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WHAT ARE THE ISSUES?

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Language Policy and Planning: What are the Issues?

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PREFACE

The theme of this year’s seminar “Language Policy and Planning: What are the Issues?” is selected to address the possible challenges and best practices of language policy and planning in a variety of contexts, from the local/institutional to national/global. In multilingual countries, such as Indonesia, China, Singapore, decision on which particular language to use sometimes creates a dilemma. Exposing a certain language might sacrifice the mastery of other language(s). Moreover, the decision itself has been influenced by many factors, such as political, social, and economical situations.

The seminar is hoped to provide opportunities for students, teacher-practitioners as well as researchers to share their studies, knowledge, as well as practical applications on language policy and planning.

We would like to offer our appreciation to all invited speakers (Prof. Hywel Coleman, Prof. Richard Baldauf, Dr. Obaidul Hamid, and Prof. Fuad Abdul Hamid), paper, workshop and poster presenters who have taken the time to participate in the seminar. We are also grateful to have financial supports from our generous sponsors which made this seminar possible to hold. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Teacher Education program students. It is their commitment that made the preparations of this event a very rewarding and humbling learning experience for me.

This publication presents some of the unedited full papers of the presentation in the 7th International Seminar, around the theme: "Language Policy and Planning: What are the Issues?". We hope that these papers will give significant contributions to issues surrounding the language policy and planning.

Salatiga,

Anita Kurniawati, M.Hum.
Conference Chair
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The Use of L1 in Classroom Interaction: A Case Study in Poetry Class

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ABSTRACT

The study on the use of L1 in the Classroom interaction among the participants (between teacher and students) of a Second and Foreign Language (SFL) Program is not a new issue anymore. It has become a debate for a very long time. Teachers of a Second and Foreign Language programs mostly believe and also state a policy that it is a must for them (not only for students) to use the target language, i.e. English in this context, as a language of instructions in their classes, regardless whether it is a skill courses or content courses. As a matter of fact, teachers sometimes use L1 for a number of reasons, though they do not always aware or deliberately switch the code they use during the class.

This study aims to describe the function of switching the code by the teacher from English (target language) into Indonesian (L1/First language) in the Poetry class during the teaching and learning process. The activities in this class are mostly lecturing and class discussion.

In order to get the data for this study, the researchers will observe one or two meetings of a Poetry Class. The instrument used in this study are the recording and interview sheet. The data will be collected by recording the teacher talk and her interaction with students during the teaching learning process. The transcription of the recording will be classified then analyzed to figure out the situations in which teachers decided to switch the code.

It is hoped that this research will give an overview on the practice of the common policy in the use of L1, in the SFL Learning process in one of the content courses offered.

Key terms:
code switching, target language, first language (L1), Second and Foreign Language (SFL), classroom interaction.

Introduction

One of the main challenge for the teachers and learners of a foreign or second language in the L2 learning program is how to be faithful to the L2 (target language) in the classroom interaction of particular content courses. As a bilingual even multilingual, it is sometimes unavoidable for both teacher and learner to think and ultimately are tempted to speak in L1. Even if the teacher has tried to be loyal to the L2, the learner might be not or vice versa. The situation then automatically may lead to the switch of code or language. However the reason to switch the code could be different for both parties.

In this situation, teacher as the leader of the class usually has to make a policy to oblige or encourage all the class participants to use only L2 in the teaching and learning process.