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## Introduction

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The purpose of this book is to compile the articles that have been presented at conferences or published in several language teaching journals in Indonesia and to make them available in a single volume. Readers will find that some articles discuss similar aspects because they cover the same area but they focus on different aspects of language teaching or learning. This compilation has been designed to provide readings to English teachers and English department students who may wish to further their knowledge on any area discussed in the chapters.

The twenty chapters in this volume address eight areas in language teaching and learning. Chapter 1 and 2 present two theoretical issues which underlie most of the chapters. Chapter 1 discusses the role of needs analysis in ESP. Teaching ESP should not be considered as a different kind of teaching the language but rather as an approach as it is also based on the commonly held belief of teaching language for communicative purposes. The problems that ESP teachers have are similar to those teachers of English for general purposes although there are some additional problems that may lie beyond methods and pedagogy especially those related to content or subject matters. Students' needs are discussed from different angles and the theoretical basis of needs analysis is derived from the ideas of

communicative competence proposed by Hymes (1972) and Canale and Swain (1980). Different approaches to needs analysis and its importance are also discussed. Finally, a model of framework for needs analysis as a basis for syllabus design is presented.

Chapter 2 presents a discussion on task-based teaching with its theoretical justification. The roles of conversations and interactions in language learning in the classroom have received increasing attentions. Along this line, the roles of the teacher and learners have also changed because of the demands made upon them in the teaching-learning processes. The need to engage learners during learning is seen as a necessary condition in order to enable them to use the language. One of the teaching model that sees interaction as the central focus of teaching plan is task-based instruction. It is commonly believed that any teaching decision that is made should be based on a coherent theory of learning and teaching. A lot of research has produced new insights and understanding on how learners learn a new language but very little has been understood, let alone reflected in teaching practices. The purpose of this chapter is to present some theoretical rationale of task-based instruction as well as its application in teaching.

The discussion in chapters 3-8 centres around the speaking skill. Chapter 3 presents communication problems in conversations between the guides and the tourists during guided tours. The data for this chapter were collected from observations of several tours and interviews with the guides,

experts, and teachers of tour guiding. The analysis of the data uses the framework from Varonis & Gass (1985) in which problems in communication can be identified by looking at the 'trigger' and the 'indicator' of the problems in conversations. The analysis indicates that there are four types of indicators of communication problems: (1) explicit questions, (2) clarification requests, (3) confirmation checks, and (4) rephrasing. The last section of the chapter presents two different perspectives on communication; from the work (tour guiding) perspective and the educational perspective. The discussion concludes with an implication of the findings in language teaching.

Chapter 4 presents communication strategies used in by tour guides in tour guiding. People communicate to convey ideas and to make themselves understood. The data for this chapter were collected from recordings of the guides' commentaries about tourist objects and destinations and other interesting things that the tourists saw on the way. The analysis shows that communication strategies can not always be explained in terms of language structures. They may be determined by external linguistic factors such as background knowledge of the topic being talked about, cultural contexts, or the amount of information that has to be dealt with within a limited amount of time.

Chapter 5 discusses problems of student participation in English language classes. This problem has been widely researched and the results reveal some speculation about the causes of students' reluctance to participate. Among others,

academic culture and cultural upbringing are presumed to have caused this classroom language behaviour. Three pedagogical alternatives are offered to improve student participation; (1) the need to conduct a study on students' learning preferences, (2) the need to balance the teachers' question types in the classroom, and (3), the issue of materials.

In chapter 6, a task-based approach to teaching conversation is discussed. Conversation is a social activity involving both linguistic and non-linguistic aspects which make it very complex. These aspects need to be understood properly in order to accomplish the goal of conversation. Understanding of the nature of conversation is even more crucial when it comes to teaching because teaching conversation requires understanding of not only the nature of conversation itself but also appropriate knowledge of its pedagogical aspects. In order to appreciate the complex nature of conversation and its pedagogical requisites some of the most important dimensions of conversation are discussed , then follow some discussions of tasks and needs which form the basis of teaching conversation. At the end of the chapter an example of task-based framework is proposed.

Chapter 7 describes a task-based approach to teaching English using an authentic material obtained from a guided tour. The chapter starts out with a brief discussion on forms-focused instruction, then it discusses meaning-focused and form-focused instruction as a response to forms-focused or grammar-based teaching. Some theoretical framework and

research to justify the implementation of task-based language teaching is cited. Finally, the chapter suggests that a task-based language teaching should be modified to suit the needs of teaching the language in EFL contexts. At the end, the chapter proposes a procedure for the implementation of task-based language teaching using a sample material from tour guiding.

Chapter 8 presents an analysis of conversations between guides and tourists during guided tours. The data for this article were collected from observations of several tours. The conversations were discussed in terms of how the guide and the tourist developed the topics of the conversations. The chapter concludes with an implication of the findings in language teaching.

Chapters 9 and 10 focus on writing. Chapter 9 discusses how dialogue journal writing can be used as a medium for developing writing skill. Although dialogue journal is usually not corrected or evaluated, it can effectively be integrated into the teaching of grammar points within the context of the journal. This chapter also discusses how to respond to journal entries and possible follow up activities based on the sentences in the journal.

In chapter 10, writing is viewed from two perspectives; accuracy and process. Writing is regarded as transferring information from the writer to the reader. To achieve this purpose, writers should have adequate knowledge of linguistic rules and appropriacy. Meaning is achieved as a result of an

'interaction' between the reader and the writer mediated via language.

Chapters 11-14 deal with materials development. Chapter 11 is a study on the learning strategies of good and weak students. This chapter discusses the implications of the findings to materials design for weak students. Chapter 12 discusses materials development for reading using an interactive model developed by Eskey & Grabe (1988). This model addresses both top-down and bottom-up strategies to facilitate comprehension. This chapter includes an example of reading material using the interactive model.

Schema theory for reading is discussed in chapter 13. This theory states that comprehension will take place if there is an interaction process between the reader's background knowledge and the text. This chapter includes some examples of exercises that are based on this theory.

A task-based approach for reading program is presented in chapter 14. This approach is intended for teaching reading to adult learners who have been in their profession for a long time and wish to go back to school. The reading program is based on the interactive processes of reading (Eskey & Grabe, 1989) and the principles of task-based language teaching proposed by Willis (1996).

Chapter 15 and 16 deal with syllabus design based on the principles of task-based language teaching. Chapter 15 discusses a syllabus design for students of tour guiding. This chapter argues that an appropriate syllabus for a language program should be based on empirical findings. This chapter

discusses findings from needs analysis in tour guiding and their implications to syllabus design. The approaches to needs analysis for a task-based syllabus in ESP is discussed in chapter 16. This chapter also talks about the role that grammar has in a task-based syllabus.

Chapters 17 and 18 discuss a discourse approach to teaching grammar and tenses. Chapter 17 focuses on the argument that language has to be taught in a meaningful way. The knowledge-oriented or structural approach to teaching the language is not sufficient and has been much criticized. Teaching language meaningfully necessitates a different approach in which much of the learning responsibility is shared by both the teacher and the learners. A similar approach is presented in chapter 18 with a focus on teaching tenses. Using a proposal as an example, this chapter presents the complexity of tenses and how these tenses can be taught to students in an effective way.

Chapter 19 deals with the design of a translation class using the framework from Nunan (1989). The teaching of translation is perhaps one area in language teaching which has not received much attention. Other areas such as the teaching of reading, speaking, writing, or listening have been discussed widely in the literature but the teaching of translation has not benefited as much. The Communicative Approach, which has been widely accepted underlies the current practice in teaching the four language skills aiming at developing the learner's competence in those areas. The ability to translate, which covers reading and writing, should also be seen as a type of

communicative competence and the teaching of translation should also benefit from the principles of the Communicative Approach.

The last chapter, chapter 20, describes research in a vocabulary test. This chapter describes how to select good test items within the paradigm of Criterion Referenced Testing using the ideas proposed by Brown and Hudson (2002).