

The synergy among classroom course, student's thesis and international publication: A (promising) practice?

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Session 1

- ▶ Why should there be a synergy?
- ▶ A (Promising Practice)?

Course: Post-Structuralism and Deconstruction

Offered: 7th Semester Student

- ▶ **Deskripsi Mata Kuliah:**

- ▶ Matakuliah ini mengenalkan kepada mahasiswa tentang kajian post-strukturalisme dan dekonstruksi serta kemungkinan – kemungkinan manfaatnya dalam kajian bahasa. Kajian poststrukturalisme dan dekonstruksi itu sendiri berupaya untuk mengkritisi asumsi –asumsi yang dibangun oleh kaum strukturalis yang dimulai semenjak Enlightenment abad 18. Kaum strukturalis menganggap bahwa *realitas* dunia ini merupakan sesuatu yang *terstruktur, makna* sebagai sesuatu yang stabil dan *kebenaran* sebagai sesuatu yang tunggal. Kajian-kajian Poststructuralisme dan Dekonstruksi sangat menekankan aspek politik, sosial, power (kuasa), sejarah, dan juga geografis. Sehingga, kajian poststrukturalis dan dekonstruksi bersifat sangat dinamis dan politis.

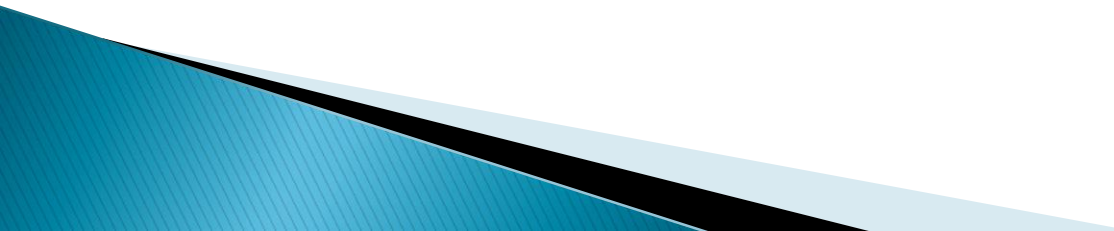
Capaian Pembelajaran:

- ▶ (1) Mahasiswa mampu memahami gagasan–gagasan utama strukturalisme dan post–strukturalisme beserta dekonstruksi dan mengaplikasikannya dalam kajian linguistik murni atau terapan.
- ▶ (2) Mahasiswa mampu memahami gagasan–gagasan utama strukturalisme, post–strukturalisme beserta dekonstruksi dan menggunakannya untuk memahami *relations of power* dari produksi dan reproduksi ilmu pengetahuan terutama dalam pengajaran Bahasa Inggris.
- ▶ (3) Mahasiswa mampu untuk menempatkan dirinya secara strategis dan proporsional terhadap British dan American English.
- ▶ (4) Mahasiswa mempunyai kecintaan terhadap bahasa, budaya dan khasanah keilmuan yang berasal dari negerinya sendiri.
- ▶ (5) Mahasiswa mampu memahami gagasan–gagasan utama strukturalisme, post–strukturalisme beserta dekonstruksi dan mampu memfilter gagasan–gagasan yang tidak sesuai dengan nilai–nilai dan budaya Islam.
- ▶

Classroom Materials:

- ▶ Key Principles of Structuralism and Post-Structuralism (Grbich, 2004)
- ▶ Foucault's Discourse (Walshaw, 2007) and Power Relations (Gallagher, 1998)
- ▶ Derrida's Deconstruction (Barker, 2003)
- ▶ Global Positions of English: Colonial celebration to Post-colonial performativity (Pennycook, 2000)
- ▶ Global, local and glocal identities of L2 learners (Sung, 2014)
- ▶ English Language as a Naga in Indonesia (Coleman, 2016)
- ▶ Academic Dependency in Social Sciences (Alatas, 2003)
- ▶ Post-Structuralism and Applied Linguistics (Morgan, 2007)
- ▶ Further details (see Wahyudi, 2021) [Wahyudi 2021 Transnational TEGCOM.pdf](#)
- ▶

Student's Thesis:

- ▶ Topic should be up to date
 - ▶ A good research design
 - ▶ Sufficient previous studies
 - ▶ Reliable references
 - ▶ Be detailed as possible
 - ▶ An acceptable argument made within scholarly community
 - ▶ A good supervision is needed
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Examples:

- ▶ Anjanillah, Farah (2019) *English learners' multiple identities in English global positioning perspectives*. Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim Malang Accessed from: <http://etheses.uin-malang.ac.id/17260/>
- ▶ [Farah Anjanillah 2019.pdf](#)
- ▶ Nabilla, Noor Vatha (2019) *Global, local, or glocal identity of EFL learners as ELF users*. Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim. Accessed from: <http://etheses.uin-malang.ac.id/16777/>
- ▶ [Noor Vatha 2019.pdf](#)

Session II

International Publication: Student–Lecturer Co–authorship

- ▶ Extracting an article from a thesis to an article
- ▶ Adequate knowledge of publication (which journal to target, the scope of the journal, the intended quality of article, the frequency of publication annually etc) is required
- ▶ Guiding the students through the revision process
- ▶ Publishing skill and (experience) is needed (see Wahyudi, 2016) [Wahyudi 2016.pdf](#)
- ▶ The need to have broad professional network both offline and online
- ▶

Examples:

- ▶ Anjanillah, Farah and Wahyudi, Ribut and Syafiyah, Syafiyah (2021) [EFL learners' multiple identities constructions in relation to global positions of English. *The Qualitative Report*, 26 \(6\). pp. 1792–1816. <http://repository.uin-malang.ac.id/8462/>](http://repository.uin-malang.ac.id/8462/)
- ▶ [Anjanillah et al 2021.pdf](#)
- ▶ Nabilla, Noor Vatha and Wahyudi, Ribut (2021) [Global, local, or glocal identity of EFL learners as ELF users. *MEXTESOL*, 45 \(1\). pp. 1–16. ISSN 2395–9908. <http://repository.uin-malang.ac.id/7820/>](http://repository.uin-malang.ac.id/7820/)
- ▶ [Vatha et al 2021.pdf](#)

Conts...

- ▶ Is it promising practice? Yes, it can be.

References

- ▶ Wahyudi, R. (2016). Turning classroom assignments into published journal articles: What have we learned from these practices? *The Journal of the IATEFL ESP SIG*, 47, 22–24
- ▶ Wahyudi, R. (2021) A Transnational TEGCOM Practitioner's Multiple Subjectivities and Critical Classroom Negotiations in the Indonesian University Context. In Jain, Rashi and Yazan, Bedrettin and Canagarajah, Suresh (Eds). *Transnational Identities and Practices in English Language Teaching: Critical Inquiries from Diverse Practitioners*. (pp: 240–258). Multilingual Matters