



Language in the Online & Offline World

Language in the
Online and Offline World 6:

THE FORTITUDE

May 8 & 9, 2018

English Department
Petra Christian University
Surabaya - Indonesia

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Language in the Online and Offline World 6: The Fortitude

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PREFACE

In this digital and globalized era, language has an essential role in both real and cyber worlds. Due to this fact, scholars and researchers are continually trying to explore the language used in both worlds. Apprehending the situation, since 2010 the English Department of Petra Christian University has conducted Language in the Online and Offline World (LOOW) conference, a signature biennial conference, to address the issues of the use of online and offline languages in reciprocal relation with individuals, society, and culture.

This LOOW 6 conference held at Petra Christian University on May 8-9, 2018 adopts the theme: The Fortitude. Just like the word “fortitude” which signifies “mental and emotional strength in facing difficulty, danger, or temptation courageously”, the objective of the conference is to challenge teachers, researchers, and scholars dealing with the use of languages in the field of education, business communication, media, and cultural studies to have mental and emotional strength in confronting the hazards and struggles of the online and offline languages used in those fields. Related to the theme, the proceedings of LOOW 6 contain articles and research papers of assorted topics of various issues on language as well as media and cultural studies. The conference presents keynote speakers from Korea, Malaysia, and Indonesia. Through the distinctive topics presented in the parallel and plenary sessions by knowledgeable teachers, researchers, and scholars from various backgrounds, hopefully the LOOW 6 proceedings give enlightenment and new perspective to boldly confront the impact of the online and offline language use.

On behalf of the organizing committee, I would like to express my genuine appreciation to all the plenary and featured speakers who are willing to share their invaluable expertise and knowledge in this conference. Also, my profound gratitude is addressed to all the presenters and participants who have contributed to the success of the conference.

Eventually, this LOOW 6 conference may end, but I hope it could shed light upon us all forever, just like the proverb which says, “as iron sharpens iron, so a man sharpens the countenance of his friend”.

Surabaya, May 08, 2018

Dr. Nani Indrajani Tjitrakusuma
Chairperson of the Organizing Committee

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BEST PRACTICES ON BILINGUAL LANGUAGE TEACHING: 21ST CENTURY EDUCATION PERSPECTIVES

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ABSTRACT

One of the most prominent methods commonly employed for English Language Teaching (ELT) is bilingual, an outstanding program which has proven its worth in terms of language acquisition and broad applicability in both local and national settings. This paper aims at reviewing on best practices of implementing bilingual program that can successfully promote positive academic outcomes toward the nonnative English-speaking students in the bilingual classroom. A bilingual classroom is one in which both the majority language (Indonesia) and the minority language (English) are spoken in the classroom. The subject matter is usually taught in Indonesia while English is taught as a separate subject. As students' second language abilities develop, more of the subject matter may be discussed and taught in English. Therefore, a large variety and types of materials are required to meet the needs of bilingual teaching in the tertiary classroom. Basic language communication skills and interactive conversation are types of materials that can be applied. Promoting positive bilingual interactions between teachers and students is an important instructional objective. Thus, promoting highly proficient oral language skills necessitates providing both structured and unstructured opportunities for oral production.

Keywords: best practices, bilingual, language teaching, communication skills.

INTRODUCTION

The history of language teaching in Indonesia has a long tradition background. The key part of learning procedure was attributed through memorization of vocabulary and translation of sentences. The term bilingual education is stated to using of two or more languages in the classroom atmosphere. It is the process of teaching the target language through mother tongue of the student. Since English is not a medium of instructions in schools and colleges in Indonesia, Indonesia students can't practice and perform their English pronunciation. Even during in English classes most of the teachers teach English without providing students for proper practice in speaking because they are not well prepared enough to give practice it especially in colleges in Indonesia.

Despite the new regulation, some education institutions in Indonesia still confidently apply the bilingual program. Their total reliance upon such instructional design finds its academic support from some research toward ELT in Indonesian context which recommends the implementation of English bilingual program. The bilingual program has encountered a series of unique pedagogical constraints, which are partially rooted in the monolingual solitude assumption (Cummins, 1979, 2008; Howatt, 1984). First, by separating languages of instruction into a group of subject areas, English and Indonesia are not integrated into a shared learning space, which could otherwise enhance students' ability to express their thought processes and to deepen knowledge creation across and between languages (Celic and Seltzer, 2011). Second, when student curiosity is not peaked through relevant cross-curricular work, motivation decreases (Friesen and Jardine, 2009); which in turn conversely impacts language learning (Cummins, 2011; Lyster, 2011). Third, the segregation of languages and subject areas restrict teachers' abilities to plan interdisciplinary inquiry projects, and to assess students' literacy skills considering the entire scope of their linguistic abilities (Cummins, 2005; Escamilla and Hopewell, 2010; Soltero-González et al., 2010).

Experience in classrooms shows that students' motivation increases due to full comprehension, high retention, and flexible procedure. Teachers must be fluent in both foreign language and mother tongue, and must develop facility in the steps of the method in order to provide rapid output. Pedagogically an English lesson is analyzable into two activities that is an attempt to convey meaning and an attempt to produce imitation. It may be viewed from the angle of the learner as an attempt to acquire and retain meaning and at the same time to perfect imitation response.

There has been much debate and controversy over the use of bilingual as a teaching aid and a resource in teaching English as a Foreign Language (EFL). This paper attempted to illustrate the scope of the contribution of using bilingual in foreign language learning/teaching class. Bilingual in the classroom is not considered as the medium of teaching as happens in grammar-translation method, but as a teaching technique. In using the mother tongue, the teacher in the grammar translation method has all the freedom of expressing himself in it and bilingual in EFL classes strikes the middle and permits judicious freedom in the use of the first language.

The various methods of English language teaching are offered to propose an effective – way to acquire the language. Each method is supported by strong theoretical bases and practical guidelines to achieve the desire and measurable goals. Over years, the process of teaching and learning English as a foreign language has developed in accordance with the advances of educational theory, practice, research, and policy. It is also characterized by frequent changes of instructional design and sometimes ideology. Much of the impetus of change in approaches to language teaching come about from changes in teaching methods (Richards and Rodgers, 2001). The older teaching method is usually dismissed as the newer teaching method is invented. Since using all teaching methods once at the same time is almost impossible to implement, language practitioners are supposed to select the most appropriate method(s) which suits the students' needs toward adequate English proficiency

In line with the need of bilingual teaching and learning language in the 21st century, economic forecasters and business analysts are predicting that jobs in the 21st century will require information processing skills. Language is one of the young people need to be educated to the highest standard in this new information age, and surely this includes a clear awareness of how the media influences, shapes, and defines their lives. Jim Burke, from *The English Teacher's Companion* claimed that the labors' skill trend change influences the 21st century students' required skill. We are living in a defining moment of educational history, when the world in which teachers do their work is changing profoundly.' (Hargreaves: 2003).

FRAMEWORK FOR BILINGUAL PEDAGOGY

The pedagogical shifts in practice from traditional teacher-directed language learning to increased design-for-learning that capitalized on activation of cross-linguistic transfer need to be applied. As a result of globalization influence, bilingual has become a key part of English as Foreign Language (EFL) teaching around the world. The idea of implementing bilingual in Indonesian classrooms both at schools and universities cannot be avoided. Teacher describes both languages as the tools that support the content, which is the star of each conversation. The teacher continued to say that sometimes students are not aware that they are asking a question in English. At the same time, students articulated approaches and strategies to link with language related challenges which demonstrates increasing awareness of their personal control of learning.

From the perspectives of teachers and students, engagement in learning was being activated by the discovery of meaningful connections across content and across languages. Further, engagement facilitated by cross-linguistic transfer contributed positively to the growing bilingual identity of students, as was demonstrated by the increased amount of natural flow between languages. For this reason, teachers quickly identified pedagogic questions and challenges relevant to a shift that focuses on cross-linguistic learning in a holistic environment. This includes questions

about task design and strategies for cross-linguistic transfer, appropriate interactive classroom structures for second language practice and feedback, and principles of instructed language learning as they pertain to the effective role of first language and access to extended time to second language. Teachers never give up that access to expert knowledge on current pedagogy and collaborative exploration of professional learning environments including, observation, peer coaching and resource development are critical to the effective evolution of a fifty percent bilingual pedagogy.

Findings emerge from the bilingual teacher observation were (1) when students learn in holistic contexts, there is strong evidence of cross-linguistic transfer, as well as growing metalinguistic awareness and an evolving bilingual identity, (2) teachers identified their need for articulating appropriate second language acquisition strategies within this context and for facilitating student collaboration environments, (3) teachers identified their need for access to expertise on second language pedagogic approaches, and for regular collaborative inquiry and peer-coaching opportunities.

In line with the most need for innovative bilingual pedagogy, the paper proposes a conceptual framework representing an evolutionary shift in pedagogical practices in tertiary bilingual schools. In most situations the notion of bilingual cannot be completely separated from the mother tongue. This is because many workplaces do not only use technical English; instead much communication is done using non-technical. Therefore, cross-linguistic transfer at the center facilitates a flexible and dynamic interplay between content, language and the student learning experiences. When viewed as a theory of action, the framework proposes that when learning in the bilingual context focuses on two-way transfer across languages, then learners will develop stronger metalinguistic awareness and enhanced bi-literacy skills; while experiencing greater student engagement and therefore nurturing bilingual identities.

BILINGUAL EDUCATION

Bilingual education for nonnative English-speaking students has existed in a number of countries for 20 years or more. Initially, much attention was devoted to the implementation of such programming, and it is remarkable how few studies are available regarding related academic outcomes. In Indonesia, which has had bilingual education for non English major for over 25 years, it is only recently that national studies have reported related achievement data. Hendar (2009) and Rydberg, Gellerstedt, and Danermark (2009) reviewed educational outcomes among students currently enrolled in educational programs and others who already left school.

Language immersion is a method of teaching language, usually a second language (L2), in which the target language is used as both curriculum content and media of instruction. According to Baker (C. Baker, 2006), there are three generic levels of entry into language immersion education divided according to age they are (1) early immersion students begin the second language from age 5 or 6., (2) middle immersion students begin the second language from age 9 or 10 and (3) late immersion students begin the second language between ages 11 and 14. In programs that utilize immersion language education, students may enter and begin studies at different ages and different levels. The research shows that early immersion in a second language is preferable to late immersion. The common core has in common a focus on the integration of language and literacy into content area instruction is the main objective in the bilingual class. The students should be able to write narratives, informational and explanatory essays, and arguments. They also should be able to use their oral language skills to work collaboratively, understand multiple perspectives, and present their own ideas (see Bunch, Kibler & Pimentel, 2012).

An immersion program type that has become popular in the world is called two-way immersion. This type can also be referred to as bilingual immersion, two-way bilingual and two-way dual immersion bilingual. Two-way immersion programs “integrate language minority students and language majority students in the same classroom with the goal of academic

excellence and bilingual proficiency for both student groups” (Christian, 1997). Two-way immersion programs vary greatly yet share three key characteristics include instruction in two languages, one language at a time and peer-to-peer facilitated language sharing.

Students are not merely taught how to use English, but the language is used as the medium of instruction for many of their courses. In addition, students are required to use English to speak for daily language, write reports and participate in class. Mangubhain (cited by Messerklinger, 2007) lists several techniques used by bilingual teachers that can be used by teachers including questioning, rephrasing, modeling or demonstrating, and the use of visuals and realia. Besides, information gap activities are not only a useful way to practice language; they can be a fun way for students to learn content. By doing these techniques, teacher can elaborate reactive and proactive approach in dealing with the communication during the teaching learning process.

A classic concept of bilingual education is provided by Andersson and Boyer: “Bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum” (Andersson, Boyer, & Southwest Educational Development Laboratory, 1970). This concept is widely used in the literature (see (C. Baker & Prys-Jones, 1998; Jim Cummins, 2003; Freeman, 1998; Hamers & Blanc, 2000). This concept is important, according to Stephen May, because “it immediately excludes programs that include bilingual students but do not involve bilingual instruction, most notably submersion majority language programs, where students are taught only in the majority language, irrespective of their language background. It also excludes programs where an L2 is taught as a subject only” (Jim Cummins & Hornberger, 2008). A good example of what bilingual education is what student emerged in English as both language of instruction and language of the curriculum content. A bilingual program must provide both content and delivery in two languages, although bilingual programs vary somewhat in how the languages get distributed across the curriculum, it is therefore useful to consider general rules and models that serve to assist in program design, implementation, and development.

21st CENTURY PERSPECTIVE ON LANGUAGE TEACHING

Over years, the process of teaching and learning English as a foreign language has developed in accordance with the advances of educational theory, practice, research, and policy Today’s language classroom is vastly different from that of the mid- to late 20th century. The report offers a meta analysis of recent research which provided the means to identify current and emerging trends in the field. Informed by this research, some identified trends that are shaping the 21st century language classroom are (1) clear, provable demonstrations of learning. (2) frameworks, benchmarks and other asset-based approaches to assessment. (3) individualized, customizable, learner-centred approaches. (4) proving the value of language learning through stories and speech. (5) using technology for language learning. (6) linking language learning to leadership skills, and (8) showing funders the impact their investment has on our students, our communities and our world.

To meet 21st century expectations, educators therefore need to depart from the ideas and pedagogies of yesterday and become bold advocates to develop the sorts of learning dispositions needed for our learners and their work futures. Today's job market requires more than knowledge of another language. In the twenty-first century, a comprehensive essential skillset is needed for employment. This includes competence in areas beyond languages such as numeracy, thinking skills, computer use, the ability to work well with others. Moreover, providing regular opportunities in English classes to develop and use the essential life skills for individuals and society in the 21st century is necessary to be applied. These are knowledge, creativity and the ability to work collaboratively to produce joint products. The knowledge of another language is one of a number of skills which may help an individual acquire meaningful employment, not a guarantee to a better job or a career advancement.

In short, the focus in language education in the twenty-first century is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe. Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their language and cultural skills to facilitate the connections they are eager to make.

BEST PRACTICES IN BILINGUAL CLASSROOM

To accelerate the process of acquiring the language through bilingual classroom, this idea is fundamental to guarantee the implementation of bilingual program which requires the regular content subject be taught through the target language (English) for the sake of providing the students with native-like language environment (Baker, 2002). Although all bilingual teachers should be well prepared to promote bilingual classroom, research by Varghese and Stritikus (2005) suggests that the interface of knowledge of local policies and personal experience can either lead bilingual teachers to support additive bilingual practices or to follow strict English only policies when these are imposed.

Bilingual class applied several procedure such as integrating language, content and culture. Teaching choices highlighted in the review by Author, I and deJong (2011) included implementing practices that affirmed students' linguistic and cultural identities, and engaged them in critical explorations of issues of discrimination, equality, and social justice. In settings where teachers shared the minority status of their students, they served as cultural and linguistic role models, making parallels between their own experiences and those of their students and explicitly teaching students how to negotiate the norms of mainstream society without losing native cultural and linguistic identities

In line with the instruction in bilingual classroom, good instruction can be more difficult in bilingual classrooms due to added feature of language teaching for bilingualism, biliteracy and need to meet needs of diverse learners. Even more important in these classrooms is to use varying strategies to meet the needs of diverse learners (Berman et al, 1995; Sloan 2001; Doherty et al, 2003).

Teachers in dual language classrooms face an incredible challenge: they need to teach a linguistically diverse class of students to read and write in both languages, while also teaching increasingly difficult academic content in two languages. While research points to numerous benefits of bilingual schooling, teachers are the ones who need to turn a class full of interaction into bilingual classroom. There are three fundamental strategies to promote linguistic cross-pollination among students in dual language classrooms. These strategies include group work, adopt a content-based language instruction approach and maintain a positive relationship with all students

One of the most prominent methods commonly employed for English Language Teaching (ELT) is bilingual, an outstanding program which has proven its worth in terms of language acquisition and broad applicability in both local and national settings. Pedagogically, bilingual may offer a model for effective teaching methods and communicative approach which is appropriate for Indonesian students who are learning. By applying the prospective learning approach through the immersion model, students are expected to acquire more proficiency in both English language skills and the content courses. Thus, implementing the bilingual classroom, basic communication skills must be applied by the teachers.

CONCLUSION

Bilingual educators have an opportunity to play an important role in the context of the new standards because these programs and their teachers have always had at the core of their instruction language and literacy development, including academic language to function in various curricular

areas. In turn, the New Standards can positively influence these programs and educators by stressing that content acquisition is as important as language acquisition.

Bilingual education that is high quality and that promotes full development of two languages goes beyond just leveraging the native language of students in service of better English. It provides an ideal and desirable context to promote the demands of content and language learning of the new standards by allowing students to use all their language and cultural resources.

There is a case for a reconceptualized field that is more learner-centered, more collaborative and more technologically driven. The trends in language learning are moving us forward in such a way as to empower our students to communicate with others across the globe in real time. Then, bilingual interactions between teachers and students are an important instructional objective. Thus, promoting highly proficient oral language skills necessitates providing both structured and unstructured opportunities for oral production. Finally, bilingual schooling prepares individuals to function in a global society, which has become a cornerstone of education in the twenty-first century

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