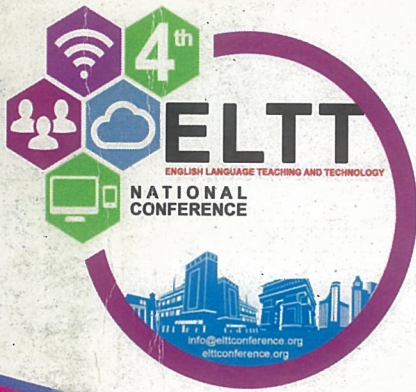


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National Conference 2018

*“ISSUES IN ESP AND Digital Learning to
ENHANCE ENGLISH LANGUAGE LEARNING”*

Kediri, May 5th, 2018

PROCEEDINGS



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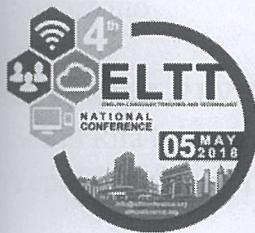
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4th ELTT

**English Language Teaching and Technology
NATIONAL CONFERENCE 2018**

**Issues in ESP and Digital Learning to Enhance English
Language Learning**

Kediri, May 5th, 2018



English Education Department

H Building, 1st Floor, Campus 1 University of Nusantara PGRI Kediri
Jl. KH. Achmad Dahlan No.76 Kediri. East Java

4th ELTT NATIONAL CONFERENCE

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Issues in ESP and Digital Learning to Enhance English Language Learning

English Education Department,

Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

ISSN: 2579-437X

Volume 4, May 2018

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PREFACE



Dear presenters and participants

On behalf of the organizers and committees, it is pleasure to welcome you to 4th National Conference on English Language Teaching and Technology (ELTT) hosted by English Education Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri. This annual conference was conducted to provide an opportunity for the teachers, students, lecturers to take part in academic forum as presenters and participants.

The theme of this year's annual conference is *Issues in ESP and Digital Learning to enhance English Language Teaching*. It was chosen to accommodate thoughts and experiences of teachers and lectures in developing English Language Teaching and Research. Further, it can equip the students to build their pedagogical knowledge and research so that they can contribute in national and international academic forum. Thus, the sub- theme of this conference were English language teaching in schools of EFL/ESL contexts; English for Specific Purposes, English for Young Learners, Testing and Assessment in ELT, Technology and Digital Learning, English Language Teaching in Schools of EFL/ESL Contexts, 21st Century Language and Communication Skills, Translation and Interpretation, Improving Students' Digital Literacy, Literature in English Language Teaching.

Your presence and contribution for 4th National Conference on English Language Teaching and Technology (ELTT) 2018 is helping to further develop this meaningful forum and 4th National Proceeding is published. This collection of articles involve theoretical review and research based related to the issues of ELTT themes.

Finally, we would like to express our sincere gratitude and appreciation to all presenters for the willingness to share the latest research and experience related to English Language Teaching. Without your effort this conference and the 4th proceeding would not be possible. We look forward to joining the 5th conference next year.

Khoiriyah, M.Pd

Chair of ELTT Committee

English Education Department

Teacher Training and Education Faculty | University of Nusantara PGRI Kediri

Welcome The Head



Welcome to the
Issues in ESP and
of Nusantara PG

All the selected
reviewers and e
H. Langgeng Bu
Nurhajati, M.Pd

Many thanks to
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proceeding is co

Agung Wicaksono
Head of English
Faculty of Teac
University of N

Welcome Note from The Head of English Education Department,



Welcome to the proceeding of the fourth ELTT National Conference 2018 with the theme is *Issues in ESP and Digital Learning to enhance English Language Teaching*, held in University of Nusantara PGRI Kediri on May 5th, 2018.

All the selected articles in proceeding this year has been peer-reviewed and edited by our reviewers and editors. so I would like to extend our gratitude to all presenters especially Dr. H. Langgeng Budianto, M.Pd from UIN Maulana Malik Ibrahim Malang and Dr. Hj. Diani Nurhajati, M.Pd as the keynote speakers.

Many thanks to chairperson Khoiriyah, M.Pd, steering committee and our sole sponsor Adjie Media Nusantara Publishing for their hard work to make the conference ran well and the proceeding is completed on time.

Agung Wicaksono, M.Pd

Head of English Education Department,
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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CONSTRUCTIVISM-EMERGING 21st CENTURY BILINGUAL SKILLS: EXPLORING NEW FRONTIERS IN ESP PEDAGOGY

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Abstract

This paper highlights the importance of constructivism and its implications in the design of the English for Specific Purposes (ESP) bilingual-based learning environment. Integrating the 21st century skills into teaching ESP improves the students' ability to acquire their range of communication skills, abilities and attitudes toward the required work in the society. Due to its importance and relevance in the overall academic setting as well as for the formation of individual professional skills of students, this paper is made on the basis. Entering the world of globalization and competitiveness, bilingual-based environment is on the need to prepare students (future specialists) to be creative and innovative, to think critically and analytically, and to be able to effectively solve real-world problems. Hamers and Blanc (2000) use the term bilinguality to denote an individual's use of two languages, and reserve bilingualism for the study of how two or more languages function in a given society. Integrating the use of two languages in English instructions address the students' need of specific English proficiency in their field of study. For this reason, interest in languages for specific purposes courses ought to be constructed in the field of learners' needs and interest.

Keywords: constructivism, bilingual skill, ESP pedagogy

Introduction

The journey of language teaching in Indonesia has a long tradition background. The core learning procedure is attributed toward memorization of vocabulary and translation sentences. The constructivist approach to learning and teaching in ESP class engages learners and teachers in the active construction of knowledge. The current pedagogical landscape of ESP has changed following the trend to revolutionize the learners' learning experiences. If reform is to take place, the need of change would have to be constructed in the classroom.

In contrast, passive learning that is received from an outside source limits the ability of the learner to comprehend the fundamental concepts (a teacher-centered approach). Brooks and Brooks (1993) present a basic proposition about initiating changes toward more constructivist and learner-centered classrooms. The learners can construct learning in more active, contextualized process of constructing knowledge rather than acquiring it. Barbara Talbert Jackson, in her foreword to the Brooks and Brooks book, explains the proposition in this manner "... in order for learning to take place in schools, teachers must become constructivist, that is, in the classroom, they must provide a learning environment where students search for meaning, appreciate uncertainty, and inquire responsibly" (Brooks & Brooks, 1993). Constructivism stands in contrast to traditional classrooms where students imitate knowledge transferred by the teacher. In constructivism, teachers look for what learners can generate, demonstrate, and exhibit naturally.

The exposure to constructivist frameworks and approaches such as in ESP learning and teaching helps teachers understand and practice constructivist

methodologies. The process of inquiring about the practice of constructivist teaching are for the E poses an active interaction between teachers and students toward the needs of English. We believe that ESP is relevant to their needs and interests. As teachers begin to build teams of learners in the classroom. With regard to the ESP classroom, the goals that emerge are to activate, question, create, and think. Thomas and Blanc learners in schools need to construct knowledge about ideas and concepts in English languages, and re: their major.

In constructivist learning and teaching, the ESP learners are actively engaged in language, content, and constructing knowledge-based topic or theme chosen by the teacher or generated by the student. deJong (2011) class discussion about what student would like to study. The constructivist principle of cultural identity gives rise to such learning approaches as learner-centered learning that place emphasis on linking learning to learners' experiences and accepting multiple perspectives (Swan, 2005).

With the emerging trend of ESP learning and teaching in the 21st century, the implicit teaching implication of constructivist theory is often supported by the use of modern technology and native culture (Matusevich, 1995). Internet are believed to support constructivist learning (Ravitzky, 2000). In line with Becker, 2000, Judson, 2006) because of their capability to provide learning environments for collaboration and social interaction, in which learners construct knowledge in the target language on their own –by engaging in meaningful activities in classrooms (Simina & Hamel, 2005). The practice of traditional instruction must be reconsidered (Kumar et al, 1999) to meet the learners' demand. In sum, the combined features of second language exposure and the instructional task seem to have a positive impact on ESP learning.

ESP and Bilingual Development

Teaching or learning ESP includes much more than the teaching English through increasing specific material and content. Teaching ESP combines the development of linguistic skills with the acquisition of specific information. Even homework assignments show improvement of student. be associated both with the specialty and with the skills mentioned. In the sense investigated by Syrett, linguistic terminology ESP means, what learner needs in target situation or what he/she wants about his function of language usage or what are his/her needs according to his/her own views. Khan (2011) Hutchinson & Waters (1987) define ESP as a task-based approach rather than a product-meaning ESP does not involve specific types of fundamental strategies in language classroom.

Hutchinson & Waters (1987, p.19) emphasized ESP to be an approach rather than a product that highlight the purpose of the language instead of the ability to use it. One of the main language meant learning the language, not the use of the language highlighted. Teaching (ELT) is draw attention to a learning-centered approach where all decisions about content and methods are based on the reason of learners to learn. The definition of need is pedagogically, bilingual starting point for decisions that determine the language to be taught. Stevens (1986) makes the distinction between absolute characteristics and ESP variable characteristics. The whole aspect is that the ESP course is (1) designed to meet the particular needs of students, (2) related in content with specific discipline or work, (3) centered on language content course specific to the discipline or work and (4) unlike general English communication skills.

In ESP course, the developed-textbooks are expected to improve the effectiveness and efficiency of teaching so that they are target oriented as well as assist the lecturer to adapt the model ESP teaching. In fact, learners' knowledge toward their field of study need for 21st Century is generally inadequate. Therefore, learners understanding their majors field. Facing up to the necessary and has a great relationship with the learning success of bilingual paradigm shift in classroom needs student working skills - cr

Constructivist teaching are for the ESP courses. This happens because many students understand and the needs of English believe that ESP provides practical benefits that can boost learning motivation.

ms of learners in t With regard to the importance of integration ESP and bilingual development, ate, and think. Thumers and Blanc (2000) use the term bilinguality to denote an individual's use of two concepts in English languages, and reserve bilingualism for the study of how two or more languages function in a given society. Bilingual class applied several procedures such as integrating e actively engaged language, content and culture. Teaching choices highlighted in the review by Author, I er or generated by deJong (2011) included implementing practices that affirmed students' linguistic ructivist princip cultural identities, and engaged them in critical explorations of issues of rning that place scrimination, equality, and social justice. In settings where teachers shared the accepting multi 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 he 21st century, t explicitly teaching students how to negotiate the norms of mainstream society without f modern technolog native cultural and linguistic identities

st learning (Ravitz In line with the instruction in bilingual classroom, good instruction can be more o provide learn difficult in bilingual classrooms due to added feature of language teaching for 1 learners constr bilingualism and need to meet the needs of diverse learners. Even more important in meaningful activitese classrooms is to use varying strategies to meet the needs of diverse learners st be reconsiderederman et al, 1995; Doherty et al, 2003). Despite the emphasis on practical, situa-tion-d language expospecific language use in ESP, it should be noted that some groups of learners may be rning. and to have a low overall level of English (Cut-ting, 2012; Spence & Liu, 2013).

Teachers in bilingual classrooms face an incredible challenge: they need to teach linguistically diverse class of students to speak and write in both languages, while also hing English throug increasingly difficult academic content in two languages. Zain (2009), for oment of lingu sample, finds a significant influence of English immersion program on the : assignments sho improvement of students' speaking skill. This finding is also supported by a research ned. In the sense estigated by Syafiyah, Budiando and Rakhmawati (2015) claimed that collaborating uation or what heth other students in the immersion class can provide the students with authentic r needs accordingperiences in communication. To apply such a condition teachers are the ones who) define ESP as ed to turn a class full of interaction into dual language classroom. There are three ve specific types adamental strategies to promote linguistic knowledge among students in dual language classrooms. These strategies include group work, adopt a content-based approach rather th language instruction approach and maintain a positive relationship with all students.

he ability to use t One of the most prominent methods commonly employed for English Language ge highlighted. Teaching (ELT) is bilingual, an outstanding program which has proven its worth in is about content ams of language acquisition and broad applicability in both local and national settings. nition of need is tlogically, bilingual may offer a model for effective teaching methods and ght. Strevens (198n communicative approach which is appropriate for Indonesian students who are learning riable characteristiglish. By applying the prospective learning approach through the immersion model, e particular needs dents are expected to acquire more proficiency in both English language skills and centered on langua content courses. Thus, implementing the bilingual ESP classroom and basic nunication skills must be applied by the teachers

rove the effectiveness is assist the lecture

eed for 21st Century Pedagogy

Facing up the challenges in the new millennium, there is a need for an emerging ess of bilingual Paradigm shift in educational practice. It has become clear that the 21st century major field, the classroom needs students to face real-world problems that engage them in higher-order nking skills - creativity, innovation, communication, collaboration, critical thinking

and problem solving (Jonassen & Reeves, 1996). The consequence of having these skills students will become creators of knowledge, competent and productive communicators, successful collaborators, independent and inventive thinkers, problem solvers and career experts. As study showed that English is very important in supporting learners' study and future career because English is beneficial for every aspect of the career (Budianto, L. 2004)

The 21st skills needed by the millennium ESP learners include life and career skills which most determined by flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity, and leadership and responsibility. Learning and innovation skills which cover the 4 Cs; critical thinking and problem solving, communication, collaboration and creativity and innovation are model to contextualize the learning needs of ESP learners. In addition to this, information and technology skills are another sort of features that is designed for dual language learners.

To meet 21st century expectations, educators therefore need to depart from traditional ideas and pedagogies of yesterday and become more innovative model in language teaching. This means spending less time explaining through instruction and invest more time to engage learners with knowledge, creativity, and working collaboratively. This situation, Freire (1995) would have us believe, necessarily involves a process of inquiry. According to him, the teacher should not think for her students, nor can she impose her thought on them, for the teacher's thinking is authenticated only by the authenticity of the students' thinking. Dewey (1938) emphasized the role of the student in the educational process and the role of the teacher in guiding the student through rigorous academic routine that matches the individual inclination and ability.

In line with the need of 21st century pedagogy, the use of educational technology activates constructivist innovations which contribute to the realization of more holistic, meaningful, purposeful, cooperative and problem based learning. Students are encouraged to find a solution to the real world problem, and thus, they are engaged in transformative learning, leading to critical thinking which is essential for success in the 21st century.

Conclusion

The school as a credible institution of learning in the 21st century has to emerge as a holistic development and growth of the students' linguistic skills. Communication and collaboration are just two of the skills needed by the modern students to be able to apply their knowledge. To support such a condition, constructing ESP teaching and learning toward bilingual approach in which the students' mother tongue (L1) combined with the target language (L2) is very effective to build active learning. Balanced bilinguals are more comfortable in a multi-cultural environment and are more tolerant and open to learners, cultures and languages. By exploring bilingual learning environment in the ESP course, helps the learners to acquire indispensable communication skills, improves the ability to social interaction and use it creatively. Therefore, engaging students into the bilingual learning environment that enable effective interaction and creates a rich collaborative learning experience is badly needed.

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