towards using L2 as a means of communication at a later stage. It is, for example, may be used to prepare the learners for communicative activity or assist them after an activity in which they have had difficulty with a particular grammatical form. It is important to note that isolated and integrative FFIs are not mutually exclusive but rather two ends on a continuum and are treated as approaches rather than methods.

For the present research, isolated grammar teaching may be defined as a separate/isolated instruction specially devoted to focus on discrete grammatical items by using primarily explicit techniques. Examples of this type are focus on forms and isolated FFI. The goal is for the students to master the linguistic forms and use them accurately in contexts. Integrated grammar delivery, on the other hand, is defined as the teaching of grammar as an integrated part of an instruction that is focused on the meaning or use of language through communicative tasks. Examples of grammar teaching that apply this approach are FonF and integrated FFI. The main aim is to enable learners to do specific communicative tasks in the target language with the language focus given only after they receive a relatively significant amount contextual L2 exposure.

Both isolated and integrated approaches of grammar delivery have their own merits and drawbacks. DeKeyser (2003) believed that explicit grammar teaching in isolation is useful in the stages of a learner's language acquisition. Even though some theorists argue that genuine grammatical competence is gained more easily while students are learning to communicate in L2, DeKeyser claimed that isolated grammar could also be processed through practice and retrieved for communication use. Thus, a person with explicit knowledge understands the language and the can articulate the rules learned.

Contrary to isolated grammar, integrated grammar is language focus carried out as part of a situation or context of when the language is used. According to Anderson (2005), as mentioned in Mart (2013) grammar in context offers a meaningful framework that connects reality in the targeted language. The use of dialogues and authentic materials in the real world where people

generally use to talk to each other is a way of teaching grammar in context for learners to use grammar effectively in communication. This type of instruction seems to aim more at an implicit knowledge of grammar, which may be readily retrieved during spontaneous communicative tasks (Brown, 2000).

However, according to Brown (2000), although a child may implicitly learn the language, he/she will not have the ability to explain the rules explicitly. Therefore, contextual grammar delivery might result in the de-emphasized language rules when they are learned unconsciously. This may become a downside as students may not acquire explicit knowledge, which may be defined as “conscious knowledge about a language (rules, conventions of use) that learners can often verbalize (Storch, 2015, p. 349). With such knowledge, students will be able to identify, correct, and learn from their mistakes since it may “[facilitate] the intake and development of implicit language which is useful to monitor the language output” (Widodo, 2006, p. 125). Besides, Li and Song (2007) pointed out, focus on communicative abilities also tends to pay lesser attention to grammatical errors made by the students. This may result in inaccuracies in the students’ language use, and if they are not attended, they may result in fossilized forms. Despite what research and experts’ views show about integrated and isolated grammar teaching, teachers’ views may have different beliefs. As Larsen-Freeman (2015) noted, there is still indeed a significant gap between research on grammar and teacher’s practice, which often relates to their beliefs. As practitioners, teachers develop their methods/approaches drawing on their personal inferences from their successes and failures in teaching (Hoffman, 2006, in Smith, 2013). They also often teach in the way they were taught (Farrell & Lim, 2005; Spada & Lightbown, 2008). Therefore, they may not be agreements among teachers on which promote language learning most positively. In spite of this, it is crucial to investigate their beliefs about grammar teaching delivery to gain further insights into how it is perceived at the practical level. Knowledge of such perceptions is paramount to understand how teachers approach their work (Richards, Gallo, & Renandya, 2001).

Relatively few studies have been conducted in examining teacher’s attitudes and/or beliefs towards grammar and its delivery. Teachers are shown to see grammar as a crucial part of their teaching (Borg & Burns, 2008; Burgess & Etherington, 2002; Canch & Barnard, 2009; Richards et al., 2001). Research seems to show more positive beliefs/attitudes of teachers towards integrated approach (Barnard & Scampton, 2009; Burgess & Etherington, 2002; Canch & Barnard, 2009). However, they also demonstrated mixed views on how grammar teaching should be approached. Although the teachers appeared to favor FonF, they significantly supported the need for explicit language focus and discussion of grammar rules. This is in line with the finding of Richards et al. (2001, p. 54), which show teachers’ preference for the communicative approach but many still held the belief that direct grammar teaching is needed for EFL/ESL students. Graus and Coppen’s (2015b) research of student teachers, however, shows different trends across the lengths of study of its participants. While most student teachers preferred form-focused, explicit, inductive instruction and FonFs, more senior and post-graduates students tended to favor meaning-focused, implicit instruction and FonF. Despite this, it was widely believed that higher level learners would benefit from learning rules inductively and FonFs.

The traditional approach seems to continue having a significant place in language teaching across the globe. Farrell and Lim’s case study (2005) revealed that a participant doubted that incidental or implicit grammar teaching was helpful for students without adequate language skills. On the other hand, the other teachers they examined, although believing in both integrated and isolated grammar teaching, nevertheless tended to employ the more traditional approach. Several factors were identified to have possibly led to such attitudes. Besides the teacher’s

reverence for the traditional grammar approach, time availability also seemed to have affected teachers' practice. Being more straightforward, the traditional approach was seen to be more applicable to cover a lot of learning materials within a limited amount of time (Farrell & Lim, 2005). These results were supported by Uysal and Bardakci's (2014) study of 108 fourth and fifth grade EFL teachers in Turkey, which reveals a strong tendency to prefer more traditional methods reflecting the adoption of FonFs. Several reasons were put forward why this was the case: time constraints (3 hours/week), crowded classes (40 students in a class), low student motivation and their resulting class-management issues, and cultural and L1 problems (e.g., low literacy).

Poole (2005) also brought up the issue of time constraint when it comes to FonF or FonFs. He believed that integrated grammar teaching, such as FonF does not guarantee the development to a particular level of L2 proficiency within a specific period. This may present an issue to EFL tertiary language programs like those in Indonesia where students are expected to achieve a post-intermediate level by the time they graduate. Poole (2005) also pointed out that focus on form seems to be more suited to small class size to enable teachers to make adequate follow up to students' needs, such as by giving ample feedback to students' errors in writing. More research is, therefore, necessary to see how FonF works in contexts with fewer resources rather than in ideal settings including those in experimental studies.

METHOD

Context of the study

This research aims to identify teachers' beliefs toward isolated and integrated grammar deliveries. This research was conducted in an English Language Education Program of a private university in Central Java, Indonesia. The first year students' proficiencies ranges from lower beginners to advance. Based on the latest grammar and vocabulary test scores of the latest first-year students (2017), the intake was shown to have a broad range of students with different abilities. There were 26,2% students of lower beginners' to the elementary level, 22,4% of the pre-intermediate level, 31,8% of the intermediate level, 15% of the upper-intermediate level, and 5,60% of the advance level. All the students are expected to graduate with a post-intermediate level proficiency by the time they graduate (about 3.5-4 years).

When the research was carried out, the program implemented both isolated (FonFs) and integrated (FonF) approaches to help their students learn grammar. The isolated grammar instruction took the form of independent grammar courses (8 credits in total, including four credits for tutorials). During the data collection, the courses were conducted in medium-sized classes, each usually consists of 20-25 students. On the other hand, the integrated language focus (mainly a version of focus on form) was embedded in language skill courses which were offered in over 30 credits in total. Each class typically consisted of 20 students, with less numbers of students in speaking classes. The skill courses were mostly provided in the first and second year.

Use of terms

This research applies the *principal* terms of "isolated" and "integrated" grammar teaching to refer to, respectively, independent grammar courses and that embedded in skill courses. There were three reasons for using these terms. First, the terms were considered to be more familiar with the participants involved in the study. Second, the study aims to focus on the quality of the approaches as being separate from or embedded in larger language tasks. In this way, the results can be compared to previous studies investigating separate and integrated grammar teaching

other than focus on forms and focus on form. Thirdly, the FonF grammar teaching examined in this study involved students with different abilities and the level of difficulty of the courses may not be suitable for less proficient students. Hence, there was no guarantee that meaning can be made evident to every student through contexts before each of them was given language focus. It is, therefore, probably safer to use the more generic “integrated” term. In spite of this, focus on forms or focus on form will sometimes still be used to refer to previous studies and as a basis for comparison.

Participants of the study

Ten teachers who had taught English grammar using isolated and/or integrated approach participated in this research. Although there were initially eleven teachers, one teacher (Teacher H) was excluded because she was not available for further clarification of her data. All the ten teachers had taught English for more than two years. The longest teaching period was 45 years and the shortest was two years. Other teachers ranged from 13-18 years of teaching experience. Two teachers had pursued their further education in Linguistics (G & D), one in English literature (C), and the rest in English Language Teaching.

Table 1. Participants’ Teaching Background

Teacher	Gender	Years of teaching	Teaching experience	
			isolated grammar course	integrated grammar teaching
A	M	16	✓ (in the past)	✓
B	M	18	-	✓
C	F	16	✓ (in the past)	✓
D	F	16	✓	✓
E	F	45	✓	-
F	F	17	-	✓
G	F	5-6	✓	✓
I	F	13	-	✓
J	M	2	✓	✓
K	F	14	✓ (in the past)	✓

Data collection

A semi-structured interview was used to collect the data. Each teacher was asked the same questions on their beliefs about the approaches’ (a) stimulation level; (b) effectiveness, (c) appropriateness. It was made clear to the interviewees that isolated grammar teaching refers to that carried out in independent grammar courses and the integrated one refers to embedded grammar teaching in the program’s skill courses. Below are the main interview questions:

1. What do you think of the stimulation level of each approach for the students?
2. Effectiveness:
 - a. What do you think of the effectiveness of each approach to assist students to understand the meaning of grammatical forms?
 - b. What do you think of the effectiveness of each approach to help students to produce forms accurately?

- c. What do you think of the effectiveness of each approach to help students apply grammar in communicative contexts?
 3. In your opinion, how appropriate is each of the grammar teaching approach in the context of teaching English as a foreign language in your English Language Program?
- Further short interviews were carried out with participants to clarify different parts of the interview to ensure correct interpretation for the data analysis. They were mainly conducted through face to face meetings, but two were done through a telephone call or WhatsApp texting.

Data analysis

The data obtained from the interviews were transcribed and coded by a team member and a lecturer who did not belong to the team independently. Any differences between the resulting themes were resolved through consensus, and when no agreement was reached, a third party was involved in mediating the discrepancy. Participants were also further contacted to confirm the team's interpretations in regards to their stances when it was deemed necessary.

FINDINGS AND DISCUSSION

The collected data show that all the ten interviewed teachers saw grammar as an essential aspect of language pedagogy where most teachers had positive views towards isolated and integrated approaches in light of different aspects. In spite of this, many stressed the importance of isolated grammar teaching for a range of reasons. The participants' opinions were mainly experiential as they had taught grammar using either approach or both of them, but they gave thoughtful considerations of the relevant issues. The interview data show that the teachers' beliefs were significantly influenced by factors such as their teaching success and failures, learning context, students' backgrounds, and practical aspects.

It is worth noting that while all the participants were not asked of their preferences, the participants tended to compare the two approaches straight away. Therefore, the data are often comparative. Although initially intended to investigate the participants' perceptions towards the two types of grammar teaching, this study also revealed insights on problems and challenges teachers faced in applying the approaches in tertiary EFL context. More detailed findings are discussed as follow.

Perceived level of stimulation

Stimulation level refers to the capacity of the approaches under study to attract students' interest in learning grammar in class. Most teachers (7 out of 11, A, C, D, E, F, I, J) were confident that integrated grammar was more interesting than the isolated one. This finding seems to echo Long's view that Focus on Forms tends to be boring, which leads to "declines in motivation [and] attention" (1998, p. 38).

The most common reason why integrated grammar was seen to be more stimulating was it teaches grammatical items that are directly relevant to their needs (teachers A, C, D, E, I). Here the teachers saw that students were more motivated to attend to teachers' grammatical inputs when they related to their language task they were required to do. In the program's integrated grammar, this feedback was often given to individuals or groups on writing drafts or oral presentation or language focus on a specific grammatical to the whole class.

Another reason was teaching grammar in the context of doing other language activities was seen to be more attractive (teachers D, E, I, J). Two teachers (teachers I, J) pointed out that, as grammar is usually perceived to be something "terrifying or "scary", teaching it in such a

context will make it less threatening. The teachers' views indicated that integrated grammar could be an aid in stimulating students' participation by teaching grammar more implicitly through language use. As I mentioned:

“I personally think when students hear the word grammar, it sounds very scary – something very difficult and complicated. So it is not interesting. Teaching it using the integrated approach will wrap it up so the grammar will not be conspicuous.”
(Teacher I)

While there was less support for isolated grammar, three teachers who favor integrated grammar (teachers A, F, I) also believed that it could be attractive to students for different reasons. Two teachers (teachers F and I) thought that the approach would be of interest to students who want to learn grammar deeper. This, however, only seems to apply to a small number of students as many did not tend to have an analytic mind. Teacher A, on the other hand, believed that isolated grammar teaching could be made attractive to students when it offered more opportunities for students to apply the forms they are studying in expanded contexts. Teacher F also shared this view.

The rest of the teachers (4) were indecisive on whether or not each of the grammar teaching approaches can stimulate interest in grammar. One teacher (K) pointed out that it would very much depend on different factors so she could not say about their level of stimulation. Another teacher appeared to be more skeptical. Believing that grammar is seen so negatively by students, she was not sure if grammar teaching was attractive regardless of how it is taught, including in integrated language focus. In her opinion, students just attended to it in class because they had to. In her statement, she mentioned, “I’m not sure which one makes [the students] more motivated, because they have to. So they just go with the class”. In a similar line, teacher B pointed out:

“I don’t know. But I think they were forced, or they were conditioned to attend to the grammar. So I don’t know whether the motivation level is going up or down [in integrated grammar teaching]. I have no idea.” (Teacher B)

Perceived effectiveness

The perceived effectiveness of each of the approaches is measured by its capacity to promote students' (1) understanding of the meaning of grammatical forms, (2) accuracy, and (3) ability to apply grammar in communication.

Effectiveness to assist students understand the meaning of grammatical forms

When asked on the effectiveness of each of the approach to help students to understand the meaning of grammatical items, most participants (6 – teachers B, D, E, G, I, J) were shown to favor isolated grammar teaching. The crucial first reason was that it tended to be mostly explicit (teachers B, G, J) it helped EFL students to comprehend the meaning of grammatical forms more easily. The second reason was the approach was more intensive by giving a lot of exercises and/or more focused on grammar compared to the integrated one.

Three teachers (teachers G, I, J) further linked their reason(s) to the limited exposure of L2 in their context. Teacher G, for instance, said that although students were given more language inputs when grammar was integrated into content/skill courses, the amount was still too limited to help them fully understand grammatical meaning by brief or incidental explanation, let alone to figure it out themselves. In her point of view, therefore, EFL students needed explicit grammar teaching to help them work out the meaning of grammatical items.

In contrast to the teachers who supported isolated grammar teaching for a better understanding of meaning, four (teachers A, C, F, K) teachers preferred the integrated approach by arguing that grammar meaning was best understood from context or when grammatical items were practiced in it. In spite of this, one of these four teachers (Teacher F) also believed that isolated grammar might also be useful if it allowed students to practice using the items in context. Teacher F stated that, "As long as both give students enough opportunities for students to apply the grammatical items in context, both work." (Teacher F)

Effectiveness to foster formal accuracy

Regarding the effectiveness to promote grammatical accuracy, most of the teachers (9) believed that isolated grammar teaching was more superior than the integrated approach. These teachers generally put forward reasons similar to those for its capacity to help students understand grammatical meaning. The most common answer (7 teachers, A, D, E, G, I, J, K) was it was more focused or intensive on addressing the grammatical item(s) than in integrated grammar teaching. Two teachers (teachers I and J) specifically linked this quality to the use of drilling in the isolated approach.

In line with this, three of the teachers (teachers G, J, K) pointed out that isolated grammar teaching paid more attention to details or formal features. Hence, as one teacher mentioned, it "conditions the students to notice patterns" (teacher K) and students are "taught to be accurate" (teacher J). Teacher J said:

"As to [...] accuracy, isolated grammar courses will answer that. We work a lot to make [students] accurate in [their] English, in [their] grammar. We want [them] to understand from the smallest part of language [...]." (Teacher J)

In addition to this, several teachers (teachers E, I, K) also pointed out that isolated grammar allowed for more thorough discussion of grammatical forms than the integrated teaching because the more traditional approach provided more time to do so (teachers I, E, K). Drawing on her experience, Teacher I, for instance, said:

"In the context of my teaching experience, there was not enough time for me to teach grammar thoroughly when it was integrated into skill courses. I have one experience. I was teaching speaking, and my students did not understand about a particular tense. Then I spent the whole class, which was supposed to be a speaking class, explaining about grammar. And it means that I reduced their opportunity to practice speaking, and it was not good because that was a speaking class." (Teacher I)

Two teachers (teachers E and J) added that with more time, and hence focus on grammar, it was also easier to monitor students' mistakes and correct them to foster accuracy when the grammar was taught in isolation.

Another reason why isolated grammar teaching is seen to be more helpful to help students understand the meaning of grammatical forms was because it primarily uses explicit methods to teach grammar. Teacher G argued that the mostly explicit nature made their explanation about grammatical forms clearer. In line with this, teacher B pointed out:

"But from my own perception or understanding, if we do not offer specific explicit grammar instructions to the [EFL] students, I'm afraid that they just do not notice what is wrong and what is right." (Teacher B)

Regarding integrated grammar, there was only one teacher (teacher C) who firmly believed that integrated grammar was more useful for teaching accuracy. According to her, to decide what

form to use, a student must understand the context clearly. As she always pointed through her interviews, she believed that grammar should be first and foremost learned through expanded communicative contexts, which reflects the view of L2 acquisition that mirrors that of L1.

Effectiveness to promote students' ability to apply grammar in communication

Concerning the approaches' effectiveness to promote students' ability to apply grammar in communication, five teachers (teachers A, C, D, E, F, and K) favored or tended to prefer integrated grammar teaching over the isolated one. The most popular reason for this, which was brought up by each of the teachers, was because it provided more discourse-level contexts for the application of grammatical forms. One teacher (teacher D), however, explicitly expressed her reservation about this. According to her, although the approach helped students applied grammar in an expanded context in class, it only developed a short-termed memory because it did not teach the grammatical items intensively. In other words, it did not give any guarantee that students would be able to use them in real life.

In addition to the above five teachers, another participant (teacher B) also mentioned the availability of discourse contexts as one positive feature of integrated grammar teaching and its potential to foster students' applicative ability. In spite of this, he was very skeptical that the integrated approach might be well implemented in their EFL context. He gave two reasons for this. First, he doubted that every teacher has enough commitment to teaching it in content/skill courses. Second, it might disrupt the focus on the content/skill.

Three other teachers (teachers G, I, J) believed that integrated grammar would be helpful but only if it was applied for EFL students with relatively high language competence. Although they were aware that there was much more L2 input given before integrated language focus compared to that in the isolated approach, they doubted that it was enough for less proficient EFL students. G argued that in her experience students did not get enlightened but became confused about how to use specific grammatical items when she taught them using the integrated approach. Teacher G, for instance, said:

“It makes students confused instead. They do not get enough English exposure to enable them to figure things out. Although there is the Internet, our students are more interested in K-Pops than listening to English songs or watching English movies.”
(Teacher G)

With the above considerations in mind, the three teachers strongly preferred or tended to favor the isolated approach to help students foster their ability to apply grammar in communication. Teachers I and G demonstrated strong favor towards the approach over the integrated one, but it took J some time to express his view. Stating that he tended to believe that the isolated approach was more effective in this respect, he argued that students were also taught how to use grammar in contexts in isolated grammar teaching. Although the contexts tend to be limited to sentence-level, they are more helpful for students. He argued that learning grammar in expanded context was a double challenge as students had to pay attention to more than one thing at a time.

Four other participants (teachers A, B, F, E) believed the isolated approach would also be effective to promote learners' competence to apply grammar in context if it also incorporated discourse level contexts for students to practice what has been taught. It is worth noting that three of the teachers (teachers A, B, E) also supported integrated grammar teaching. B suggested that isolated grammar teaching, which is largely pre-planned, should be made more communicative and provide more natural L2 models. As he saw that integrating grammar in skill/content courses was not always easy, such a step would increase the effectiveness of grammar teaching in the

language program. This view reflects Ellis' belief that FonFs "is valid as long as it includes an opportunity for learners to practice behavior in communicative tasks." (2006, p. 102).

Appropriateness for their EFL tertiary language program

Despite the different views the teachers had previously mentioned, almost all teachers (9 teachers) believed that both approaches are appropriate for their EFL tertiary context. Eight of these teachers thought the two approaches should go together to yield the best results in their tertiary context. This finding supports the view that FonF and FonFs complement rather than being implemented exclusively from each other (Ellis, N, 1995, in Long, 1998). Drawing on the results of an experiment to Polish high schools students where FonF and FonFs were found to be effective, Pawlak (2012) also recommends that both approaches should be applied in the classroom.

Teacher F believed that both worked collaboratively as long as isolated grammar was also made contextual. She did not see any of them have a stronger role over the other. In spite of her slight reservation about isolated grammar teaching, she believed that the approach is equally important to assist students in learning grammar.

Unlike F, six other teachers (teachers B, D, E, I, J, K) believed that the two approaches were complementary, but the isolated grammar should assume a primary role. The teachers frequently brought up practical reasons to support their views. The most popular reason (teachers B, D, I, J, K) was because of the EFL context where they worked. As in such an environment students were seen to have less exposure to the target language, and they saw it necessary for them to receive an intensive and explicit explanation of the language.

The second reason was the knowledge acquired in isolated grammar teaching was believed to be able to help students learn L2 further, which to some extent seems to reflect Schmidt's theory of noticing (1990). Because of this, they saw it necessary for their students to receive isolated grammar instruction to develop some basic knowledge before they get reinforcement in integrated grammar teaching. In other words, they believed in a sequential implementation of the two approaches. As teacher G said:

"I think it's better if we have independent grammar and integrated grammar. So first before you integrate grammar in other courses, you have to teach them independent grammar courses, like in the traditional way." (Teacher G)

The next common reason for the complementary view but with isolated grammar teaching playing the primary role was when they saw many of their students had relatively low grammar competence/and or knowledge (teachers B, D, K, I). Three of the teachers further linked this to many, if not most, of the contemporary Indonesian students' high school English language learning in which grammar tended to be given much less focus or taught implicitly. In addition to these reasons, one teacher F said that isolated grammar teaching was suitable for tertiary students because they are adult learners. All these considerations of the learners echo Barnard and Scampton's (2009) finding in which "the teachers took into account their learners' background when deciding to adopt an explicit focus on grammar" (p. 69).

They also argued that isolated grammar was indispensable because the integrated grammar approach has limitation. Although FonF is often presented to be more favorable in previous research, the teachers identified several downsides related to the integrated approach. Six teachers (teachers K, B, E, I, G, J) revealed that it was difficult and/or not always possible to address grammar in skill/content courses in their tertiary EFL context because of the limit of time and/or the focus should be more on the content/skill. One teacher found it disruptive

sometimes as he was trying to focus more on teaching a particular skill or content (teacher B), while another teacher believed the approach did not allow them to discuss grammar in depth (teachers J and I). I noted:

“I have one experience where I had to teach speaking, and my students did not understand those particular tenses or some other grammar things like sentence structure. Then I spent the whole class, which was supposed to be a speaking class, explaining about grammar. And it means that actually I reduce their opportunity to practice speaking, and it’s not good because that’s a speaking class.” (Teacher I)

In concert with I, K revealed:

“I used to believe integrated grammar is good. [...] But as a teacher I experience the struggle. How can integrate grammar in my academic writing? It’s difficult. [...] There are a lot of sub-skills I need to teach in the course. [...] There is no time to discuss grammar. And students’ mistakes are different from each other’s.” (Teacher K)

Teacher K’s concern about the difficulty of dealing with students’ individual grammatical problems was also validated by a large number of students in a writing class in the program. With around 20 students in a writing class, a teacher could get easily overwhelmed with grammar work. This issue reflects Poole’s (2005) criticism of FonF that it only works with small classes. As he says:

“Focus on form instruction [...] seems optimally suited to a classroom that is small enough to enable instructors to verbally address their students’ problematic forms, presumably via classroom discussion, Q/A sessions, and impromptu and planned public speaking events. As far as writing is concerned, such a classroom would need to allow teachers to evaluate students’ writing [...] frequently.”

Another limit put forward several teachers (teachers B, E, K). Not all teachers were interested in and/or committed to addressing grammar in content/skill courses, or were good at explaining the aspect of language (teacher J). Teacher J noted:

“Who knows that a particular teacher doesn’t really like teaching grammar because teaching grammar is different, it requires a specific skill. If he doesn’t really like teaching grammar, it might be a burden for him. If the teacher doesn’t mind, it’s OK. But it may also take time because explaining grammar takes time.” (Teacher J)

Furthermore, two teachers (teachers D & I) saw it impossible to cover all the many grammatical items needed for helping their students to become advanced learners through integrated grammar teaching. This was a very plausible point as the time to address grammar is limited when it is taught integratively and the approach normally only addresses relevant or productive forms.

On the other hand, although many of their new students were beginners, the students were expected to know or to be able to use a wide range of grammatical items at the end of their four years’ program and write a thesis in English. More focused and intensive in delivering grammar, isolated grammar instruction in independent grammar courses was seen to be able to answer the pressure. This perceived weakness of FonF confirmed Poole’s criticism on the issue (2006). Finally, teachers J and D pointed out that with the prevailing reward system, students learning through the integrated approach did not receive enough incentive to review what has been taught. This is because, not being the primary focus, grammar usually was only given a small percentage or none in the assessment rubrics of courses where grammar was taught integratively. On the other hand, they saw students studying grammar in an independent grammar course could be forced to invest more in studying it, or they would not be able to pass it. This view seems to highlight the general Indonesian education culture where students study for exams

and receive marks as tokens of their achievements. Unless there is a substantial grading, less motivated students may not put significant efforts for their learning.

CONCLUSION

The purpose of this research is to investigate teachers' beliefs toward isolated and integrated grammar teaching. In general, the teachers tended to favor the integrated approach for its capacity to stimulate students' interest, and the isolated for its effectiveness to assist students to understand the meaning of grammatical forms and, especially, to develop accuracy. However, while they were less agreement on their efficacies to promote students' communicative competence, most teachers believed they are complementary and appropriate for their context. Primarily based on experience, the teacher's views also reveal problems and challenges of the application of isolated and integrated grammar teaching at the practical level. The integrated approach was seen to be more problematic in the context where there are less English exposure, a pressure to develop students' proficiency to a certain level, and large class sizes. As language focus is only marginal in the approach, it was also considered to give less incentive for students as well as teachers to attend to it. On the other hand, several teachers stressed how the incorporation of expanded contexts would improve the efficacy of isolated grammar teaching. Despite this downside, this more traditional approach was considered to be able to provide a more reliable structure in the teachers' education context.

Being a case study, this research is limited because it involved only a small number of participants in a limited context and therefore is not generalizable (Basturkmen, 2012). It is also important to note that most of the participants had a strong background of learning English using isolated grammar teaching, which was imposed by the Indonesian government throughout their middle and high school years. This background might have influenced their perceptions of the two types of grammar teaching investigated.

Further research is necessary to confirm the findings as this study offers paramount insights into how the effectiveness of grammar teaching is seen to intertwine with various contextual practical factors. More investigation needs to be conducted in day to day education contexts rather than in experimental settings as grammar learning does not take place in a vacuum. Findings of such studies will be more likely to assist teachers who deal with less idealized situations, especially those in developing countries and areas with fewer resources.

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LINGUISTIC PROFICIENCY DEVELOPMENT THROUGH SCAFFOLDING: A SPANISH TEACHER'S BELIEFS AND PRACTICES IN AUSTRALIA

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Abstract

In determining the implementation and execution of the classroom activities, the teacher's beliefs plays an important role as one of the fundamental aspects of language teaching. In-depth, the beliefs also influence the learner's competency and the achievement of learning outcomes. This research aims at observing the beliefs of a Spanish language teacher in a private language school in Australia. Data were gathered through interview and classroom observations. The interview was designed to explore the teacher's beliefs regarding the language learning approach. Furthermore, the classroom observations were conducted through 1) complete observer observation and 2) complete participants observation. They were carried out to see to what extent the teacher implemented the beliefs into action. Pre-classroom questionnaires on the learner's background were distributed to know the learners' background. In the era where communicative approach becomes the axis of language teaching, this study suggests "scaffolding" as an alternative approach to language teaching. The finding indicates that some primary factors affecting the teacher to hold his beliefs are: limited classroom duration, small class size, and the condition of Spanish as a foreign language (FL) in Australia – where learning resources are limited. In the learning condition where the target language (TL) resources found to be scarce, this 'scaffolding' approach successfully and effectively equips learners with adequate knowledge of Spanish. Taking the 'scaffolding' as the major foundation to develop learners' linguistic proficiency, this research provides insight regarding the use of 'scaffolding' toward language teaching and learning.

Keywords: language teaching and learning, linguistic proficiency, sociocultural theory, scaffolding

INTRODUCTION

Current language teaching and learning has developed in enormous ways, resulting in varieties of teaching approach around the world. Among many approaches to language learning, communicative language teaching (CLT) approach is regarded as the main source for language teaching in this 21st century (Richards & Renandya, 2002). Almost two decades after that, Tootkaboni (2019) admitted that it is still the most widely used approach at the moment. Over the last 5 years, CLT still ranks as the top-notch approach used around the world by having 66% users, while grammar-translation method holds 32.3% users, and audiolingual has 27.9% users (Google Trends, 2019). The number represents the trends of language teaching methodology since 2014. As CLT is studied more by researchers and scholars, other language approaches – while there are various, have been less likely taken into consideration.

Research on CLT also reveals that challenges occur for its implementation since the number of language teachers apply the method differently with the original idea (Mohd-Asraf, Hossain, & Eng, 2019; Tootkaboni, 2019). Furthermore, it is found out that CLT implementation failure occurs as teachers do not have the solid belief on the approach because the different goals, objectives, and operations are not in line with the institution's curriculum. This indicates that at a certain level, although CLT happens to be the most popular language teaching approach, the approach may not be the best solution to some circumstances.

The above background highlights two issues that 1) current language teaching and learning approach and research mainly orient around CLT, and 2) the beliefs of several teachers who fail to demonstrate their intended beliefs into action. Therefore, this research tries to explore other teaching approaches by looking at the importance of beliefs of a teacher and how it is applied in the classroom. Two research questions are proposed:

1. What are the beliefs of the teacher in regards to language teaching approach and what factor influences teacher's belief on language teaching approach?
2. How does the belief about language teaching approach put into practice inside the classroom?

Current teacher's beliefs and practices

Research on teacher's belief has been regarded as less scientific (Kalaja & Maria Ferreira Barcelos, 2013). Yet, scholars point out that beliefs made a strong influence in language learning since it serves as a foundation for a teacher to teach or for a student to learn (Gleeson and Davison, 2016; Manzano, 2015; Tootkaboni, 2019).

Tootkaboni (2019) suggested that teacher's beliefs on language learning approach hold such an essential factor in determining teacher's perception towards communicative language teaching (CLT). The approach has been adopted by many teachers of English believing that they had delivered their lessons in communicative ways. However, inconsistency had been found between classroom practices and the idea. This study suggested that such a phenomenon might be caused by teachers' beliefs negligence. The study aimed at examining the beliefs of teachers of English by distributing questionnaires, classroom observations and evaluations to 154 Iranian teachers of English. It revealed that there was a gap between teachers' beliefs and the implementation. This study showed that teacher's belief is important in establishing the foundation and understanding of the learning approach.

Gleeson and Davison (2016) in their research regarding teacher's beliefs of teaching English language learners (ELLs) examines the knowledge and attitudes of Australian secondary teachers. Ultimately, the study explored to what extent teachers' knowledge understood and refined when teaching ELLs. This qualitative study examined six case studies in Australian schools by using interviews and questionnaires. The findings showed that the knowledge and beliefs developed through experience inside the classroom.

Furthermore, it also revealed that teachers were less likely to accept the new idea of language learning other than that generated from their own experience.

In addition, Manzano (2015) examined the application, issues, and teachers' beliefs around the idea of CLT. The study investigated 20 English lecturers at Tarlac University, the Philippines who agreed with the notion of CLT and admitted applying CLT inside the classroom. Data were gathered through descriptive-survey research. The study found out that although lecturers believe in CLT approach and admitted that they implement CLT in their classrooms, some activities in the classrooms were contradicted to the original view of CLT. The contradictions could be found in the assessment, materials given, teachers' role and the objectives of the institution. In the end, the study suggested that lecturers needed to dig more on how CLT developed and used.

Lastly, Hue Nguyen (2013) explored the peer-scaffolding approach in collaborative writing and oral presentation of 12 Vietnamese ELLs. Students were asked to provide feedback and give support to other students. In this qualitative study, data were gathered from reflective reports, interviews, and self-reflection. The peer scaffolding collaborative writing indicated that student in peers support each other with mutual benefit. In other words, peer scaffolding brought positive results for student' writing and oral presentation.

The above studies reveal the importance of teacher's belief towards the language learning approach and how such a strong belief could improve learning result. Among the research on teachers' beliefs, many explore and focus the beliefs on CLT approach (Gleeson & Davison, 2016; Manzano, 2015; Tootkaboni, 2019). Therefore, this research will focus on exploring the beliefs of a foreign language teacher on the scaffolding approach.

Furthermore, Kalaja and Maria Ferreira Barcelos (2013) define that beliefs "are not only a cognitive concept; they are also social constructs born out of our experiences and problems (p. 10). Beliefs is said to be all knowledge underlying a single concept, including social knowledge. Other than beliefs, attitudes and practices are also considered essential to increase learning process (Teaching and Learning International Survey – TALIS, 2009). These are said to be related to teacher's classroom strategies which will affect students' learning atmosphere and motivation.

All in all, studies regarding teacher's beliefs suggest that the belief is critically important as it allows teachers to develop and build their motivation and attitudes toward their classroom. This belief will shape the practices given to the students and eventually to the students themselves.

Defining scaffolding

In 1976, Wood, Bruner, and Ross conducted a research exploring the activity of how children build three-dimensional blocks. Guided by an adult tutor, this activity was performed to 30 children aged 3 – 5 years old. The activity of block-constructing was designed to be more complicated than the children could perform, in which children would always need a tutor's help while building the block. In this sense, 'an adult controlling' in scaffolding is necessary because the children may not perform well without a tutor's help (p.90). This research successfully proved that the children's engagement and motivation was high as block-building activity was challenging for them. It is also revealed that this scaffolding activity – or in other words, activity that requires a tutor's help eventually supports children to perform on their own. The scaffolding's original idea is to equip and guide learners and gradually enable them to perform individually as a tutor's guide subsides.

In the development of language learning, scaffolding appeared within the development of sociocultural theory (SCT) proposed by Lev Vygotsky, a Russian psychologist. The view suggests active interactions as the axis of language learning. This view is in line with the scaffolding developed by Wood, Burner, and Ross (1976) as learners are challenged with minimal supports. As the notion of SCT developed in 1978, the zone of proximal development (ZPD) is revealed.

ZPD addresses the connection of potential development level with problem solving in two ways; independent problem solving; and problem solving with the help from an adult or “the more capable peers” (Vygotsky, 1978). In other words, ZPD happens when the capable individuals help the incapable individuals in finding solutions to the problem. Focusing on the support or assistance provided by the more capable individuals, ZPD proposed by Vygotsky shares the same concept as scaffolding suggested by Wood, Burner, and Ross. Lantolf (2000), supported the idea by stating that scaffolding is the practice of ZPD to achieve the intended outcome of the learning process.

On the other hand, Benko (2013) argued that scaffolding and ZPD should not be considered as one, as she refers with the term “conflated” (p. 292). In her study, she posited that scaffolding always aims for self-regulated learning while ZPD happens only at the level of “challenges” without achieving self-regulated learning. In this sense, she surmised that scaffolding does not share the same value as ZPD from the theory of SCT.

After all, as it is originally stated by Vygotsky “what a child can do with assistant today she will be able to do it by herself tomorrow” (1978, p. 38). Referring to do it “by herself” tomorrow, the original idea of ZPD always directed to achieve the goal of self-regulated learning. Therefore, it is right and just to consider and state that scaffolding is a part of SCT framework, hence scaffolding is always in the same framework as SCT.

Since the first discussion of scaffolding brought to language learning in 1978, research has mainly explored the varieties of teaching scaffolding in classroom. One of the ground-breaking researches on scaffolding is the research conducted by Kayi-Aydar (2013). It views scaffolding based on the perspective of power in the classroom. As power grows into a competition, scaffolding activity might be difficult to be implemented, especially between the more and the less dominant group of learners (p. 332). It is suggested that a careful action is required whilst a tutor controls the learning atmosphere. Regarding group activity, Lee (2009) indicated that a group discussion is supported by scaffolding. Using Computer-Mediated-Context, Lee stated that layers of scaffolding might happen in many ways.

All in all, researchers gave some suggestions on how to maximize scaffolding for language learning (Benko, 2013; Kayi-Aydar, 2013; Lee, 2009; Wood, et al., 1976) . Scaffolding is used by the language teachers to enable the incapable individual to perform. Some suggestions are addressed to increase learners’ motivation by using more demanding tasks; more attention to the learners; more samples for the scaffolding activity as well as building and integrating a continuous activity; exploring the learners’ beliefs; and focusing more on the group collaborative learning process rather than on producing the correct forms.

METHOD

This qualitative research involved an interview and classroom observations. The researchers interviewed a Spanish teacher in Brisbane, Australia whose class would be observed. The interview with the teacher was carried out to specifically interpret the teacher’s underlying concept of what constructs a language and what are the effective ways to teach. Furthermore, two classroom observations were then conducted to examine how those beliefs influence, support and enhance learning.

For language teaching and learning, classroom observations might be done in such ways to obtain multiple interpretations. Two types of observations were used with the aim to reveal multiple interpretations and understandings regarding the issue of ‘scaffolding’. In detail, the observations in this research were not only done to gain the outsider’s perspective – in which the researchers merely acted as observers to see the classroom as it is (complete observation), but also to participate actively as learners or partici-

pants (complete participants) - to directly experience the teaching practices.

In brief, there were three stages in this study; (1) interview (30th August 2018); (2) the first classroom observation (6th September 2018) and (3) the second classroom observations (13th September 2018). The interview was conducted before the new term started, and the classroom observations took place on the first two weeks out of the overall 8-week courses. It was administered for absolute beginner – Level 1A Spanish.

Learners of level 1A

The learners are classified as adult learners with the age distribution from 23 to 56 years old. Their motivation for learning Spanish varies ranging from travel, work, general interest, learning the culture, to acquiring Spanish as the second language (L2). Traveling purpose holds the highest percentage by having 63.6%. The motivation to enroll to this class is high as learners would neither receive certification nor study report after finishing the term. Joining the class, learners have strong motivation to practice and learn Spanish. In total, there were 8 people who enrolled to this Spanish class.

Level 1A Spanish classroom

The Spanish classroom is located in Brisbane, Queensland, Australia. The classroom was intended for adult learners of absolute beginner Spanish. This is to say that almost all learners do not speak Spanish at all. The class objectives are to enable and activate learners of Spanish to produce appropriate pronunciation, simple sentences, daily language chunks, vocabulary, present tense and verb conjugation. Cultural values are provided when necessary, especially regarding how the dialect varieties occur in different places (e.g., Spanish in Cuba, Spanish in Mexico, and Spanish in Spain).

The Spanish classroom employed no formal assessments. The class aims to provide an engaging and practical learning environment. In addition, the learners come with a high motivation, hence, they might not need formal classroom assessments and reports. One may question how the learners' performance is measured if formal report is not provided. This will not be a problem since the class activities are designed in such a way that the learners will always know their competency based on the classroom interactions. When a learner masters the material, s/he will be able to join all classroom activities (role-play, discussion, etc.). On the other hand, he/she will not be able to do so without a proper understanding of the materials. All in all, this system will facilitate those who needs more time to learn. Assessment is based on individual or self-assessment by the learners. Those who are confident to continue will go to the next class, while those who still need more knowledge will re-do the class. The teacher will also provide some additional classes when necessary.

Data collection

Ethical clearance was the first step of data collection. The researchers asked permissions to do classroom observations. The data were collected through three stages. First, interview was conducted a week before the term started (30/8). The interview session lasted for 40 minutes and focused on the teacher's opinion, attitudes and knowledge regarding the nature of language and the approaches around language learning issues. The result was documented in field notes.

The observation data were collected during the first two weeks of the whole term instead of in the middle of the term. This is because the researchers attempted to reduce any chance for learners to be uncomfortable which may impact the result. Moreover, the researchers would be able to learn some basic Spanish that would support the observation of approach during the second observation.

In the first observation, the writers stayed in the classroom for 'complete observation'. The writers did not take any participation in the classroom. The authors observed how the teacher engaged the class and how learners responded to the discussion, role-play, games and exercises. All in all, this observation focused on the class activities, learner-to-learner interactions, and learner-to-teacher interactions. The data were then documented in field notes.

The second classroom observation was done one week after the first meeting. This time the authors conducted the 'complete participants' observation. During this time, the writers acted completely as one of

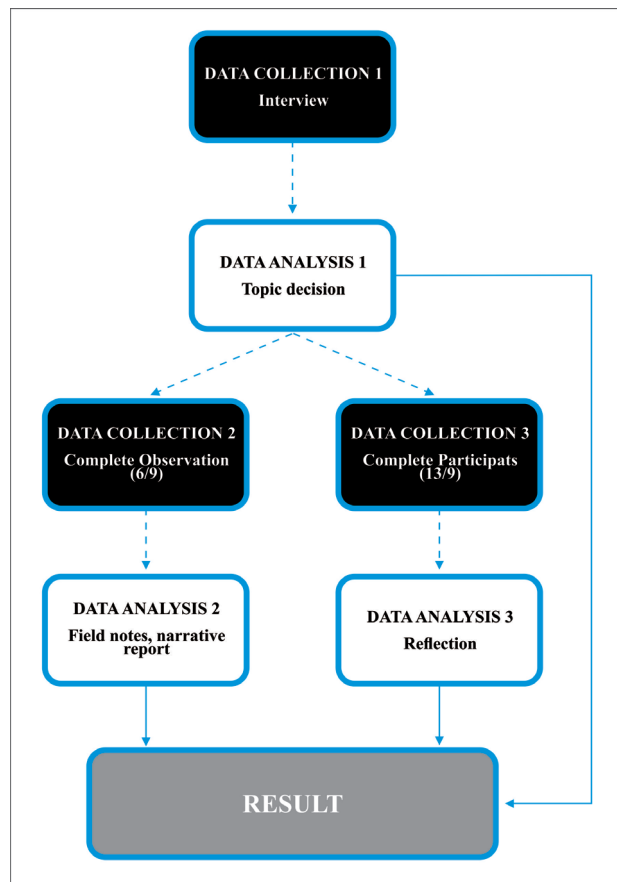
the learners. Consistency with the previous week activities was the main focus of the observation. Group discussion, role-play and games were some classroom activities that the writer did with other learners. Although there was no note-taking during the observation, a classroom observation reflection was later written as the documentation.

Data analysis

The data were analyzed through three steps; (1) the interview – to decide the research focus, (2) the complete observation narrative reports and (3) the complete participants reflections.

Field notes, narrative report and reflection were the main sources for this research. After interviewing the teacher, the interview result was summarized in a report. By relying on the beliefs, opinions, knowledge, preferences and attitudes of the teacher, this research set its primary foundation on ‘scaffolding’ approach. Then the writers brought the issue of ‘scaffolding’ to the classroom observation, ultimately on how ‘scaffolding’ approach believed and performed by the teacher support and enhance learning. A narrative report and a reflection on were structured after finishing the class. The result of the interview was then analyzed resulting in the decision of the topics ‘scaffolding’, in which this became the source for the classroom observation. These theories then were used to see to what extent teacher belief’s influence the classroom, and to what extent ‘scaffolding’ support Spanish learner. See the following figure to explore the research flow.

Figure 1. Data Collection and Data Analysis Scheme



FINDINGS AND DISCUSSION

Findings

Complete participants observation

The teacher started the class by asking participants to share their background and purpose of joining the Spanish class. The number one reason was to go to a Spanish speaking country as mentioned by six learners. Other purposes were for understanding Spanish better and acquiring Spanish as their second language. From the initial background question, two learners mentioned that they have visited Hispanic countries and have learned Spanish daily phrases.

The teacher proceeded by introducing common expressions, such as *repite despues de mi* (repeat after me), *pagina* (page), *¿que significa?* (what does it mean?), *tarea* (homework), *practica* (practice), *¿como se dice...?* (how do you say...?), and *gracias* (thank you). The first activity was intended for practicing standard pronunciation, greetings and small talk. Then, the teacher provided the learners with language functions of how to say hello, good morning/afternoon/night, asking how are you, and asking back how are you doing, and saying thank you. The learners were provided with a workbook. To this stage, the learners followed what the teacher's asked them to do and some learners occasionally jotted down some essential language chunks, for example, pronunciation and intonation. The following was what the teacher wrote on the whiteboard.

Table 1. Language chunks of greetings from teacher's note on the whiteboard

A: Hello, good morning. How are you, Julio?	A: Hola! Buenos días. ¿Como estas, Julio?
B: I'm very good, and you?	B: Muy bien, y tu?
A: I'm good, thank you.	B: Bien, gracias.

Afterward, the teacher asked the students to repeat after him some expressions used for greetings. The following is the excerpt for greetings activity.

Table 2. Excerpt of greetings

Teacher	: Repite despues de mi. (Repeat after me)
	Buenos días (good morning).
Student (all)	: Buenos días (good morning).
Teacher	: Buenas tardes (good afternoon).
Student (all)	: Buenas tardes (good afternoon).
Teacher	: Buenas noches (good night).
Student (all)	: Buenas noches (good night).
Teacher	: Ok, now. ¿Que significa "good morning", A?
Student A	: Good morning significa buenos días.
Teacher	: Muy bien, A. ¿Que significa good night, B?
Student B	: Good night significa buenas noches.
Teacher	: Muy bien, B. ¿Que significa good afternoon, C?
Student C	: Bien, C. Now work with a partner, I'd like you to practice saying hello, asking how are you, say the greetings, and thank you like the examples written on the whiteboard.

The teacher asked the learners to work with a partner and practice saying all the greetings written on the whiteboard. While doing the activity, learners may ask the teacher when they were not sure of how to pronounce several words and phrases. This activity trained learners to pronounce some basic greetings. The teacher then asked the learners to practice pronouncing some Spanish words listed on their workbook; from a to z. Explicit feedback was given when the learners made mistakes. The teacher put an emphasis on the use of /j/ and /ll/ as the sound had completely different pronunciation from English. Questions from learners mainly revolved around both sounds (e.g., *llama*, *apellido*, *jota*).

The next activity was regarding personal pronouns. The discussions were taken from the workbook. The learners were constantly taking notes, as the teacher described how to use Spanish personal pronouns in sentences and phrases. Asking learners to do some exercises in the workbook, the teacher then went around the class, asking learners whether they understood the idea of the pronoun or not. This was done individually to make sure each learner got the point, as this is one of the most essential knowledge of Spanish language.

The third activity still involved the workbook. The learners were asked and guided to equip themselves with vocabulary on hobbies. First, the teacher said each word, then teacher asked the learners to repeat the pronunciation of each hobby. As the final activity, the teacher asked the learners to create a conversation combining greetings, small talks, and hobby. The learners were challenged to provide their knowledge they knew in their small talk with a partner. Although the teacher gave the template of basic conversation, the learners were required to use their own answer on how they are doing (*mas o menos*, *bien*, *muy bien*) and their hobbies (individual preferences). This activity was done with a partner, allowing the learners to train their pronunciation as well as practice their listening skills. A discussion on basic greetings and small talk was given afterward, ensuring that everyone has a solid knowledge on the material. Before ending the class, the teacher discussed one more topic as a part of the learners' homework. The learners are invited to think and name types of fruit in English. With great enthusiasm, the students mentioned the names of fruits as the teacher wrote them on the whiteboard. As students mentioned the name of fruit, teacher wrote the Spanish translations on the white board. In total there were 25 names of fruits mentioned by the teacher and the learners. Then, the teacher gave the meaning in English while the learners wrote the meaning down. Practicing pronunciation of the fruit was the final activity of the classroom. Learning the vocabulary of fruits was learner's homework that would be used for the next session. The learners were asked to memorize all list of fruits given. The use of translation source such as Google translate were welcome during the memorization process. The session ended with a summary of what they have covered in that session.

Complete observer observation

The teacher began the session by discussing last week's lesson: greetings, small talk, and hobbies. The learners were invited to practice with a partner. In this stage, it could be seen that learners were recalling back their memories. The atmosphere of the class was conducive as transfer of knowledge was done with great enthusiasm. On the topic of fruits, the teacher asked the learners to pronounce each word again. Most learner successfully pronounced and remembered the names of fruits in Spanish. Some learners doubted the pronunciation of the sounds /j/ and /ll/ for the two have almost identical pronunciation. Practicing the pronunciation of the names of fruits was done to make sure that the learners have equipped themselves with the ability to pronounce words correctly. The recap of the last week session occurred for 10 minutes, and when the learners seemed all right with that, the teacher invited the learners to continue with their homework.

Similar with the first activity, the learners were encouraged to ask each other the names of the Spanish fruit. This activity was done by using some flashcards. In turn, the learners asked each other "*qué significa avocado?*" (what does avocado mean?) while showing the picture of the intended fruit. In the same time, their partner would answer by providing the phrase "*avocado significa aguacate*" (avocado means *aguacate*).

The flashcards contained the picture of fruits on one side and the English translation on the other side. The flashcards did not have the Spanish translation. When the learners did not know the Spanish transla-

tion, they could refer to the workbook and notes. In the group where the researcher observed, there was one learner who could not perform well as he forgot the names of fruits in Spanish. The assistance and supports from other group members were needed during the practice. This activity worked as a self-assessment on learners' own performance. For about 12 minutes, the learners were practicing, recalling, and remembering vocabulary on fruits – which became the main foundation for lesson on that day. The learners could be classified into two groups; those who did the homework to memorize words and performed well in the activity, and those who did not memorize so they could not perform the activity well. This activity of asking and answering back served both groups learners as 1) mode of practice, and 2) mode of equipping. In the end, after 12 minutes of asking and answering back, the novice had the same knowledge as their classmates. When more than 80% of the learners had mastered the main knowledge of fruit, the teacher continued to another activity.

This time, the teacher explained about the masculine and feminine words followed the identification; *el* (masculine) and *la* (feminine). The teacher discussed the use of singular and plural forms and some verbs, then the learners did a role-play using what they have just learned. After that, the learners were asked to go around the class and ask other peers their favorite fruit by asking *¿Cuál es tu fruta favorita?* (what is your favorite fruit?). The activity was executed in a bit different way. Instead of practicing directly with each other what is your favorite fruit, the teacher encouraged the learners to practice questioning by embedding it with greetings and small talk. The learners needed to say hello, good afternoon, and ask their friends' favorite fruit. When some learners forgot particular phrases, they took a look at their notes and workbook. This was allowed so learners were able to finish the activity well. This main activity took place for about 15 minutes. The activity provided the learners with plenty of opportunities to ask and take notes regarding their classmates' favorite fruit.

As a follow-up activity, teacher then asked learners to sit down and make sure that everyone got the right information of their classmates' favorite fruit. The teacher asked several learners to report their findings on their peers' favorite fruit. There was another language phrase used: *¿Es tu fruta favorita el aguacate, [student's name]?* (*What is your favorite fruit [student's name]?*). The same amount of time are given for all learners allowing the student to produce the same language production. To wrap up everything, the teacher ended the discussion by reviewing and asking the learners to mention the topics they had covered. The learners mentioned about masculine/feminine, singular/plural, and verb to be.

Research Question 1 – What are the beliefs of the teacher in regard to language learning approach/es and what factors influence teacher at the most?

This specific section treasures teacher's beliefs of the language learning approach and factors that impact the teacher's decision. First, it was revealed that the classroom was intended for adult learners; most of them were workers. Some learners were the final-year university students. Since most learners were workers, classes were intended to be conducted after office hours. Lately there was an inquiry of having weekend class, hence another program was created. In this program, the learners may complete 1A level in 3 meetings. The course structure and time duration were exactly the same. Challenged and influenced by these factors, the teacher aims at delivering a practical, engaging and fun Spanish course.

Second, the teacher has been teaching Spanish for more than 10 years to several groups of learners (e.g., young learners, middle school, adult learners). Having quite a long time of teaching Spanish to various learners, the teacher admitted that he has been applying many language learning approaches (e.g., audio-lingual, natural, sociocultural, direct, communicative approach). Among various approaches to language learning and refers to the condition he is experiencing currently, the teacher agrees that 'scaffolding' is the most appropriate approach to be applied to the Spanish classroom condition as it is said that "I'm little by little creating the momentum using the scaffolding, making them understand what is going on, and then they can do something". The teacher argues that communicative approach, in this sense would make learning less effective, as it is mentioned "If I try to use communicative style and just try to show the thing that they need to do, they are gonna struggle because they don't have a lot of time to prepare, we have only one hour and 30 minutes, so in this case, I have to work backwards, I need to fill the gap, with the vocabulary, with the game, with a little practice...".

Third, the assumption that communicative approach would take quite a long time to practice is pointed out as the teacher said “If I’m talking about communicative style I say “Oh, today we are going to go shopping so let’s start preparing so it’s going to be hard for them, because they are not familiar with any of the - the grammar points.” Showing chunks of language or a specific grammar point is also considered as important to support learner’s knowledge when they are outside the classroom as the teacher noted “because I only see them once a week, and it’s only one hour and 30 minutes, and in that one hour and 30 minutes we have to present a specific grammar form, or one specific activity”

All in all, the scaffolding approach is used and becomes the fundamental approach that teacher brought to level 1A of Spanish. It is revealed that the approach allows the teacher to build the bridge from novice to beginner. Yet, scaffolding is not the only way that the teacher used while teaching the language. It is mentioned that “I like to use all the resources that I can have and approaches I know, I try to not just focusing on one”, as different situation may bring different schemes or treatments. The factors that influence the teacher to choose such an approach for level 1A are: limited teaching time duration (12 hours for 1 level); adult learners (focusing more on grammar points); small classroom size, and limited source of target language.

Research Question 2 - How does the belief about language teaching approach put into practice inside the classroom?

Regarding the practice in the classroom, just as his beliefs the teacher uses a lot of approaches to language teaching, it is found out that teacher uses more than one approaches, although scaffolding is always found and/or used as the focus. The following is the pattern on how the teacher explains the Spanish alphabets by combining direct approach and scaffolding.

Table 3. Lesson plan sample of Spanish pronunciation structure

No	Activity	Approach
1.	From the textbooks, teacher asks students to repeat what he says.	Direct approach
2.	Then, students are asked to identify and practice pronunciation with the words that are given by the teacher from flashcards. (There was no translation and feedback provided, only words to be read aloud).	Scaffolding
3.	Teacher tells how to pronounce the flashcard.	Direct approach
4.	Teacher provides more explanations on several alphabets that are likely difficult to be pronounced, especially for English speaker. The highlighted alphabets are [b], [v], [s], [z], [c], [h], [j], [g], [k], [q], [ll], [ñ], and [r]. Explanation on special case for pronunciation differences in Spain and Latin American are provided as well.	Direct approach
5.	Then, with a pair, and using the same flashcards, teacher asks students to practice the word to train their pronunciation. As this activity is performed, teacher goes around the class and provide feedback when necessary.	Scaffolding
6.	In the end, teacher wraps everything up with the names of vowel and explains the case of stress mark in some vowel in Spanish.	Direct approach

Table 3 shows that direct approach and scaffolding are used to build the knowledge of Spanish pronunciation. The teacher asked the learner to practice pronunciation of Spanish word list from the workbook; from a to z. Feedback on pronunciation was given directly (explicit feedback) when the learners made mistakes. Emphasis was given on the use of /j/ and /ll/ as the sound had completely different pronunciation from English. Questions from the learners mainly revolved around both sounds (e.g., *llama*,

apellido, jota). This activity results in solid knowledge that supports learner in many sessions to come as they covered the right pronunciation.

Then, scaffolding occurs when the teacher actively engage materials from the first week to be embedded in the second week. As the teacher wants to discuss the topic regarding fruit, he allows learners to grasp the idea of fruit for a week by making it as homework to memorize. Having memorized the list for a week, the learners are expected to come with the knowledge of fruits. This activity may take more time if the memorization process is done inside the classroom. What is more, with the knowledge, the learners come to the classroom for not merely memorizing, but practicing. Scaffolding approach is then found here as the teacher ask learners to practice with partners with flashcards. The learners practiced their knowledge of fruit in the activity of asking “what is the meaning of...?”. This activity allows learners to look back to previous week language expressions “¿que significa? - ... significa ... (what does ... mean? - ... means ...). By doing so, teacher allows the foundation of language expression *¿que significa?* established together with the knowledge of fruit. When the learners knows the names of fruits in Spanish, the learners are also equipped with the ability to ask the meaning and how to answer that. In conclusion, the learners possess the knowledge of fruits and are able ask *¿que significa?* for other topics.

Further, scaffolding supports the learners as the teacher introduces the knowledge of feminine and masculine words. The activity of both topics are covered after the knowledge of fruits covered, in which supports the notion feminine-masculine. Lexical gender occurs for all common nouns in Spanish; masculine and feminine. Some can be recognized by the ending of the word, although exception occurs for a number of nouns. Most nouns end in ‘a’ belongs to feminine while for some nouns end in ‘e and o’ belongs to masculine. Further, the knowledge of fruit, facilitates this topic as learners are asked to identify which words belong to masculine and feminine. Together with the learners, the teacher discusses and gives correction when necessary. To this stage learners are having the knowledge of Spanish fruit and whether such a fruit is masculine or feminine.

In addition, scaffolding was used as the learners accumulated knowledge. When the teacher introduced the definite article the in plural and singular; *el* (singular) and *los* (plural) for masculine and *la* (singular) and *las* (plural) for feminine, the learners were asked to identify the definite article masculine and feminine by adding *el/los* or *la/las* for every fruit in the workbook. An activity using flashcards follows this activity. The learners were asked to work in groups of four. This activity utilized flashcards containing picture of fruits, some fruits only has one picture and others have more than one picture. In this stage, the learners were asked to tell the definite articles and the name of the fruit. This activity allows learners to reflect on their knowledge of fruit, common nouns masculine and feminine, and at the same time, encouraged themselves to add more knowledge on singular and plural forms.

The knowledge of fruits, masculine/feminine and singular/plural was then actively used for asking question *¿Cuál es tu fruta favorita?* (What is your favourite fruit?), and were combined with the knowledge of greetings and small talk from the previous week. The learners were required to take notes too, as they went around the classroom and asked other learners. In answering and taking notes to this question, the learners needed to apply the knowledge of all materials covered.

Notably, the teacher used scaffolding approach while teaching Spanish in the first and second week of the meeting. Scaffolding can be highlighted especially with the homework and practice, where the learners’ knowledge were built gradually resulting in a solid foundation. The five aspects covered until the second week (Spanish pronunciation, greetings and small talks, fruits, masculine/feminine, and singular/plural) were finally embedded in a single activity. This allows the learners to enhance and activate their knowledge of the first and second week. This enables the learners to reflect on their experience with the teacher’s guidance. Although it was not specifically mentioned, the learners were also equipped with the ability to produce basic sentences and questions such as “what is your favourite fruit? my favourite fruit is avocado”.

All in all, this research found out that the Spanish teacher holds strong beliefs toward the practice of scaffolding in the classroom. The beliefs on scaffolding influence and affect the classroom practice. Having a strong belief teacher builds a confident attitude toward classroom discussion, role-play activity, games and exercises. Furthermore, the teacher’s confidence results in clear explanation given to the

student. This allows learner to get clear explanation. In terms of practices, the solid beliefs allow teachers to strongly build his understanding of scaffolding and carry it out for the activity. Just like what the teacher mentions, all the classroom activities and knowledge are built by scaffolding as the main source. It is worth to mention that the use of other language approaches, for example, direct approach, CLT, and grammar-translation are also embedded in some practices, such as when the teacher asked the students to practice the expression “what is your favourite fruit?”. As students practice this language expression, they had to interact with other students, at the same time they listened to and wrote the answer. By doing this activity, students did not only practice their knowledge of Spanish but also how to communicate with other peers.

CONCLUSION

This research examines the beliefs of a Spanish language teacher towards scaffolding approach. It shows that the accurate belief of scaffolding can support Spanish language learners in building their linguistic proficiency. In the era of CLT teaching practices, scaffolding comes out as an alternative of language teaching. Admittedly, the context (setting and status of the target language) contribute to what makes the most ideal approach to learning. In this context, scaffolding is used as the main approach to language learning, although the teacher also applies other language approaches such as CLT, direct approach, grammar-translation, and audiolingual methods. Some factors influencing teacher’s decision are: The level of the students (beginner), small classroom size, time constraint: 12 hours for one level, and limited resources of Spanish where the target language is taught. Regarding the teacher’s practices, 94% of the learners agree that the class is highly effective. Hence, it can be concluded that scaffolding, CLT, grammar-translation, and audiolingual approaches used is highly effective in this case. The combination of many approaches results in a customized and suitable teaching practices for learners. This research is not without limitation, hence, further research may focus on how the model is developed.

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INTEGRATING LEARNER CORPUS ANALYSIS INTO THE TEACHING OF ENGLISH ACADEMIC WRITING

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Abstract

Practical implementation of learner corpus research to inform language pedagogy has been common, given the availability of resources, such as a large amount of data about the products of language learning and factual language uses, and the necessary technology, such as concordance programs. This article lays out the typical analyses of learner corpora and the implications of and issues surrounding such studies on second/foreign language teaching based on the existing literature. More specifically, the article captures the need for a more extensive corpus of Indonesian learners' English other than what is already available to represent more insights about English language teaching in Indonesia. Furthermore, it proposes the development of an in-house learner corpus for direct and indirect uses at Universitas Indonesia. An actual trial on building a sample learner corpus and running a lexical analysis demonstrates the plausibility of integrating learner corpus into the teaching of academic writing on higher-education levels.

Keywords: Academic writing; English language teaching; learner corpus

INTRODUCTION

A learner corpus is generally defined as a collection of texts produced by learners of a particular language (Hunston, 2002). With technological advancement, the compiling and storing of a learner corpus can be computerized and done in large quantities, and the analysis of it can be made automated (Granger, 2002). A later definition regards a learner corpus as an electronic collection of foreign or second language learner texts which are assembled based on explicit design criteria (Granger, 2009).

Around the world, there have existed more than 150 learner corpora with different target (L2) and first languages (L1), mediums, text types, task types, proficiency levels, and sizes in words (Université catholique de Louvain, 2017). This variety is attributed to the explicit design

criteria of each learner corpus, making it distinct from other learner corpora and specifying the characteristics of the corpus. For example, in terms of first languages (learner variable) and genres (task variable), the International Corpus of Learner English (ICLE) differs from the British Academic Written English (BAWE) corpus. The former collected texts from English as a Foreign Language (EFL) learners with 11 different European mother tongue backgrounds and focuses on essay writing (Granger, 2003). Meanwhile, the latter gathered texts mostly written by native speakers of English and covers 13 broad genre families, including essays, case studies, and methodology recounts (Hyland, 2008). Nevertheless, in terms of medium, both corpora consist of written, instead of spoken, texts.

In addition to explicit design criteria, the other key features of a learner corpus include: 1) being gathered from genuine communicative events or authentic classroom activities; 2) being situated in non-native, including FL (foreign language) and SL (second language), varieties of the target language; 3) consisting of continuous stretches of discourse instead of isolated words or sentences; 4) being collected for a particular SLA (Second Language Acquisition)/FLT (Foreign Language Teaching) purpose, and; 5) if the corpus is annotated, following a certain standard and being documented for learner and task variables (Granger, 2002).

DISCUSSIONS

Learner corpus analyses

One methodological approach to linguistic analysis of learner corpora is comparative, which is to identify the extent to which learners or non-native speakers (NNS) differ from each other and from native speakers (NS) with regard to the language they produce (Hunston, 2002). To achieve this purpose, a comparison between two comparable corpora is essential, such as between ICLE and the Louvain Corpus of Native English Essays (LOCNESS) whose texts are of the same genre—essay—but were produced by writers of different native languages. Such a comparison is termed Contrastive Interlanguage Analysis (CIA). It involves two types of comparisons.

The first type is NS/NNS comparisons, which can pinpoint non-native features of learner writing and speech by comparing non-native to native learner corpora (Granger, 2002). What are frequently found in this type of comparison are instances of overrepresentation and underrepresentation of words, phrases, and structures. For example, a comparison between the Swedish sub-corpus of ICLE and LOCNESS revealed differences between NNS and NS in terms of how they organized information in argumentative writing (Herriman & Aronsson, 2009). Using a concordance program, the study found that the NNS overused certain types of themes and thematic variation, such as subjective interpersonal metaphors (*I think*) and conjunctive textual themes (*however*). These features, according to the researchers, made their style of persuasion more emphatic and their style of writing fit spoken language, rather than written one.

The second type is NNS/NNS comparisons, which can further investigate interlanguage in SLA by comparing two or more non-native learner corpora from different L1s (Granger, 2002). One assumption generated from this type of comparison is that linguistic features shared by several learner populations are more likely to be developmental and those found only in the data from one national group may be subject to the learners' L1 (Granger, 2002, p. 13). To illustrate this, a study comparing German and Italian students' writings in ICLE found that Italian learners overused more text connectors than German advanced learners did (Waibel, 2005). The results were then compared to Granger and Tyson's (1996) study of Italian and French learners in

Waibel's (2005). It was concluded that German learners were generally more proficient than Italian and, mostly, French learners in using text connectors. The researcher suggested that L1 transfer was the possible cause for a few instances of under- and overused structures, but language universals were unlikely the case. Instead, learners' unawareness of NS usage and the different teaching methods in the respective countries might have contributed to the findings.

Another approach to analyzing learner corpus is computer-aided error analysis (CEA), employing computer tools to tag, retrieve, and analyze errors (Granger, 2002). With a raw-text corpus, error-prone linguistic items can be pre-selected and scanned in the corpus to find instances of misuse. For example, a study using the German sub-corpus of ICLE found that one fourth to one fifth of the use of support verb constructions, such as *make changes* and *have a look at*, by advanced German-speaking learners was wrong. The identified mistakes included wrong verb, wrong verb and noun, and wrong determiner (Nesselhauf, 2004).

The second option in CEA is tagging a learner corpus for all errors or errors in particular categories based on a standardized system of error tags (Granger, 2002). For example, to investigate the issue of second language accuracy developmental trajectories, the German, French, and Spanish components of ICLE were manually error-tagged according to the Louvain error-tagging taxonomy which covers seven main error domains, such as grammatical, lexicogrammatical, and style errors. The tagging resulted in 45 error types, each of which was counted for its occurrence at each level of proficiency to find points of progression, stabilization, and regression (Thewissen, 2013). Although this process is more labor-intensive, the search for errors can be expanded, instead of being limited to a certain pre-selected linguistic item (Granger, 2002).

Besides error tagging, another way to annotate a learner corpus is part-of-speech (POS) tagging, which can inform the word-class membership of each word in a corpus (Granger, 2002) and, thus, makes it easier to do an extraction of words belonging to particular parts of speech. One example is a study examining L1 influence on the acquisition order of English grammatical morphemes by L1 Japanese, Korean, Spanish, Russian, Turkish, German, and French learners of English from five proficiency levels (Murakami & Alexopoulou, 2016). It used the Cambridge Learner Corpus (CLC) which contained both parts of speech and grammatical relations, and focused on six most frequently studied morphemes including the past tense *-ed* and plural *-s*. Since the corpus was also error-tagged, accuracy scores for the use of the target morphemes could be obtained, revealing differences in the accuracy order across proficiency levels as well as across and within L1s.

While most of the studies reported here are cross-sectional and portray the characteristics of certain groups of learners at one single time, a couple of them are quasi-longitudinal (Murakami & Alexopoulou, 2016; Thewissen, 2013). Longitudinal studies are possible to carry out, but it needs a longitudinal learner corpus as well. This kind of corpus can be developed for research purposes, for instance, by collecting essays written by two L2 German learners over four consecutive semesters to investigate the development of their writing complexity (Vyatkina, 2012). The reported studies here also show that multiple approaches can be employed in one study, such as the combination of error tagging and NNS/NNS comparisons (Thewissen, 2013). Moreover, comparisons of learner corpora can be conducted not only based on L1 and level of proficiency of the learners. For instance, in the context of English for Specific Purposes (ESP) situated in Hong Kong, an apprentice and a professional corpus of technical recommendation-type reports were compared to uncover the lexis for the Problem-Solution pattern in each corpus (Flowerdew, 2004).

Pedagogical implications and issues to consider

Since a learner corpus is collected for SLA or FLT purposes, the results of learner corpus research are likely to have pedagogical implications, albeit to various extents. In terms of who can benefit from the results, Granger (2009) distinguished between delayed and immediate pedagogical use of learner corpora. The former is usually larger and has wider generalizability to similar-type learners. On the other hand, the latter is smaller, represents a more specific learner population and variety of language and, thus, is more relevant to be applied in the classroom.

Nevertheless, the above distinction should not be seen as a clear-cut division but, instead, two ends of a continuum. Studies on interlanguage and the development of learner language, such as Vyatkina's (2012), are closer to delayed pedagogical use since they typically deal with SLA rather than practical issues in FLT. Cross-sectional studies, such as Nesselhauf's (2004), are in between since if learners' proficiency is increasing along with the improved teaching practices in the specified contexts, the results of these studies may no longer be relevant. At the end of immediate pedagogical use are the cases in which learners are engaged with their own productions (Granger, 2002) or what is termed as 'learning-driven data', which lets learners be the researchers (Seidlhofer, 2002). It is important to note that the learners in Seidlhofer's study were future teachers of English and likely to benefit from using a concordance program. However, this teaching approach may not be practical and less relevant to other groups of learners.

In terms of improving classroom practices, there is a warning against directly translating the results of learner corpus analyses into teaching recommendations (Granger, 2009; Hunston, 2002). To avoid giving misleading advice, teachers need to critically interpret the results of comparison-type studies. For example, an overuse of particular words by NNS does not necessarily mean that learners should use those words less often. Rather, a further investigation needs to be conducted to know the circumstances when NS would typically use alternative words and what the alternative words are (Hunston, 2002). Another example is the suggestion to teach learners the cultural norm differences of argumentative writing in their L1 (Swedish) and the target language (English) (Herriman & Aronsson, 2009). This pedagogical practice can be useful for learners, especially if L1 transfer is found to be the possible cause of their overuse of certain linguistic items.

The results of CEA do not need to be attended to one by one. The analyses should not be aimed at eliminating as many errors as possible but drawing conclusions on which linguistic items or structures appear to be the most difficult to understand and produce by learners. These can lead to suggestions pertaining to the order of what to teach. One way to do this is by looking at the frequency of error types. The most frequently occurring error type can be assumed to be the most difficult item for learners and, thus, should be taught first. For instance, in teaching support verb constructions to advanced German-speaking learners of English, choosing the right verbs was suggested to be the first focus of teaching, followed by choosing the right noun complementation as well as the right noun and then contrasting verb constructions with similar verbs (Nesselhauf, 2004).

Another way of doing a difficulty-ordering is having learners' levels of proficiency identified. Using the WriCLE corpus and the UPV Learner Corpus, O'Donnell (2015) identified three general patterns of changing usage of linguistic features in Spanish university students' English. Increasing usage that was in line with increasing proficiency could include a feature which was not part of L1 but needed to be acquired. Decreasing usage that was opposed to increasing

proficiency may include a feature transferred from L1, which in a later stage was not used anymore as learners became more proficient. Initially rising usage which then decreased might refer to a feature that learners had difficulties with at first but was later overcome as they gained in proficiency. The results of such a study can suggest the order of what to teach not only, for example, in one semester but also over five semesters.

Possible implementations at Universitas Indonesia

At a glance, the studies of learner corpora that I have come across or at least that are reported in this paper tend to ‘overuse’ ICLE. The fact that only few learner corpora are available for public use (Granger, 2002; Waibel, 2005) may explain why ICLE, being a large learner corpus published on CD-ROM, is frequently researched into. Although it is possible to draw more reliable conclusions about learner language (Waibel, 2005), the results of studies using ICLE may not be generalizable to Indonesian learners of English. To date, the International Corpus Network of Asian Learners of English (ICNALE) is the only corpus known for containing a component of Indonesian learners (Ishikawa, 2013). This corpus is publicly available, but, being a large learner corpus, its pedagogical use is somewhere between delayed and immediate. Meanwhile, with the availability of technology and the Internet, Granger (2002) encouraged the collection of smaller in-house corpora, for instance, by collecting soft copies of students’ works via email. The pedagogical use of this kind of corpora can apparently be more immediate than that of larger learner corpora, and information resulted from it will be valuable for making specific suggestions on teaching practices, material development and evaluation in a specific institution.

For those reasons, building an in-house learner corpus of English from L1 Indonesian learners seems to be plausible. To try out this idea, I would like to propose developing one from data about learners of English studying at Universitas Indonesia. The corpus will: 1) consist of texts written by first-year students during authentic classroom activities in an English for Academic Purposes (EAP) course; 2) focus on FL varieties of English; 3) contain textual data, and; 4) be collected for FLT purposes. The next things to consider are standardization—if the corpus is to be error- and POS-tagged—and documentation. Regarding its explicit design criteria, most learners are L1 Indonesian learners, except those who speak local languages as their L1s. Their levels of proficiency vary, and this information can be obtained from the results of English Placement Test (EPT) they do during the orientation for new students. The texts they write fall into two types, which are 150-word article summaries and 750-word essays collected from classroom assessments and final term tests. The teacher usually determines the articles for the summary. While for the essay, the students can choose any topics or one out of five topics provided in the final test. In the former case, essays can range from expository to argumentative writing.

To illustrate the implementation of learner corpus analysis at Universitas Indonesia, I compiled 20 essays on various topics submitted for classroom assignments via email by my former students who majored in Computer Sciences. Using regular expressions on MonoConc Pro, I searched for the lemma “make” and found that this lemma was commonly followed by:

1. Object (single noun/noun phrase)

20. ... on making skill. Children will learn to [[make]] decision from simple thing like how to ...
23. ... volunteering can be a meaningful way to [[make]] new friends. Networking is an exciting ..
5. ... texts and never as commands. Thirdly, [[make]] good use of server-side validation. Cli ...

2. Object + complement (adj.)

29. ... warm themselves. Other than that alcohol [[makes]] your mind free, like you didn't feel st ...
9. ... need to diversify our energy source to [[make]] it more sustainable. There are many rea ...
21. ... self-confidence, and self-esteem which [[make]] them ready to face anything, including ...

3. Object + bare infinitive

15. ... tivities to relieve their stress and to [[make]] them feel relaxed. This due to the beli ...
16. ... lso known as an addictive game that can [[make]] students become an all-nighter. It can ...
27. ... ey, cognac, wine and many more. And what [[makes]] people always come back to drink that a ...

There was also one idiom found:

8. ... ill always find a way to get around and [[make]] their way in. Because of that, broad kn

Based on the abovementioned lexical analysis, a number of ideas for teaching academic writing in English can be implemented. For immediate pedagogical use, good examples of clause patterns and idioms can be shown to students as models in teaching grammar for writing. Wrong collocations, such as noun complements, can also be pointed out. Students can be invited to discuss why they choose wrong collocations, what the consequences are (e.g. readers will not understand), whether they need improvement, and what kind of improvement they need. This can be a point of departure for teachers to develop or improve materials and/or devise activities tailored to learners' needs.

For less immediate pedagogical use, the teachers can try comparing learners' classroom assignments to final term tests in terms of accuracy/errors, complexity, and fluency to inform learners' progress. The summary of the progress can be reported to learners at the end of the course with regard to areas that can be improved. For delayed use, the corpus can be compared to both ICNALE and BAWE to identify the features of students' writing at Universitas Indonesia which are different from those of other Asian learners of English and native English writers. However, since the sample corpus is not annotated, the search was limited to a specific lemma. Having the corpus error- and POS-tagged will expand the search and findings.

CONCLUSION

The literature review presented in this study leads to several takeaways. First of all, learner corpora have been valuable for language teachers and researchers in, among others, analyzing learners' major weaknesses and areas for improvement, identifying certain errors which learners frequently make, and monitoring their learning progress. Second, learner corpus analyses can be useful for either direct classroom applications or further studies into a group of language learners or those of shared backgrounds. Nevertheless, to avoid hasty conclusions, any results obtained from a learner corpus analysis have to be interpreted critically by considering the characteristics of both learners and data as well as the design of the analysis.

Despite the availability of learner corpora from various countries and in different forms, data about certain groups of learners remain underrepresented. In Indonesian context, there is only one corpus containing data on Indonesian learners of English. To gain more understanding about Indonesian learners, more data are needed. As building a wide-ranging learner corpus may be costly and time-consuming, a more practical option is to develop an in-house learner corpus. A sample corpus was gathered from a selection of essays written by students at Universitas Indonesia. The results of the lexical analysis lead to some pedagogical ideas and show that building an in-house learner corpus in a specific institution is realistic and may even be of

great benefit for language teachers, curriculum designers, and course developers due to its data-driven approach to understanding the nature of learners' language learning.

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WATCHING VIDEOS TO IMPROVE AUTONOMOUS LEARNING BEHAVIOR FOR UNIVERSITY STUDENTS AS GENERATION Z

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Abstract

Technological changes have brought great impacts for the development of teaching and learning process. Moreover, students as generation Z are usually keen on experiencing new methods to learn. The objectives of the study are to investigate activities preferred by students in learning English autonomously and to analyze why they choose them. Mixed methods were applied to get deeper and broader analysis on autonomous learning behavior among the participants. Descriptive quantitative analysis and phenomenology approaches were used in the study. The result showed that watching videos became the most favorable activity to learn English autonomously because the media offered some benefits in terms of vocabulary enrichment, listening enhancement, and pronunciation practice. However, teachers' guidance to choose what videos to watch were admittedly required.-

Keywords: autonomous learning, videos, devices

INTRODUCTION

English has undeniably become an international language used broadly over continents and countries, both in academic and in non-academic purposes. The language is also significantly used in business and trading. People over generations will also find it easier to travel if they master English. Moreover, it is needed by young generations to get brighter future because the language enables them to learn a lot of things through internet. It can also help them to win competition, giving higher bargaining position in the job market. The government has encouraged students to develop their English skills by the policy of English as compulsory subject from primary school to higher education. However, the English capability among young generation is still far from the expectation. Most students tend to learn English when they are in the classroom using textbook-learning-method. Whereas, language is a matter of practice; they should try to practice using language to master it. Language cannot be mastered if the students only learn it by reading text and doing exercise.

The development of new technology has brought changes in instructional methods. For teachers, new technology has offered more varied and interesting ways in delivering and teaching English. For students, new technology especially internet offers students access to learn from articles, videos, and other online resources. They can easily learn without teachers' presence by maximizing the function of new technology, provided they are eager to learn individually. Moreover, they can also learn English individually by the help of new technology. They can read million English articles in the internet or watch YouTube as the biggest video platform to learn English from native speakers. Videos offer visualization enabling students to keep watching them without feeling bored and examples to practice their English. By using videos available in the internet, students do not have to go to school or campus formally. This technology has offered borderless and timeless learning materials and methods to ease students learning autonomously.

Despite the feasibility to learn English autonomously by means of technology, students still have high dependency to their teachers (Karababa, Eker, & Arik , 2010). Moreover, the importance of developing learner autonomy in language education has become significant themes in every nation (Ivanovska , 2015). However, students and teachers still find it difficult to accommodate the needs and to sustain students' autonomous learning behavior (Idri, 2012). The objectives of the study are to analyze the use of videos in autonomous learning behavior among students in Universitas Aisyiyah Yogyakarta and to determine what kinds of videos students prefer to watch to improve their English. This study needs to be conducted because the findings could be beneficial for students and teachers to enhance students to enhance autonomous learning behaviors.

Globalization and the development of technologies have brought great changes in the way people learn. English is no longer a necessity; it has become a language of choice. ESL classroom can certainly offer the right platform for skills development so that the graduates are skillful enough to meet the challenges of the 'competitive', 'real', and 'much bigger' world outside the classroom (Sultana, 2018). The "mind alternation" or "cognitive changes" caused by the digital technologies and media have led to a variety of new necessities and preferences in the area of learning (Prensky , 2001). Consequently, globalization has created a need for students, workers, and adults to "learn how to learn" independently. People need to learn themselves in order to adapt to new environment (Yurdakul , 2017). In addition, independent learning beyond classroom is one of the prominent factors in defining the quality of a student's learning performance (Hsieh & Hsieh, 2019).

With the importance of autonomous learning in English education today, EFL teachers are required to deal with the task of developing and implementing new teaching programs and methodologies that can be efficiently increase students' autonomous learning capacity (Genc, 2015).

An interesting technology in supporting students' English learning is video. Video material is considered more effective in terms of its method and results. Video materials have been found to further encourage dynamic and pleasurable learning experience (Yasin, Mustafa, & Permatasari , 2018). Students can also produce collaborative videos as class assignments, and their peers could watch, study form, and assess their works. Video will significantly change the way people interrelate with interactive program learning environments (Bakla, 2017). YouTube has the prospective matter to be a useful educational instrument that offers boundless chances for formal and informal student centered language learning methodologies (Brunner, 2013). Using videos for grammar teaching stimulates students to take part in the lesson. Using

new technologies in the language classroom, people can prepare students for cross-cultural interactions which are gradually required for success in academic, vocational, or personal lives (Ilin, Kutlu, & Kutluay, 2013).

METHOD

Mixed methods were employed to gather and analyze data of this study. Questionnaires were used as data collecting instrument which were then analyzed quantitatively resulting in descriptive data on students who used videos to improve their English capability. Subsequently, structured interview was conducted to collect data analyzed qualitatively. Phenomenology was applied to determine the systematic data, to categorize data, and to further analyze the meaning of respondents' responses.

The respondents were 206 students at Physiotherapy Study Program in Universitas Aisyiyah Yogyakarta taken by total sampling, and the respondents filled questionnaires as the technique for quantitative data source. In addition, structured interview was also conducted as data collecting technique to obtain qualitative data. Total sampling was used to analyze the phenomena more broadly, and structured interview was also applied to obtain deeper data.

FINDINGS AND DISCUSSION

Activities to enhance autonomous learning

The researcher distributed questionnaires as the instrument to assess how students autonomously learn English as a foreign language. Specifically, five questions addressed activities to enhance self-regulated learning activity, namely using video, reading articles, learning vocabularies through dictionary, using mobile phone application, and taking notes on the book. The findings could be seen on the table below.

Table 1: activities to enhance autonomous learning

No	Activities	Never	Rarely	Often	Always
1.	I like to use cassette/video/CD to learn English outside the classroom	8.3%	32%	33%	26.7%
2.	I like to read English articles outside the classroom	8.3%	44.1%	26.6%	19%
3.	I like to learn new vocabularies from any dictionaries	18.9%	50.5%	26.2%	4.4%
4.	I have an English application in my mobile phone to learn English individually	19.4%	25.2%	28.6%	26.7%
5.	I prefer to learn English by taking note in the class and repeat the materials outside the classroom	11.2%	34%	35%	20%

Students who belong to generation z commonly prefer to learn by means of interesting activities. The findings of this study indicated that students prefer to learn English using multimedia devices such as videos and applications in their mobile phone when they are not in the classrooms. Students who prefer using video to learn English reached 59.7% (33% often and 26.7% always) because videos provided by YouTube have prospective matter to be a beneficial educational instrument offering boundless chances for formal and informal student centered language learning methodologies (Brunner, 2013). Those who prefer to use application in their mobile phone also showed high rate as much as 55.3% (28.6% often and 26.7% always).

However, surprisingly, students also prefer to use conventional method to learn. It is known that 55% (35% often and 20% always) of the students also prefer to take note in the class and use the note to repeat the materials outside the classroom. Although students can be categorized as the members of generation z who usually love to do everything with high technology, they still use conventional method to learn English as a foreign language. It seems that making notes is considered helpful for the students.

On the other hand, most of the students do not like to learn English by using dictionary (4.4% learn new vocabularies from the dictionaries). Similarly, low percentage (19%) was obtained on reading English articles outside the classroom.

Reasons to choose multimedia activities to learn English autonomously

Autonomous learning needs to be applied by students as the part of generation z because English has become an international language, both in academic and non-academic fields. Hence, these autonomous learning activities need to be analyzed to understand and recommend strategies to learn English as a foreign language.

The data on students' reason why they prefer multimedia activities such as videos or mobile applications were obtained through structured interview. Most of the students admit YouTube as the source of media because of its easy access. YouTube is available everywhere and every time (Student 5, 9, 26, 37, 69, 132, and 187). Moreover, YouTube also offers videos with various topics to learn English (Student 32, 78, 92, 131, 142, 189, 201, and 203). Videos become students' favorite media to learn English because watching video is interesting and it does not make them bored, as compared to other activities.

Student 60 stated that he could learn new vocabularies when he watched online game as his favorite program in YouTube. Based on the student's statement, learning vocabulary can be obtained indirectly when he watches video on online game although he does not deliberately learn English. In addition, student 11 shared that she liked watching Korean drama to learn English. It sounds irrelevant, but they watch Korean movies by using English subtitle and sometimes they do this on purpose (Student 56 and 78); they do not have other choices - Indonesian subtitle is not available (Student 11 and 42). According to their opinion, English subtitle in Korean movies is easier to understand because it uses easier vocabularies, compared to subtitle in English movies.

Learning English by using videos can increase students' listening skill. Student 24 stated her reason how she could improve her listening skill by watching English videos. Her hobby is crafting; she likes to make some cute handicrafts from paper. By watching crafting videos in English, she acquires new vocabularies and learns their pronunciation. Moreover, she can watch the lips movement to pronounce the words. She admitted that her listening skill increased by watching English videos. Student 78 and 132 stated that aside from vocabulary pronunciation, videos also offer more interesting visual appearance. Interesting visualization becomes the strongest reason why students like to learn using videos. Good visualization has helped students to get engage to the topics that they were interested in (Yasin, Mustafa, & Permatasari, 2018). Students 9, 92, and 201 shared their obstacles of using videos as their learning device. Apparently, they found it difficult to determine which videos they could use to increase their English skills. They had big willingness to learn autonomously, but they still needed some guidance from the lectures to determine the videos they watched. When they watched videos especially videos related to learn language functions like grammar, they did not know how to start and to do afterwards. Most of the students who like to use videos admitted that their biggest obstacle to

use videos was the limitation of the quota. YouTube requires bigger quota than other mobile applications. Therefore, they prefer to use campus wi-fi facility.

Aside from these findings, it is implied that students still used their note from classroom activities to learn English autonomously because they contain theories on language functions such as grammar, conditional sentences, and other information (Student 23, 46, and 190). However, students rarely took notes on some vocabularies that they discussed in the classroom because the lecturers barely used them in the evaluation.

CONCLUSION

Videos have become great media to learn English as a foreign language as it is shown by the high percentage of students choosing it to learn English autonomously. Based on structured interview to students of Physiotherapy as the respondents of the study, it can be concluded the reasons why students prefer watching videos to learn English. Enriching vocabularies, enhancing listening skill, and giving real examples of pronunciation are the main benefits. However, teachers' role is still significant since the students needed guidance to determine which videos they need to watch, especially in relation to the language functions or grammatical points.

The result of the study implies that teachers should include videos as the teaching materials due to the abundant benefits offered by videos to support the teaching learning in the classroom and to encourage students' autonomous learning behavior.

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WASHBACK OF BROADCAST PROJECT-BASED ASSESSMENT FOR TOURISM 4.0 ERA ON STUDENTS' LEARNING

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Abstract

Language assessment should support the learning process. Therefore, studying the washback of the assessment process is important to evaluate whether the assessment supports the learning process. English for tourism students is part of English for Specific Purposes (ESP). Therefore, the appropriate assessment should be authentic since the need of their English is to perform their English based on their future professional setting. In Tourism 4.0 Era, tourism is not only dealing with welcoming guests, guiding, or arranging an itinerary but also broadcasting using internet media. One of the efforts to prepare the students with those demands is conducting the broadcast project-based assessment. This research aims at identifying its washback in the students' learning. In-depth interview was employed as the data collection method. The results show that motivation and learning improvement were the washback of broadcast project-based assessment on learning.

Keywords: broadcast project, washback, learning

INTRODUCTION

Ambarrukmo Tourism Institute of Yogyakarta (STIPRAM) is one of private higher education in Indonesia. It conducts education that prepares human resource of tourism. Knowing that tourism becomes the world demand, STIPRAM tries to empower its students with English as one of the international languages. The students get English for Tourism (Eft) in three semesters. EFT is not a general English course, but it belongs to English for Specific Purposes (ESP). In the tourism field, the students need English not only to access knowledge and information, but also

to fully engage in tourism development and give hospitality for customers and guests. Thus, both receiving skills and producing skills are important.

The appropriate assessment for ESP class is authentic assessment (Anastasia, 2018). The finding of her research revealed that authentic assessment was effective for students of an ESP course. Project-based assessment, as one of the authentic assessment types, is appropriate within the context of tourism students. However, it should be adjusted with what was said by the Tourism Ministry of Indonesia that Tourism 4.0 would target millennial generation which now has reached up to 50% of the visitors coming to Indonesia (Rizkinaswara, 2019). He also said that the tourist behavior changes; their search and share activities were 70% using digital process. Therefore promoting tourism destination, product, and service using internet broadcast now is being a trend. It is effective and economist since nowadays the majority of people almost always use their own smartphone everywhere and every time they go. Therefore, an English lecturer at STIPRAM tried to fulfill the demand by conducting broadcast project-based assessment for the students. Since the last three years, the lecturer had conducted authentic assessments for the students. One of them is Broadcast Project-Based Assessment using YouTube to assess speaking.

Assessment as an integral part of the learning process involving not only cognitive element, but also psychological and social elements. Therefore, it is important to consider those three elements in designing language assessment. This research is aimed at identifying and investigating the washback of the assessment, specifically broadcast project using YouTube on their learning. Thus, the formulation of this study is “How was the washback of broadcast project-based assessment using YouTube on students’ learning?”

Broadcast project-based assessment

Language assessment is defined as the practice of evaluating the extent to which learning and teaching have been successful, focusing on what learners can do with the language, on their strengths rather than their weaknesses (Kordia, 2015). There are two types of assessment, traditional assessment and alternative assessment, which is popular with the name of authentic assessment. The researcher (who acted as the lecturer, as well) preferred to use authentic assessment because she taught English for tourism students, which was considered as an ESP course. Research found that the appropriate assessment for an ESP class is authentic assessment (Anastasia, 2018). By applying authentic assessment, the lecturer can also get the following advantages (Froehlich, 2015).

1. It does not interfere with the lessons
2. No additional days for testing need to sacrifice because it is kind of assessment for learning
3. It reflects exactly what is being done in the classroom
4. It gives information on the strengths and weaknesses of each individual learner through authentic activities.

Brown (2004) proposed authenticity as one of the five principles of language assessment, the others were practicality, validity, reliability, and washback. There are some authentic assessment activities which are appropriate for assessing student’s speaking. One of them is broadcasting (Pierce, 1998). Broadcasting is nowadays affected by digital era. Broadcasting includes, but not limited to, television and radio. Along with them are social media platforms such as WhatsApp, Instagram, Facebook, Twitter, YouTube, etc (Iswantara, 2017). To increase the authenticity for its assessment, the lecturer had YouTube for the broadcasting project to assess the students’ speaking.

Washback

Washback or backwash is defined as the effects of tests on teaching and learning (Baksh Alla, 2016). Washback of an assessment means the consequences of assessment affecting teaching and learning (Baksh Alla, 2016). It is in line with McNamara (2010) who argued that this phenomenon was a 'test impact'. What is important to be highlighted here is the word 'impact'. Other scholars said that an impact can be something positive or negative (Kordia, 2015). Messick (in Baksh Alla, 2016) said the consequence or the impact can be on the test taker (the students), the teacher, or the decision maker. It can be said that washback is the effect or the result from an assessment on the test taker, the teacher, and the decision maker/on the curriculum.

The positive washback occurs when it helps students to learn better or students may be well-motivated to learn more to fulfill their needs in learning English as a foreign language; conversely, negative washback takes place when students are less motivated to learn (Dorobat, 2007). Mostly, students feel that learning is finished after assessment. They do not realize that they still need to learn to fulfill their needs.

That is why studying about washback of an assessment is important. It is one of the ways how a teacher evaluates the overall teaching and learning process.

Students' language learning

Learning is activities of obtaining knowledge (Cald3, 2008). Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Dale, 2008). In line with the two definitions, Race (2010) said that learning is a process experienced by its learners. It means that teachers cannot do it to them. Students have to do it themselves. What the teacher can do is facilitating the learning such as designing materials, managing the environment, etc. It can be inferred, therefore, that learning is an enduring process of obtaining knowledge, practicing and gaining experience of certain skills that will change someone's behavior, thought, and belief.

There are some factors underpinning successful learning (Race, 2010), i.e. wanting to learn (intrinsic motivation), needing to learn (extrinsic motivation), doing or experiencing, feedback, making sense, teaching, explaining and coaching, and assessing. Those underpinning factors would be the basis of the researcher in constructing the interview questions. In line with the statement above, foreign language learning also has some factors affecting the process of acquisition. Formerly foreign language learning was always based on teacher-centered method but nowadays it has changed into student/learner-centered (Catalano, 2015).

The effort from the students in being active in learning project is very important since student-centered learning is applied in the classroom. Assessment is one of the most suitable projects in measuring how active the students are in joining the foreign language learning. It is also supported by Sanal (2017) saying that teaching/learning a foreign language is a complicated procedure that is affected by many factors such as teachers, learners, individual differences, learning styles, etc. In the term of Broadcast Project-Based Assessment, students take a big part on it because the students learn the language by the project which is given by the lecturer; it is also categorized as a student-centered learning process.

METHOD

This research was conducted in Tourism Institute of Ambarrukmo (STIPRAM) which is located in Yogyakarta, Indonesia. This study focused especially on investigating the washback of broadcast project-based assessment conducted in speaking class. Twenty-three students in the

fifth semester at the Tourism Study Program of STIPRAM, who had received English Subject for two semesters, volunteered themselves to participate in this research project.

In this research the students were asked to do broadcast project. Several stages of the broadcast project assessments were applied. The stages were (1) Establishing the material being assessed. It was describing a historical place, (3) Exposing a model of text to the students to be discussed during the instructional process, i.e. the vocabulary, grammar, generic structure, function, and common expressions, (3) Discussing the rules of the assessment. It was individual work, students would visit a historical place which was also as a tourism destination and made a vlog explaining the place; then they edited the video, and the last was uploading it on YouTube.

Empirical data were collected through an interview. The interview questions were constructed based on a theory saying that the positive washback occurs when it helps students to learn better or students may be well-motivated to learn more to fulfill their needs in learning English as a foreign language. Conversely, negative washback takes place when students are less motivated to learn (Dorobat, 2007). The interview used Bahasa Indonesia to avoid misunderstanding. The blueprint is as follows.

Table 1. The Blueprint of the interview

Components	Questions
Motivation	Do you like the project? Why? Mention based on your preference, presentation, storytelling, vlogging (the broadcast project), or doing role play in front of the class for the speaking assessment?
Improvement in Learning	Have you got this kind of project that need you to upload it on YouTube before? Do you have any problem in doing the project? How do you solve the problem?

The empirical data were qualitatively analyzed. The finding was presented in narration which is the answers to the research question presented in the formulation of the problem.

FINDINGS AND DISCUSSION

Findings

The data of this research were gathered through interview toward twenty-three students of semester five (5) who had got broadcast projects for their speaking assessment. The interview was transcribed then grouped into some categories.

There were six (6) main questions asked to the students. The first three questions investigated the students' motivation, then the rest asked about students' improvement in learning. There were some additional questions based on the students' previous answer, such as why they liked/disliked this project, why they said that they did not like this project but they made excellent score, and so on. All the additional questions were aiming at leading the students to the point of interview or making the answers clearer and also to get support on the categorization in the discussion phase. Table 2 shows the students answers that have been grouped.

Table 2. Students' answer of the interview

Components	Questions	Yes	No
Motivation	Do you like the project?	22 students	1 students
	Mention based on your preference, presentation, storytelling, vlogging (the broadcast project), or doing role play in front of the class for the speaking assessment?	20	3 students
	Do you really struggle in accomplishing this project?	23 students	0 student
Improvement in Learning	Have you ever got this kind of project that need you to upload it on YouTube?	0 students	23 students
	Do you find problems in accomplishing the project?	23 students	0 students
	Can you solve the problem?	23 students	0 students

The initial question was “Do you like the project?” Twenty two (22) students said ‘yes’ to this question and only 1 student said ‘no’. It can be concluded that most of the students were motivated. After continuing the interview to the question “Mention based on your preference, presentation, storytelling, vlogging (the broadcast project), or doing role play in front of the class for the speaking assessment?” twenty (20) students put the broadcast project into the first two from the options given as their preference. It shows that although most of them like this project, they have different motivation on it. Surprisingly, on the next question of “Do you really struggle to do this project?” all students said ‘yes’. It implied that although one (1) student did not like this project, she still had motivation in doing this project. Moreover, no student felt nervous in accomplishing this project. Although there was one (1) student who felt it at the beginning, but such feeling totally disappeared after she started to stand up in front of the camera.

In asking those six (6) questions, it was always accompanied with the why questions, to reveal more about the implied reasons of their motivation, which were varied. The researcher divided it into six (6) categories: score, future job/profession, the demand of 4.0 Era, enjoyment of learning, and English improvement. The finding is presented in Table 3.

Table 3. Students' Motivation in Doing the Project

Category	Number Students	Percentage
Score	9	39.1%
Future Job/Profession	22	95.6%
4.0 Era Demand	23	100%
Enjoyment	18	78.2%
Improvement	23	100%

The table above shows that only nine (9) students (39.1%) who were still thinking about the score, the other students forgot it when they were doing the project. In terms of future job/profession, only one student thought that the project had no benefit to her future job/profession. It means that 95.6% of the students took this project as their future benefit. The demand of 4.0 era had motivated all students shown by the 100% of them had accomplished the project. Then, there were 18 (78.2%) students who enjoyed the process of finishing the project which generally started from establishing the historical site, surveying (including gathering information from the site and determining the footages), writing the script, taking the video, editing, then finally uploading the video to YouTube. By experiencing all those phases, all students agreed that they made improvement on their English such as having new jargons or recall it, improving their pronunciation, applying specific grammar required in explaining a historical place, doing improvisation in speaking, etc. Besides, no students felt nervous. They said that even they documented almost all of their activities for the sake of social media updates. There were 7 students, which is 30.4% of the participants who had all the 5 motivations.

Based on the underlying theory, besides having better motivation, an assessment also increases learning, as another indication that it has positive washback. The findings of this study show that that all students made improvement on their English learning. In other words, it can be said that Broadcast Project-Based Assessment has successfully increase students' learning of English.

Discussions

After identifying the washback, then come the analyses. The analyses were conducted based on the formulation of the problem. It is "How was the washback of broadcast project-based assessment using YouTube on students' learning?"

Washback is the effect of an assessment on the test takers, the teachers, and the decision makers/ on the curriculum. Furthermore, it is already widely accepted among scholars that there are two kinds of washback, positive washback and negative washback. The positive washback occurs when it helps students to learn better or students may be well-motivated to learn more to fulfill their needs in learning English as a foreign language. Conversely, negative washback takes place when students are less motivated to learn and do not help students to learn better.

Based on the findings above, it shows that 100% of the students were motivated to learn more and 100% of them agreed that this broadcast project-based assessment helped the students to learn. It implies that broadcast project-based assessment has positive washback. However, this project motivated the students in different ways. According to Harmer (2001) in the discussion of motivation, there is accepted distinction between intrinsic motivation and extrinsic motivation. Extrinsic motivation is motivation that comes from outside factors such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. On the other hand, intrinsic motivation comes from within the individual. The learners might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. By adapting that theory, the categorization of students' answers to this research, which were score, future job/profession, and the demand of 4.0 era, belong to extrinsic motivation; whereas enjoyment and English improvement belong to intrinsic motivation.

Generally, based on the discussion above, it can be seen that all students had both intrinsic and extrinsic motivations. This finding confirms a theory saying that genuinely communicative speaking activities facilitate the students a real desire to speak and a communicative purpose for doing so (Harmer, 2001). An assessment is said to be authentic if (1) the topic is meaningful

(relevant and interesting) for the learner, (2) perform a real-work task, (3) free-response format, (4) contextualized communicative tasks (Brown, 2004).

However, getting a score only influenced nine (9) students; whereas future job/profession affected 22 students (out of 23 participants) and the demand of 4.0 Era affected all students. It shows that future job/profession and the demand of 4.0 Era motivated the students better than getting a score. It means that students were really aware of the future benefit if they accomplished this project. In the interviews, the students said that they had given a lot of effort to do the project because of two reasons. First, it would give them meaningful experience which was important for them as human resources of tourism sector, and as the human resources of tourism sector they were aware that it was the trend of Industry 4.0 Era. Secondly, by telling this experience they would be more confident in writing their resume (curriculum vitae) and having a job interview in the future. Those findings confirm the previous theory proposed by Brown (2004) that relevance, meaning and real-work tasks (as the criteria of authentic assessment) increase students' motivation. It can be inferred that it is because of the authenticity of Broadcast Project-Based Assessment that made it positive washback; it was not because of merely the score. Enjoyment occupied 78.2% (18 students) and English improvement occupied 100% (all students) for the students' intrinsic motivation. They said that it was based on the trend and popularity among millennial generation to upload and let other people know that he/she could do something cool; besides, exploring new places were their hobby. It met the learners' relevance since relevance is one of the criteria of an authentic assessment. The students said that it improved their learning of English in many ways. Generally, they did exploration to some texts related to the historical place that they wanted to broadcast. After that they did a survey and then wrote down their script based on the literature review and survey. They also needed to check their grammar, construct ideas, etc. Then, they should look up the dictionary to have pronunciation and vocabularies checked. When they were taking the video, they recalled the idea, vocabulary, and pronunciation as well; even they had to make some improvisation during the process of taking video. It led them to find some paraphrasing or synonym if they could not recall their text.

There are some factors underpinning successful learning according to Race's findings (2010). They are 1) wanting to learn (intrinsic motivation), 2) needing to learn (extrinsic motivation), and 3) doing or experiencing. Those findings show the improvements, so they prove that students' learning were affected.

CONCLUSION

Based on the previous analysis, it can be concluded that Broadcast Project-Based Assessment as a current trend of Industry 4.0 Era has positive washback to the students' learning. It raises students' both intrinsic and extrinsic motivation through its authenticity since they have specific purposes in learning English as a foreign language. It motivated the students through its authenticity, such as its relevance to the future job/profession, the demand of Industry 4.0 Era, enjoyment (activity), and English improvement. The ESP class was clearly reflected by this assessment.

Therefore, it can be suggested that improving students' motivation can be done by having authenticity of the assessment. Moreover, finding out whether the assessment has positive or negative washback is important because an assessment determines how students learn. It is important to have further research about other models of assessment, not only on speaking but also writing, listening, and reading.

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