



**AN APPLIED LINGUISTIC ANALYSIS OF EFL TEACHER TRAINEES'  
COMMUNICATIVE COMPETENCE IN JEMBER, INDONESIA**

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**A Thesis Submitted in Fulfilment of the Requirements for the Award of**

**MASTER OF ARTS IN APPLIED LINGUISTICS**

**(by research)**

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**SOUTH AUSTRALIA**

**(1996)**



## Sugeng Ariyanto M.A. thesis Amendments and Corrections

- p 2            para 2            line 1            delete Leo
- p13            last para        Tomlinson
- p 15            3rd line from bottom - replace they with learners/students/trainees
- p 43            3rd para        methods. Whilst            should be methods, whilst
- p 46            line1            insert a between to .....piece
- p 59            line 2            delete its
- p 69            2nd line of last para        the success of
- p 72            last line 2nd para        exposures should be exposure
- p 77            in para 4.3            hyptheses should be hypotheses
- p 84 - 86        deletions        the questionnaire item should be questionnaire item
- p 88 - 92        deletions        the test item should be test item
- p 94            line 2            insert in December
- p 99            4 lines form bottom        insert one of the informants
- p 159            Essay 26        delete to i.e.            answer the question
- p 177            line 3            insert towards them on the.....
- p 178            Mental Blocks section - line 2        vocabularies replace with vocabulary
- p 188            line 7, 8        from bottom        rephrase to: appropriate responses on significant considerations when speaking to .....
- p 205            line 2 from bottom: insert comma after only
- p 212            first para line 7        clasroom should be classroom
- p 214            line 2            insert meaningful before opportunities
- p 227            para beginning Finally, same line        informed about (not with)
- p 228            insert after ideas by providing model reports and essays so that..
- p 237            Tomlinson

## ACKNOWLEDGMENT

Praise be to Allah, the Almighty for blessing me to write up my thesis. My gratitude is extended to AusAID, my sponsor for the grant given to me for my three-year study for an MA by research in Linguistics at the University of Adelaide, South Australia.

My sincere thanks are also due to Professor Peter Mühlhäusler M.A. (Oxon), M.Phil., Ph.D., F.A.S.S.A., my supervisor, who has guided me with his scholarly suggestions for my thesis. As Head of the Linguistics Department, in the University of Adelaide, he has also supported me to do fieldwork in Indonesia. Without his guidance, it would have been extremely hard for me to study communicative competence in EFL contexts which is the central issue of my thesis.

I am thankful to Mrs Jackie Mühlhäusler for the editorial feedback to my thesis and to Mr Desmond Peter Moriarty for his CALIS training and his constructive comments on my thesis. My thanks are also extended to Mr Alan Keig, the Barr Smith librarian for his help to get some journals in language teaching, and to Ms Carol Gibson and others for their fruitful comments on my research instruments at graduate class seminars. Last but not least, I am grateful to my wife and daughters who patiently endure staying alone during my absence to study overseas.

Sugeng Ariyanto

**To: My beloved wife and daughters;  
M. Atminingsih  
Dyah and Septi**

## DECLARATION

**This thesis contains no material which has been accepted for the award of any degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where the reference has been made in the text.**

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## ABSTRACT

Learners' *communicative competence* has been a major concern in developing an EFL (English as a Foreign Language) program in the Faculty of Teacher Training and Education, the University of Jember, Indonesia since the middle of 1980s. Most EFL teachers at Indonesian secondary schools, including those who are graduates of this program have attempted to apply the communicative approach in their English teaching activities.

Research findings, such as those in Loveday (1982) suggest that the development of English language *communicative competence* is difficult in non-English speaking contexts. Dirven and Pütz (1993) in their provocative critique of foreign language (FL) teaching suggest that FL learners should develop strategies to increase their intercultural communicative competence by communicating with native speakers of the target language. This research is concerned with the development of communicative competence in FL situations and is focused on socio-psychological factors that might affect its development.

The research data have been compiled by employing five principal instruments, that is a questionnaire, interviews, documentary studies, classroom observation and tests. The data have been analysed by using a number of techniques including the *gooficon* (error) analysis for the informants' essays and thesis extracts, and the ethnography of communication for interview and test results. This has led to a number of findings.

Research findings in the thesis include that the English program of the teacher training in the University of Jember is not an adequate basis for the development of English language *communicative competence*. The teacher trainees' *communicative competence* reflects interference of the conversational register in academic writing and of first languages in the negotiation of meanings. Socio-psychological factors - motivation, attitudes, mental blocks - result from lack of learning facilities, lack of job opportunities and of practice of using the target language rather than teaching methods or learning tasks.

In addition to these findings, a model of essay revision has been developed in this thesis to provide feedback for academic writing in the existing program. Some recommendations have been made as to how *communicative competence* problems in EFL teaching and learning activities can be alleviated.

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**List of abbreviations**

<b>CBSA</b>	is	<b>Cara Belajar Siswa Aktif (Active Student- Centred Learning)</b>
<b>CLT</b>	is	<b>Communicative Language Teaching</b>
<b>CLL</b>	is	<b>Community Language Learning</b>
<b>EFL</b>	is	<b>English as a Foreign Language</b>
<b>ESL</b>	is	<b>English as a Second Language</b>
<b>FKIP</b>	is	<b>Fakultas Keguruan dan Ilmu Pendidikan (The Faculty of Teacher Training)</b>
<b>FL</b>	is	<b>Foreign Language</b>
<b>L2</b>	is	<b>Second Language</b>
<b>MKBS</b>	is	<b>Mata Kuliah Bidang Studi (Training Courses).</b>
<b>SL</b>	is	<b>Second Language</b>
<b>TL</b>	is	<b>Target Language</b>
<b>TPR</b>	is	<b>Total Physical Response</b>



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**Part one**

**INTRODUCTION**



## CHAPTER I

### COMMUNICATIVE COMPETENCE IN A FOREIGN SETTING

#### 1.1. Background of the Study

Since the last decade, the Faculty of Teacher Training and Education of the University of Jember, Indonesia has developed an EFL (English as a Foreign Language) program. This EFL program has designed its curriculum to support the existing development of '*Communicative Language Teaching*' at secondary schools. The EFL teacher trainees on the program are academically trained to develop their English skills and given the teaching strategies that will enable them to practise '*Communicative Language Teaching*'. However, at the end of their training they still experience many difficulties in conveying and negotiating meanings in the academic writing and teaching activities.

Most EFL teachers at secondary schools, especially those who are graduates of the faculty of teacher training and education, have attempted to apply the '*Communicative Approach*' in their English teaching activities. The application of this teaching approach is based on what their curriculum calls '*CBSA*' ('*Cara Belajar Siswa Aktif*' or '*Active Student-centred Learning*'). Moreover, a number of workshops and seminars on the application of the '*Communicative Approach*' have been conducted over many years. These workshops and seminars aim to solve the socio-psychological problems that affect the '*communicative competence*' of the EFL learners and to meet their learning needs in accordance with their circumstances.

However, the results of the workshops do not live up to the theoretical solutions to the socio-psychological problems of the EFL learners or teacher trainees. Similarly, Loveday's (1982: 17) research findings confirm how difficult it is to develop non-native language learners' '*Communicative Competence*'.

Leo Loveday (1982: 137, 178) recommends that EFL language teachers develop *Communicative Language Teaching* by focusing on tolerance of learners' mistakes as long as meaning is still conveyed and understood. Yet, he also states that "*contact with the native language community*"- which is rare in the University of Jember- is very important for EFL language learners in the acquisition of the target language, English (p. 17 op. cit.).

Wilkins (1975: 175) remarked on the possibility of communicative failure under "*conditions that obscure the relationship between sentences in natural speech*". With his taxonomy of socio-psychological factors, Schumann (1978a: 165) similarly showed that social distance and psychological problems might prevent non-native learners from acquiring communicative competence in the target language.

Some applied linguists' findings deal with communicative teaching strategies, such as the steps of '*Communicative Language Teaching*' (Littlewood: 1981: 85 - 95) and the components of '*Communicative Competence*' (Canale: 1983: 6 -14). Yet, they do not show to what extent the development of the construct, '*Communicative Competence*' can meet the specific learning needs of the EFL classroom.

I also note that most studies of non- native language learners do not show to what extent '*Communicative Competence*' can be observed in EFL classrooms where the non-native learners are dependent on the help of their non- native teachers.

Though much research on non- native language teaching classrooms has been done, more studies on applied linguistics need to be carried out to observe the existing development of '*Communicative Competence*' in real- life teacher training programs. Such empirical studies should be conducted to perceive the actual rather than theoretical effects of '*Communicative Language Teaching*' programs. This can be done by observing the nature of '*Communicative Competence*', the teacher trainees' teaching and learning strategies as well as the socio- psychological factors that influence their strategies.

The purpose of this study is to determine whether the existing EFL teacher training program at Jember really promotes communicative competence in academic writing and classroom activities. It aims at identifying the socio-psychological factors that influence the performance of the EFL teacher trainees, especially their teaching and learning strategies.

This topic is expected to be of great importance to EFL teacher trainers in conducting the teacher training program of English in The University of Jember and similar universities in Indonesia. On the basis of the results of this research, the EFL policy

makers, curriculum designers and teacher trainers may better understand whether it is necessary to change their curriculum or syllabuses and the reasons for doing so.

### 1.2. Research Questions

With reference to the above background of EFL teacher trainees' problems, especially the conceptual tentativeness of both EFL practitioners and applied linguists on developing '*Communicative Competence*', there arise a number of questions, including;

- a. **How do the EFL teacher trainees at the University of Jember, Indonesia develop communicative competence in academic writing and speaking?**
- b. **To what extent does the academic writing of EFL teacher trainees at Jember reveal a control of the cohesive and coherent textual features of English, and how can a greater control be achieved ?**
- c. **What strategies do the EFL teacher trainees at Jember employ in classroom activities and in the preparation of written texts?**
- d. **To what extent do socio-psychological factors affect the teacher trainees' performance in academic writing and teaching and learning activities?**

### 1.3. Objectives of the Study

The study aims to investigate and seek answers, though they might be partial, to the above questions and make suggestions as to how current practice can be improved.



#### 1.4. Scope and Limitation of the Study

The study with an applied linguistic analysis of EFL learners' communicative competence at the Faculty of Teacher Training and Education, The University of Jember is focused on;

- learning English as a Foreign Language (EFL), not as a Second Language (ESL)
- the effectiveness of existing methods of communicative language teaching, not the testing of a new teaching method

#### 1.5. Key Notions Defined

The following terms are encountered throughout the literature on second and foreign language learning. I shall present my preferred definition for each term:

‘**Acculturation**’ is, according to Schumann, "*the social and psychological integration of the learner with the target language (TL) group*" (Schumann: 1978b: 29). Schumann shows two types of acculturation; the first refers to "*the case where the individual is socially integrated with the other community and psychologically open to the other language*".

The second regards acculturation as "*the case where the individual views the other community as a reference group whose life-style and values he consciously or unconsciously desires to adopt*" (Gardner: 1985: 136-137).

‘Acculturation’ in this study refers to the second type, that is seeking to adopt aspects of life-style and values of the target community without leaving the culture of the first language.

**‘Acquisition’** is "*a subconscious process identical in all important ways to the process children utilize in acquiring their first language*" (Krashen: 1985: 1) which happens mainly in informal settings or the environments outside the classroom and to a lesser extent in formal education. I note that *‘input’* is not equal to *‘intake’*.

**‘Additive bilingualism’** refers to the learning of a second language involving the development of proficiency in that second language without any pressures "*to replace or reduce the importance of the first language*" (Gardner: 1985: 134)

**‘Affective filter’** is "*a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition*" (Krashen: 1985: 3), and it refers to "*the degree to which the acquirer is open to the input*" (Krashen: 1982: 9; also see Gardner: 1985: 127)

**‘Approach’** is "*the level at which assumptions and beliefs about language and language learning are specified*". In other words, it refers to "*theories about the nature of language and language learning that serve as the source of practices and principles in language teaching*" (Richards and Rodgers : 1986: 14-18).

**'Attitude'** is "*the set of beliefs*" (Ellis: 1985: 117) that "*the learner has towards the members of the cultural group whose language he or she is learning*" (Brown: 1981: 125). Stern elaborates on this definition and characterises 'attitude' as the learner's *set of beliefs* towards "*the community and people who speak the target language*", "*learning the language concerned*" and towards "*languages and language learning in general*" (Stern: 1983: 376-7); (also see Ellis: 1985: 118).

**'Cognitive style'** is "*a term used to refer to the manner in which people perceive, conceptualise, organise and recall information*" (Ellis: 1985: 114).

**'Comprehensible input'** refers to the input or information that can be understood (Krashen: 1985: 2).

✓ **'Communicative competence'** is a concept pioneered by Del Hymes (For example see Hymes: 1974: 75). Richards, Platt and Weber defined it as

*"the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom"* (1985: 48- 49)

The concept of communicative competence was later redefined by Figueroa as;

*"a form of knowledge that allows us to make judgements as to how to act and how to interpret actions within communicative contexts"* (1994: 132)

**‘Culture shock’** is "*the anxiety resulting from disorientation encountered upon entering a new culture*" (Schumann: 1978a: 167).

**‘EFL’** is *English as a Foreign Language*. This refers to the fact that English is used formally rather than informally. It is only used for special purposes, such as for academic purposes at tertiary levels, in the tourism business or for job requirements. In EFL contexts, students are considered active English learners rather than English users.

**‘ESL’** is *English as a Second Language*. This means that English is both formally and informally used for communication. In addition to using their native language, the students also speak English in daily conversations with their friends and teachers in seminars or public places. In other words, the students are active both as English learners and users.

**‘Fear of assimilation’** refers to the fear of losing the first language and culture (Gardner: 1985: 138).

**‘Field dependence’** is a cognitive style which refers to "*personal orientation*", and it is "*holistic, dependent and socially sensitive*" (Ellis: 1985: 115)

**'Field independence'** is a cognitive style which is concerned with "*impersonal orientation*", and is "*analytic, independent and not so socially aware*" (Ellis: 1985: 115)

**'Goof'** means "*an error students tend to make in learning English as a second language, for which no blame is implied or a sentence containing one or more goofs*". '*Global goof*' refers to overall goof in a clause, but '*Local goof*' deals with a minor goof within a clause (Burt and Kiparsky: 1972: 1 and 6).

**'Gooficon'** is "*a collection of goofs and their explanations from the point of view of English grammar*" (Burt and Kiparsky: 1972: 1).

**'Interference'** refers to "*the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language*" (Richards, Platt and Weber: 1985: 160- 161).

**'Integrativeness'** or **'integrative motivation'** (see below) refers to "*the desire to become an accepted member of the other culture*" (Gardner: 1985: 138).

**'Language shock'** is "*the fear associated with trying to operate in a second language*" (Gardner: 1985: 136). ( also see **'Culture shock'**).

**'Learning'** is "*a conscious process that results in 'knowing about' language*" (Krashen: 1985: 1) referring to formal education or classroom settings (as against **'Acquisition'**).

**'Method'** is "*the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented*" (Richards and Rodgers: 1986: 14- 18).

**'Motivation'** is, according to Gardner and Lambert, "*the language learner's orientation to the whole process of learning a language*" (1972: 132; or see Ellis: 1985: 117). We can distinguish, a) **'Manipulative motivation'**, i.e. the motivation to manipulate the equipment in language laboratories; b) **'Integrative motivation'**, e.g. the learner's need "*to identify with the culture of the L2 group*" (1985: 117); c) **'Instrumental motivation'**, such as "*the functional goals*" of the learner's learning need (Ellis: 1985: 117).

Brown (1981: 123) refers to **'the global motivation'** which is redefined by Ellis as "*a general orientation to the goal of learning a L2*" (1985: 117). He also distinguishes between **'Situational motivation'** and **'Task oriented motivation'** (1981: 123). The first is based on learning situation, and the latter refers to "*performing particular learning task*" (Ellis: 1985: 117)

**'Non-reciprocal activities'** refer to *'psychological activities'*, and **'Reciprocal activities'** refer to *'social activities'* (Widdowson: 1978: 64- 67)

**'Output Filter'** is "*a mental block that prevents acquirers from performing their full competence*", or it deals with "*performance of previously acquired competence*" (Krashen: 1985: 103).

**'Semiotics'** is in general the study of properties of sign systems and how signs work (for example, see Saussure: 1959: 16, and also see Fiske: 1982: 43 and 1990: 40). More specifically, it is not the study of transferring a message from A to B, but that of generating meaning through signs. In semiotics, the emphasis is on the ability to read meanings through signs in semiotic codes. Such an ability varies from one person to another depending on his/her experience, attitudes and emotions. Thus, *'semiotics'* in the language classroom is concerned with the learners' abilities to interpret instructional messages or signs (words, texts, gestures, images) to get the meanings.

**'SL and FL'** learning means **'Second and Foreign language'** learning. Most writers do not distinguish these concepts but simply talk about **L2** learning and about the difference between **'Learning'** and **'Acquisition'** (For example, see Krashen: 1985).

**'Social Distance'** refers to "*a group level phenomenon*" (Larsen- Freeman and Long: 1991: 252, 253) and to "*the cognitive and affective proximity of two cultures which come into contact within an individual*"; 'distance' shows "*dissimilarity between two cultures*" (Brown: 1987: 132).

**'Subtractive bilingualism'** refers to "*the learning of a second language by promoting cultural assimilation*", where this results in some degree of reduction in command of the first language (Gardner: 1985: 135)

**'Theme' and 'rheme'** refer to the elements of information in a clause. The former, according to Gerot and Wignell (1994: 102/103) refers to "*This is what I am talking about*". It is identified as "*that or those element(s) which come(s) first in the clause*", and as "*the point of departure of the message from the previous one*". Besides, theme "*looks backwards, relating the current message to what has gone before*". The latter deals with "*This is what I am saying about it*", and it "*points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before*" (Gerot and Wignell: 1994: 102- 103).

**'The untouchables'** refers to Tomlison's (1987) concept of;

*"the products of content oriented courses which set out primarily to pass down new ideas in TEFL via theories of visiting academics or the recipes of visiting super teachers. It can be demeaning and threatening for an experienced teacher to be told to receive and change and perhaps the best defence is to hear but not to listen"* (1987: 33)



'**The guilty**' is defined by Tomlison (1987) as;

*“the products of the consumer approach to teacher training. They are told that what they have got is out of date and ineffective and are persuaded to try something new. However when they get it home they find that they cannot make it work and put it guiltily away for hopeful future use”* (1987: 34).

### 1.6. Rationale

It is easy to say that such and such a teaching method or approach should be applied in a foreign language (FL) context, but to apply it is not an easy endeavour since what happens in real and classroom interactions is not and cannot be easily predicted. This results from the fact that non-native teachers of the target language or what Tomlison (1987: 34) regarded as '*the untouchables*' and '*the guilty*' often experience difficulties in classroom interactions. Such difficulties in FL classroom interactions show that non-native speakers of the target language may not effectively work in FL contexts, and that consequently, FL learners' language development in the classroom cannot survive.

The real classroom interactions not only provide the socio-cultural activities of language use, but also the reflection of the socio-cultural interference involving the psychological aspects of the FL learning. If the FL teaching environment happens to conform to the cultural practices of the target language community, the socio-cultural impact of the learners' psychological state is then positively reflected in the real classroom interactions. Conversely, if the culture in the language teaching environments is different from that of the target language, the socio-cultural impact might destroy the learners' motivation for learning the target language. This is a point that many applied linguists, such as Canale (1983), virtually ignore.

Hymes's '*communicative competence*' and the derived method of Wilkin's '*communicative approach*' are at present the key notions of language teaching. Their presence is so central in communicative language teaching that all the language teachers concerned with them attempt to find out the best way to apply the communicative approach. In doing this, they sometimes apply other kinds of humanistic approaches, such as '*Community Language Learning*' to develop their learners' communicative competence.

However, communicative competence cannot be well developed without due regard to the FL learners' interpretative abilities that allow them "*to make judgements as how to act and how to interpret actions within communicative contexts*" (Figueroa: 1994: 132). Their interpretative abilities determine the meaningfulness of a certain message before they develop adequate communicative competence. Besides, what is meant by '*communicative*' in communicative competence depends on whether or not EFL learners have the opportunity formally or informally to use the target language in the classroom or in real communication. If they are not used to speaking or writing in the target language in either the classroom or non-classroom settings, their communicative competence might be very low because of lack of practice.

Communicative competence requires not only more flexible teaching strategies, but also more learning and communication strategies to enhance interpretative abilities. Therefore, they should learn how to use the target language in its cultural context when they directly interact with its native speakers and negotiate their meanings with them or

from the non-native speakers who have adopted the culture of the target language. If this is not taken into account, communicative language teaching in non-native learners' environments with different socio-cultural backgrounds is unlikely to develop the learners' communicative competence at all. This is notwithstanding the applied linguists' creative interpretation of certain theories of language use generated from sociolinguistics and some other interdisciplinary studies.

Applied linguistics is the study of how to use and interpret the language theories: generated by linguists, psycholinguists and sociolinguists for teaching and learning purposes and is concerned with analysing and applying Hymes's concept of communicative competence. The applied linguistic analysis of communicative competence therefore largely deals with language learners in communicative language teaching and the socio-psychological factors influencing their language learning.

An applied linguistic analysis of EFL teacher trainees' communicative competence at The University of Jember, Indonesia had not been made prior to my research. In view of this situation, my research on "*An Applied Linguistic Analysis of EFL Teacher Trainees' Communicative Competence*" focuses on empirical evidence regarding communicative language teaching. The results are expected to show the advantages and problems that follow the application of communicative language teaching.

I shall begin by reviewing SL and FL learning theories, non-communicative teaching approaches and the communicative approach. I shall aim to show how and why communicative competence is important in FL teaching.

**Part Two**

**LITERATURE REVIEW**

## CHAPTER II

### SECOND LANGUAGE (SL) AND FOREIGN LANGUAGE (FL) LEARNING AND TEACHING

#### 2.1. Some Theories of SL and FL Learning

Language learning varies according to the individual, and it depends on the status of a language in a certain society. Stern (1983: 16) noted that, in the context of language learning, a foreign language needs a considerable amount of formal instruction because of "*lack of environmental supports*". In contrast, a second language can be informally learned due to the *great environmental supports* (1).

As regards theories of language learning, there are three principal beliefs about language acquisition underlying the theories of language development, that is, "*behaviourist, nativist and interactionist*" (Ellis: 1985: 129).

✓ The behaviourist believes that language acquisition results from environmental factors, not from the innate or internal mechanism of a speaker's mind. An instance of a behaviourist is B. F. Skinner ( 1957: 5, 81) whose theories suggest that language acquisition is the result of reinforcement of the connection between *stimulus* and *response* (2).

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(1) 'environmental supports' refers to the fact that the target language is largely used in daily activities.

(2) for further discussion of a related point, read Bloomfield: 1933: 21- 41.

In contrast, the nativist believes that language acquisition is predominantly the product of the internal mechanism of a speaker's mind, not environmental factors. Chomsky exemplifies this approach (For example, see Chomsky: 1968: 24- 27).

The interactionist sees "*language development as the result both of the input factors and of innate mechanisms*", such as "*the utterances produced by the learner*" (Ellis: 1985: 129; also see Searle: 1974: 19- 20). Hymes (1974) represents the interactionist approach, further he believes that language learning involves developing not only linguistic competence but also '*communicative competence*' (see **Key Notions on page 8**).

The structuralist, Bloomfield (1970: 430- 431) based his views on the work of behaviourist psychologists, such as Skinner (1957). He postulates that language learning is an act of linguistic imitation, such as that manifested in '*the audiolingual method*' (For example, see Richards and Rodgers: 1986: 44-51).

✓ Krashen's (1985: 2- 3) concept of language acquisition draws on the above views of language acquisition. In first language learning, he believes that a language is acquired by native (first) language learners using their own innate ability in informal settings as reflected in his concept of '*acquisition*'. However, in foreign language learning, his concept of '*learning*' draws on a more structuralist view, where learners are systematically exposed to the comprehensible input of the target language in the classroom or involved in what is called '*conscious learning*' (Krashen: 1981: 1- 4).

Krashen's concepts of '*learning*' and '*comprehensible input*' are supported by a cognitivist, such as Piaget (Chazan and Cox: 1976: 199 or Wallace: 1976: 16). Piaget's concept of cognitive development suggests that a language is learnt by foreign language learners in different ways at different stages of development. Fundamental tasks of the foreign language teacher according to Krashen are to reduce the '*affective filter*' and provide '*comprehensible input*' in foreign language learning.

The behaviourist influence on EFL learning has been greater than that of the *nativist* and *interactionist*. This is partly due to the fact that EFL learners are rarely or even never exposed to English speaking environments outside the classroom. Thus, as suggested by Krashen, EFL learners should learn the foreign language formally in the classroom. Therefore, EFL teachers try to bring and create artificial English speaking environments by stimulating, reinforcing and giving feedback to the learners', drawing on behaviourist models.

✓ As regards language learning, Krashen (1981: 1- 2; 1982: 10; 1985: 1) noted that '*learning*' is different from '*acquisition*' (see **Key Notions on pages 7 and 11**). The former refers to "*conscious language development as in formal school settings*", and the latter is "*subconscious language development*" which works in informal settings (Stern: 1983: 20). The informal development of a target language in the second language context is illustrated by the examples of English learning in parts of the Philippines and Singapore, where English is really used outside the classroom. However, it is not feasible in Indonesia where English is only used as a foreign language.

Similarly, Brown (1987: 6-7) noted that learning is "*acquisition subject to forgetting*" or "*active, conscious focus on and acting upon events outside or inside the organism*". It is also "*the retention of information or skill, such as 'storage systems', 'memory' and cognitive organisation*" (p. 6 op. cit.). His concept of '*learning*' as conscious development is to some extent the same as Krashen's.

However, Brown (1987: 6-7) does not distinguish between learning and acquisition. His concept of acquisition is not much concerned with the difference between formal and informal education, and is therefore less useful for distinguishing EFL from ESL. On the other hand, Krashen's concept of acquisition is quite useful for making sense of why EFL learners in Indonesia need more formal education providing '*learning*' opportunities since they have few opportunities to '*acquire*' the target language in informal settings.

In foreign language learning, the problem of mastering the target language may not be a matter of lacking "*conscious language development*" in formal settings (Stern:1983: 20). Rather, it may be due to the fact that the environment for '*acquiring*' the target language is not available. Thus, students are reliant on the teacher, instructions and teaching methods in formal language education to provide not only a '*learning*' but also an '*acquisition*' environment that enables language learners to understand and use the target language. This is in accordance with Krashen's (1982: 37 and 1981: 41) argument that foreign language learning requires formal school settings. By attending formal education, language learners might get an understandable explanation of the



target language or the '*comprehensible input*' (1981: 10; 1985: 3) since this is not available outside the classroom.

Krashen's remark on the difference between '*learning*' and '*acquisition*' also clarifies the learning needs of EFL learners. It is in the formal education system that the English 'oxygen' ('*the comprehensible input*') is available for the EFL learners to breathe or '*to take in*'. Moreover, formal education enables EFL learners to learn the target language. Without formal EFL education, EFL learners will never learn the target language.

McDonough (1986: 126) believed that EFL learners' consciousness of their own learning needs is '*unverifiable*', and consequently he did not indicate how language is learnt in formal settings. It may be difficult to verify these aspects but, regardless of McDonough's concept of EFL learners' consciousness, Krashen's concepts of language learning are acceptable in EFL contexts.

The sense of McDonough's concept of the EFL learners' consciousness of learning -- the '*unverifiable*' effort to understand something -- makes it impossible to observe in the classroom. However, Krashen's concept of conscious learning shows the possibility of serving learners' needs in the classroom; that is, in the sense of helping learners get the opportunity of learning. This conceptual discrepancy in the theory of learning proves that learning depends on the learners' learning needs, not their teachers'. Their teachers only help them learn and meet their learning needs; and the EFL learners' underlying competence obviously depends on their learning strategies inside or outside the classroom.

However, McDonough (1986) reinforces Littlewood's (1984) belief that Krashen's monitor hypothesis (see page 25) is useful for learning because it might gradually increase the use of the "*conscious control of form*" (1986: 127) in "*spontaneous language activity*" (1984: 77). This, McDonough adds, gradually elicits "*unconscious or intuitive control of the pattern of learning skill*", but Krashen might deny this because he believes that "*what is learned cannot become what is acquired*" (Also see McDonough: 1986: 127).

Yet, regardless of Krashen's denial, Littlewood reinforces Krashen's contribution to EFL learning especially in drawing attention to the importance of providing acquisition environments in formal education. This shows that Krashen's effort to distinguish '*learning*' from '*acquisition*' is of value.

In EFL learning, the nativist's view is difficult to observe in the classroom since it is not much concerned with the language teaching process. Thus, according to the nativist, EFL learners in Indonesia might not be motivated to speak English actively in the classroom because they are not exposed to English-speaking '*acquisition*' environments outside.

Further, they might forget the learned knowledge of English even though they have obtained a formal education by means of communicative language teaching due to lack of environmental supports outside the classroom (in informal settings). This, therefore, shows that language learning is impeded by lack of '*acquisition*' environments even

though EFL learners have mental capacities to produce utterances. So, the influences of the nativist depend on the availability of the environments where the target language is informally used and acquired.

√ Thus, theories of foreign language learning and second language acquisition reflect two contradictory views - the behaviourist and the nativist. For instance, Els, Bongaerts, Extra, Os and Dieten (1984: 26- 27) contrasted both views, by referring to 'nativist' as 'mentalist'. They noted that,

*“the behaviourist theories base themselves exclusively on observable behaviour in the description and explanation of learning behaviour. Whereas, the mentalist ideas about language learning are based mainly on theoretical linguistic assumptions (Els, Bongaerts, Extra, Os and Dieten: 1984: 26-27)”*

As discussed before, the interactionist accepts both these theories and integrates linguistic skills with the social and environmental contexts. This is manifested in what Els, Bongaerts, Extra, Os and Dieten (1984: 31) called the '*procedural approach*'.

Gardner (1985: 124-144) presented seven models of second language acquisition. According to him, such models of second language acquisition are very important in understanding the language learning process. He also pointed out some themes reflected in the seven models - "*motivation, the nature of this motivation, the implication of the second language learning and the linguistic process and socially oriented models*" (Gardner: 1985: 142 - 143). These seven models are as follows;

First, Krashen's (1981: 1) **monitor model** of language performance or "*the conscious grammar model*" (Gardner: 1985: 125) shows that language learning is in part "*a conscious process that results in 'knowing about' language*" (Krashen: 1985: 1; **also see Key Notions on page 11**). According to this model, language *aptitude* refers to conscious language learning, while *attitudes* deal with subconscious language acquisition and include the affective variables - "*motivation, self-confidence and anxiety*" (Krashen: 1982: 31; and Gardner: 1985: 126). Gardner reinforced Krashen's (1981: 37) belief that *an acquirer* is a learner "*who is able to obtain a sufficient intake of the language*" (Gardner: 1985: 127). In other words, language learning is different from language acquisition, and learning itself involves what Gardner regarded as "*tests and situations encouraging the conscious monitoring of the language behaviour*" (p. 127 op. cit.).

Second, Carroll's (1981) **conscious reinforcement model** of language acquisition shows that language learning begins "*when the individual has an intent to communicate something*" (Gardner: 1985: 128). It also shows that the individual's intent "*operates on the individual's performance grammar to produce a response*" (p: 128 op. cit.). Gardner also noted Carroll's suggestion that attention to actual communication outside the classroom is more important than that in the classroom.

This assertion differs from Krashen's concept of the importance of formal education in '*learning*'. Carroll also focused on performance grammar as "*a type of cognitive control centre*" (Gardner: 1985: 129). This means that EFL learners' '*performance grammar*' in actual communication outside the classroom should also be the target of foreign

language learning. This performance grammar resembles Krashen's monitor category which is based on the control of language rules.

Thirdly, Bialystok's (1978: 76- 79) **model of strategy** suggests that there are four types of language learning techniques, that is, "*formal practising, functional practising, monitoring and inferencing*" (also see Gardner: 1985: 130- 131). This is exemplified in her remark that "*different language tasks involve different processes and strategies*" (Gardner: 1985: 132). The concept of *functional practising* supports Krashen's concept of second language acquisition, that is, in increasing actual language exposure. It is also in line with Carroll's support of attention to actual communication. These models are not primarily concerned with factors such as attitudes and motivation.

The fourth is Lambert's **socio-psychological model** of second language acquisition or the so-called "*theory of bilingual development and self-identity modification*" (Gardner: 1985: 132). This states that language learning involves attitudes and motivation reflecting self identity. A learner may undergo changes in self identity under the conditions of '*additive bilingualism*' or the cultural assimilation resulting in '*subtractive bilingualism*' (Gardner: 1985: 134- 135).

This model of second language acquisition is relevant to the conditions of foreign language learning in non-native speaking environments such as Indonesia, since it implies the psychological effect on foreign language learners' learning strategies resulting from cultural gaps. The '*additive bilingualism*' of Lambert's socio-psychological category, on the one hand, could incorporate Bialystok's '*functional*

*practising*' in the context of foreign language learning. Lambert's '*subtractive bilingualism*', on the other hand, relates to Carroll's concept of the intent of learning since it implies the possibility of having no intent to learn. For instance, if EFL learners in Indonesia always use the target language with English speaking tourists in Bali or any other tourist areas, they might learn both their own first language and the target language (*additive bilingualism*). Even, they might keep on making contact with English tourists and abandon their first language (*subtractive bilingualism*). However, if they just use the target language in the classroom without using it outside, they might have no intent to learn the target language outside the classroom because of different cultures (*subtractive bilingualism*). Therefore, Lambert's socio-psychological model of second language acquisition also deals with cultural gaps that might influence EFL learners' attitudes and motivation.

The fifth is Schumann's (1978b) **acculturation model** of language 'acquisition'. He defines acculturation as "*the social and psychological integration of the learner with the target language (TL) group*" (1978b: 29; **also see Key Notions on page 6**), a process of language learning thus including social and affective factors. In this context, Lambert's *additive bilingualism* could be seen as the result of cultural integration and his *subtractive bilingualism* as the consequence of the inhibition arising from a number of non integration (non-acquisition) pressures.

Sixth, Clement's (1980) **social context model** of second language acquisition implies that language learning should involve "*the adoption of other patterns of behaviour of the second language community*" (for example see Gardner: 1985: 137). This process

of integration involves two opposing factors, that is, '*integrativeness*' and '*fear of assimilation*' (p: 138 op. cit.). Clement's concept of the '*fear of assimilation*' (the fear of the loss of culture) parallels Schumann's concept of '*non-acquisition*' pressures, such as those Gardner noted as "*language shock, cultural shock and ego permeability*" (136- 137 op. cit.). For example, if EFL learners find it difficult to pronounce some words of the target language because of different sound systems, they might stop using those words. This, of course, shows language shock, and their tendency of '*fear of assimilation*' might occur if their difficulties in using the target language are also due to their different cultures.

Seventh, Giles and Byrne's (1982) **intergroup model** of second language acquisition suggests that language learning requires foreign language (FL) learners to evaluate and identify with the target language groups, by making "*comparisons of their membership groups with others*" (see Gardner: 1985: 140). EFL learners might act in two alternative ways, that is, avoiding informal language learning as a result of the fear of assimilation, so that they only join the formal learning in the classroom to maintain their own cultural identity. On the other hand, they may adopt informal language learning strategies to acquire the target language.

The above views of second language acquisition reflect different aspects of language learning theories even though they might support each other as they apply to develop communicative competence in using the target language in, especially, EFL contexts.

Krashen's monitor model regarding conscious and unconscious learning in informal settings may distinguish EFL from ESL. EFL learners should learn the target language predominantly in the classroom since they may receive little input outside. Those teaching in EFL environments should, however, consider some other aspects that might support the unconscious process of learning the target language.

One of the supporting aspects is the importance of the '*intent to communicate*' in Carroll's conscious reinforcement model. As well as fostering students' intent to communicate, EFL teachers should also develop learners' communicative competence by *formal and functional practising, monitoring and inferencing* as recommended in Bialystok's strategy model.

EFL teachers should be aware of their learners' attitudes and motivation as suggested in Lambert's socio-psychological category of language learning. Thus, teachers should consider their students' self identity in their teaching strategies. For example, they might recommend their learners to use their first language to convey meanings. By using their first language, EFL learners can manipulate the target language in their first language until they can automatically use the target language.

Even though their learners' self identity may evolve along the lines of '*additive bilingualism*' or '*subtractive bilingualism*', EFL teachers should be consistent in their methods of developing their learners' communicative competence. This means that they should, however, appreciate their learners' strategies in learning the target language,



such as whether or not they integrate with the target language group as shown in Schumann's acculturation category.

In addition, if their learners undergo '*fear of assimilation*' in learning the target language, EFL teachers should be aware of their learners' mental blocks resulting from '*fear of assimilation*' in Clement's social context model. By referring to Krashen's concept of language learning and /or Giles and Byrne's intergroup model, they should also continue to provide their learners with opportunities to participate in the classroom. This means that EFL learners might be able to reduce their mental blocks by participating in formal education, that is, by joining their group inside the classroom.

Second language learning assures learners of more success in developing language skills than does foreign language learning since it takes place in a real communication system rather than the artificial one of the classroom. As a result of environments where English is used outside the classroom, Singaporean and Filipino ESL learners have benefited a lot in terms of their '*communicational proficiency*'. In contrast, non-ESL learners, such as those in Indonesia, have few such benefits.

In Indonesia, English is not informally used in daily conversations. For example, EFL learners in Java speak at least three languages- their own first language or mother tongue, 'Bahasa Indonesia' (the national language), and English. However, proficiency in English is lower than the other two languages because most of the learners use their own first languages and 'Bahasa Indonesia' when speaking with their parents, families,

and with their friends at campuses or schools. They only speak and write a little English outside the classroom.

Singaporeans and Filipinos with their 'Singlish' (Singapore English) and 'Taglish' ('Tagalog' English) share the same English words as those in England or any other English speaking countries. Even though they use them with their own rules of communicative competence, their English is to a large extent intelligible to native speakers from other English speaking countries. Indonesian EFL learners also learn the same English words as those learnt in Singapore and the Philippines but do not enjoy the cultural benefits of English because English culture to a large extent is not acquired in real social interactions.

The learning of English in '*non-acquisition*' environments like Indonesia tends to be based much more on grammar and structure than on "*the social function of language*" (Kress: 1976: 25). The English meanings learnt in Indonesia are to a greater extent ready-made, invariant and dependent on the context of linguistic forms, not of the linguistic functions. Thus, Indonesian EFL learners need to develop their own strategies to make sense of and use their *grammar-and-structure based* English outside the classroom.

However, it is very difficult to use the language in the absence of real English social environments. Parreren (1975: 108- 109) described the lack of English social environments as the most salient distinctive factor that makes EFL learning different

from ESL, namely "*the absence of an environment in which the language is constantly used*" (p. 108 op. cit.).

With reference to Krashen's theoretical concept of the difference between '*acquisition*' and '*learning*', foreign language '*learning*' is more formal than informal. As a result, EFL learners tend to base their speech on formal syntactical structures. If it is necessary, they translate their conceptual ideas from their first language into English as they produce spoken linguistic forms. Such a way of speaking invites communicational difficulties since, as Krashen (1985: 2) states, speaking "*does not allow enough time to think about and use rules*" (1982: 16). Formal syntactical structures or rules alone cannot guarantee a meaningful flow of communication. Krashen himself believes that the overuse of formal syntactical forms in speaking can cause trouble in communication (for example, see Krashen: 1985: 2).

Another point regarding foreign language learning is that EFL learners with their different cultural backgrounds, such as those in Indonesia, can be reluctant to speak English in their group discussions because of being unfamiliar with the culture of the target language. This might result in what Allwright and Bailey (1991: 174) noted as '*anxiety*'. They noted that language learning is "*likely to provoke anxiety because it deprives learners of the means of behaving normally*" (p. 174 op. cit.). This means that unfamiliarity with English culture may cause EFL learners' anxiety about their normal behaviours, such as being reluctant to speak English for fear of experiencing difficulties in communicating with English native speakers.

Allwright and Bailey's concept of a learner's anxiety might result in reduced motivation or absence of motivation. The ability to overcome anxiety also depends on the learners' opportunity to use the language and other related learning facilities outside the classroom. For example, EFL learners in Indonesia, especially those in rural areas, might be anxious about speaking the target language in class because they do not have any opportunity to practise their English skills at home. Their parents, relatives or friends may speak no English, so they are restricted to learning the target language passively, such as by watching television programmes in English if they have a television set at home. Opportunities to speak the target language outside the classroom are needed to alleviate learners' anxiety in the classroom situation. Without this, language learning might increase rather than reduce EFL learners' anxiety.

EFL learning situations in Indonesia are far less favourable than those in which learners have already adopted the communication system of English in daily social interactions. Unlike the situations where English is adopted as a second language, EFL learning situations in Indonesia often do not include the cultural aspects of English to nearly the same extent. So, as well as having linguistic problems, such as with grammar and structure or vocabulary, the Indonesian EFL learners, especially those who live in the rural areas, have difficulties with English culture.

Thus, learning English in Indonesia must involve learning how to cope with whole aspects of English culture and with its native speakers, which can be very difficult for the teacher to provide. This is because the artificial communication activities in the classroom are the only model of using the target language, and EFL teachers and

learners always extrapolate this to perceive the target language meaning used outside. For this reason, EFL teachers might not realise that the target language learned inside the classroom could be inappropriately used outside the classroom. Since the actual use of the target language outside the classroom varies culturally, the whole aspect of English culture is very important to consider for EFL learning in Indonesia.

EFL learning in Indonesia is also different from English learning conditions in English-speaking countries where cultural aspects of English language environments are not consciously learnt. The problems of misapplying the functional rules of English in actual contexts are common in Indonesia because EFL learners are not familiar with how to use the target language.

Apart from cultural aspects, EFL learners in Indonesia tend to misapply the rules of English linguistic forms. For example, they might use the active voice '**My mother bore me in 1959**' instead of using the passive voice '**I was born in 1959**'. That is why Politzer (1970) noted the misapplication of the rules of English linguistic forms as a larger problem in "*foreign language learning than in the native language*" (1970: 8-9).

√ Allwright and Bailey (1991) described language learning as potentially somewhat "*threatening rather than exciting because it means having two, perhaps somewhat contradictory, ways of looking at everything*" (1991: 175). This can apply to learners as a second language or as a foreign language when native language and target language (TL) are very different linguistically and culturally, leading to feelings of insecurity. For

instance, Indonesian learners of English might feel insecure when being asked to speak English with native speakers or even their friends, since they have different abilities in pronunciation or different cultural values to those of the target language. Therefore, language learning can be threatening for EFL learners, and this fact can aggravate the Indonesian EFL learners' anxiety.

Foreign language learners who have no cultural input benefits outside the classroom require more formal instruction since this is the main source of their linguistic knowledge. In this situation, Krashen (1982) noted that language teaching should aim to provide "*low filter comprehensible input for foreign language learners who do not have a chance to get input outside the class*" (1982: 34). Krashen's notes on language teaching imply that EFL teachers should diminish the level of difficulties that might result from their teaching materials. For instance, when speaking the target language in front of the class, EFL teachers at secondary schools can simplify their words or use instructional topics which are appropriate to their learners' prior knowledge.

In addition, the difference between ESL and EFL learners is obviously seen in the input aspects, that is, in the way they acquire the target language. This is because EFL learners' language acquisition depends more on their teachers' input and materials than on the learners' own individual learning. The target language they learn in the classroom or at home is to a large extent a matter of fulfilling their teachers' requirements in tasks or assignments. This is the primary channel for learning English although some learners may individually develop their English skills by listening to BBC news, or by watching the English programmes on television.

Conversely, ESL learners acquire the target language based more on their own individual learning strategies than on their teachers' help. They bring a familiarity with English culture to the classroom and are able to independently communicate with their friends and teacher to study the linguistic forms of English in an academic context. In contrast, EFL learners bring their structure-based English forms outside the classroom and try to find English culture which is hardly available.

Therefore, the above differences in second and foreign language learning invite both ESL and EFL practitioners and teachers to find and select language teaching methods which are appropriate to the learning needs of their particular language learners.

## 2.2. Methods of SL and FL Teaching

Various language teaching methods drawing on different theoretical bases have been introduced since 1928 (for example see Stern: 1983: 453). The methods of SL and FL teaching are as follows.

2.2.1. Grammar-translation method. In this method, language learning is regarded as "*an intellectual activity involving rule learning, the memorisation of rules and facts related to first language meanings by means of massive translation practice*" (Stern: 1983: 455). The main target of language teaching in such a method is attention to the ability to interpret the '*conceptual meaning*' from the given texts (Leech: 1974, 1981: 10- 26). Thus, communication in the TL is largely manifested in the interaction between learners and texts.

Brown (1987: 74- 75) noted that the grammar translation method is focused on grammatical rules and a number of drills in grammar translation, rather than on such aspects as correct pronunciation. Such a method is possible in EFL classrooms since the teacher shares the learners' native language. However, this method of teaching is limited in its ability to help EFL learners use the target language (English) as it merely teaches them how to translate English into their own native language or vice versa.

2.2.2. The direct method. This method is based on social needs, for instance, "*language learning in a new world of industry and international trade and travel, such as Berlitz and Gouin*" (Stern: 1983: 457). Language learning in this method is "*viewed as analogous to first language acquisition*" and not involving rule learning based on translation practice (Stern: 1983: 459). The main aim of this form of language teaching is promoting the learners' ability to use and speak the target language. Communication with the TL in this method is primarily learner-and-teacher based.

The direct method, according to Stern (1983: 459), "*involves much use of the spoken language*" in order to acquire a good pronunciation. The teacher in this method presents language orally. Any difficulties relating to the understanding of the language are to be explained in the target language and by gesture, use of actual objects, situations and so forth. Translation is not recommended in this method. On this point, Stern (1983) also noted that the direct method "*has added relatively little to the teaching of advanced learners*" (1983: 460). This shows that the direct method is best



applied for beginners who are still learning aspects of language such as its grammar, vocabulary and pronunciation.

In addition, this method emphasises the use of learning activities in the acquisition of the target language modelled on those by which young children learn their first language. English teachers are expected not to use their first language when teaching English. Smaller classes and increased time for teaching and learning activities are advocated.

The difference between the grammar translation and the direct method reflects a theoretical change in applied linguistics from the form-based method to the function-based method of language teaching. This, therefore, signifies the pioneering start of promoting '*actual communication*' or '*Carroll's performance grammar*' (Gardner: 1985: 129) as the target of language teaching.

Unlike the grammar-translation method, the direct method is difficult to apply in EFL classrooms, such as those in Indonesia. Since it requires teachers of native or near-native competence in the TL as well as small class sizes and an unrealistic amount of teaching time. Brown (1987: 58), for example, suspected that this method is difficult to apply in non-native speaking environments.

2.2.3. The audiolingual method. Language learning in this method happens "*in terms of stimulus and response, operant conditioning, and reinforcement, with an emphasis on successful error-free learning in small well-prepared steps and stages*" (Stern: 1983:

465), a method clearly influenced by behaviourism (also see Stern: 1983: 465). Language teachers in the audiolingual method direct their learners' performance in classroom activities without formal analysis of the grammatical rules of the target language. The audiolingual method promotes rules-guided '*immersion techniques*' (Stern: 1983: 460), with language teachers using rules-guided drills in the target language for guiding learners to acquire and use the grammatical patterns of the target language.

Like the grammar-translation and direct methods, the audiolingual method depends more on the teacher's linguistic competence and performance than the learners'. As with a choir in singing rehearsals, language learners in audiolingual activities listen and repeat what teacher-led drills in conjunction with pronunciation practice. Bearing this in mind, the audiolingual method gives an impression that the purpose of learning is only to repeat sentences. However, as Torrey (1971) noted "*the purpose of learning a language whether it is the first or the fifth language is to create sentences not to repeat them*" (1971: 224).

2.2.4. The cognitive method. Stern (1983: 470) noted that the cognitive method rejects behaviourism and seeks to harness the cognitive power that can infer rules of grammar from linguistic input. Language teachers in such a method allow their learners to analyse the grammatical rules of the target language because they believe that language students have innate language learning ability. For example, EFL teachers might give their students a handout with several sentences on it, and their students should identify

parts of speech, tenses and so on. In this regard, they do not necessarily explain about what is meant by parts of speech or tenses unless their students ask them to do so.

2.2.5. The audiovisual approach. EFL teachers in this approach might use electronic facilities, such as videos, television, tape recorder and so forth to show a clear picture of actual social activities in the target language community. For example, if EFL teachers want their learners to practice a particular speech act, such as where to say 'What can I do for you?', they might use a video showing shopkeepers' activities communicating with their customers inside a supermarket. In this way, their students can directly listen and see how native speakers speak and act in the target language.

2.2.6. The reading approach This approach is originally based on social needs, such as the reading approach used for "*teaching English in India*" (Stern: 1983: 460). In this approach, EFL teachers may read an English text for their students, or their students read it to learn how to pronounce English words. In this regard, they can give some feedback by listening to their students' pronunciation while reading.

2.2.7. The oral approach This approach is, in any case, similar to the direct method, focusing on "*the systematic progression along strictly controlled lines and the free conversation is not recommended*" (Sharp: 1973: 49- 50). This means that language learners in such a teaching approach are not allowed to create their own conversation topics and produce their own English words. Rather, they should follow some guided dialogues for oral practice.

2.2.8. The bilingual approach This approach promotes the use of mother tongues and second language (L2) to achieve '*concept interpretation*' rather than '*translation*' (Sharp: 1973: 49-50). It is different from the grammar -translation method which promotes the skill of translation rather than the achievement of '*concept interpretation*'.

2.2.9. The Silent Way In this method, language learners should use "*the language for self- expression*", and the teacher is "*silently working on the learner's production when the teacher does speak. This is to give clues, not to model the language*" (Larsen-Freeman: 1986: 62- 64).

2.2.10. The suggestopedia method. Language learning in this method promotes humanistic approaches. For example, language teachers using this method take account of learners' psycho-social conditions. For example, they provide facilities which create a favourable atmosphere for learning, such as comfortable welcoming surrounding, some music for relaxation and so on. This is what Larsen- Freeman (1986: 84) called "*the challenge to create a classroom environment which does not look or feel like a normal classroom*".

2.2.11. Total Physical Response (TPR). Language teachers in this method use the non-verbal behaviour of learners to respond to their teacher's verbal instructions. In this method, the teacher controls "*all student behaviour*" (Larsen- Freeman: 1986: 109-120). For example, EFL teachers might present a script play for their students to act. If they say 'on your feet', their students may raise themselves up from their seats and sit back in their seats when their teacher says 'sit' or 'be seated'.

2.2.12. Community Language Learning (CLL). Community Language Learning (CLL) requires an interpreter among a group of learners to facilitate learning activities (also see Larsen- Freeman: 1986: 89- 106). In this method, EFL teachers act as consultants if there is a problem during their learners' activities in interpreting particular words of the target language.

2.2.13. The Communicative Approach or Communicative Language Teaching (CLT). This teaching approach combines aspects from all these preceding but with an emphasis on using the language communicatively to promote the development of 'communicative competence'. EFL teachers in this approach must provide opportunities to their students to practice using the target language by holding classroom discussions, problem solving activities or role-plays. Further discussion of the 'communicative approach' is presented in detail in Chapter III.

2.2.14. Integrated Approach This approach promotes integration of language skills in designing learning tasks for students. This means that if teachers prepare teaching materials, they should consider whether or not such materials can be used for developing more than one skill; such as reading and writing, listening and writing and so on (for example, see Widdowson: 1978: 144).

The above teaching methods might be best applied in Indonesia if they meet social needs. This means that, when considering which method or methods to use, teachers must be guided by students' needs and their particular teaching situation. For example,

in Indonesia, the direct method might not be suitable at a particular secondary school because it does not allow the students to use their first language when trying to describe what they mean. Such a method could be replaced by the audiolingual method or another method which still tolerates the use of the first language to express meanings.

Regarding the techniques used in the above teaching methods, there are two major categories, that is, the so-called '*immersion*' and '*non-immersion*' techniques (Stern: 1983: 460). The first promotes how to use the target language rather than analysing its grammatical rules, whereas the latter deals with the grammatical rules of the target language.

Examples of teaching methods adopting immersion techniques are the direct, audiolingual, audiovisual, and Total Physical Response (TPR) methods. Whilst, those using the non-immersion techniques are for example the grammar-translation method and the reading approach.

By comparing the outcomes of such techniques, the relative effectiveness of language teaching methods in ESL or EFL learning can be observed. If the direct use of the target language in EFL learning is more important than the analysis of its grammatical rules, the teaching methods promoting immersion techniques will be more effective than those with non-immersion techniques.

Conversely, the language teaching methods with non-immersion techniques might still be effective in ESL learning conditions since they are only used "*for teaching the*

*semantic signification of English sentences*" (Widdowson: 1979: 67). The effectiveness of language teaching methods might depend on the acceptability of their teaching techniques in both ESL and EFL learning conditions.

Whatever the kind of language teaching method, the application varies since learning conditions vary, such as between EFL and ESL. For example, the teaching methods used for ESL classes could be designed to promote the grammatical accuracy and more academic English skills of the ESL learners who have mostly acquired English and its culture outside the classroom.

In contrast, EFL classes may require more emphasis on methods focusing on language practices, such as the audiolingual method which was widely used in Indonesia in the 1970's. Even when EFL learners are studying at tertiary level, the need to improve students' command of target language skills may require EFL teachers to use the audiolingual method especially in pronunciation practice.

Some other language teaching approaches which are currently used in both ESL and EFL have been developed to meet ESL or EFL learners' learning needs. For example, the suggestopedia method is used to increase the learners' motivation to learn the target language by providing a more comfortable atmosphere of learning (also see Richards and Rodgers: 1986: 14 - 20). Similarly, the Communicative Language Teaching method promotes learner-based activities in classroom discussion.

However, Parreren (1975: 108) argued that the question of '*acquisition*' environments cannot be answered by just applying modern teaching methods. In fact, the availability of '*acquisition*' environments is still a problem in Indonesia. Some Indonesian EFL teachers in big cities might apply the audio-visual approach by providing more electronic facilities like television sets and videos. Given those electronic teaching facilities, they could select the international broadcasting programmes to show their learners some models of the social interactions of English native speakers. This means that their learners might get a clear picture of how to use the target language. However, a large number of the EFL learners in rural areas do not have the benefit of such a teaching method. Moreover, only a certain group of EFL learners can develop their English skills outside the classroom, even in urban areas, for example if they have their own English language facilities at home.

Another point that could be very important in ESL and EFL teaching is the capacity of different language teaching methods to arouse ESL and EFL learners' interest as well as to what extent they lead students to develop their own language learning strategies. This depends on various factors, including how far methods hold students' interest as well as on their perception of the usefulness of the methods and the relevance of materials used.

The language teaching methods which take EFL learners' learning needs into account would be expected to arouse the EFL learners' interest in learning the target language more than language teaching methods which do not consider this factor. Some language learners might be well motivated to participate in classroom activities because of the



suggestopedia method of teaching if, for example, they respond well to piece of music (see Richards and Rodgers: 1986: 142 - 147).

Some others, however, cannot easily participate in classroom situations with such a method since they may feel it is irrelevant to their needs. This results from the fact that their problems are not concerned with the condition of their minds, but their command of English and how to use it in the English social environment which is sometimes against their own cultures. Some of them might resist attempts at relaxation and some others might behave inappropriately by making a noise, thereby destroying the atmosphere of learning.

✓ The humanistic approaches (Rivers: 1983: 22/24), such as '*suggestopedia*', '*Community Language Learning*' or '*Communicative Language Learning*' require the language teachers' creative efforts in managing and facilitating learning. For instance, communicative language teaching ideally requires a smaller number of learners in the classroom (Brumfit: 1984: 78). Provision of adequate learning facilities and reducing class sizes is a problem for most EFL teachers in Indonesia. This could affect the development of discussion groups as recommended in communicative language teaching. Practical methods of overcoming such problems are an area which needs to be addressed, for example, organising sustainable small group work within large classes.

Thus, humanistic approaches require more parallel classes with, of course, more teachers. Therefore, the approaches are not easily applied in big classes of, say, more than sixty learners in the classroom as occur in Indonesia. On this point, Brumfit (1984:

77) also believed that "*small groups provide greater intensity of involvement, so that the quality of language practice is increased*". That is why, in real EFL teaching learning activities in Indonesia, an eclectic approach predominated in the 1970's up to the early 1980's, with humanistic approaches not fully applied. For example, if EFL teachers thought that their students needed pronunciation practice, they would change their teaching and use the audiolingual method.

Since then, the eclectic method has, however, been changed into the *communicative approach* which is now called the 'CBSA' or '*Cara Belajar Siswa Aktif*' (Active Student-Centred Learning), especially at secondary schools in Indonesia. This teaching approach promotes the development of communicative competence (**also see Chapter III on the following page**). However, problems remain with the practical application of the method as discussed before.

Indeed, all the above methods reflect language teachers' strategies to optimally help their students meet their instructional objectives even though they are not all communicative. These methods may be communicative if they enable language learners to learn and understand their lessons in the classroom, and this, however, depends on their effectiveness in providing learning activities. The following chapter will consider the communicative approach in more detail.

## CHAPTER III

### THE COMMUNICATIVE APPROACH IN SL AND FL TEACHING

#### 3.1. The Non- Communicative Approaches: their limitations

There is no satisfactory teaching method or approach in FL teaching which does not promote the language learners' creativity and mental activity in real communication. Only a communicative approach can enable language learners to reduce their mental blocks and their dependency on their teachers. Some teaching methods have major limitations because they do not have such independence as an explicit goal, and because of their underlying views of the language learning situation. The limitations of the non-communicative approaches are due to the following reasons:

Firstly, most non-communicative methods treat language learners as passive language recipients rather than as active language users. For example, the direct method is based on everyday language, such as the recognition of sounds, lexical items and simple sentences in association with "*objects and persons of the immediate environment*" (Stern: 1983: 459). This method aims to teach in the same way as children of the native speakers learn their native language. This means that the learners are to acquire the target language, of which the culture is different from their own cultures. However, it does not pay sufficient attention to the cultural aspects of language. Besides, the EFL learners are dependent upon their teacher's knowledge of the target language culture, which cannot be taken for granted with non- native teachers.

Secondly, the non-communicative approaches tend to become monotonous since they focus on the structure and sound patterns of the target language with many exercises in syntactical structures and pronunciation. For example, the audiolingual method treats FL learners like parrots imitating whatever their teachers are saying. This invites boredom, the effect of which reduces the value of the teaching method itself, and moreover motivation is reduced.

Thirdly, the non-communicative approaches are so focused on procedure that they tend to be absolute rather than flexible regarding the classroom conditions, for instance, suggestopedia. Although the relaxation method may be helpful for some students, the application of suggestopedia might lead some language learners to being overly relaxed physically rather than being mentally fresh and ready to learn the target language. Different students will react in different ways, and such a lack of flexibility can be seen as a limitation.

Fourthly, the non-communicative approaches promote narrow linguistic proficiency in the target language rather than developing target language use in social communication. On this point, Widdowson (1978: 10) remarked that language drills only reflect "*a demonstration of usage rather than use*". Candlin (1981: 25) reinforced the differences between the communicative and non-communicative approaches by noting the distinction between '*language form*' and '*language function*' as an important point to consider in language teaching. For example, the grammar translation method is used to teach language learners to analyse rather than use the target language. Similarly, the

direct method is used to demonstrate the usage of the target language (*language form*) without showing how to use it in real communication (*language function*). That is why the non-communicative approaches cannot meet the learners' need to learn how to communicate in the target language.

Non-communicative approaches are heavily dependent on the teacher's creation of language teaching strategies rather than the learners' creative independence. Enabling foreign language learners to communicate independently in English is much more important than treating them like parrots or learning machines. In my opinion, EFL language teaching should reduce EFL learners' dependence on their teacher's help and make them able to convey and negotiate meanings in real communication.

Stern (1983: 460) has pointed to further limitations of the non-communicative approaches. For example, the direct method cannot be used for advanced learners due to its simplified materials, and its rejection of the use of the learners' first language cannot solve the problem of learners' misunderstanding.

Crawford-Lange (1982: 82-83), has commented on the limitations of non-communicative approaches which have an overreliance on grammar-based language teaching, for example the grammar-translation and reading methods. She argued that such grammar-based teaching might not assure language learners of "*great exposure to stylistics and opportunities to increase oral proficiency*" (Crawford-Lange: 1982: 82-83). Such teaching methods do not promote language learners' oral proficiency due to lack of speaking or communication practice.

Widdowson (1979: 66-67) points out that language teaching in the classroom often involves the neglect of the cultural values of the target language and that non-communicative techniques are particularly prone to such neglect. For instance, language teachers might use the immersion techniques in the audiovisual method by showing some models of language use on television or recordings. They might also use audiolingual techniques to demonstrate how to pronounce words correctly. However, the teachers may only concentrate their techniques on the structural aspects of the target language and not place enough emphasis on its cultural values.

Realising that the non-communicative approaches might not be effective for promoting how to use the target language in a culturally appropriate manner, EFL teachers have adopted teaching approaches which promote the development of communicative competence.

### **3.2. The Communicative Approach: the theoretical underpinnings**

Many EFL practitioners have adopted the communicative approach to language teaching (3) (for example, see Munby: 1978: 25). By using such a teaching approach, they attempt to develop the communicative competence of non- native language learners.

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(3) [For a discussion of a related point, see Larsen-Freeman (1986: 123- 140) or some examples dealing with developing communicative language teaching discussed by Schulz: (1976: 18- 52)].

The notion of '*communicative competence*' (Richards and Rodgers: 1986: 69) was developed by Hymes (1974: 95) who outlined four aspects of communicative competence: 1) *possibility*, 2) *feasibility*, 3) *appropriateness* and 4) *performance or accepted usage or acceptability* (also see Brumfit and Johnson: 1979: 19).

'*Possibility*' refers to grammatical competence, that is the ability to produce grammatically correct statements. '*Feasibility*' deals with whether or not the statement is meaningful within the context of a particular discourse (discourse competence). '*Appropriateness*' deals with whether or not the statement is relevant to the situation, and '*Performance*' refers to "*the mastery of verbal and non verbal communication strategies*" in actual language use (Canale: 1983: 10).

Canale (1983: 16-17) also noted that the goal of the communicative approach should be to develop communicative competence in the sense of encouraging second language learners "*to participate in actual communication situations*". He stated that;

*"such a communicative approach is thus an integrative one in which the main goal is to prepare and encourage learners to exploit in an optimal way their limited communicative competence in the second language in order to participate in actual communication situations"*  
(Canale: 1983: 16/17)

Dealing with this, Canale, and Richards and Rodgers (op. cit.) outlined the main issues in the promotion of communicative competence. The main points of developing communicative competence deal with the status of the target language and the practicality of *actual communication activities*. Canale (1983) does not distinguish between '*second language*' and '*foreign language*' and one must assume that he

considers the communicative approach to be suitable for both foreign language and SL learning. Canale (1983) defined actual communication as;

*"the realization of such knowledge and skill under limiting psychological conditions such as memory and perceptual constraints, fatigue, nervousness, distractions and interfering background noises"* (Canale: 1983: 5)

Referring to his concept of actual communication, the practicality of '*actual communication*' activities seems dependent on whether or not the target language is used in informal settings. EFL learners' participation in actual communication activities might be unsatisfactory because the target language is not used sufficiently in formal settings. If the target language is not used in informal settings either, the likelihood of learning to communicate is very small. '*Actual communication*' is the actual use of the target language in informal settings. Canale's *guiding principles for a communicative approach* seem suited to promote such use.

His guiding principles include "*coverage of competence areas, communication needs, meaningful and realistic interaction, the learner's native language skills and curriculum wide approach*" (Canale: 1983: 16- 17). Such guiding principles can be realised relatively easily in a situation such as Philippines, Malaysia, Singapore and India where the second language, English, is used in informal settings.

However, these principles for the communicative approach might be more difficult to adopt in EFL contexts like in Indonesia, where English is very little used in informal settings and thus optimally communicative situations are rarely available. Therefore, teachers must work hard to provide these in the classroom.



The construct '*communicative competence*' was developed to supplement Chomsky's notion of grammatical competence (for example see Brown: 1987: 198). According to Hymes (1974: 93- 94), '*communicative competence*' like '*grammatical competence*' is rule governed (also see Brumfit and Johnson: 1979: 17) rather than mere performance. Fillmore in Pride (1979: 2- 13) also noted that grammarians need to take account of "*a theory of conversation*", or what Pride (1979: x ) called "*broader questions of coherent discourse*" and the rules that obtain here.

The development of the construct of communicative competence by Hymes and its subsequent development by others now allows us a valuable tool in analysing what it means to be a teacher or learner and to use a language communicatively. However, in a foreign language context, like in Indonesia, communicative competence in using the target language may be quite rudimentary because the target language is not informally used and Canale's suggestions on developing communicative competence as the goal of communicative approach are more difficult to apply.

Brown (1987: 198- 199), quoting Savignon's (1983) remarks about communicative competence, states that effective communication depends on "*the cooperation of all the participants involved*" (1987: 198- 199) or "*the roles of participants*" (1983: 24) in negotiating meaning. In other words, actual communicative activities need to fully involve all participants, for example, in classroom role-play discussions where each student has a role which forms an integral part of the outcome.

However, Brown, Savignon and Canale fail to consider that participation, opportunity, negotiation of meaning and actual communication might not solve the problem of some EFL learners. This is due to the fact that they are not used to thinking of *what to speak about* (the content or meaning) and lack knowledge about 'signification' and 'use' (Johnson: 1982: 20- 21). Rather, they are familiar with considering *how to speak* (the grammatical structure).

The attainment of communicative competence requires a certain degree of internalisation of the language structures so that speakers can focus on the content of language rather than form. According to Tyler (1978):

*"conscious direction of speech not only makes us queer, it inhibits our ability to think about what we are saying. Inasmuch as our attention is concentrated on how to speak, what we say must suffer. Fluent speech requires that we be able to do more than one thing at a time; we must simultaneously direct the mechanical production of sound and the flow of ideas, but if we are overly conscious of the articulation of sounds, we will impede our thought"* (Tyler: 1978: 24).

It would seem that EFL learners tend to be engaged too much in structural English speaking practice rather than the effort of negotiating meaning. That is why Krashen (1985: 2) remarks that too much control of grammar in conversations may disrupt communication.

### 3.3. Intercultural Communication in SL and FL Teaching

In designing a communicative syllabus based on the above concept of communicative competence, language teachers should consider possible cultural constraints. In this regard, Widdowson (1979: 66 - 67) conceded that language teachers should “*realise the cultural values reflected in the communicative syllabus that might not be suitable for other language learners from different cultural backgrounds*”. The use of language might be hampered in real communication because the methods and activities are culturally unfamiliar to students.

For example, EFL learners might misunderstand what is meant by the speech acts “**What are you doing, mate?**” and “**How are you going, mate?**” since they interpret the meaning based only on the language structures of these speech acts. Therefore, they might answer the former “**I am eating, reading etc**” and the latter “**by taxi, by bus, on foot etc**” rather than, say, “**I’m just doing physics**” and “**just so so**”. Thus the teaching of cultural values should be involved in the teaching of communicative functions.

Widdowson (1979: 66 - 67) attempted to incorporate intercultural communication into the concept of communicative competence in order to solve this problem. In this regard, Dirven and Pütz (1993: 152) criticise foreign language teaching as follows;

*"Kramer (1991) complains that much foreign language teaching is still almost entirely concentrated on literary texts, and he pleads for an intercultural communicative competence. Ideas for such a concept have been developed by Widdowson (1992)" (Dirven and Pütz: 1993: 152)*

The quality of learners' communicative competence is certainly low if intercultural communication is not included in the classroom. EFL teachers who attempt to use the communicative approach and develop their learners' communicative competence should expect their learners to participate in the activities which develop intercultural communication skills.

However, using English without motivation and environmental support cannot show adequate communicative competence in using the target language. For example, EFL learners in rural areas of Indonesia where intercultural awareness is lower might be reluctant to participate in classroom discussions or communicative activities because they are afraid of making mistakes. This could be due to the fact that they are not exposed to English speaking environments and thus experience what Stern (1992a: 24 or see Allen and Harley: 1992: 24) called "*a profound effect on student motivation*". They need to be made aware that it is the success with which they convey meaning which is central to communication rather than the absence of structural errors.

Again, EFL learners in Indonesia tend to be culturally passive rather than active in classroom activities. This reduces chances to develop their communicative competence because the greater EFL learners' participation, the better their intercultural communicative competence. In short, EFL learners must be motivated to participate actively in second language classroom discussions or similar communicative activities in order for their learning to result in communicative competence.

However, EFL teachers should also realise that similar cultural problems might occur when students use the language in actual situations with native speakers. For example, EFL students who make a noise on the bus might misunderstand the word 'excuse me' spoken by a native English speaking foreigner who wishes them to keep quiet. They might instead think that they are blocking an exit and move aside to let the foreigner pass. Dirven and Pütz (1993: 152) suggested that EFL learners can develop strategies for overcoming such cultural differences in communicating with the native speakers of the target language since;

*"the general idea of this intercultural communicative competence is that the learner should develop strategies for bridging gaps between his (imperfect and 'un-cultural') use of the foreign language and the fluent and culturally-loaded native speaker" (Dirven and Pütz: 1993: 152)*

The reason why EFL learners' strategies for bridging gaps of intercultural communication are of great importance is that most learners do not share the same cultural values with speakers of the target language. Similarly, Paulston noted that *"intercultural communication is the communication between two (or more) speakers who do not share the same set of communicative competence"* (1987: 63).

If EFL learners understand the culture of native speakers, they might not experience any difficulties in negotiating the meaning of what they are saying in the target language. However, there is another consideration that mechanical tasks require learners to live by metaphor of conveying meaning, and genuinely communicative tasks require a metaphor shift: meaning is not conveyed, it is negotiated. The negotiation of meaning is central to *communicative competence*, but the ability to convey meaning remains

important. Thus, EFL learners should be able to convey as well as negotiate its meaning.

Hymes (1974: 95) was concerned with the intra-systemic rather than inter-systemic possibility of language use (also see Brumfit and Johnson: 1979: 19). He did not consider the problem of inter-systemic discourse which occurs in EFL learning, namely the intercultural context involving communication between two or more cultural systems as between the Indonesian and English cultures. Clearly, there will be additional problems of communication in inter-systemic discourse.

Hymes's concept of competence is based on empirical observations about the use of language and other modalities and expressed in the form of inductive generalisations.

*First, the competence of a person in a language is partly and variably a function of other languages he or she may know and use. Second, when we think of persons as able to participate in social life as users of language, we actually need to consider their ability to integrate use of language with other modalities of communication, such as gestures, facial expression, sniffs and snorts, etc (Hymes: 1992: 37- 38)*

Hymes (1992: 37 - 38) states that communication is possible because of shared modalities of communication. Inter-systemic language use involves overcoming differences in modalities. This process is greatly helped by opportunities to engage in real social interactions with TL speakers.

For example, intercultural communication can be seen in the contact between a non-English speaking community (Indonesia) and the English speaking one (Australia),

where the differences of their modalities of communication might outweigh their similarities. Experience of actual TL speakers in real situations will allow observation of such differences and thus develop awareness and experience on the part of learners.

Meaning is central in developing communicative competence and this fact must be borne in mind especially in the context of intercultural communication; Richards and Rodgers (1986: 67) consider it important in communicative language teaching. EFL teachers should focus on meaning in their use of the target language. Without meaning, the development of communicative competence in communicative language teaching is clearly not possible.

Communicative language teaching uses communication as the major basis of developing learners' intercultural communicative competence, and this of course involves the exchange of meaning produced by both teachers and their learners. Therefore, language teachers must convey what Wilkins (1974: 39) noted as "*the meaning of the linguistic forms*". He noted that "*the semantic system of a language cannot be learned through types of language practice without meaning*" (p. 39 op. cit.). The extent to which meaning is learned and developed could be used as a guide to communicative language teaching. The teaching of communicative competence should be based on what Hymes (for example see Hymes: 1992: 52) himself called *resource grammar*, *discourse grammar* and *performance*.

*Resource grammar* refers to linguistic competence, and this shows the inclusion of what Palmer (1976: 30) noted as '*intra-linguistic relations*' of meaning or '*word to*

*word relations of meaning*'. Meanwhile, 'discourse grammar' deals with "the relationship between the linguistic elements, words, sentences and so forth", and *performance* is related to language use in "the non-linguistic world of experience" (Palmer: 1976: 30). Communicative competence is concerned with the study of all aspects of meaning.

EFL teachers need to recognise the many kinds of meaning identified by modern linguists. For example, Leech (1974, 1981: 9), Lyons (1981: 33) and linguists, such as Halliday and Hasan (1985: 18- 23) categorise meaning in different ways.

For instance, Leech (1974, 1981: 10- 26) noted seven types of meaning in three major groups of *conceptual*, *associative* and *thematic* meanings. 'Conceptual' meaning includes *logical*, *cognitive*, *denotative* meaning or the so-called *sense*. 'Associative' meaning consists of *connotative*, *social*, *affective*, *reflected* and *collocative* meanings. Meanwhile, Lyons (1981: 33 - 34) and Halliday and Hasan (1985: 18 - 23) have different categories of meaning. Lyons (1981: 33) has two general aspects of meaning, that is *descriptive* and *non-descriptive* meanings. 'Descriptive' meaning refers to Leech's *conceptual*, *associative* and *thematic* meanings. 'Non-descriptive' meaning deals with *attitudinal* and *emotive* meanings, and both belong to *affective* meaning which is, according to Leech, included in *associative* meaning.

Lyons' descriptive meaning also covers four of Halliday's seven categories of meaning, namely *experiential*, *interpersonal*, *logical* and *textual* meanings (for example, see Kress: 1976: 28- 29; or also see Simich-Dudgeon and Rivera: 1983: 109). In contrast,



Lyons' *non-descriptive* meanings deal with the *expressive* meaning (Leech's *affective* meaning), or what Lyons himself calls *attitudinal* and *emotive* meanings. The two major categories of meaning -- *descriptive* and *non-descriptive* -- must be considered in the development of communicative competence, especially in the principles of communicative approach as discussed before (see pages 51 and 53). We should bear in mind Halliday's observation that competence in descriptive or logical meaning develops later than other kinds of meaning.

Without observing all these various aspects of meaning, intercultural communication in the EFL classroom cannot be promoted. For example, EFL teachers in Indonesia might produce their teaching materials totally based on the conceptual meaning of the target language used in a particular situation. In this case, they might not teach a student that the meaning of "**excuse me**" is not only "**apologising**" (the conceptual meaning) but, could in some contexts be "**get out of my way**" or "**shut up**" (the associative or intended meaning). Consequently, if the student was later blocking an exit on the bus or making a noise in a meeting, s/he might misunderstand an English speaker saying "**excuse me**".

Therefore, the intercultural component of EFL teaching requires the understanding of both '*communicative*' and '*informative*' meanings (Lyons: 1977: 33). In relation to this, Lyons noted that '*communicative*' is only meaningful for the sender, not the receiver of a message. In contrast, '*informative*' indicates '*meaningful*' to the receiver, not the sender, and he believes that "*the sender's meaning involves the notion of intention and the receiver's meaning includes the notion of value, or significance*" (p. 33 op. cit.).

Thus, what EFL teachers think of as '*communicative*' might not be '*informative*' for their learners. For instance, Indonesian teachers of English in big cities, where contact with native speakers of the target language is possible, and teaching materials are both '*communicative*' and '*informative*', might find that these teaching materials are not '*informative*' for learners when they bring them to rural areas.

It should be noted that Hymes's concept of communicative competence primarily refers to the sender's competence to convey meaning rather than to the receiver's competence to interpret the signification of a message and see its meaning. So, the development of intercultural communication should do justice to both production and perception.

A further point was mentioned by Alexander (1969: 13). The communicative process includes the four distinguishable phases -- *intentional*, *content*, *significative*, and *interpreted* meanings. EFL learners in the process of communicative language teaching should certainly be able to go through all these phases of meaning.

The learners should know the significative meaning of the obtained message by matching its conceptual meaning with their own prior knowledge. As noted by Alexander himself, to interpret the message whether conveyed in 'sounds or written marks', a learner should firstly identify those "*sounds and written marks as symbols*" on which significative meaning is based (1969: 11 op. cit.). Of course, EFL learners must first understand the significative meaning of "*spoken sounds or written marks*" (Alexander: 1969: 2- 12) as symbols in getting content meanings or messages.

Communicative competence cannot be developed unless the interpretative abilities are also developed. For instance, an Indonesian EFL learner might be puzzled about when, where and how to use some expressions like "**no worries**", "**no way**", and "**good day**". This results from the fact that they might be unable to interpret the *significant* meanings of those expressions, which vary from one culture to another. If the learner cannot interpret the culturally different significant meaning of a symbol, it is impossible for him/her to be communicatively competent.

Hymes's concept of performance includes the acceptability of linguistic expressions within a particular social system. If certain linguistic expressions are meaningful and acceptable within a social system, this shows a success in social communication. One can consider such acceptability of a communicative event within the framework of Hymes's (1974: 56- 62) ethnography of speaking which distinguishes the following components: *Setting, Participants, Ends, Act sequence, Key, Instruments, Norms and Genres*.

A speaker needs to be aware of where (*Setting*), to whom (*Participants*) and for what purpose (*Ends*) s/he is speaking. S/he should also consider how to speak (*Act sequence*), in what manner (*Key*), in what variety (*Instruments*) and in what style of speech s/he should express his/her words (*Genres*).

In Munby's (1978) words: learners need to develop "*the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationship to other sentences*" (1978: 26).

Larsen-Freeman (1986: 124 - 128) presented some guidelines for applying the *communicative approach* and its principles which give a clear picture of what language teachers should do. Some of her principles are:

- Observations : 8. A student makes an error. The teacher and other students ignore it.  
 Principles : *Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.*
- Observations : 9. The teacher gives each group of students a strip story and a task to perform.  
 Principles : *One of the teacher's major responsibilities is to establish situations likely to promote communication" (Larsen-Freeman: 1986: 129)*

If there is a communication gap between teachers and their students, the teachers should be creative and tolerant in simplifying their words to make their students understand what they are saying. Larsen-Freeman (1986: 133) also described the role of the teacher in initiating communication in the classroom.

*"The teacher is the initiator of the activities, but he does not always himself interact with the students. Sometimes he is a co-communicator, but more often he establishes situations that prompt communication between and among the students"*  
 (Larsen-Freeman: 1986: 133)

Richards and Rodgers (1986: 166 - 167) argue *translation* should be tolerated to maintain the communication between the teachers and the students, whenever it is necessary. However translation should only be used sparingly in clarifying meaning, since the main goal is for students to use the target language in their group discussions.

Littlewood (1981: 85 - 95) and Canale (1983: 6 - 21) have described the steps of teaching *communicative competence* in terms of its components. These steps should be covered by non-native language teachers during their teaching activities in the classroom. In Littlewood's (1981: 85 - 95) steps for teaching communicative competence, EFL or non- native language teachers should firstly develop their students' linguistic competence and use it in quasi-communicative activities. Later, they may develop students' communicative competence by participation in real communication. Canale describes the components of competence as including "*grammatical, discourse, sociolinguistic and strategic competence*" (Canale: 1983: 6 - 25 ). The above-mentioned advocates of teaching communicative competence were concerned in particular with how EFL teachers create their own teaching strategies and make teaching materials 'communicative' for second language teachers.

Unfortunately, many EFL teachers tend not to realise how difficult it is to ensure that communicative competence is actually being taught in the EFL classroom. Brière (1980: 99) referring to the situation in the United States noted that *communicative competence* is difficult to quantify. Those who use the communicative approach should nevertheless observe the components of competence in order to ensure the quality of their methods.

### 3.4. Communicative Practice

Wilkins (1974: 38) noted that learners' effective learning might be greater if strategies for "*bridging the gap between the artificiality of the language class and the truly communicative use of the language*" are adopted. The expression "*bridging the gap*" suggests that what is learned inside the classroom is modelled on language use outside the classroom. Littlewood (1981: 85 - 95), Loveday (1982: 178) and Canale (1983: 6 - 21) have all made proposals about communicative practices.

First, communicative practice in the language classroom should promote learner-based activities, and the teacher should not be over-dominant. The teacher should find ways to motivate the learners to be more active in classroom discussions.

Second, teachers should be creative in their teaching strategies and in designing the authentic materials recommended by the advocates of the communicative approach. If teachers are not creative, the communicative practices in the classroom might not develop learners' communicative competence. For instance, the classroom interactions might not reflect communicative practices if teachers restrict themselves to the use of recommended books of grammar and structure and do not refer to the 'real' language extracted from authentic sources, such as newspapers or magazines.

Third, teachers should tolerate their learners' mistakes. Loveday (1982: 137, 178) believes that a lot of correction might create mental blocks, such as being shy and less confident. According to him, this would prevent non-native learners from developing

their own communicative potential. He suggests that non-native teachers should not interrupt and correct learners' mistakes during communicative interactions.

Fourth, translation is tolerated when it is necessary to maintain the flow of communication in the target language. However, the target language is still the priority of communicative language teaching, and this tolerance is not a rehabilitation of the grammar translation method. Translation is used only to bridge communication gaps, not as the goal of communicative practices. The danger of increasing rather than reducing dependency on native languages remains as long as the communicative approach tolerates translation into native languages when there is a gap in communication with EFL learners tending to learn about English rather than learning English itself.

Fifth, language teachers should develop their learners' '*resource grammar*' and '*discourse grammar*' by providing what Littlewood (1981: 85 - 95) regarded as '*quasi communicative*' practices. On this principle, language teachers provide two steps, that is, pre or quasi communicative activities and subsequent communicative activities.

Canale and Littlewood are primarily concerned with the method of communicative language teaching. They do not detail classroom techniques for developing intercultural communication with native speakers of the target language. They have not shown any specific models of communicative practices to be employed by EFL learners in using the target language.

However, other linguists have done this. Widdowson (1978: 64), for instance, described how EFL teachers can teach their learners how to convey meaning through a range of linguistic structures by the use of gestures and props. For example, he has described how to identify an object like a pen or a book or how to illustrate a more complex utterance through either '*reciprocal*' or '*non-reciprocal*' activities. Similarly, Larsen-Freeman (1986: 123- 138) has presented a case study on communicative language teaching by describing every activity done by a foreign language teacher and the students in the classroom.

Given the many theories and models and suggestions as to how to implement the communicative approach, there remains a big question in the minds of EFL teachers: **How do I apply these in my classroom?** Some EFL teachers succeed in making their students communicatively competent and active in the classroom. However, when such activities are restricted to the classroom, there is a danger that EFL students learn how to be communicatively competent by using the target language in their own cultural modalities of communication, not in those of the target language.

Applied linguists like Canale (1983: 6- 21) and Littlewood (1981: 85- 95) suggest that success in applying the communicative approach depends on how creative the EFL teachers are in designing authentic teaching materials. However, they do not show how to provide the acquisition environment enabling EFL learners to develop their own learning strategies. Littlewood, with his two categories of communicative activities, explains that after doing '*pre communicative activities*', EFL learners may engage in "*functional communication and social interaction activities*" (p. 85- 95 op. cit.).



This is more idealistic than practical since most EFL learners still believe that the teacher in the classroom is the only '*repository*' of ideas (Reddy: 1979: 310) for '*communication activities*'. If the teacher is absent, even though there may be a classroom task, such learners in the classroom tend to automatically stop their communication activities. This, of course, violates the concept that the communicative approach is a promoter of active student interaction.

Communicative practices vary from one group to another, from one institution to another, from one FL community to another, from one culture to another and so forth. The most important thing in foreign language teaching is how to develop '*communicational proficiency*' (see Harris: 1990: 135) despite the cultural differences. Thus, with English in Indonesia, the development of communicational English proficiency that does justice to the needs of the students and to the expectations of speakers of the target language is very important. The more the first language culture differs from that of the target language, the more difficulties there are likely to be in developing communicative competence.

French and Dutch, for example, are languages belonging to a similar European culture to English and share more cultural features with English than 'Bahasa Indonesia'. Even though English is learnt as a foreign language in both France and Holland, the level of the cultural and linguistic gaps is not as great as that in Indonesia.

It is clearly not possible to change the culture of the Indonesian way of life into the English one. Indonesian EFL learners need to share some aspects of English culture when communicating in English without leaving their own culture (also see **additive bilingualism** as discussed before).

Stern (1992b: 181 or see Allen and Harley: 1992: 181) remarked that if language learners want to be proficient in the second language, they should be able to make “*contact with native speakers*” which is “*an essential experience for a second language learner*”. Such contact with the members of the target language community can promote communication skills even though the members of the target language community are absent in the EFL classroom. His recommendation of making contact with native speakers of the target language is in line with a similar recommendation by Loveday (1982: 17).

Regarding Stern and Loveday's beliefs in the importance of contacts with the native language community, the matter of how to expose EFL learners to this community is a complex one. Modern media such as video and radio may be of help here, though they can only partially replace face to face contacts with native speakers.

### **3.5. Summary**

Non- communicative approaches do not promote the learners' creative independence and thus fail to meet their need to learn how to communicate in the target language. For this reason, EFL teachers have adopted teaching approaches which promote the

development of communicative competence. The development of communicative competence requires interpretative abilities, and the learners' participation in the classroom heavily reflects on their interpretative abilities.

As regards communicative practice (4) in EFL classrooms, creative techniques of developing '*communicational proficiency*' are indeed of great importance, but they depend on a number of learning aspects. The learning aspects include cognitive styles of learning, such as regarding the teacher as the only '*repository*' of information, the students' learning need, different cultural backgrounds and lack of the target language exposures in informal settings.

Communicative practice requires a compromising tenet of these learning aspects whether the learners' cognitive styles really support communicative activities in the classroom. EFL students may rely much on their teacher's instructions, and they may not leave their culture although they share some aspects of English culture. Thus, EFL learners' dependency on their teacher and their culture are inevitable, and this cannot be simply alleviated by just relying on proposed theories and models of how to implement the communicative approach.

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(4) For further discussion of a related point, read Ellis, R (1992: 101- 120)

### **Part Three**

## **THE METHOD OF INVESTIGATION**

## CHAPTER IV

### **THE DESIGN OF THE COMMUNICATIVE COMPETENCE STUDY IN TEACHER TRAINING PROGRAM AT THE UNIVERSITY OF JEMBER**

Since the curriculum of the EFL program in the Faculty of Education has been designed to support the development of communicative competence, the major concern of the institution is to develop the EFL teacher trainees' communicative competence in using the English language. As we have seen in chapter 1 (Introduction), this means that they should be able to convey and negotiate meanings in writing and speaking in teaching and learning activities.

In view of the fact that teaching EFL requires communicatively-competent teachers, and that the EFL teacher trainees are trained to meet such a requirement, this study of communicative competence in the University of Jember is conducted to survey teacher trainees' actual communicative competence. The study also covers the socio-psychological factors influencing their attitudes to such competence.

In addition, the question of cultural rules underlying the communicative competence developed at secondary schools should be recognised by the EFL teacher trainees. The problems and objectives identified in the introduction to this thesis are designed to lead to an answer to the question, whether the existing teacher training program of English really promotes the development of communicative competence.

To answer this question requires empirical data on English language communicative competence in the institution. The empirical study is based on the experiences of EFL teaching and learning activities including the socio-psychological factors affecting such experiences. This means that this research is carried out by observing a large number of aspects of the CLT (Communicative Language Teaching) developed in the faculty of education and of the socio-psychological factors experienced by the EFL teacher trainees.

Before arriving at the discussion of the purpose of research, I have summed up Chapter III focusing on communicative practice in developing EFL learners' communicative competence (see pages 71- 72). This chapter is concerned with a number of teaching methods: their strengths and weaknesses in EFL contexts and theoretical underpinnings of the communicative approach and intercultural communication. To observe the nature of Indonesian teacher trainees' communicative competence in EFL contexts, I should clarify the research design.

#### **4.1. The Purpose of Research**

The purpose of this research is to describe and *synthesise* a large number of aspects of CLT which influence the EFL teacher trainees' communicative competence in academic writing and in their teaching and learning strategies. To this purpose, I have employed a *synthetic* approach for obtaining the research data (Seliger and Shohamy: 1989: 26- 29) and used an ethnographic approach for observing the teacher trainees' intercultural communicative competence in using the target language (also see Byram and Essarte- Sarries: 1991: 10, 13).

The research also uses the *heuristic* approach of achieving its objectives. The objectives of such an approach are *to generate some hypotheses* relating to the existing development of communicative competence in the English program. The generated hypotheses are based on the following aspects of the objectives:

- a. the way the EFL teacher trainees convey meanings in academic writing,
- b. the features of teaching and learning strategies used by the EFL teacher trainees to develop communicative competence in academic writing and classroom activities,
- c. the socio-psychological factors that influence the performance of the EFL teacher trainees.

#### 4.2. **Research Location and Informants**

The research has been conducted within the English program, Arts and Language Department, the Faculty of Teacher Training and Education, The University of Jember. The research informants are mainly the EFL teacher trainees. For management reasons, i.e time allocation (for example see Byram and Essarte- Sarries: 1991: 25), 50 informants from different year levels have been selected as follows;

- 40 informants of 1989/1991; 20 females and 20 males
- 10 informants of 1992/1993; 5 females and 5 males

However, the number of informants for some research instruments vary as can be seen in figure 4.0 (see page 77).

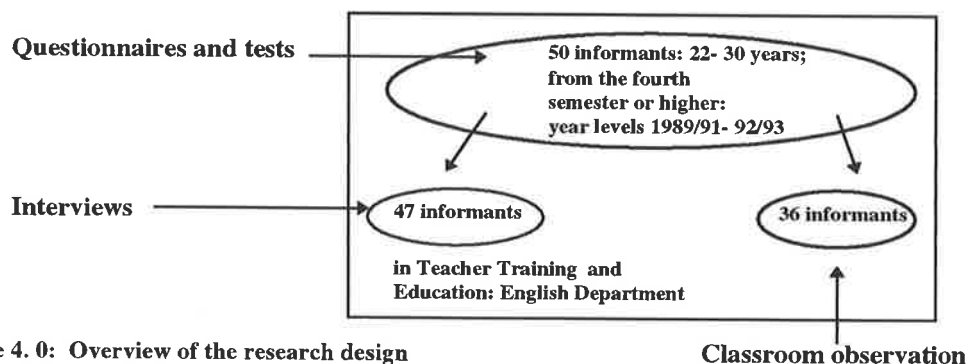


Figure 4. 0: Overview of the research design

The various numbers of informants in the above figure are based on the information about fieldwork procedures of data collections (see pages 92, 95, 99 and 100).

#### 4.3. Research Method

The research method is based on the qualitative design of analysing data on the teacher trainees' English language communicative competence. On this point, I do not use the quantitative design of analysis because this study is not concerned with the testing of a new teaching method by for example comparing two classes with different treatments (also see **Scope and Limitation on page 6**). Besides, this study does not deal with experiments supporting hypotheses. Rather, it generates hypotheses, and I have used the ethnographic construct of SPEAKING to analyse the data on the teacher trainees' performance in using English (also see **page 87**). The data are mainly the teacher trainees' academic writing and their speech acts in teaching and learning strategies.

#### 4.4. Research Instruments

Research instruments for collecting the data of the teacher trainees' communicative competence and of the socio-psychological factors associated with their use of English are as follows:



1. **documentary studies**, such as existing courses, syllabuses and theses produced by students, to show the results of communicative language teaching in the EFL teacher training program in The University of Jember,
2. **interviews** have been used for getting the data about assessments of the teacher trainees' in the existing language teaching and learning activities,
3. **questionnaires** have been used for collecting the data dealing with the socio-psychological assessment of the teacher trainees regarding their academic writing and their learning strategies,
4. **tests of communicative competence** have been used for collecting the data regarding the EFL teacher trainees' intercultural communicative competence in using English in their teaching and learning activities,
5. **classroom observation** has been used for collecting the data regarding the actual performance of the EFL teacher trainees when using the target language inside or outside the classroom. The classroom observation has been used to provide support for the above instruments.

For further detail of using the above research instruments, I have designed some points of reference for academic writing and interviews and described the aims of measurement for questionnaires and test items (see pages 79- 92).

#### 4. 4. 1. Documentary studies

**Documentary studies** have been used for *identifying* the existing academic policies that might influence the EFL teacher trainees' motivation and attitudes in developing their communicative competence. Besides, the documentary studies are also used for *analysing their grammatical and discourse competence* in academic writing (Paulston: 1987: 63).

The two documents analysed are syllabuses and the teacher trainees' written work, eg. theses, essays or discussion papers. Points to be covered in the syllabuses are instructional objectives, task designs, evaluation and other relevant factors.

**Thesis extracts and essays have been analysed with reference to the following points:**

- the structure of academic writing: this has been assessed with reference to the existing academic writing system accepted in the institution,
- the purpose of writing: this has been used in assessing how far meaning is conveyed in the teacher trainees' academic writing,
- sentence construction: this point deals with grammatical competence,
- paragraph organisation: this refers to the discourse competence, logical meaning and theme and rheme relationships used in creating coherence and cohesion,
- any other relevant points in a document of this nature.

#### 4. 4. 2. Interviews

*Interviews* are used for investigating the informal data regarding some non linguistic factors influencing the EFL teacher trainees' communicative competence. Points having been covered are socio-psychological factors affecting the EFL teacher trainees' performance in developing their communicative competence. The socio-psychological factors are as follows:

- *Social Factors:*

The EFL teacher trainees have been requested to answer some questions regarding their beliefs about others' attitudes towards English use. For example, they might describe the attitudes of fellow learners, lecturers or teachers and the attitudes of those who are concerned with learning English as a foreign language.

They are also requested to give some comments about the existing academic policy such as thesis writing requirements or learning facilities, such as the language laboratory, or library.

- *Psychological Factors:*

1. *Group specific attitudes* (Ellis: 1985: 118) EFL teacher trainees have been requested to give some oral comments or answer some oral questions regarding their beliefs about English native speakers; about their availability, roles, dialects, life styles and so forth.

2. *The attitude towards learning the language concerned* (Ellis: 1985: 118) The EFL teacher trainees have been requested to comment or answer some oral questions dealing with their beliefs about learning English inside and outside the classroom. For example, they might describe the advantages and disadvantages of English learning in both these contexts.
  
3. *The attitude towards languages and language learning in general* (Ellis: 1985: 118). The EFL teacher trainees have been requested to comment or answer some oral questions dealing with their beliefs about their languages and learning foreign languages in general.
  
4. *Motivation*: EFL teacher trainees have been requested to give some oral comments or answer some oral questions dealing with their interests in learning English. For instance, they might describe their learning goals, their likes and dislikes in a particular learning situation and some other relevant points.

Regarding a large number of aspects of CLT, I have used classroom observation (see pages 92 - 93) to get the authentic data of speech acts reflecting intercultural communicative competence which also involves a written test of communicative competence. I have also used questionnaires as follows;

#### **4. 4. 3. Questionnaires**

The questionnaire has been aimed at observing the factors influencing the EFL teacher trainees' communicative competence in academic writing and their teaching and learning

strategies. It is divided into two parts; the first deals with the receptive skills, and the latter covers the productive skills.

In the receptive skills, there are four items of the questionnaire which measure the socio-psychological factors influencing the teacher trainees' communicative competence in listening skills (four items) and four items for reading skills. The eight items are numbered from 1 to 8.

**The questionnaire items for listening skill**, that is, from 1 to 4, are as follows.

- **questionnaire item 1** is intended to measure the EFL teacher trainees' *expected outcome* of a listening practice. This measurement relates to *ends*, one of the components of the Ethnography of Communication developed by Hymes (1974: 56- 62).

- **questionnaire item 2** is intended to measure the teacher trainees' *expectation* towards the language users of the target language as also identified by Stern in response to Gardner and Lambert's findings on attitude (cited in Ellis: 1985: 118). This measurement of the trainees' *expectation* deals with *message content or form (act sequence)* or the manner of speaking act (*key*) in Hymes's concept of Ethnography of Communication.

- **questionnaire item 3** is intended to measure the EFL teacher trainees' strategies of negotiating meaning or of communication in teaching activities. This measurement of

the trainees' communication strategies deals with *instrumentalities* in Hymes' concept of Ethnography of Communication.

- **questionnaire item 4** is intended to measure the trainees' attitudes towards language learners' manner of speaking act (*key*). This measurement also deals with '*social attitude*' or '*social belief*' about others' manner of speaking acts (Ellis: 1985: 117).

**The questionnaire items for reading skill**, that is, from 5 to 8 have been designed as follows.

- **questionnaire item 5** is intended to measure the trainees' *motivation or global orientation* in reading English texts. This measurement of the trainees' motivation in reading skill also deals with *ends* (Hymes: 1974: 56- 62).

- **questionnaire item 6** is intended to assess the trainees' difficulties in reading texts written by native speakers. This measurement of the trainees' attitudes towards native speakers' style of writing refers to *instrumentalities* and *genres* (Hymes: 1974: 56- 62).

- **questionnaire item 7** is intended to measure the trainees' communication strategies in understanding the given text or *task motivation* in the sense of Brown's concept (for example see Ellis: 1985: 117). This measurement of the trainees' communication strategies deals with *instrumentalities* (Hymes: 1974: 56- 62).

- **questionnaire item 8** is intended to measure the trainees' attitudes towards the writer of a reading text. This measurement of the trainees' attitudes deals with *key* and *instrumentalities* (Hymes: 1974: 56- 62).

In the productive skills, there are twelve questionnaire items. The twelve questionnaire items are numbered, that is, from 9 to 20. Six questionnaire items - 9 to 14 - are used for measuring the socio-psychological factors influencing the EFL teacher trainees' speaking skill. The other six items -15 to 20- measure the socio-psychological factors influencing their communicative competence in the writing skill.

**The six questionnaire items for speaking skill -9 to 14 - have been designed as follows.**

- **the questionnaire item 9** is intended to measure the EFL teacher trainees' global orientation in English conversations. This measurement of the trainees' motivation in speaking skill deals with *ends* (Hymes: 1974: 56- 62).
- **the questionnaire item 10** is intended to measure the EFL teacher trainees' initiatives and opportunities to use English with native speakers. This measurement of the trainees' communicative styles refers to *participants* and *situations* (Hymes: 1974: 56- 62).
- **the questionnaire item 11** is intended to measure the EFL teacher trainees' attitudes towards their own performance with the members of the target language in the

speaking skill. This measurement of the trainees' attitudes in speaking deals with *participants* and *instrumentalities* (Hymes: 1974: 56- 62).

- **the questionnaire item 12** is intended to measure the EFL teacher trainees' cognitive styles in communication. This measurement refers to *norms of interaction* (Hymes: 1974: 56- 62).
  
- **the questionnaire item 13** is intended to measure the EFL teacher trainees' attitudes towards their own mistakes in speaking English. This measurement of the trainees' language learning in speaking deals with *ends* (Hymes: 1974: 56- 62).
  
- **the questionnaire item 14** is intended to measure the EFL teacher trainees' attitudes towards their students' use of English in the classroom. This measurement of the trainees' attitudes deals with *instrumentalities* (Hymes: 1974: 56- 62).

**The six questionnaire items for writing skill** - 15 to 20 -have been designed as follows;

- **the questionnaire item 15** is intended to measure the EFL teacher trainees' motivation in academic writing. This measurement of the trainees' motivation refers to *instrumentalities* (Hymes: 1974: 56- 62).
  
- **the questionnaire item 16** is intended to measure the EFL teacher trainees' attitudes towards academic writing. This measurement of the trainees' attitudes also deals with *instrumentalities* (Hymes: 1974: 56- 62).



- **the questionnaire item 17** is intended to measure the EFL teacher trainees' attitudes towards academic policy in academic writing. This measurement of the trainees' attitudes refers to *situation* and *norms* (Hymes: 1974: 56- 62).
  
- **the questionnaire item 18** is intended to measure the EFL teacher trainees' attitudes towards others' ideas in academic writing. This measurement of the trainees' attitudes deals with understanding others' *ends* and *norms* (Hymes: 1974: 56- 62).
  
- **the questionnaire item 19** is intended to measure the EFL teacher trainees' cognitive styles in discussing the ideas conveyed in the academic writing. This measurement of the trainees' cognitive styles refers to *norms* and *instrumentalities* (Hymes: 1974: 56- 62).
  
- **the questionnaire item 20** is intended to measure the EFL teacher trainees' attitudes towards intellectual property in academic writing. This measurement of the trainees' attitudes deals with *instrumentalities* (Hymes: 1974: 56- 62).

#### **4. 4. 4. Test of Communicative Competence**

The test of communicative competence has been used for assessing the EFL teacher trainees' communicative competence. This test measures the intercultural use of English in real conversations or what Paulston (1987: 63) noted as *intercultural communication*. It reveals to what extent the trainees have adopted “*the same set of conventions for communicative competence*” (Paulston: 1987: 63).

I have used this test of communicative competence as a supplementary instrument for attaining the teacher trainees' conscious execution of their knowledge about using the target language. In this way, the test can describe the culture-based reasons why EFL teacher trainees' subconscious production of speech acts in classroom observation reflects interference when negotiating their meanings. This can be achieved by identifying the speech acts of the test items based on Hymes' ethnographic construct of SPEAKING (see Literature Review page 64).

I have used ethnographic analysis for the results of test of communicative competence because '*maturational changes*' (Nunan: 1992: 63) are unlikely to happen to the research informants since they seldom communicate interculturally with native speakers of the target language in the University of Jember.

In order to provide a clear background, I apply a picture on top of most test items so that the teacher trainees may understand the context of conversations (see Appendix Four on page 263). Some test items do not have any pictures because they contain speech acts which only deal with social norms, and they can be used in any context of social meetings: for example, interlocutors always say '**excuse me**' after sneezing. The use of pictures is to reduce the teacher trainees' misunderstanding in answering the whole test items, and thus the gap of intercultural communication as discussed in the literature review (see pages 56, 62 and 64) could also be inferred in the analysis of test results.

The test of communicative competence consists of questions relating to intercultural use of English based on the various aspects of speech events and provides some alternative English expressions which are mostly based on the EFL teacher trainees' cultural values. The trainees in such a test are expected to find the alternatives which are appropriate in English language cultures.

There are 25 items in the test of communicative competence. Each item measures a different speech act. More precisely, the test items are designed as follows.

- **the test item 1** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *introducing oneself*.
  
- **the test item 2** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *greeting*.
  
- **the test item 3** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *offering help*.
  
- **the test item 4** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *eliciting information*.

- **the test item 5** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *asking for information (eliciting information)*.
- **the test item 6** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *refusing an offer*.
- **the test item 7** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *asking to be excused*.
- **the test item 8** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *showing sympathy*.
- **the test item 9** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *apologising*.
- **the test item 10** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *responding to a compliment*.
- **the test item 11** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of seeking or giving *clarification*.

- **the test item 12** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *responding to another's offer*.
  
- **the test item 13** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *asking for directions*.
  
- **the test item 14** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *making a request*.
  
- **the test item 15** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *initiating a conversation on the train, buses and the like*.
  
- **the test item 16** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *asking for clarification*.
  
- **the test item 17** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *apologising*.

- **the test item 18** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *responding to others saying goodbye*.
  
- **the test item 19** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *making a polite request*.
  
- **the test item 20** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *showing sympathy*.
  
- **the test item 21** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *sharing feelings about another's condition*.
  
- **the test item 22** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *responding to an apology*.
  
- **the test item 23** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *informing*.

- **the test item 24** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *a polite conversation opening*.
- **the test item 25** is intended to measure the EFL teacher trainees' communicative competence in the intercultural use of English in the speech act of *asking for permission*.

#### **4. 4. 5. Classroom Observation**

As briefly stated in the previous discussion (**see pages 56 - 60**), classroom observation is used for measuring the actual performance of the teacher trainees' intercultural communicative competence in conveying and negotiating meaning in their teaching and learning activities. The measurement of the trainees' intercultural communicative competence in such a classroom observation is expected to validate the data taken from the formal test of intercultural communicative competence. The following are the procedures for conducting and analysing classroom observation.

- 36 teacher trainees are divided into 3 groups of 12 and given different topics to elicit oral discussion.
- the teacher trainees' utterances during the discussion are recorded for about 5 minutes for each group.
- the discussion is identified according to the components of Hymes's ethnography of communication (**see page 206**).

- the recorded utterances are then analysed in accordance with Hymes's sectors of communicative competence- *possibility, feasibility, appropriateness* and *acceptability (actually performed)*.

#### **4. 4. 6. Summary**

As previously described in the design of the communicative competence study, the research thus uses a synthetic approach for obtaining the research data (see page 75). This requires classroom observation tasks to get the global aspects of actual activities of using the target language in the classroom. Classroom observation tasks show the teacher trainees' speech acts in using their English, that is their communicative skills in actual communication. In addition, the test of communicative competence has been used to identify the teacher trainees' cognitive styles and appropriateness of speech acts in using the target language. This refers to their prior knowledge of using the target language in actual communication.

The non-classroom activities, such as documentary observation, are also important to survey the teacher trainees' communicative competence in writing theses and essays. By observing theses and essays, the teacher trainees' discourse competence can be described. Questionnaires and interviews are of great significance for attaining the socio-psychological data on the development of English language communicative competence.



## CHAPTER V

### FIELDWORK PROCEDURES OF DATA COLLECTION

Fieldwork activities were commenced on 9 December 1994 and ended on 9 April 1995 with a second brief period December 1995. They were held at the 'Fakultas Keguruan dan Ilmu Pendidikan' (FKIP), the University of Jember, Indonesia with the permission of the Dean of FKIP and his staff (see **Appendix Five on page 274**).

Regarding the documentary observation, there were two sorts of documents used as research data; i) extracts from teacher trainees' theses and ii) an extract from teaching journals. Before examining the documents, the head of Arts and Language Department, FKIP, the University of Jember, was informed of the purpose of documentary observation in the research. This documentary observation was conducted during vacations, when the informants had a break for exams or holidays in January and February 1995.

During the fieldwork program, the vast majority of written instruments, such as the questionnaire and tests, were completed, though some were completed later by informants. Meanwhile, all oral instruments - interview and classroom observation - were applied before and after the informants' examination break in January 1995.

### 5.1. Procedures of Data Collection

The fieldwork for collecting the research data from December 1994 to April 1995 involved the following procedures;

First, the teacher trainees were selected, based on the following criteria;

1. Age cohort : 22- 30 years (**also see Figure 4.0 on page 77**)
2. Course levels: the fourth semester or higher, especially those who join speaking and academic writing classes
3. Not part-time students, such as tourist guides studying English
4. From non- English speaking families
5. Have never been overseas for a few months, such as joining the international program of youth exchange etc.

Second, the informants were informed of the purpose of the research and introduced to the questionnaire and tests. Working on this procedure, I have employed the following ethics:

- they were informed that their replies to the questionnaire and tests would be kept confidential.
- they were given an opportunity to ask if they were worried about the questionnaire and tests, especially when they wondered if the questionnaire and tests might affect their study, such as getting bad scores.

- they got assurance that the research would not affect their study from their trainer who gave me a chance to give them the questionnaire and tests.

Third, the informants were orally informed as to how to work on the questionnaire and tests and given further clarifications in accordance with their questions. For this procedure, the ethics include;

1. giving an example for completing questionnaires especially based on the informants' questions. For instance, one of the informants asked me "*What is meant by something very important in understanding the content of a reading text?*" (**Questionnaire item 8**).
2. using understandable words and terms when clarifying or answering the informants' questions. For example, when answering the above question, I said "*You see, there are various factors to consider when trying to understand a reading text. You might consider the main idea and language of a text, or you might think of prior knowledge or schema and of reading techniques, such as skimming and scanning. So, which reading factors do you think very important?*". The informants understood the terms, such as 'prior knowledge' or 'schema', 'reading techniques', 'skimming' and 'scanning', and they did not ask any further questions.

Fourth, the informants were also informed how much time they had to complete the test of communicative competence. The ethics include allowing the informants to take the questionnaires and essay writing test copies and complete them at home. On this point, I did not experience any difficulties in getting back my copies of the questionnaire and tests because the informants were quite cooperative and responsive to the research.

In addition, on completing the questionnaire and tests, they were requested to complete another test, the essay writing test. The ethics include the fact that I did not insist the informants finish the test when they were tired. I just made an appointment with them when they could do the test. Before starting to write their essays, the informants (the teacher trainees) were given a statement and one question relating to the statement on which their written discussions were to be based. Time for the writing test was adapted to the informants' requests, and they spent a hundred minutes with a few minutes extension.

Fifth, when the informants were about to finish the questionnaire and tests, they were invited to come to the campus of FKIP, the University of Jember, for interviews. They were free to decide to come on a date and time which did not interfere with other programs.

In the interview, most informants were quite enthusiastic to answer all the possible questions dealing with their socio- psychological factors and learning strategies. Some asked if they had to answer all the questions; I informed them that they were expected to answer my questions as far as they could.

Two informants refused to come for interviews because they were worried about being unable to answer the questions about their own learning strategies. In this case, they asked one of their friends (one of the interviewees) to inform me that they would not come. In some cases, it seems that they refused to come because they were not used to being interviewed. To cope with this problem, I employed the following interview ethics:

1. I did not insist on the participation of reluctant informants and selected other students of the same level to participate in the interviews.
2. Before being interviewed, the informants were asked whether they felt comfortable with the procedures.
3. They were asked whether the place was quite comfortable for an interview and if they did not mind being recorded.
4. They were asked to suggest another place for the interview if they did not like the place.

In this way, I could manage to use my cassette recorder and get as many data as I wanted. For each of the informants who failed to come, other teacher trainees of the same level were invited to participate in completing the questionnaire and tests, and they would be interviewed as soon as they finished doing the questionnaire and tests. To recruit further informants, I cooperated with colleagues who had teacher trainees in their courses and I also went to the campus regularly to ask teacher trainees if they would like to participate in the research. After being interviewed, the informants were

sometimes asked if they could invite their friends to participate in the research. In this way, I managed to recruit additional informants.

If they felt reluctant to be interviewed immediately after the test because they felt tired, they were requested to decide when they were able to come, and I made every effort to comply with the date and time as appointed by the informants.

The number of informants (36) in the classroom observation was less than the targeted number (50). This results from the timetable of the English Program of the FKIP. I had only 100 minutes to see the targeted informants for the questionnaires and tests in the classroom because the following week they had a semester break for the end of December 1994 and the first week of January 1995. Moreover, some students were to join different courses after the break. For this reason, I took a different class consisting of most but not all of the targeted informants for classroom observation. The informants were divided into three groups of twelve. Each group had to discuss what play they thought suitable for their drama activities.

Before discussing what play they had to choose, the three groups were informed that their talks would be taped for research. One of informants asked about the purpose of research and its influence on their studies. Being informed that the purpose of the research was to observe the development of communicative competence and that it would not affect their results, they did not mind being taped.

In addition, during the observation, the informants were asked to communicate in English. They were, however, given permission to use their own languages if they had difficulties in communicating in English. However, they declined at first to speak their own languages and tried to use English during the observation. I formally stopped recording the informants' talk in one group and recorded another group before they finished discussing their topics about drama. Then, I informally continued recording them again, and I found that most of the groups did in fact employ Bahasa Indonesia or their first languages in addition to using the target language. The recordings of classroom observation thus contain data in languages other than English.

## **5.2. Fieldwork Constraints**

Research fieldwork experienced the following constraints in:

1. Time allocation for informants. For example, the informants who completed the questionnaire and tests subsequently had one week's break and about four weeks for exams in January 1995. Consequently, when it was time to take their course programs after the semester break, these informants did not have the opportunity of coming for interviews. However, I could manage to interview them though their opportunities for appointments varied.
2. Contact with the informants. For instance, after the semester break, some informants were outside the campus joining the program of teaching practice at secondary schools, and therefore could not come to see me for interviews. For this reason, I have only got 47 interviewees as can be seen in figure 4.0 (see page 77).

Despite the constraints, I believe that the data obtained in the field were sufficient to constitute a valid observation in December 1994 - April 1995 and its follow up in December 1995, although the number of informants is different from that expected in the research design.

### **5.3. Summary**

Procedures of collecting data are conducted under flexible allocation of time for fieldwork. However, several constraints still affect the process of collecting the research data and the selection of informants although I have finally got the research data in both oral and written forms. Given this, I shall now deal with the empirical studies of the teacher trainees' communicative competence in Part Four, including the analysis of EFL teacher trainees' communicative competence in Chapter VI (see page 103).



**Part Four**

**Empirical Studies of EFL Teacher Trainees'  
Communicative Competence**

## CHAPTER VI

### THE ANALYSIS OF EFL TEACHER TRAINEES' COMMUNICATIVE COMPETENCE

**All the data - documentary studies, interviews, questionnaires, tests and classroom observation - are analysed in a qualitative way. I have used:**

- parameters and rating scales for identifying cohesion and coherence in academic writing;
- coding systems for categorising questionnaire results.
- the ethnography of communication framework to analyse the informants' speech acts in the test of communicative competence, interviews, classroom observation data, and for designing the questionnaire items.

#### **6. 1. Documentary Data**

The collected documentary data consist of extracts of the teacher trainees' thesis writing, teacher training courses and teaching journals although I did not manage to obtain any syllabuses during my fieldwork. The procedures for analysing the documentary data are discussed in the following sections.

### 6. 1. 1. The Language and Content of Teacher Training Courses

As regards the data from teacher training courses and teaching journals, some points from the above documents are highlighted to show their significance in surveying the informants' (teacher trainees') communicative competence. The highlighted points are as follows;

- a. The teacher training courses in the FKIP are expected to develop the teacher trainees' (informants') communicative competence in using English and their ability to teach, communicate and test the target language to EFL students at secondary schools.
  
- b. To achieve these goals, most of the offered courses in the teacher training program deal with the development of English skills such as, *Speaking, Listening, Reading* and *Writing*. Some skill-based courses concentrate on such aspects as *Vocabulary, Pronunciation, Structure* and *Drama*. Yet other courses focus on knowledge of linguistics and English literature, for instance, *Introduction to Linguistics, Introduction to Literature*, and *Prose and Poetry*. Some others deal with language-teaching skills, such as, *Teaching and Learning Strategies, Testing and Evaluation* and *Curriculum*. From 1984 to 1994, the above courses were offered without being supplemented by courses promoting an understanding of the development of communicative competence (see **Appendix Six on page 275**). However, the courses, *Sociolinguistics, Psycholinguistics* and *Semantics*, i.e. courses promoting the understanding of language use and acquisition, were offered for the first time in 1994/95. In other words, the teacher training courses (1984-

1994) were only concerned with training the teacher trainees in how to teach and test English and not with developing teachers' own communicative competence.

- c. As regards teacher training documents, the teacher trainers make teaching journals consisting of dates, topics, references, sessions, number of students, and signatures of both the students and teachers. The teaching journals I used as my documentary data show that the teacher trainers use such journals for knowing to what extent they teach their course materials to their trainees, and how often their trainees attend their classes.

**The content of the teacher training courses as observed during the fieldwork was as follows;**

**The teacher training courses** were mostly conducted inside the classroom and language laboratory, and students in the weekly session of a course were allocated 100 minutes to finish their tasks. If the students in skill-oriented courses, such as, *Speaking, Reading, Drama* needed to hold a discussion or tutorial meeting during lecture time, the trainers had to finish both the discussion and lecturing in the same period of time (100 minutes). Teacher training courses thus do not offer, say, a hundred minutes for lecturing and another hundred minutes for a discussion or tutorial meeting.

The teacher trainees were given a number of tasks relating to their courses. For instance, they had to write a discussion paper in groups for Seminar courses, an essay in Essay writing courses or business letters in the course of English for Business. In Listening courses, the teacher trainees were required to listen to taped speeches or

conversations between native speakers. They were also asked to retell the class the messages they had got in the language laboratory.

In Curriculum courses, the teacher trainees were given some models of the curriculum currently used at secondary schools. They also had to do tasks, such as designing a syllabus for students at secondary schools (see **Appendix Six on page 275**).

There was a fieldwork program for teaching practice in which teacher trainees had to participate, otherwise they were not entitled to take the pre-thesis program. During the fieldwork program, they had to learn not only to teach English, but also how to cope with problems experienced by their students in learning the target language.

In the pre-thesis program, the teacher trainees were given a chance to write and present their topics in a seminar before they wrote their theses. They were also given a chance to defend their ideas and arguments before a team of examiners. If they passed the pre-thesis examination, they would be permitted to carry out research and continue writing their theses. Once they finished writing their theses, they had to defend their research findings before a team of examiners. They had to write their theses and defend their findings in English.

**However, most of the tasks in teacher training courses experience practical constraints in promoting the development of communicative competence because of the following reasons;**

Firstly, the teacher training courses were conducted in the relatively limited time of 100 minutes per week for lecturing, asking and answering questions, discussions and so forth. For example, if the trainers intended to give lecturing sessions four times a month, they would lose the chance to provide a discussion session because they had already taken all 4x 100 minutes for lecturing. If they lost the chance to discuss communicative activities in Drama, Speaking, Listening, Reading and Writing courses, the development of teacher trainees' communicative competence would not be effective. Since formal education provides the only opportunity for most EFL teacher trainees at the University of Jember to develop their English language communicative competence, there is insufficient time to provide activities designed to promote this.

Secondly, the classroom discussions which promote the development of communicative competence were mostly focused on the speaking ability, not on negotiating meaning in the target language. For instance, in speaking practice, the teacher trainees might be given a topic. Then, they would think about how to say rather than what to say and how to respond to others' ideas relating to the given topic.

Thirdly, the classes in the teacher training courses were relatively big (at circa 60 teacher trainees for each class). This is not effective for oral skill-based courses which are mostly conducted inside ordinary classrooms with fixed seats. This makes it difficult for the teacher trainees to conduct group discussions and affects their ability to develop communicative competence. Besides, the number of teacher trainees with the ratio of about 1: 60 or more is far in excess of the recommended teacher- student ratio of 1: 20 or 1: 30 (personal interview with Indonesian language teachers).

### **6. 1. 2. The teacher trainees' theses**

This section deals with one of the teacher training documents, that is teacher trainees' theses. As noted in the previous discussion, the teacher trainees' theses are written in English. Their theses are expected to be intelligible to native speakers of English. Besides, they have to be presented and examined in the pre-thesis examination before they are taken into the final examination. During the examination, these theses have to be defended orally in English.

The content of the teacher trainees' theses is based on research findings conducted at secondary schools. The research data for their theses are analysed quantitatively by using statistical methods, such as the T test or tests for Correlation, and Regression. Qualitative methods of analysing research data, such as the ethnography of communication, are not applied by the teacher trainees.

Most of the theses are concerned with findings as to how and to what extent the students of secondary schools have a command of English in the four 'major' skills - Listening, Speaking, Reading and Writing. For instance, some theses might deal with the comparative study of students' abilities in Reading by using T test analysis, whilst some others might observe the correlation between two or more language skills.

In writing their theses, the teacher trainees are required to describe the background, purposes, limitations and problems of their studies. They are also asked to include literature reviews, research methodology, the analysis of their research data, a

conclusion, bibliography and some appendices (if necessary). **Further analysis of thesis extracts can be seen on pages 114 - 117.**

### **6. 1. 3. The teacher trainees' essays**

Teacher trainees are given a semester-long essay writing course together with extra guidance in some cases. Some of them previously have written some essays on various topics as suggested by their teacher trainers.

In the essay writing course, the teacher trainees are requested to discuss a certain topic in groups in the classroom before they start to write their essays. Sometimes, they are asked to write down their ideas relating to the given topic before they present their arguments. They are also given some assignments and required to write some essays under test conditions.

The information relating to academic writing is taken from the results of the essay writing test given exclusively to the research informants. Before analysing the informants' essays, I shall show how the procedure for presenting the essay task is introduced.

Firstly, after completing the questionnaire, the informants were informed that they had to write their essays and asked whether or not they were ready for the test.

Secondly, the informants were given a topic - '*Spoken language is essential for communication*'. Then they were asked whether or not they were familiar with the



given topic; to make sure, I asked them to discuss what was meant by spoken language and communication.

Thirdly, if they understood the given topic, they were given a question - '*To what extent would you agree with the statement ?*'. Again, I asked them whether or not they understood the purpose of the question.

Fourthly, if they understood the question, they were instructed to write their essays in not less than two paragraphs of approximately fifty words each. I asked them to write as much as they could in the time allotted, although, if they could not manage to finish the task, they were allowed to take their work home and required to submit during the following days (see also chapter IV). **Further analysis of the informants' essays can be seen on page 120.**

Before analysing the oral data from classroom observation and interviews and other supporting data from questionnaires and tests, I shall deal with the analysis of academic writing.

#### **6. 1. 4. The Analysis of Academic Writing**

The analysis of academic writing has been based on the following components of ethnography of communication:

- |                  |   |  |
|------------------|---|--|
| Setting          | : | EFL contexts; teacher training and education at the University of Jember, Indonesia. |
| Participants     | : | the writers of thesis extracts and 50 (fifty) teacher trainees of 1989- 1993         |
| Ends or outcomes | : | to write an essay or thesis.   |

- Act sequences : Message form and content;
- a. thesis extracts on the introduction of *Error correction in writing ability*; and *Male and female differences in reading ability*.
  - b. the discussion of the essay topic, "Spoken language in communication" containing ideas, arguments and evidence.

Key : Serious and formal.

Instrumentalities : Grammatically correct written English.

Norms : **The thesis and essay should follow the following criteria;**

a. **Cohesion** is

*"a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. This other element is also to be found in the text; but its location in the text is in no way determined by the grammatical structure"* (Halliday and Hasan: 1976: 8).

b. **Coherent paragraphs** of academic writing in English should be based on the principle that *"The normal organisation of sentences (and texts) in English is that topic (shared information) precedes comment (new information)"* (Canale: 1983: 10).

The essay should also follow the points suggested by Marshall and Rowland (1981, 1993);

- *"After the introduction, your theme, thesis, argument should be developed clearly and logically throughout the essay and restated in the conclusion,*
- *when you make general statements, support them with reasons or examples,*
- *each main point should consist of one or more paragraphs'*
- *each of the other sentences in the paragraph should explain or illustrate the point which the paragraph is making, but each should also have a purpose of its own"* (Marshall and Rowland: 1981: 146 - 149; also see 1993: 171 - 173).

Genres : The writing category is the register of academic writing, not *conversational speech*".

(Adapted from Saville-Troike: 1982: pp. 154- 165)

**The analysis of thesis extracts and essays has focused on the following points,** suggested by Burt and Kiparsky (1972) in their 'gooficon' ('a collection of goofs' see Key Notions);

- a. **Global and local goofs** (*instrumentalities*). These parameters measure *grammatical structure of sentences and their relationship within the text* to show *text cohesion (norms)*; i.e. they pertain to *grammatical competence*. Goof types for analysing the essay extracts and essays can be seen on page 113.
- b. **Information packaging:** the construct of ideas, arguments and evidence: (*act sequence or message content*) using what Gerot and Wignell (1994: 103) noted as *the interaction of theme and rheme* in the clauses of the text, in which;

*“the theme looks backwards, relating the current message to what has gone before, and the rheme points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before”* (Gerot and Wignell: 1994: 103).

The information in the first line of a paragraph provides the themes of the second line, the second provides themes of the third, the third to the fourth and so forth. This has been used to measure whether or not the teacher trainees (informants) answer the questions of their thesis extracts or essays (*text coherence*). This measurement deals with *discourse competence* or what Bachman (1990: 87) called “*textual competence*”.

Table I : Goof Types of the Informants' Essays

Goof Types	Sample of Goof	Label Numbers
<p><b>A. Global goof:</b>  <b>in Syntax</b>            a. Surrogate subject missing            b. Simple Predicate missing            c. Object pronoun missing              d. Subject pronoun missing            e. Subject or object missing            f. Main or Sub clause missing              g. Misordered parts:            1. Subject and object permuted            2. Misordering in subordinate constructions              3. Passive order but active form    <b>in Inflections:</b>            h. Misformation of gerunds after preposition            i. Inconsistency in using pronouns              j. Misusing prepositions              k. Misplacement of Signposting or conjunction              l. Misusing surrogate subjects            m. Comparison markers missing</p>	<p>a. Is essential.            b. Spoken language very important.            c. We use to communicate with others.              d. Spoken language is essential. Often used in communication.            e. Essential for communication. People use in daily activities.            f. Because we can speak English.              g1. English use many countries.            g2. 'We can say everything we want' (instead of 'We can say we want everything')            g3. So, it just use to make our speaking is clear.              h. We are familiar with speak English.            i. The speaker is here. They speak English            j. English is used to International language            k. So, I can speak English. Therefore, I learn it.            l. It can be meant            m. Spoken language is important than written language</p>	1
<p><b>B. Local goof:</b>            a. in Spelling              b. in Auxiliary system:            1. Tense misplacement            2. Be/does/do/did missing              3. Inconsistency in perfect use              c. in Inflections:            1. Subj- verb agreement            2. Plural/singular forms            3. Article missing            4. Inconsistency in using noun modifiers; articles, a/the or possessive pronouns              5. Misplacement of adverb              d. in Lexical Choice</p>	<p>a. <i>interpret/</i> for 'interpret'; <i>lives/</i> for 'lives'; <i>mean/</i> for 'means'; <i>posses/</i> for 'possess'; <i>pronunciation/</i> for 'pronunciation'              b1. You did not sent the form            b2. Communication essential/ She not do it.            b3. I have been accustomed to speaking English.              c1. S/he know spoken language            c2. There are two kind ; one kinds            c3. There is speaker            c4. By presenting the idea, the writer can revise the mistakes (instead of his/her mistakes).            c5. They directly can speak English              d. <i>form/</i> for 'language'; <i>using organ of speech/</i> for 'speaking'</p>	2
Redundancy	It is <i>you know for sure very very/</i> difficult; <i>Communication in oral form or by/</i> spoken language is easier than <i>communication in/</i> the written one.	3
Conversational Register: contractions, colloquials	<i>It's/</i> , <i>they're/</i> , <i>doesn't/</i> ; <i>yes/</i> , <i>Okay/</i> , <i>that's right/</i> , etc	4
Inconsistency in using capital letters at the beginning of a sentence	<i>/s/poken language is essential.</i>	5

Adapted from: *The Gooficon: a repair manual for English* (Burt and Kiparsky: 1972).

c. **Academic register** (*genre*) avoids conversational register (see **goof 4 on page 113**)

or what Fabb and Durant noted as;

- **contractions** like “there’s”, “it’s”, “they’ve” etc. These can be replaced with: “there is”, “it is”, “they have” etc,
- **informal colloquialisms** like “naff”, “OK”, “maybe” etc. These can be replaced with other more formal terms; “unsuccessful”, “acceptable”, “perhaps”,
- **exclamations** like “How awful the line is !”, “What a bad poem this is !” These can be removed altogether, or replaced with statements such as “In my view this is not a good poem” (Fabb and Durant: 1993: 74).

Such criteria have been used to measure *how far* the teacher trainees apply the register of academic writing .

Given the above criteria and the data of the teacher trainees’ theses, I shall now deal with some extracts from parts of theses written by the teacher trainees graduated in 1992/1994. Each extract is labelled in numbers and letters which refer to the classification of goofs that can be seen in table I on page 113.

a. **Text Cohesion**      The sentences in Extract 1 (see **Appendix One on page 238**) are grammatically cohesive because they do not contain any global goofs. This can be seen in the lines (10 and 11) “In Indonesia, people like to learn more than one language in order to be able to reach their goals” (see **Extract 1: line 11**). In this line, the pronoun “their” referring to “people” indicates that it is grammatically cohesive.

However, Extract 1 shows four local goofs in subject-verb agreement or omission or failure to use an auxiliary in formation of negative, such as in the phrase “a learner need not a special inborn talent” (see **2b2 on page 113**). Such a phrase should read “a

learner does not need a special inborn talent'. There is also the misspelled word "*Philipine*" (see 2a) which should be spelt "Philippines".

Further, the lines "*For example, people here (see 2d) learn English to get good positions in their jobs*". *Students (see 2d) in universities need to understand English to improve their knowledge*". The reference of the words "*here*" and "*students*" is vague, and the vagueness results from the fact that the word "*here*" might refer to "*Indonesia*", and the word "*students*" might refer to those from "*Indonesia*", or from "*the Philippines*" or "*in the world*". Therefore, some readers might consider the above line ambiguous. Similar problems of grammatical competence are also reflected in the other thesis extracts.

For example, Extract 2 (see Appendix One on page 238) contains a local goof, the word "*sight*" for "perception" or "insight", and the global one, such as the word "*it*" for "this" in the line "*It does not mean*" (see 11) which should read "This does not mean". Further, Extract 4 (see Appendix One) also contains a local goof in subject-verb agreement. For instance, the phrase "*environment give*" which should read "environments give" (also see the first line of the second paragraph).

**b. Information Packaging: text coherence**      The thesis extracts show that most of the teacher trainees do not directly answer the questions of the topics in the thesis. In the introduction to their theses, they mostly discuss why it is necessary to write about thesis limitation and thesis problems or define the words "*problem*", and "*limitation*". These, however, are not the questions of their theses.

For instance, Extract 2 (see **Appendix One on page 238**) shows that the teacher trainee (1993/94) in defining the title does not spell out which terms are defined. Besides, her line; *“It does not mean that all of the terms will be defined, but just some concerning the topic”* is ambiguous because *“the terms”* does not clearly relate to *“the topic”*. The extract consists of separated ideas which do not clearly relate to the question of the sub-chapter *“1.2. the scope of the study”*.

Similarly, in Extract 3 (see **Appendix One on page 238**) the teacher trainee (1992/94) fails to show the exact limitations of the problem dealt with. As can be seen in this extract, the trainee only describes why the research problems are important and what is meant by a problem. The sub-chapter *“1.2.2. delimitation”* in Extract 3 is supposed to define the thesis problems. However, the discussion, which consists of two paragraphs, does not do this. The two paragraphs only deal with the importance and definition of the thesis problems not their limitations.

Again, Extract 4 (see **Appendix One on page 239**) is not concerned with the trainee's ideas of the difference between male and female learners. Rather, it is only a review of others' ideas without showing how these ideas support his thesis. There are other examples of this in different trainees' work suggesting that the teacher trainees' theses tend to be to some extent a mere collection of others' ideas, such as the first paragraph of Extract 1 (see **Appendix One**).

Extract 2 contains redundant words, such as those in the lines “*It is necessary to delimit the scope of the study in order to avoid misunderstanding and different sight between the writer and the readers about the subject matter discussed. The things that must be explained about are as follows*”(see 3 on page 113). These lines could be condensed as “The scope of the study is as follows”.

Similarly, Extract 3 also contains redundant words to describe the problems of study in a long sentence which could be condensed to “The problems of the study are as follows”. This however, still does not directly answer the question of the sub-chapter “*1.2.2 The Limitation of the problem*”.

Thus far, none of the thesis extracts describe the scope and problems of their studies. This also happens in the theses of other teacher trainees who graduated in 1992/93. There is a tendency to overstate the definitions and the importance of the topics of sub-chapters and to lose the control of showing what is described under the topics of sub-chapters, such as what the “*problems*” are in the introduction. Therefore, I think the thesis extracts regarding the scope and problems of study show that the teacher trainees do not answer the question of the sub-topics of their theses.

Given this, I believe that overstating the definitions and the importance of particular topics may be one of the teacher trainees’ strategies in negotiating meaning through academic writing. This indicates that their communicative competence: discourse competence includes overstating definitions or writing redundant words.



Although this communication strategy of overstating definitions might not be appropriate in English speaking countries, the teacher trainees may reflect on this strategy to write up their theses. This results from the fact that the former teacher trainees' theses are the only accepted paradigm of academic writing in the FKIP, the University of Jember. Given this, I shall now deal with the informants' essays.

**The informants' essays are analysed based on their goof types, such as errors in syntax, inflections, spelling, auxiliary system, and lexical choice. This has been used to measure how the teacher trainees construct grammatically correct sentences and their relationship between sentences to convey meaning (*text cohesion*).**

**Information packaging using theme and rheme has also been used to measure whether or not the informants' essays answer the question (*text coherence*). The extent to which control of text coherence and cohesion is achieved can be seen in Table 2 (see the following page).**

**Further, control of redundancy and writing register have been used to measure the teacher trainees' strategies of expressing their ideas when writing in English and how they apply the writing register throughout their essay texts (also see page 114).**

Message content and norm control (text *cohesion* and *coherence*) are supposed to explain to what extent the informants' academic writing reveals a control of the cohesive and coherent textual features of English.

**Table 2 : Rating scale of the informants' essays**

Level	End	Message Content	Norm Control
<b>Writing Level</b>	<b>Task accomplished outcomes</b>	<b>Answering the question, arguments, evidence, conclusion etc</b>	<b>Academic quality : text cohesion, coherence etc</b>
5	Able to write an essay ; to discuss (to argue for and against)	Covering all the message content	<b>Competence</b> equivalent to English Native Speakers (ENS) with out any goofs
4	Able to write an essay; to discuss (to argue for or against)	Covering all the message content	<b>Nearly equivalent</b> to educated ENS with only occasional goofs
3	Able to write an essay; to discuss (to argue for or against)	Answering the question, arguments, evidence, conclusion	<b>Understandable</b> to ENS though not fully cohesive and consisting of many local goofs
2	Able to write a paragraph; to describe the essay topic	Answering the question with ideas only	<b>Acceptable</b> though sometimes not cohesive and consisting of a few global goofs
1	Able to write a paragraph	Not answering the question	<b>Unacceptable</b> due to many global goofs
0	<b>Unable to write a paragraph</b>	<b>None</b>	<b>Unintelligible</b>

(Adapted from FSI Language-Proficiency Rating Scale (Higgs and Clifford : 1982: 63)

In this regard, I have analysed each of the informants' essays (see **Appendix Two on pages 239- 253**) according to its goof types as mentioned above and attempted to show the revision of one of the analysed essays (see **page 167 - 169**). The symbols used for labelling the lines of the essays relate to **Table I : Goof Types of the Informants' Essays**, on page 113.

I have analysed the informants' essays in two aspects, that is text cohesion and information packaging (text coherence), and the symbols that follow the lines below relate to table 1 on page 113. **I have also made some comments on the informants' goofs (see page 140)**, and I shall now deal with text cohesion, as follows:

#### **a. Text Cohesion**

**Essay 1:** This essay consists of many local goofs and global goofs, and thus this reduces its textual cohesion. Examples for local goofs include the phrase "*the speaker want*" (see 2c1 line 14) which should read "the speaker wants", the misspelling of "*mean*" for the word "means" (see 2a line 2) and the word "*form*" for the word "language" (see 2d lines 3). Regarding global goofs, we note that subject and object are permuted in the line "*It is very different between communication in written form and communication*" (see 1g1 line 6) which presumably means "spoken language is different from the written form". Further, there is inconsistency in using pronouns, as in the pronoun "*they*" instead of "s/he" as the antecedent of the noun "*The listener*" in "*The listener can ask directly to the speaker if they do not understand what the speaker want*" (see 1i lines 13 - 14).

**Essay 2:** This essay contains local goofs that include the word "*to clear*" and the phrase "*our communication*" (see 2d line 2) which should be "to clarify" and "our message". The word "*to transfer*" (see 2d line 5) and the phrase "*make a little bit conflict*" (see 2d line 3) should be "to express" and "cause misunderstanding". Global goofs of the essay affecting text cohesion include the lines "*So, try to make clear our pronunciation*" (see 1d line 6) of which the subject is missing. Further the line "*so, it*

*just use to make our speaking is clear and understandable*" (see 1g3 line 4) which should be in passive voice, and the possessive pronouns "our" and "my" in "*Spoken language is very important for us in order to transfer my idea to another*" (see 1i line 5) are not treated differently. They also include inconsistency in using pronouns, for example using "her" instead of "their" in "*some people are not perfect with all of her body invalid*"(see 1i line 10).

**Essay 3:** This essay contains one local goof, such as "*other country*"(see 2c2 line 6) which should be "other countries". In addition to the local goof, the essay text also contains many global goofs, such as the line "*It is quite impossible we communicate with other countries for example from England, African do not use English*" (see 1e line 7 - 8) shows that the subject "we" for the phrase "*do not use*" is missing. Further examples are the preposition "to" for "as" in the second line of the essay text (see 1j line 2), and the independent pronoun "others" in the phrase "*others people*"(see 1i line 6) which should read "other people". Further, the string "*is easily using*" (see 1g1 line 7) should be replaced with "is easy by using".

**Essay 4:** This essay contains many local and global goofs which violate text cohesion and may reduce its readability. Examples for local goofs are the statement "*the writer posses*"(see 2a, 2c1 line 9) which should be "the writer possesses (has)" and the omission of indefinite article "a" for the singular form of the nouns "*reader*" (see 2c3 line 6) and "*phenomenon*" (see 2c3 line 8). Further the phrase "*Let have a look at the evidences*" (see 2d line 4) which only means "For example". The essay text also contains global goofs, such as the line "*to communicate orally with thousands*

*people sometimes will be more effective and efficient in the form of written language through writing in newspaper or magazine*”(see **1m line 4- 6**). The word “than” in this sentence is missing, and the prepositional phrase “*in accordance\_to*”(see **1j line 16**) should be “in accordance with”. Besides, the degree of comparison, such as “*more effective and efficient*” (see **1c line 18**) does not have the function word “than” to show what is compared to what.

**Essay 5:** Text cohesion in Essay 5 is reduced mostly by local goofs, for example in the words “*they life*” (see **2d line 12**) for “their lives”; “*their dialect*”(see **2c2 line 12**) for “their dialects”, and the phrase “*daily activity*” (see **2c2 line 13**) should read “daily activities”. Further examples are the superfluous preposition “*about*” in the phrase “*we can learn and master about their language*” (see **1j line 15**), and the phrase “*number one of*” (see **2d line 4**) for “the best of”. The essay also contains a few global goofs, such as the phrase “*it can be meant that*” (see **1l line 6**) which should be “this means that” and the incomplete clause “*Because all of them can speak using English language*” (see **1f line 7**) which should read “It/this is possible because they can speak English”.

**Essay 6:** Text cohesion of Essay 6 is affected by many local goofs. For example, in the second line of the first paragraph, the phrases “*speaker try*” (see **2c2 line 3**) and “*the listener try*” ( see **2c2 line 3**) should be “speakers try” and “listeners try”. Further are the noun clauses “*what being expressed*” (see **2b2 line 4**) and “*what being imagined*” ( see **2b2 line 10**) in which the copula “is” is missing. Other local goofs are the misspelled words -“*interpretate*” (see **2a line 9**) and “*interpretation*” (see **2a line 10**)

for “interpret” and “interpretation”, and the adverbs “*directly*” and “*just*” in “*directly can ask*” (see 2c5 line 6) and “*just can interpret*” (see 2c5 line 9) which should be “can directly ask”, and “can just interpret”. The global goofs can be seen in the fact that the present participle “*comparing with*” (see 1g3 line 11 - 12) as the reduced passive voice should be “compared with” (see the first and the last lines of the second paragraph).

**Essay 7:** Text cohesion of Essay 7 is to some extent affected by a number of local goofs, for example, “*someone want*” (see 2c1 line 3) for “someone wants”. Further, the misspelled word “*instant*” (see 2a line 5) for the phrase “for instance if we want to speak, we might use a telephone”. Similarly, we note the misplacement of the adverb “*fastly*” (see 2c5 line 4), which should be the adjective “faster” or more appropriately “better”. The indefinite article of the phrase “*long distance*”(see 2c3 line 6) is missing, and the adjective phrase “*the cheapest*” should read “the easiest”. The verb phrases “*have brain*” and “*have mouth*” (see 2d line 9) are inappropriate substitutes for the verbs “(to) think” and “(to) speak” (see the last line). The only global goof is the misplacement of surrogate subject “*it*” in “*it is very reasonable statement*” (see 1l line 1) which should be “this”.

**Essay 8:** This essay consists of one paragraph of seven lines with local goofs in three different lines and four global goofs in four lines. Examples for local goofs are the phrase “*someone or everyone use*” (see 2c1 line 3) which should read “someone or everyone uses”, and the phrase “*In the other form*” (see 2d line 6) which is used instead of “In other words”. The definite article “*the*”- is not necessary to refer to the

general sense of language in “*the language*” (see **2c4 line 3**). The global goofs are the possessive pronoun “*his*” to refer to the personal pronoun “*they*”, the subject of the fifth line (see **1i line 6**), and the subject in “*is a means as communication that used human being*”( see **1e line 3**) is missing (also see the second line). The copula “*is*” and the preposition “*by*” for the passive voice in the phrase “*communication that used human being*” (see **1g3 line 2 - 3**) are missing, and “*to expressing his or her idea*” should read “to express his or her idea” (see **1h line 4**).

**Essay 9** This essay contains cohesive ties between some sentences, such as the first and the second one. However, it still shows many local goofs and some global ones. Examples for local goofs are the phrase “*our idea*” (see **2c2 line 16**) which should be “our ideas”; “*our facial expression*” (see **2c2 line 14**) for “our facial expressions”; “*our tone*” (see **2c2 line 14**) for “our tones”; and also “*our respect*” (see **2c2 line 18**) which should be “our respects”. Further, the word “*unrejectable*” (see **2d line 3**) which is supposed to mean “It is inevitable to meet someone”. The word “*conversate*” (see **2d line 8**) for the verb “speak”; and also the phrase “*If so*” (see **2d line 20**) which means “If necessary”, and the phrase “*the one we conversate with*” (see **2d line 18**) should read “someone with whom we speak”. The global goofs include the line “*Especially when it is very important thing, then a spoken language will be more helpful and successful to use*” (see **1l line 16 - 17**) which is not clear with reference to the word “*it*” and to the question of who uses spoken language.

**Essay 10** This essay consists of many local and global goofs, and this affects its text cohesion. The local goofs include the phrase “*In the short word*” (see **2d line 5**) instead

of “In short”, and the word “*too*” (see **2d line 12**) which should be “very”. Examples for global goofs are the line “*Since everyone has the different opinion about the importance of that*”(see **1f line 1 - 2**) of which the main clause is missing. The misordered line “*If there is someone to be interviewed by the reporter sometimes I got difficulty*” (see **1g2 line 11**). This line might be turned into “When interviewed, I sometimes have difficulties” or “If I am interviewed, I sometimes experience difficulties”. Further, the subject and auxiliary in “*I think important too for other to speak well*” (see **1d and 1b line 7**) are missing.

**Essay 11** This essay consists of many local goofs that affect its text cohesion. Examples are the line “*language need*” (see **2c1 line 3**) which should be “language needs”, and the word “*life*” for “live” (see **2a line 1**). Further, the phrase “*produce vocal symbols through their speech sounds*” (see **2d line 7**) should be the verb “speak”, and the adverbs “*just*” and “still” in “*just can communicate*” and “*still can communicate*” (see **2c5 line 10**) should be placed after the auxiliary verb “*can*” in “can just” and “can still” (see the second paragraph). The essay also contains global goofs, such as the missing main clause in “*Because without using spoken language they still can communicate with their gesture language or body language*”(see **1f lines 10 -11**). Again, the subject of “*doesn't always true*” (see **1e line 12**) is missing.

**Essay 12** This essay contains local goofs in the line “*by showing the moving of our body or by giving the sign to answer other person's question*”(see **2d line 4**) which should be “by using body language, such as mimes”. Further, the line “*Another side that tells the spoken language is essential for communication is that*” ( see **2d line 8**)



should be rewritten with the conjunctive adjunct “On the other hand”. The essay also contains a number of global goofs, and this affects its overall text cohesion. For instance, “*whether it is with foreigner or with own friends we speak each other*” (see **1g2, lines 2 - 3**) should read “whether we speak with our own friends or foreigners”. Further, the line “*It doesn't mean*”(see **1a line 3**) should be “This does not mean”.

**Essay 13** This essay contains many local goofs which affect its text cohesion. Examples include the word “to *converse*” (see **2d line 3**) for “speak”; “*hearing*” for “listening” and the definite article “*the*” in, say, “the people” (see **2c4 line 6**). The incorrect past tense form, in the line “*The difficulty rised*” (see **2b1 line 6**) should be replaced with the form “rises”. The essay also contains one global goof: the subject “*It*” of the clause “*It also means that etc*”(see **1l line 1 - 2**) should be the demonstrative pronoun “This”.

**Essay 14** This essay contains many local goofs and four global goofs, and this certainly violates its overall text cohesion. Local goofs are the phrases “*two kind*” (see **2c2 line 8**) which should be “two kinds”; “*in our life*” (see **2c2 line 17**) should be “in our lives”, and the words “*connect*” (see **2d line 2**) should be replaced with “communicate”; “*communication*” (see **2d line 9**) should read “language”, and “*one person to other person*” (see **2d line 3**) should read “one another”. The phrase “*the people*” (see **2c4 line 11**) should be “people” with indefinite reference. The global goofs are found in the lines “*Language is the instrument of connecting of people to other people*” and “*As the social humanism we can't to avoid from social life in our surrounding*”(see **1j lines 1 - 2 and 4**) where the prepositions “of” and “from” are

misplaced. Furthermore, the subject of the phrase “*can speak with spoken language*” (see 1e line 15) is missing.

**Essay 15** In this essay, local goofs include the phrase “*our idea*” (see 2c2 line 8) which should be “our ideas”, and “*other language*” (see 2c2 line 4) which should be “other languages”. The essay contains many global goofs including “*Spoken language is used in communication among people in the world*” (see 1j line 1 - 2) where the prepositions “in” and “from” are misplaced. The surrogate subject is missing in “*By listening to the speaking will be easier to understand than gesture or body language*” (see 1a line 7).

**Essay 16** Although this essay contains only one local goof in the phrase “*the utterance from mouth*” (see 2d line 4) which should be the gerund “speaking”, it exhibits many global goofs. Examples are the missing subjects of the line “*Having spoken language use to communicate of people to others so that they could be able to understand each other that they say*” (see 1e lines 1 - 3) and the predicate “*run out language*” (see 1e line 6). The word “than” is missing in “*more effectively by the utterance from mouth*” (see 1m line 6), and the phrase “*is conclude*” (see 1g3 lines 5 and 6) should be “to convey”. Some words are misordered in the sentence “*Using language someone could understand that they say to avoid misunderstanding each other*” (see 1g1 lines 6 and 7). This could be reconstructed as “Using spoken language, speakers are able to state whether they understand each other in order to avoid misunderstanding” .

**Essay 17** This essay consists of many local goofs, such as in the line “*every person use language*” (see **2c1 line 4**) which is not grammatical in subject-verb agreement and should read “every person uses a language”. The plural meaning in “*daily activity*” (see **2c2 line 3**) and “*their idea*” (see **2c2 line 9**) should be expressed as “daily activities” and “their ideas”. The word “be” is missing in the sentence “*we will easy to communicate with other people*” (see **2b2 line 6**), the misspelled “*dump*” for “dumb” (see **2a line 7**), and the phrase “*also can use*” (see **2c5 line 7**) should read “can also”. Further, inconsistency in using noun modifiers, such as the definite article “the” in the phrase “*understand the language*” (see **2c4 line 5**). The essay contains global goofs that include misplacing the signposting “so” for the conjunction “and” in “*so they need to speak each other by using language*” (see **1k line 3**). A number of words in the sentence “*the importance is they can communicate each other, but the best way is communicate use language or spoken language*” (see **1e line 9**) are missing.

**Essay 18** This essay contains many local goofs, such as “*the written one have to get*” (see **2c1 line 7**) which lacks proper subject-verb agreement. “Has” rather than “have” is required here. The phrase “*the human being*” (see **2d line 2**) should be “human beings” or “people”. Further the expression; “*the tool*” (see **2d line 8**) should read “a means”; “*have the relationship*” (see **2d line 2**) should read “to communicate”. Verb agreement is missing in the phrase “*is going to get an information from the others fastly*” (see **2b1 line 6**). The global goofs include use of the conjunction “and” in “*And the appropriate one is spoken way*” (see **1k line 4**) as the conjunctive adjunct or signposting which should be “In addition” or “Moreover”. The surrogate subject “It” is misplaced in “*It means that they must use the language in the need of their own*”

life”(see 1l line 2 - 3). Further, the preposition “for” is used instead of “to” in “*the spoken language will give a chance directly for the man who take a conversation*” (see 1j line 5).

**Essay 19** In this essay, local goofs include the missing indefinite article “an” in “*important role*” (see 2c3 line 6) and the phrase “*in our daily life*” (see 2c2 line 4) which should read “in our daily lives”. The only global goof of the essay is the missing comparison marker “more” in “*speaking is commonly used than writing*” (see 1m line 4).

**Essay 20** This essay contains many local goofs. Examples are the phrase “*our concept*” (see 2c2 line 4) which should read “our concepts”. Similarly, “*our way*” (see 2c2 line 5) should be “our ways” and “*in making our interaction socialization succeed*” (see 2d line 7) should read “in making our interactions successful” or “to make successful socialisation”. The word “*combincing*” (see 2a line 4) could be “combining” or “convincing” and “*In the other words*” (see 2d line 10) should read “In other words”. The only global goof of the essay is that the surrogate subject “*it*” should be “this” in “*It means that sometimes in our life matters, the way of speaking promises the solution, the way out of troubles*” (see 1l line 9).

**Essay 21** This essay contains a number of local and global goofs that affect text cohesion. The local goofs are the word “*tourists*” (see 2d line 8) which should be “overseas”, and errors in using the article in “*the means of communication*” (see 2c4 line 1) which should be “a means of communication”. The global goofs include the

choice of the surrogate subject “it” instead of “this” in “it can make our knowledge and our thinking broaden and increase” (see 1l line 10). They also include wrong word order in subordinate constructions in “I do not know what should I do ?” (see 1g2 line 5) which should read “I do not know what I should do” or “I do not know what to do”.

**Essay 22** The Local goofs in this essay include the phrases “get relationship” (see 2d line 1) for “communicate”; and “As I know everything” (see 2d line 7) for “So far as I know”. The global goofs are, for example, misplacing the preposition “from” in “to combine (from) different ideas” (see 1j line 2) and using “among” instead of “between” in “there is understanding among a speaker and his/her partner” (see 1j line 3). Further, the main verb of the sentence “everything will be clearly with language” (see 1b line 4) is missing.

**Essay 23** There are many local goofs in the essay which have a negative effect on text cohesion. They include lack of agreement in “as a woman who live” (see 2c1 line 1) which should be “as a woman who lives”, and “our idea” (see 2c2 line 5) instead of “our ideas”. Further, the phrases “have communication” (see 2d line 2) for “communicate” and “In communicating” (see 2d line 3) for “In communication”. The essay text also contains global goofs, such as in the sentence “Moreover if we can speak and use another language”(see 1f line 6) where the main clause is missing. They also include using the preposition “with” instead of “from” in the sentence “we can also get some information that are different with ours”(see 1j line 8).

**Essay 24** A number of local goofs in this essay negatively affect text cohesion. They include the missing article in “*they create language*” (see 2c3 line 5), and the phrase “*make a communication*” (see 2d line 3) which should read “communicate”. The essay also contains one global goof in the sentence “*The first time, people communicate with hand signal, but it is not essential*”(see 1j line 4). Here, the preposition “*with*” should be replaced by “by”.

**Essay 25** A number of local goofs in this essay have a negative effect on text cohesion. They include the phrase “*our study language*”(see 2d line 3) which should be “our language study”, and the words “*ourself*” (see 2a line 2) and “*less*” (see 2d line 5) which should be “ourselves” and “poor” (“not as good”). Further, the phrase “*lack of useful anymore*” (see 2d line 6) should be “useless” (“not as useful”), and the word “*sends*” in “*Speaking also sends us to understand others*” (see 2d line 6) should be “helps”. The essay text also contains global goofs, such as the surrogate subject “*it*” in “*It means that speaking or spoken language will help us to make communication and make everything easy*” (see 1l lines 8 - 10). It is not clear whether “*it*” refers to a previous idea or an object, such as speaking or discussion. The word “*it*” should be replaced by “this” if it refers to a previous idea.

**Essay 26** This essay only consists of two lines with many local goofs affecting text cohesion. These include the sentence “*the role of spoken language dominate*” (see 2c1 lines 4) which should read “the role of spoken language dominates”. The phrase “*our daily life*” (see 2c2 line 3) should be “our daily lives”, and the misspelled word “*that*” (see 2a line 4) or “than”. The essay does not contain any global goofs.

**Essay 27** This essay contains many local goofs and one global goof. The local goofs include the phrases “*our idea*” (see **2c2 line 4 or 9**) and “*certain symbol*” (see **2c2 line 5**) which should be “our ideas” and “certain symbols”, and “*one’s else*” (see **2d line 4**) for the word “others”. Further, the phrase “*to say the least*” (see **2d line 10**) for “in short”, and “*than others*” (see **2d line 3**) for “with others”. The phrase “*not accustomed*” (see **2d line 9**) should read “difficult”. The global goof is using the preposition “*with*” instead of “*to*” in “*whenever we want to talk with someone*” (see **1j line 7**).

**Essay 28** This essay contains some local goofs including “*someone else understand*” (see **2c1 line 4**) which should read “someone else understands”, and “*among someone and someone else*” (see **2d lines 5 and 6**) which should be rephrased as “between two people”. The essay does not contain any global goofs.

**Essay 29** This essay contains many local and global goofs that negatively affect text cohesion. The local goofs include the word “*needs*” (see **2d line 2**) for “ideas” and “*on the contrary*” (see **2d line 3**) for “on the other hand”. The global goofs include misuse of the surrogate subject “*it*” instead of “this” in “*It proves the facts in our daily life*” (see **1l line 2**) and “*And*” as a signposting marker instead of conjunction in “*And it needs spoken language*” (see **1k line 3**). The object pronoun is missing in “*others will respect ours by saying in spoken language, too or in written context or etc*” (see **1c line 4**).

**Essay 30** This essay contains some local and global goofs that might negatively affect text cohesion. Local goofs include the misplacement of the adverb “*also*” in the phrase “*also can save the time*” (see **2c5 line 12**) which should be “can also”. The global goofs include the missing comparison marker “*than*” in “*It is influenced by the situation that support communicating by spoken language is more important because all of things come from speaking and listening*” (see **1m line 6**). The subject pronoun of the sentence “*Actually in this communication can be done orally or written, or maybe by gesture*” (see **1d line 2**) is missing.

**Essay 31** This essay does not contain any local goofs, but it contains many global goofs in six sentences. This has a very negative effect on text cohesion. Examples are the main clause of the subordinate clause “*Because it is the only way to communicate each other*”(see **1f lines 4 and 5**) and that of the subordinate clause “*Because we are human being*”(see **1f line 2**) are missing.

**Essay 32** This essay consists of three sentences in eight lines and some local and global goofs that might negatively affect text cohesion. The local goofs include the phrase “*the application on it*” (see **2d line 5**) which should be “its application” and “*is free like place, time, and grammatical*”(see **2d lines 5 and 6**) which might read “is free from grammatical rules”. Further, the phrase “*to applied*” (see **2b2 line 5**) should be “to be applied”. The global goofs include the missing comparison marker “*than*” in “*I myself is quite agree on that statement because spoken language is more effective to express the idea or message compare with other system like written form*” (see **1m**



**lines 1 and 3).** The subject and predicate of the main clause appear to be missing in “*spoken language if there are some mistakes directly we change it*”(see **1e line 4**).

**Essay 33** This essay contains many local goofs and some global goofs that negatively affect text cohesion. The local goofs include the line “*he/she need our help*” (see **2c1 line 6**) which should read “*s/he needs our help*”, and the phrase “*we may make a conversation or vice versa*”(see **2d line 7**) might read “*we may speak to each other*”. The word “*stored*” (see **2d line 3**) might be “*learned*” and the misspelled “*teacher’s*” (see **2a line 8**) should read “*teachers*”. The global goofs include inconsistency in using pronouns and misplacement of the conjunction in “*And he cannot only write down our idea but also we have do it in spoken language in another chance*” (see **1k and 1i lines 4 - 5**).

**Essay 34** This essay consists of five sentences in six lines and contains a number of local and global goofs. The local goofs include the word “*communicating*” (see **2d line 3**) for “*communication*”. The sentence “*We should be able to express the language (we have) as clearly as possible or understandable for someone else*” (see **2d lines 3 and 4**) should read “*We should be able to express our ideas clearly*”. The global goofs include the incorrect prepositions “*for*” and “*as*” in “*Language is very important for our life as a means as communication for other people*” (see **1j line 1**), and the verb in the sub-clause “*Because if we don’t*” (see **1f line 5**) is missing. The essay contains some contractions “*it’s*” for “*it is*” and “*don’t*” for “*do not*”.

**Essay 35** This essay contains some local goofs and many global goofs that negatively affect text cohesion. The local goofs include the word "other" (see 2c2 line 7) for "others". The global goofs include the sentence "when they hold a meeting, their meeting in solving problem always use language" (see 1g1 line 8) which should read "when solving a problem, they always hold a meeting, thus making use of oral language".

**Essay 36** This essay only consists of four sentences in six lines with many local goofs. For instance, "one of important part" (see 2c2 line 2) should be "the important parts". Similarly, the noun "mistake" in "making mistake" (see 2c2 line 6) should be "mistakes" or "a mistake". The essay contains global goofs, such as inconsistency in using the pronouns, "we" and "my" in "We agree with the statement. In my mind" (see 1i line 1).

**Essay 37** This essay consists of only three sentences in four lines with many local goofs. For example, the phrase "it depend" (see 2c1 line 4) should read "it depends", and the sentence "Of course I agree with that statement but not always" (see 2d line 1) should read "I agree to some extent that spoken language is essential for communication". Further, misplacement of the adverb "also" in the phrase "also can write" (see 2c5 line 3) which should be "can also write", and "letter" (see 2c4 line 3) should be "a letter" or "letters". The essay text contains global goofs, such as the missing subject pronoun in "We know that if want communicate with someone we don't just speak" (see 1d lines 1 and 2).

**Essay 38** This essay consists of many local goofs including the phrase “*their idea*” (see 2c2 line 2) which should be “their ideas”, and the misspelled word “*then*” (see 2a line 5) which should be “than”. It also includes inconsistency in using articles in the phrase “*the idea*” (see 2c4 line 4) which should be “an idea” and the misuse of the definite article “the” to refer to a general sense in “*the spoken language*” (see 2c4 line 4) which should be “spoken language”. The essay text also contains global goofs, such as the gerund form following the preposition “of” in “*of written*” should be “of writing” in “*I myself often get difficulties in sharing my idea in the term of written*” (see 1h line 8). The phrase “*the man who easy to say*” (see 1b line 9) could be rephrased as “the man who easily says”.

**Essay 39** This essay consists of only four sentences in eight lines and contains some local and global goofs. The local goofs include the phrase “*the other*” (see 2c2 line 3) and “*element*” (see 2c3 line 5) which should be “the others” and “an element”. The global goofs are for example the missing predicate in “*so the second advantages using a certain language we can know the culture or the nationality of the others from language he she use*” (see 1b lines 6- 8). They also include the incorrect preposition “*with*”, misforming the gerund of the verb “*speak*” and misplacing the conjunction “*and*” in “*And with speak with others using language we use, we can know everything from others*” (see 1j, 1h, 1k lines 3- 5).

**Essay 40** This essay only contains one local goof, but it exhibits some global goofs which have a negative effect on text cohesion. The local goof is the word “*other*” (see

**2d line 8)** which should be “others”. The global goofs include a missing subject pronoun in the sentence “*Different countries have different language can connect together by using a world spoken language in this case, English, Franc, Chinese etc, their connection can be in meeting of UNO, Region etc*” (see **1d line 6**).

**Essay 41** This essay consists of nine sentences in seven lines and contains a number of local and global goofs. The local goofs include the phrase “*It reflect*” (see **2c1 line 2**) which should be “*It reflects*”, and the phrase “*our mind and others*” (see **2d line 2**) should be “*our ideas*”. The misplacement of tense “*can understood*” (see **2b1 line 5**) should be “*can understand*”. Global goofs are, for instance, the use of “*it*” instead of “this” in “*It will help us to get others ideas*”(11). The main clause of the sub-clause “*Because it will bring our ideas to the listener*” (see **1f lines 1 and 2**) is missing.

**Essay 42** This essay contains a number of local goofs that include the phrase “*that can speak by their mouth and spoken language for the normal language people*” (see **2d line 7**) which should begin “who cannot speak”. The adverb “*usually*” in “*usually is used*”(see **2c5 line 6**) which should be shifted to read “that is usually used”. The essay text also contains global goofs, such as a passive order but an active form in “*The spoken language is very easy to understand by another people and easy to comprehend*” (see **1g3 line 9**).

**Essay 43** This essay consists of some local goofs that include the phrase “*the agent's*”(see **2d line 3**) which should be “the speaker's”, and the phrase “*communicates more than ways of communicating, for instance, written and signed*”

(see 2d lines 2 and 3) which should be “involves body language for communication”.

The essay contains global goofs such as the misuse of the preposition “*because of*” in “*because of he/she can repeat or use other words/ sentences if the listener cannot understand what the agent means*” (see 1j line 7). The comparison is missing in “*It is also easier for the listener to get the idea of /the agent*” (see 1m line 6).

**Essay 44** This essay contains local goofs including the line “*We express idea*” (see 2c2 line 7) which should read “We express (our) ideas”, and the sentence “*A baby, in a first time is to listen, then to speak*” (see 2d line 5) which should read “First, a baby listens, and then learns to speak”. The verb “*give*” (see 2d line 3) should be replaced by “use”, and the phrase “*to support our ideas*” (see 2d line 4) should be “to clarify our ideas”.

**Essay 45** This essay contains many local goofs including the phrase “*every people*” (see 2c2 line 2) which should read “every body”, and the phrase “*teacher talk*” (see 2c3, 2c1 line 11) which should read “a teacher talks”. The sentence “*People will be easy to transfer their ideas*” (see 2d line 4) might read “People will easily transfer their ideas”, and the noun “*response*” (see 2a line 6) should be the verb “respond”. The phrase “*field of life, e.g. in trading life, school, at home, at the market, etc*” (see 2d line 10) should be “daily activities, such as going to school, staying at home etc”. The essay contains several global goofs including the phrase “*As a return*” (see 1k line 5) which should be “On the other hand”. The predicate of “*dump people though they use gesture as a means of communication*” (see 1b line 4) is missing.

**Essay 46** This essay consists of five sentences with one local and one global goof that have a negative effect on text cohesion. The local goof is the word “*the tongue*” (see 2d line 1) which should be ‘a means of communication’. The global goof is the missing main clause in “*communicating for the first time through speaking*” (see 1f lines 1 and 2).

**Essay 47** This essay consists of many local goofs including the sentence “*Because the man need environment, and the man is social people*” (see 1f line 7) which should read “Man needs company because he is a social being”. “*There are many advantages which we can get*” (see 2d line 3) should read “we can get many advantages”. The phrase “*a lot of friend*” (see 2c2 line 5) should be “a lot of friends”, and “*the man*” (see 2c4 line 6) should be “man” (in general). The essay text contains global goofs that include misusing the redundant preposition “*about*” in “*We can encourage the culture of another country, we can understand about the condition of another country*” (see 1j line 4).

**Essay 48** This essay consists of only one sentence in 4 lines without any local goofs but contains some global goofs. Examples are an apparent inconsistency in pronoun use in “*I extremely agree with this statement because we can check in the troubles to use language to the spoken*” (see 1i line 2). The object of the phrase “*communicate with*” is missing in “*I can correct it, as well as I can do, and communicate with the spoken language is the reality form of my aim in studying language itself*” (see 1e line 4).

**Essay 49** This essay contains several local goofs including the phrase “*daily activity*”(see 2c2 line 3) which should read “daily activities”, and the phrase “*just can communicate*”(see 2c5 line 3) which should be “can just communicate”. It also includes the incorrect use of the noun modifier “other” in “*others people*” (see 2c4 line 8) which should be “other people”. The essay contains several global goofs including the sentence “*by the way, language is very essential for our live because by language we can understand what information happen in the world*” (see 1k line 7) which should be rephrased by replacing “*because*” with “and”.

**Essay 50** This essay consists of three lines with four local goofs and one global goof that violate text cohesion. The four local goofs include “*showed*” (see 2d line 2) for “expressed” and “*in my opinion*” (see 2d line 4) for “I think” (see 2d). The phrase “*is how to make the listener understand what the speaker said*” (see 2b1 line 5) contains the verb “*said*” that should read “says”.

**Given the analysis results on text cohesion, the teacher trainees' goofs may reflect “*redundancy reduction or simplification because no information is lost*” in some local goofs (Larsen-Freeman and Long: 1991: 59). Examples include the local goofs, “*the speaker want*” (2c1 line 14 in Essay 1), “*their dialect*” (2c2 line 12 in Essay 5), and “*someone want*” (2c1 line 3 in Essay 7). These goofs still convey the information included in “the speaker or someone wants” and “their dialects” since the words ‘*someone*’ and ‘*speaker*’ already signal singularity, and the word ‘*their*’ signals plurality.**

Some teacher trainees' goofs may be '*communication based*' (Larsen-Freeman and Long: 1991: 59) and reflect their communication strategies in using the target language. For example, some local goofs, "*Body language can make a little bit conflict*" (see Essay 2 line 3) or "*Many tourist students are interested in Bahasa Indonesia*" (see Essay 21 line 7) show that the informants have developed their communication strategies (for further discussion on a related point see Bialystok 1990). These strategies enable them to negotiate meaning with other interlocutors, such as by "*making up new words in order to communicate a desired concept*", the correct terms in these cases being "cause misunderstanding" for Essay 2 line 3 or "overseas students" for Essay 21 line 7 (Larsen- Freeman and Long: 1991: 127). **Such communication strategies may include redundant words and expressions in their essays as follows:**

1. The line "*because as we know that some of people is no perfect with all of her body invalid*" could be rephrased as "because some people might be disabled" (Essay 2 line 10 ).
2. The lines "*In the world, English is used to international language communication. Each communication with other country using English. So, it is not too difficult for me to communicate with other countries*" could be rephrased as "English is an international language, and I can speak English" (in Essay 3 lines 3 and 4).



3. The line *“by facilitating our communication in spoken language, there’ll be a lot of missing interpretation or even misunderstanding as the listener gets only partially the entire spoken information”* can be rewritten as *“in spoken language, a listener might misunderstand the message”* (Essay 4 lines 10- 15).
  
4. The line *“I am in line with the statement saying”* should read *“I agree”*, and the line *“there is something unclear dealing with the idea being talked about”* could mean *“the idea is not clear”* (see Essay 6 lines 1, 4-5).
  
5. The sentence *“if we want to speak with someone in long distance it is more effective if we phone him/her, of course using telephone it means we use spoken language than we send him/her a letter etc”* could be rephrased as *“Speaking on the phone is more effective than sending a letter”*, and the very cumbersome last sentence *“we can say using spoken language is the cheapest one because we have mouth and brain as the source of idea, to express what we want to say”* could be rephrased as *“Spoken language is the cheapest way to express ideas”* (see Essay 7 lines 5- 10) .
  
6. The expressions in *“Someone or everyone use the language to expressing his or her idea. In the form of book, essay writing, novels, paper for discussion or seminar and literary work. They express his idea through the language”* could be rephrased as *“Everyone uses written language to express his/her ideas”* (see Essay 8 lines 3- 6).

7. The lines ;

**a)** *“we usually meet one at least we get familiar with. In this case, a spoken language must be used to converse. In brief, when, where and however we are, we often get involved in the interaction with others, and a spoken language is used for this need”* and **b)** *“If we have a face-to-face conversation, we are aided by our facial expression, body movement, tone or other situational circumstances that can help us do correctly, convincingly and appropriately convey our idea”* (see **Essay 19 lines 7- 10, 13 - 15**)

could be rephrased less redundantly as “we use spoken language to communicate with our friends” (a) and “When speaking, we also use body language to clarify our ideas” (b).

8. The lines; *“But I can’t be easily deny it that spoken language is important too, especially for certain occasion for example when I meet a foreigner and want to talk to him. In the short word, I can say in my opinion, it is important - not very- whenever I need it”* could be rephrased as “Spoken language is also important, and we use it to communicate with, say, a foreigner” (see **Essay 10 lines 2- 4**).

9. The expressions in *“We have to speak. Then other reasons that I can tell you here are that because sometimes we want to know the culture of others, the family or other information that we want. We always speak with them”* could be rephrased as “We speak with other people because we want to know their cultures” (see **Essay 12 lines 5- 8**).

10. The line *“From two communication spoken communication is essential communication because in spoken communication the people can act or respond the statement directly”*

could be rephrased as "Spoken language is essential for direct communication"

(see **Essay 14 lines 9- 12**).

11. The expressions in "*Language is a means of communication*", "*So, it is impossible for us to communicate without language*" and "*We talk to other using language everyday*" could be rephrased as "Language is a means of communication in our daily activities" (see **Essay 15 lines 2- 4**).
  
12. The expressions in "*they could be able to understand each other that they say*" and "*Using language someone could understand that they say to avoid misunderstanding each other*" could be both rephrased as "they could understand each other" (see **Essay 16 lines 2-3, 6- 7**).
  
13. The sentence "*dump people also can use a body movement to convey their idea the importance is they can communicate each other, but the best way is communicate use language or spoken language*" could be rephrased as "In communication, spoken language is better than body language" (see **Essay 17 lines 7- 9**).
  
14. The lines "*As we know that there are two ways in communicating our ideas one through speaking and the other one through writing. Furthermore, in our daily life, speaking is commonly used than writing*" could be shortened to "In our daily lives, speaking is more commonly used than writing" (see **Essay 19 lines 2- 3**).

15. The sentence “*we can say that the strategy and diplomacy in anticipating our matters related to the public/someone’s else is the key to get success*” (see line 10) could also be rephrased as “communication strategy is the key to solving our problems” (see **Essay 20 line 10**).
  
16. The sentence “*By communicating with other people from other countries it can make our knowledge and our thinking broaden and increase*” could be rephrased as “communicating with other people can broaden our knowledge” (see **Essay 21 lines 9- 10**).
  
17. The lines; “*I believe that everything will be clearly with language*”; “*If someone want to explain his/her hear, they must get language for element of basic*”; and “*I will do that if there is someone not agree to realize what I mean*” could be rephrased as “I believe that people should understand their language before they use it” (see **Essay 22 lines 3- 6**).
  
18. The line “*get some information that are different with ours*” (see line 8) should be “obtain some different information” (see **Essay 23 line 8**).
  
19. The sentence “*Language is very important for communication, or we can say that language is the main mean of communication*” could be rephrased as “language is important for communication” (see **Essay 24 line 1**).

20. The phrase “*can make a communication with others by using words*” could be shortened to “can communicate with others” (see **Essay 28 lines 2- 3**).
21. The sentence “*Using language as a mean of communication is very essential because it can make everybody get our idea clearly*” can be reduced to “Language is essential for expressing ideas clearly” (**Essay 23 lines 4- 5**).
22. The lines “*For spoken language itself, language has essential roles, in our daily life, the role of spoken language dominate more that sixty per cent*” which could be rephrased as “Spoken language is essential in our daily lives, and it accounts for more than sixty per cent of our communication” (see **Essay 26 lines 2- 4**).
23. The sentence; “*As we know that whenever we want to express our idea or to communicate with one’s else, it is enough for me to express it in certain symbol which can be understood by both the speakers and the listeners*” which could be rephrased as “when speaking, I use words which might be easily understood” (see **Essay 27 lines 3- 6**).
24. The sentence “*We are as human being, so in our daily life we always live with others, and in communicating with them we need loves, one of them is language*” which could be rephrased as “People need a language to communicate with one another” (see **Essay 35 lines 1- 2**).

25. The sentence “*It is also easier for the listener to get the idea of the agent because of he/she can repeat or use other words/sentences if the listener cannot understand what the agent means*” could be rephrased as “the speaker can repeat his/her words if his/her listeners do not understand them” (see **Essay 43 lines 5- 7**).

Although many redundant words as described above still convey comprehensible information, they may stray away from the main point and thus they have a negative effect on text coherence ( **for a related point of analysis, see page 148**).

As regards types of conversational register in the informants' essays, I have found that most the informants do not use any contractions and colloquial words. Only twenty (21) of the fifty (50) informants use conversational register in their essays (see **table 3 on the following page**).

However, most of the informants experience great difficulties in organising their ideas as reflected in their global goofs as discussed before. Their strategies to communicate in writing are hampered by their efforts to paraphrase and explain their ideas about a particular concept. This may lead them to write redundant words and expressions that might negatively affect text coherence in their essays.

Since they tend to write redundant words and expressions that would be more acceptable in conversations, the development of the informants' English language

communicative competence tends to apply to conversational register rather than the register of academic writing.

**Table 3: Conversational Register in the Informants' Essays**

Academic Writing Texts	Types of Conversational Register	Lines
1. Essay 4	the contractions "I'll", "There'll", "there's"	1, 11, 17
2. Essay 6	the contraction "it's"	7
3. Essay 8	the contraction "it's", the colloquial word "yes"	1, 9
4. Essay 10	the contraction "can't"	3
5. Essay 11	the contractions "can't", "isn't" and "doesn't"	5- 10
6. Essay 12	the contraction "doesn't"	3
7. Essay 13	the contraction "doesn't", the colloquial word "it is right"	1, 6
8. Essay 14	the contraction "can't"	1
9. Essay 15	the contraction "don't"	15
10. Essay 21	the colloquial words "You see"	1
11. Essay 24	the contractions "can't" ; "don't"	2, 3
12. Essay 25	the contraction "That's "	4
13. Essay 30	the contraction "doesn't"	10
14. Essay 31	the contraction "it's", "won't"	1, 10
15. Essay 35	the contractions "can't", "didn't"	3
16. Essay 37	the contraction "don't"	2
17. Essay 38	the contraction "it's"	3
18. Essay 39	the contraction "can't"	2
19. Essay 40	the contraction "can't"	9
20. Essay 47	the contractions "can't", "people's"	7, 8
21. Essay 49	the colloquial word "yes"	1

Thus, the teacher trainees' redundant words and expressions merely reflect their communication strategies through, for instance 'word coinage' (for example see Larsen-Freeman and Long: 1991: 127) and repetition. This may be acceptable in conversations since the information is more easily understood. However, their redundant words may violate the register of academic writing since redundancy in words might negatively affect the development of information in the essays. Given this, I shall now examine text coherence.

#### **b. Information Packaging: Text Coherence**

**Essay 1** This essay does not show the answer of the essay question as to whether spoken language is essential for communication (see the first sentence). For example,

the first and the second sentences of the first paragraph do not show any links between ideas. The *shared information* (theme) of the first sentence is “*spoken language*”, and its *new information* (rheme) “*is essential for communication*”. The *new information* of the second sentence ‘*I*’ has no relation with either the *shared information* or the *new information* of the first sentence. In addition, the *shared information* of the third sentence ‘*communication*’ does not show any links between ideas with the *new information* ‘*I know that language is a means of communication*’ of the second sentence. Thus, the lines of the first paragraph are vague in terms of *meaning organisation*. The informant’s arguments deal with communication in general rather than spoken language (see the first and second paragraphs).

**Essay 2** This essay is supposed to answer the question of the essay topic, but the ideas about spoken language are not well organised, and many sentences are not well constructed. For instance, the shared knowledge (theme) “*spoken language*” and the new information (rheme) “*is essential for communication*” in the first line are not well discussed in subsequent sentences. This is due to the fact that the theme “*beware sometimes body language*” has no logical links with the essay question. Whilst answering the question, the essay also addresses the topic of body language. This violates the fact that the essay question is about spoken language, not body language. The second paragraph deals with the importance of pronunciation in spoken language. But statements such as “*Spoken language is very important for us*” and “*So, try to make clear our pronunciation*” do not clearly show the relation between spoken language and pronunciation. Moreover, the essay does not show why spoken language is not “*too*” (very) essential in the first sentence - “*Spoken language is not too essential*



*for communication*” (see the second paragraph). The sentence “*Spoken language is essential for everyone who perfect and have all parts of his body*” (see the last line of the essay) contradicts the idea expressed in the first paragraph. This affects the coherence of the essay text.

**Essay 3** Because of the various global goofs, text coherence of Essay 3 is poor. We also note that the essay content is not an answer to the question of the essay topic. The essay only describes the English language, not spoken language, and its information is packaged in jumbled ideas. For instance, the theme “*In the world, English*” is supposed to refer to “spoken language” without showing what kind of English, spoken or written (see line 1 and 2). Further, the theme “*Communication with other country(ies)*” and the rheme “*using (uses) English*” do not add anything to the previous information. The topic in the first sentence “*spoken language*” does not hang together with the topic “*English*” in the second sentence. Other information about communication does not show a clear link to the previous topics of the first and second sentences. Further, the essay text does not show why communicating with people from another country is not difficult (see the third and the fourth lines). Thus, the information of essay 3 is not well developed.

**Essay 4** This essay only partially succeeds in answering the essay question, as its information is insufficiently packaged. For instance, the importance of written language is poorly described in the line “*to communicate orally with thousands of people, sometimes will be more effective and efficient in the form of written language through writing on newspaper and magazine*”. In this passage, the information showing the difference between spoken language and written language is ambiguous. Other vague

statements can be seen in the first line and the last line in essay 4 which does not show the justification of the proposition that spoken language is essential for communication. The first line shows agreement with the proposition, but the second line describes disapproval, such as *“I agree with the statement. But I ‘ll not agree if we think that spoken language is the only essential one for communication”*. It can be observed that the discussion in the essay is one- sided since it fails to provide a balanced discussion of both sides of language, spoken and written, as an essential means of communication. Written language is poorly accounted for, and the arguments in support of writing are nullified by equally powerful arguments against it. This affects the coherence of the essay text.

**Essay 5** Some ideas in the essay do not directly answer the essay topic as can be seen in the first and second lines of the first paragraph. The essay refers to English language and culture which are not the question of the essay topic (see also the last lines of the second paragraph). The informant fails to develop her ideas.

**Essay 6** This essay addresses the principal issues arising out of the essay topic, e. g. when arguing that the listener can interpret what the speaker means, which is more difficult in written language. However, the essay text does not develop the ideas of the essay topic. As can be seen in the first paragraph, the second line does not show the reason of approving the statement of the essay topic . The theme *“In having a conversation, then speaker”* does not directly refer to the previous information, that is spoken language. Rather, it refers to speaking ability, and thus the first line does not hang together with the second line; for example, the word *“then”* might relate to the

word “*speaker*” which is not available in the previous line. The second paragraph compares spoken language with written language, but it does not show whether or not the comparison is used as an example to support ideas. The second paragraph ends with the conclusion referring to spoken language as against written language before clearly showing the basis of such comparison. Thus, the organisation of ideas and the construction of paragraphs in the above essay would seem to violate text coherence.

**Essay 7** This essay is not properly organised. It conveys the impression of jumbled ideas which are not separated into different paragraphs, and there is a lack of signposting by means of “*of course*” and similar devices.

**Essay 8** This essay does not fully develop ideas about spoken language. For instance, the second line deals with language as a means of communication, but it does not discuss whether spoken language or language in general. The rheme “*is a means as communication*” in the second line is hanging because of missing the surrogate subject “it” in its theme “*We know that*”. In conclusion I feel that the question of the essay topic has been misunderstood. Most of the arguments in Essay 8 only deal with language in a broader sense, not spoken language (see the whole text from the second line).

**Essay 9** This essay shows the question of the essay topic, but its concluding statements are missing. Besides, the essay does not relate to the controlling idea that supports the unity of argumentation. Yet, Essay 9 is quite well organised in the sense that the informant could clarify his arguments by using numerical signposting, such as,

firstly, secondly and so on. Thus, Essay 9 meets the criterion of text coherence on the whole.

**Essay 10** This essay is intended to discuss spoken language, but fails to stick to this topic. For instance, the theme of the importance of spoken language in the first two paragraphs is not further developed, and the last paragraph deals with written language only. This has a negative effect on the coherence of the essay.

**Essay 11** This essay does not directly answer the question of the essay topic. For example, in the first paragraph the essay starts with 'people in a society' but not with 'spoken language'. The topic of spoken language is not well developed in the subsequent text.

**Essay 12** This essay does not answer the question of the essay topic because it is a comment on rather than a discussion of spoken language. The arguments about spoken language are not well organised, and the first paragraph does not hang together well. The themes "*As I know*" (**line 2**), "*It doesn't mean*" (**line 3**), "*Then other reasons*" (**line 5**) do not refer to the information given previously in each line. For example, the theme "*The other reasons*" does not refer to the previous information "*We have to speak*" (**line 5**) which does not contain any reasons at all. The informant's ideas in the second paragraph are difficult to follow because they contain numerous goofs. The general vagueness of statements and the lack of organisation of ideas have a negative effect on the coherence of the essay.

**Essay 13** The answer to this essay question is informally expressed in the first line, in the phrase “*It is right*” (read “I agree”), but the remarks about the speaking ability do not have any connection with the ideas expressed in the second line. The theme “*spoken language*” and the rheme “*essential for communication*” in the first line are not developed in the second line. The second line contains information unrelated to the previous information. Generally speaking, the information on spoken language in the essay text is poorly packaged. Thus the lines “*It also means that speaking ability must be grasped by the people in order to be able to converse with others. The people will get the idea conveyed by hearing his/her utterance*” could be reduced to “This means that people must be able to speak and communicate with others”. Further, the lines “*The difficulty rised as the people doesn’t have the capability to express his/her idea in appropriate language. The receptor will get misinterpretation to what the other said. The terrible situation will exist if there is no understanding between them*” should read “People will misunderstand each other if they cannot express their ideas”.

**Essay 14** This essay does not answer the question of the essay topic because the topic spoken language is not properly developed. Rather, its writer discusses humanism, the definition of language, the two kinds of communication and the importance of spoken communication.

**Essay 15** This essay does not properly answer the question of the essay topic because the phrase “*this statement*” refers to the previous statement which is missing (see line 1). The theme “*language*” does not refer to the theme “*spoken language*”, and the rheme “*is used in communication among people in the world*” (see lines 2 and 3) should precede the first line. The ideas about spoken language are not well

organised in “*By listening to the speaking will be easier to understand than gesture or body language*”. This line should read “Understanding by listening to spoken language is easier than by reading body language”. Lack of organisation certainly has a negative effect on text coherence.

**Essay 16** This essay does not properly answer the question about spoken language. This is because the arguments in the second line are not developed in the third line which only describes how people use their language. Examples are the line “*Having spoken language use to communicate of people to others*” which should be “People use spoken language to communicate with each other” (see lines 1 - 3). Such lack of structure certainly has a negative effect on text coherence

**Essay 17** This essay does not show the development of ideas about spoken language although the first line answers the essay question.. The second and third lines of the first paragraph take up the information in the first line. The theme “*people*” in the second line does not refer to either the themes “*I*” and “*spoken\_language*” or the rhemes “*do agree that*” and “*is essential for communication*” in the first line. Further, the themes - “*in daily activity*” and “*every person*”- in the third line refer to the argument in the second line rather than the controlling idea in the first line. Likewise, the theme, “*we*”, in the last line of the paragraph does not have any relation to either the themes - “*in daily activity*” and “*every person*” or the rheme “*use language to express his idea to convey meaning*”. The second paragraph contains some ideas about dumb people which are not discussed in the first paragraph. The theme “*dumb people*” does not refer to any themes and rhemes in the first paragraph. Thus, the ideas about

spoken language are not properly developed and organised because the information of every line is not well packaged. This certainly has a negative effect on the overall text coherence

**Essay 18** The first line in this essay answers the question about spoken language, but the themes “*In everyday life*” and “*human being*” (see line 2) do not refer to the theme “*spoken language*”, and the rheme “*is essential for communication*” (see line 1) is not adequately developed. The themes “*it*” and “*they*” in the second line only refer to the idea about human beings rather than about spoken language for communication. On the positive side, the rheme “*is spoken way*” (see line 4) refers to the shared information “*spoken language*” (see line 1) which is the controlling idea of the essay. Further, the ideas about spoken language is available in the rheme “*will give chance directly for the man who take a conversation*” (see line 5), and the theme “*the man*” (see line 6) develops the rheme “*the man who take a conversation*” (line 5). The comparison between spoken language and written language is made, but the arguments are not fully developed (see lines 6 - 8). The essay does not give any evidence to support written language, and the information about spoken language is not well packaged. For example, the phrase “*In life the human being, everyday*” (see lines 1 and 2) should read “In everyday life, human beings”, and the lines “*the spoken language will give a chance directly for the man who take a conversation. The man is going to get an information from the others fastly*” can be reduced to “man can use spoken language to get information”. Text coherence, as a consequence, is far from optimal.

**Essay 19** This essay answers the question of the essay topic (see line 1), but it does not contain any arguments about spoken language. Rather, the essay argues that there are two kinds of language use (see line 2), spoken language and written language. However, the essay initially emphasises speaking (see lines 2 - 3) but concludes with the importance of spoken language. The theme “*as we know that there*” and the rheme “*are two ways in communicating ideas*” (see line 2) do not relate to the previous theme “*I do agree with the statement that says spoken language*” and rheme “*is essential*”. The theme “*in our daily life, speaking*” does not properly relate to spoken language because it only refers to the way of communicating ideas (see lines 2 - 4). This certainly has a negative effect on overall text coherence.

**Essay 20** This essay does not succeed in answering the question of the essay topic (see line 1). Its ideas are difficult to follow, e.g. “*our spoken language reflects our way of thinking, the capacity of our knowledge etc*” (see line 5). This line regards spoken language as a way of thinking rather than as a means to express ideas, which is not proper. The information of the essay is not properly packaged. For instance, the combination of “*not only*” and “*but also*” does not reflect parallelism in “*we aim not only to give understanding of our idea but also our spoken language*”. By this I mean that the verb phrase “*to give understanding*” that follows “*not only*” is not parallel with the noun phrase “*our spoken language*” that follows “*but also*”.

**Essay 21** The themes “*you*” and “*language*” in this essay do not refer to the previous information of the theme “*I*” and the rheme “*do agree*” (see lines 1 - 2) which has a negative effect on text coherence.



**Essay 22** This essay does not develop ideas about spoken language, and its information is not well packaged, for example the sentence “*there is someone not agree*” could be rephrased as “there is someone who does not agree”. This has a negative effect on text coherence.

**Essay 23** This essay does not contain ideas about spoken language, and thus does not answer the question of the essay topic. Further, the theme “*as a woman*” does not relate to the theme “*spoken language*” and the rheme “*is essential for communication*” (see line 1). Rather, the second sentence (see lines 1 - 2) refers to some new information about the role of women in communication, and this has a negative effect on text coherence.

**Essay 24** This essay does not answer the question about spoken language. It addresses unconnected issues, e.g. it refers to language in general including the importance of language in communication (see line 1), people in communication (see line 3) and the history of how people communicate with one another (in lines 3 and 4). The theme “*we*” does not refer to either the theme “*language*” or the rheme “*is very important for communication*” (see line 1). Text coherence is thus diminished.

**Essay 25** This essay does not answer the question about spoken language. Rather, it contains unconnected ideas about the speaking skill in language learning (see line 1). These can also be seen in the informant’s discussion of the purpose of study (see line 2) and her judgements about language skills. The essay contains two ideas “I want to

learn how to speak English” and “English is useful if we can use it to communicate”

that are redundantly expressed in the following lines;

*“As we know, actually if we ask ourself about the purpose of our study language, of course, we will say I want to be able to speak in English”* (see lines 2 and 3) and in *“That’s true, because however we are good in writing, listening and reading, but we are less in speaking it will be lack of useful anymore”*(see lines 4- 6)

Thus, the information about spoken language is not properly developed, and this has a negative effect on text coherence.

**Essay 26** This essay does not properly answer to the question about spoken language. Rather, the essay only describes language as a means of communication. This negatively affects text coherence.

**Essay 27** This essay answers the question about spoken language, but its information is not well packaged. For example, the first and the second sentences of the first paragraph only show the informants’ agreement that spoken language is essential for communication. The example about difficulties to communicate with dumb and deaf people (**see lines 6 - 10**) does not support the argument about spoken language. This has a negative effect on text coherence

**Essay 28** This essay does not answer the question about spoken language. For example, the first and second sentences (**see line 1**) do not develop the writer’s ideas. The theme *“By language we”* (**see lines 1 and 2**) does not refer to the previous information of spoken language. Besides, the themes and rhemes of the fourth and fifth sentences (**see lines 3- 6**) only deal with language use for communication but not with

spoken language. The essay text does not provide arguments that spoken language is essential for communication. This has a negative effect on text coherence

**Essay 29** This essay does not fully answer the question about spoken language. For instance, the theme “*We*” and the rheme “*have to express our needs to others*” do not refer to the previous information regarding spoken language (see lines 1 and 2). The theme “*On the contrary others*” does not refer to both the theme “*And it*” and the rheme “*needs spoken language*” (see line 2). The example in the essay illustrates the understanding of different cultures, rather than spoken language in the sentence “*Another example of the importance of spoken language is proved by transmitting it to other people of another culture so that we can understand other cultures*” (see lines 8 - 10). Thus, the ideas about spoken language are not well developed, and this negatively affects text coherence

**Essay 30** This essay does not answer the question about spoken language because it deals with language in general. For example, the first sentence refers to the definition of language (see line 1), and the second sentence reads “*Actually in this communication can be done orally or written, or maybe by gesture*” (see lines 1 and 2) in which the theme “*Actually in this communication*” does not relate to the first sentence. Further, the theme “*All of forms of communication*” does not clearly relate to the rheme “*can be done orally or written or maybe by gesture*”. Therefore, Essay 30 does not deal with the information supporting the importance of spoken language. This has a negative effect on text coherence.

**Essay 31** This essay does not answer the question about spoken language. For instance, the second sentence “*It’s impossible for us to speak writtenly*” does not show the difference between spoken language and written language. The information about spoken language is not well packaged in sentences. Note the repetition of the surrogate subject “*it*” (see **all the lines**), and the theme “*it*” as the subject of the first sentence which does not give any information about what is something “*very essential for human being*” (see **line 1**). Further, all the lines in the essay merely deal with a single idea “Spoken language is essential for communication”. This certainly has a very negative effect on text coherence.

**Essay 32** This essay partially answers the question about spoken language (see **line 1**), but spends too much time on the comparison between spoken language and written language. Moreover, the information about spoken language is not well packaged, and this has a negative effect on text coherence.

**Essay 33** This essay partially answers the question about spoken language, but the ideas in the essay text do not show why spoken language is essential for communication (see **line 2**). The theme “*the idea of the language*” does not refer to either the theme and rheme of the first sentence, or those of the second sentence, and the text does not provide a clear conclusion, although some examples of spoken language use are presented (see **lines 7 and 8**). The overall text coherence is unsatisfactory.

**Essay 34** This essay does not answer the question about spoken language. Besides, the information is not well packaged (see lines 1 - 5), which has a negative effect on text coherence.

**Essay 35** This essay does not answer the question about spoken language. Rather, it deals with human beings, daily life, love and language, although the concluding sentences refer to spoken language (see the whole lines of Essay 35). This has a negative effect on text coherence.

**Essay 36** This essay to some extent answers the question about spoken language, but it does not show why spoken language is essential for communication. The first paragraph is not well structured as can be seen from the passage “*We agree with the statement. In my mind, spoken language is one of important part in communication*” (see line 1). The first sentence contains the phrase “*the statement*” which refers to unavailable information. The theme “*In my mind*” does not hang together with the theme “*we*” and the rheme “*agree with the statement*”. This violates text coherence.

**Essay 37** This essay to some extent answers the question of the essay topic, but does not show what the first sentence refers to (see line 1). The essay does not show clearly why the informant agrees or disagrees that spoken language is essential for communication. For example, the informant argues that spoken language is not the only medium, and that written language and body language are also essential for communication. She does not define the notion of “*situation*” on which according to her spoken language depends. This certainly has a negative effect on text coherence.

**Essay 38** This essay to some extent answers the question about spoken language. It is pointed out, for instance, that spoken language is used for sharing ideas, and that people speak their language before they write. However, these ideas are not well developed because the essay ends with a point which does not relate to spoken language (**see the last line**). Besides, the essay contains redundant expressions as in “*But for the written language we need to think over of what we are going to write. I myself often get difficulties in sharing my idea in the term of written once my friend says to me*” (see lines 6 - 8) which could be rephrased as “I think writing is difficult for expressing ideas”. This certainly has a negative effect on overall text coherence.

**Essay 39** This essay to some extent answers the question about spoken language. However, the information given in the last lines does not refer to spoken language as stated in the previous lines (**see lines 4 and 5**). Rather, it describes language in general and its importance to the informant’s interest in nationality and culture. Besides, some expressions are redundant in “*Spoken language is essential for communication. I agree with this statement because without language we can’t communicate with other and transfer our ideas to the other*” (see lines 1- 3) which could be rephrased as “I agree that spoken language is essential for communication”. Thus the essay does not answer the essay question in detail.

**Essay 40** This essay does not properly answer the question about spoken language (**see line 1**). The essay only contains two different ideas - language and world peace (**see lines 1 and 2**) which do not directly relate to spoken language. These two ideas might contribute to the ambiguity of the essay content, and negatively affects text coherence.

**Essay 41** This essay does not provide a clear answer to the question about spoken language. It contains redundant expressions for a single idea “Spoken language is essential for communication” in “*Because it will bring our ideas to the listener. It reflect our mind and others. It is as means to communicate with others. So it plays an important role in communication*” (see lines 1 - 4). The writer only defines spoken language without showing any arguments and evidence why it is essential for communication, and thus fails to achieve proper text coherence.

**Essay 42** This essay partially answers the question about spoken language but contains irrelevant ideas about body language (see line 6). It contains an idea “Spoken language is easy to understand” which is redundantly expressed in “*The spoken language is very easy to understand by another people, so spoken language is very easy learnt and easy to comprehend*” (see lines 8 and 9). Hence, spoken language is defined rather than analysed as a means of how to express ideas (see line 8). This has a negative effect on text coherence.

**Essay 43** This essay to some extent answers the question about spoken language (see line 1), and provides some pertinent illustrations of spoken language use. However, global and local goofs affect the argument. For instance, the word “*more*” (see line 8) is not properly used to show why and how spoken language is more effective than written language.

**Essay 44** This essay partially answers the question about spoken language, but the information is not well packaged. For example, the theme and rheme in “*There are several things that can be written*” do not refer to the theme “*Spoken English*” and the rheme “*is essential for communication*” (see line 1). The theme “*So, we*” and rheme “*have to share the message or ideas through spoken*” do not relate to either the theme “*There*” or the rheme “*are several things that can be written*” (see line 2 and 3). This certainly has a negative effect on text coherence.

**Essay 45** This essay answers the question about spoken language and shows that spoken language involves a conversation between two or more speakers. It discusses the sharing ideas in the first paragraph (see lines 1- 8). Besides, the concluding remarks take up the main idea that spoken language is essential for communication. This gives a positive effect on text coherence.

**Essay 46** This essay does not answer the question about spoken language and fails to give detailed information about its topic, spoken language (see lines 2 and 4). Only a moderate amount of text coherence is achieved.

**Essay 47** This essay answers the question about spoken language (see line 1), but it provides insufficient information about its nature. It does not contain any concluding remarks on spoken language and thus has a negative effect on text coherence.

**Essay 48** This essay does not fully answer the question about spoken language. The arguments are limited to the mechanics of spoken language and the writer does not



develop his ideas about spoken language in communication. It contains an idea "I am only interested in spoken language" which is redundantly expressed in "*I can correct it, as well as I can do, and communicate with the spoken language is the reality form of my aim in studying language itself*" (see lines 2 - 4). This has a negative effect on text coherence.

**Essay 49** This essay answers the essay question in line 1, but the following lines do not refer to spoken language. Rather, they deal with language in general, and the information of the essay is not well packaged. For example, the themes "*we*" and "*Although we can communicate with our body movement*" do not relate to the previous information (see lines 4 - 8). The theme "*we*" is not shared with the previous line, and the theme "*Although we can communicate with our body movement*" contains new information which is not yet developed in the third sentence. This negatively affects coherence.

**Essay 50** This essay does not properly present relevant ideas about spoken language. Whilst the first sentence shows that spoken language is essential for expressing ideas, the second sentence does not relate to spoken language. Rather, it deals with the importance of others' understanding. On the whole, the information in the essay is not well packaged. Consider, for example, the lines "*I do agree with this statement because by spoken language, I can express my idea. What I want to say can be showed by spoken language. Spoken language is a mean of communication is very essential in this reason*" (see lines 1 - 4). Text coherence has not been achieved here.

Given that most of the informants' essays contain local and global goofs and that the information packaging conveys a moderate amount of text coherence, I will now attempt a revision of one of the essays as mentioned in the previous discussion.

### 6. 1. 5. The Revision Model of the Teacher Trainees' Essays

I have identified the many local and global goofs in the areas of syntax, inflections, and lexical choice and the following is the revision of Essay 9 (see Appendix Two on page 242);

#### Spoken Language for Communication

*"Spoken language is very important to master for communication for some reasons.  
Spoken language is essential for communication for several reasons.*

*Firstly, most of our communication takes place using spoken language.*

*It is unrejectable that anytime we meet someone especially we are familiar with we will  
For example, if we meet our acquaintances we*

*be automatically involved in the communication just for respecting him/her.  
automatically become involved in communication in order to demonstrate our*

*showing our cordial attitudes or maybe any other thing  
friendship and perhaps to discuss specific matters, such as*

*more important (business affairs). If we go to the beaches, supermarket, movie or  
our business. If we go to the beach, supermarket, movie or*

*anywhere, we usually meet one at least we familiar with.  
anywhere else, we usually meet our family or friends.*

In this case, a spoken language must be used to converse.  
**In such situations,** spoken language is used to **communicate with other people.**

In brief, when, where and however we are, we often get involved  
 In brief, **whenever** and **wherever** we are, we become involved

in the interaction with others, and a spoken language is used for this need.  
 in **communication** with others, and spoken language is used for this.

Secondly, spoken language is more effective than written one.  
 Secondly, spoken language is more effective than **the** written form.

When we use a spoken language, there are still many things (aids)  
 When speaking, we **can** use other means of communication

available to help clarify our idea.  
 to clarify our **ideas.**

If we have a face-to-face conversation, we are aided by our facial  
 In a face to face conversation, we **can, for instance, use** our facial

expression, body movements, tone or other situational circumstances  
**expressions** or **gestures.**

that can help us do correctly, convincingly and appropriately convey our idea.  
 In this way, we can clearly **express and** convey our **ideas.**

Especially when it is very important thing, then a spoken language will be more helpful  
 In contrast, we cannot use any **additional aids for communication in written language.**

and, we successful to use.  
**Therefore, I think spoken language is more effective than the written form.**

Thirdly, using spoken language has some benefits.  
 Thirdly, we can get some benefits from using spoken language.

It shows our respect to the one we converse  
**For instance, we can directly** show our respect,

with. It is also important when there is misunderstanding. If so, a fast and  
**and if** **there is misunderstanding,** **fast and**

*polite correction can be made. If we can use it appropriately, it is very useful to convince,*  
 polite correction can be made. If we can use it appropriately, **we can**

*persuade or bring about someone to an action we want”.*  
 persuade or **introduce** someone to an action we want.

**Perhaps, for these reasons, I believe that spoken language is essential for communication.**

**The result of the above repaired essay now reads as follows;**

Spoken language is **essential** for communication for **several** reasons. *Firstly, most of our communication takes place using spoken language.* **For example, if** we meet **our acquaintances**, we automatically **become** involved in communication **in order to demonstrate our friendship and perhaps to discuss specific matters, such as our business.** If we go to the **beach**, supermarket, movie or **anywhere else**, we usually meet **our family or friends.** **In such situations**, spoken language is **often** used to **communicate with other people.** In brief, **whenever and wherever** we are, we become involved in **communication** with others, and spoken language is used for this.

Secondly, spoken language is more effective than **the** written form. When **speaking**, we **can** use other means of communication to clarify our **ideas.** **In a face to face conversation**, we **can**, **for instance**, use our facial expressions or gestures. **In this way**, we can clearly express and convey our **ideas.** **In contrast**, we cannot use any additional aids for communication in **written language.** **Therefore, I think spoken language is more effective than the written form.**

Thirdly, **we can get some benefits from** using spoken language. **For instance**, we can directly show our respect, **and if there is misunderstanding**, fast and polite correction can be made. If we can use it appropriately, **we can** persuade or **introduce** someone to an action we want. **Perhaps for these reasons, I believe that spoken language is essential for communication.**

### 6. 1. 6. Summary

As noted in the previous discussion, the language content of EFL teacher training courses was restricted to linguistic rather than communicative competence from 1984 to 1995. Teacher trainees were given the linguistic grammar for the skills of speaking, listening, reading and writing. They were also given drama courses to develop their linguistic presentation. This however failed to develop active participation in the target language, English in such teacher training being mostly used in performing decontextualised academic tasks, such as participating in guided classroom discussions or writing theses.

The teacher trainees' essays require that English be used as a means of expressing their writers' ideas in academic writing. By writing their theses in the target language, the teacher trainees are expected to communicate their ideas effectively in English.

The extracts of the teacher trainees' theses show that their approach and writing styles in discussing a particular topic are subject to a number of difficulties. They do not directly discuss the points of sub-chapters. Rather, they tend to define rather than discuss terms, such as "*limitation*", "*objectives*" or "*problems*" and often fail to arrive at the point of the discussion.

The level of the teacher trainees' academic writing can be seen in table 2: The rating scale of the informants' essays (see page 119). It is noted that the informants' essays are mostly written in one paragraph which contain numerous local and global goofs.

Thus, the writing level of the analysed essays to a large extent belongs to level 2; that is, they are able to write a paragraph.

The teacher trainees' essays to a large extent show particular difficulties with the auxiliary system, subject- verb agreement (36 %) and inconsistency in using noun modifiers (20 %) (see pages 113 and 172). Similarly, their essays contain many global goofs, such as subject or object missing (26 %) and misusing prepositions (38 %) (see 1e and 1j on pages 113 and 172). This might result from lack of practice writing exercises. The percentage of the informants' goofs in essay writing is represented in Table 4 (see page 172).

As can be seen in table 4, a significant number of teacher trainees use conversational registers, such as contractions, and many of them use redundant words. This reflects their being used to using conversational spoken English rather than the more concise written register.

In developing their essays, the teacher trainees tend to stray away from the main idea of their essay topics (for example see Essay 49 in Appendix One on page 253). As a result, many of them do not answer the question of the essay topic (see table 4 on page 172). Rather, they introduce a range of different ideas without showing the relation of those ideas to the main topic. In the conclusion I shall make some suggestions as to how the teacher trainees' writing skills can be improved.

**Table 4 : Percentage of The Informants' Goofs in Essay Writing**

Goof Types	Informants Number	Percentage
<b>Local goofs</b>		
<b>2a</b> (Spelling)	<b>13</b>	<b>26 %</b>
1. Auxiliary systems:		
<b>2b1</b> (Tense misplacement)	5	10 %
<b>2b2</b> (Be /does/do/did missing)	4	8 %
<b>2b3</b> (Inconsistency in perfect use)	1	2 %
2. <b>Inflections:</b>		
<b>2c1</b> (Subject- verb agreement)	<b>18</b>	<b>36 %</b>
<b>2c2</b> (Plural/singular forms)	<b>23</b>	<b>46 %</b>
<b>2c3</b> (Article missing)	8	16 %
<b>2c4</b> (Inconsistency in using noun modifiers)	<b>10</b>	<b>20 %</b>
<b>2c5</b> (Misplacement of adverbs)	8	16 %
<b>Global goofs</b>		
1. <b>Syntax</b>		
<b>1a</b> (Surrogate subject missing)	1	2 %
<b>1b</b> (Simple predicate missing)	7	14 %
<b>1c</b> (Object pronoun missing)	4	8 %
<b>1d</b> (Subject pronoun missing)	6	12 %
<b>1e</b> (Subject or object missing)	<b>13</b>	<b>26 %</b>
<b>1f</b> (Main or sub clause missing)	9	18 %
<b>1g1</b> (Subject and object permuted)	4	8 %
<b>1g2</b> (Misordering in subordinate constructions)	5	10 %
<b>1g3</b> (Passive order but active form)	8	16 %
2. <b>in Inflections</b>		
<b>1h</b> (Misformation of gerunds after preposition)	5	10 %
<b>1i</b> (Inconsistency in using pronouns)	9	18 %
<b>1j</b> (Misusing prepositions)	<b>19</b>	<b>38 %</b>
<b>1k</b> (Misplacement of signposting and conjunction)	<b>10</b>	<b>20 %</b>
<b>1l</b> (Misusing surrogate subjects)	<b>14</b>	<b>28 %</b>
<b>1m</b> (Comparison markers missing)	6	12 %
Lexical choice	<b>39</b>	<b>78 %</b>
Redundancy	<b>25</b>	<b>50 %</b>
Conversational register	<b>21</b>	<b>42 %</b>
1. Answer the question by direct statement	24	52 %
2. Answer the question by discussion	2	4 %
2. No answer	24	48 %

## 6. 2. Interview data

Interview data were compiled during the fieldwork in 1994/1995. The organisation of the interview was as follows;

- Settings** : The interview was conducted in the places appointed by the informants at the campus,
- Participants** : 22 male and 25 female teacher trainees of the FKIP, the University of Jember, Indonesia,
- Ends** : The purpose of the interview was to talk about some socio-psychological factors that might influence the informants' strategies in teaching and learning activities,
- Art Characteristics** : The interviewees realised that they were performers (*as a result of the arrangement for recording equipment*),
- Key** : The nature of the interview was light, friendly and humorous,
- Instruments** : Face to face speech, and the language used being predominantly English although Bahasa Indonesia was sometimes used,
- Norms** : The interviewee should spontaneously answer the questions, and this was applied through turn taking,
- Genre** : Spontaneous interview.

(adapted from: Preston: 1989: pp 229- 230)



The analysis of the interview data is divided into two parts - content analysis and strategy analysis. Content analysis deals with the informants' assessments of socio-psychological factors, such as their expectations in learning English. Strategy analysis is concerned with the informants' strategies for learning communicative competence, including their strategies when responding to the interview questions.

The content of the informants' assessments shows that their expectations about learning English in the teacher training courses are to learn and improve their English, especially how to speak English. In listening courses of English, they mostly expect to understand what native speakers of English are saying.

However, they mostly complain about native speakers' pronunciation, dialects and their ways of using English words. For example, they said that listening to the non-native teachers speaking English was easier than listening to the native speakers of English. In other words, they experienced difficulties in understanding what the native speakers were talking about because they were not familiar with their pronunciation and dialects. Having such difficulties, they said that native speakers' pronunciation and dialects were the most important things to consider in listening courses.

In reading courses, the informants mostly expected to understand reading texts of English. When being asked about the benefits they got from reading courses, they said that they learnt some techniques of reading, such as *skimming* and *scanning*.

Regarding their difficulties in reading skills, most of the informants said that they had a problem with the difficult words and main ideas in the text, and that the main ideas were very important to consider when understanding English texts.

In speaking courses, the informants mostly expected to be able to speak English fluently, and they believed that by being able to speak English, they could enlarge their knowledge and get better jobs. Some of them said that they did not experience any difficulties in speaking courses because they often got good marks in their speaking exams, but some others said that they had difficulties in pronunciation and vocabulary. When they were asked about what was the most important thing to consider when speaking English, they said that pronunciation and vocabulary were very important to consider in speaking.

In writing courses, the informants expected to be able to write in English. Many of them said that they were not interested in writing because they experienced difficulties in vocabulary and organising their ideas. Besides, some said that it was very difficult to start writing even though they had already taken writing courses.

#### **6. 2. 1. The socio-psychological factors affecting the teacher trainees**

The socio-psychological factors; motivation, attitudes and mental blocks or '*input or output filter*' (Krashen: 1985: 103) influencing the informants' teaching and learning activities were found to be ;

- **Motivation** In general, the informants said that they learnt English because the target language is used internationally, such as in the world of business, politics, culture, education and so forth.

In particular, they said that they entered the faculty of teacher training to study because of their parents', siblings' or teachers' advice; in other words due to others' initiatives, not their own. Some of them even said that they were not interested in teaching. Rather, they expected to get jobs in tourism, business or in other non-teaching areas after they finished their studies.

In addition, some said that they wanted to become teachers of English because their parents were teachers. This may mean that they are trying to emulate their parents, or that their parents want them to become teachers.

Therefore, I think the informants' motivation in learning English is, to a large extent, not '*integrative*' in the sense that they learn English to adopt and use the target language and its culture in daily activities. Rather, their motivation is '*instrumental*', that is, learning English for special purposes, such as, getting better jobs, higher prestige, or better education.

- **Attitudes** Social attitudes toward English learning are still a serious concern in teacher training. For example, the informants often denied that there were negative attitudes towards on the part of those not learning English. However, they finally admitted that they still found some negative attitudes toward English speaking practices, such as negative remarks - showing off, arrogant and so forth. In addition, some of them said that it was hard to find cooperative fellow learners of English who would practice speaking the target language. According to them, the participants of English speaking groups tended either to dominate the talking, kept silent or spoke in Bahasa Indonesia or their own first languages, that is Javanese and Maduranese. However, they still believe that speaking English with their fellow learners of the same cultural background is easier than speaking with the native speakers of the target language.

In addition, the teacher trainees' attitudes toward language learning are mostly positive rather than negative. This is supported by the informants' beliefs that learning a language gives them more opportunities to communicate with other people from different cultural backgrounds. In learning the target language, for example, the teacher trainees mostly believed that they would get a lot of benefits in terms of being able to use the target language, especially in speaking courses.

However, their positive attitudes are vulnerable to social environments. For example, some of the interviewees said that they were not any longer interested in learning English. This is because they were worried about the future possibility of getting a job

as a language teacher. This results in negative attitudes toward language learning, such as being no longer interested in using or practising the target language skills.

Some teacher trainees' attitudes toward teacher training show that they chose the English program in the faculty of teacher training because it provides a good opportunity to learn simple English for speaking, and they were less interested in learning other skills. Besides, they believed that they would get good marks easily. Such attitudes toward teacher training do not promote optimal language learning.

- **Mental blocks** Most of the informants said that they were not very self confident in speaking English because they felt that they lacked vocabularies. Some of them felt shy about speaking the target language if their friends corrected their mistakes during their conversations. Besides, they were reluctant to speak English with their senior fellow teacher trainees because they thought that most of the senior trainees tended to dominate the talking and not to listen to what they said.

The informants also said that it was hard to share ideas with the senior trainees who spoke the target language faster than they could. Therefore, they just kept silent unless they were required to speak. Some others said that they sometimes hesitated about speaking and pronunciation for fear of making mistakes.

This means that making mistakes in speaking is regarded as a stumbling block for the informants, preventing them from expressing their ideas in formal meetings, for example in seminars or group discussions. If they make mistakes in a seminar or a

discussion, this certainly inhibits them from making further comments. Besides, they might keep silent or feel insecure about being asked to give some comments on the given topics.

### **6.2.2. The teacher trainees' strategies for learning communicative competence**

The teacher trainees' strategies for learning communicative competence vary, and they are highly dependent on their purpose in learning English. For instance, most of the informants found that speaking courses were a good exercise for learning how to use the target language. If they could speak the target language well, those who did not like teaching would go into tourism agents or private companies rather than go to schools.

However, many of the informants said that **writing is not an important skill to learn**, and only a few of them learnt the target language through writing. Although they had writing courses, most of them still said that they had difficulties in expressing their ideas in academic writing.

Most of those informants who were interested in teaching said that as teachers they would simplify their words and speak more slowly and clearly if their students did not understand what they were saying. However, some of them just used teaching media to clarify what they were saying without changing their way of speaking the target language. Some others just translated the target language into Bahasa Indonesia, so that their students could understand what they were saying.

The teacher trainees' opportunities for learning communicative competence are limited when it comes to expressing themselves in English. This will be a problem in future when they have to help their students express their ideas. For example, when responding to the interview questions, many teacher trainees just talked when it was their turn to talk without checking whether or not they understood the questions. Such mechanical responses do not reflect a high degree of communicative competence.

### **6.2.3. Summary**

The results of the interview data show that most of the teacher trainees are not interested in academic writing. Rather, they like to develop their communicative competence in listening and speaking.

The teacher trainees' motivation is much more instrumental (learning the target language for temporary needs) than integrative (learning to use the target language for permanent needs). They learn English to get a job or better education (instrumental) rather than to use it as a daily means of communication.

On the other hand, the teacher trainees' attitudes towards language learning and teacher training are relatively positive in the sense that they feel they still get the benefits of language courses. However, their attitudes towards living conditions on and around campus are often negative (too noisy, restrictive rules, lack of books, poor learning facilities). They like native speakers but are concerned about the non standard varieties of English some of them speak. Attitudes about employment prospects are

frequently quite pessimistic. Communicative competence is subject to cultural sensitivities. Many Islamic students are unprepared to accept the cultural values of the target language speakers and find reduced communication a way of avoiding intercultural conflicts.

In addition, their learning is vulnerable to the marking system in the teacher training. If they get good marks in English tests, they will be highly motivated in learning the target language. Conversely, if they get bad marks, they will be less motivated to learn English.



### 6. 3. Questionnaire Results

As outlined in the previous chapter all the questionnaire items measure the socio-psychological factors that influence the teacher trainees' communicative competence in both receptive and productive skills. The measurement is based on ethnography of communication (see chapter IV) and involves two types of questions, that is, the open-ended and the '*inverted funnel*' sequenced ones (Trenholm:1986: 243).

The analysis of the questionnaire results is based on the following steps;

1. classifying the questionnaire data included in the open-ended questions for reading skills,
2. assigning open- ended answers to an appropriate category (**see table 5 for method of analysis for reading data on page 183**).
3. categorising all the answers to the open-ended questions of reading skill based on the types of problems reflected in the answers which in turn influence their attitudes and motivation in reading skill,
4. labelling the options of the *inverted funnel* questions with letters - **a, b, c** - to identify the largest and the smallest number of teacher trainees choosing these options.
5. tabulating the questionnaire data (**see table 6 on page 184**) in order to identify the frequency of choosing the options, so that the largest and the smallest number of teacher trainees selecting the given options can be observed.

The analysis of the open-ended questions on the reading skill (step: 2) is based on the following rating scale which can be seen in table 5.

**Table 5 : Rating Scale For Data of Reading Skill**

Questions	Answers	Category
(Item 5) “What do you expect to gain from reading English texts ?”	a. to get information, main ideas, message etc	Meaning based
	b. to enrich vocabulary, pronounce the words correctly and understand the style of a text.	Language based
	c. to practice reading techniques; such as scanning , skimming etc	Reading techniques based
(Item 6) “What kind of difficulties do you have in reading the English texts written by native speakers ?”	a. to understand the main ideas, messages, information etc	Meaning problems
	b. to understand words, phrases, complex sentences, idiomatic expressions etc	Language problems
	c. to practice reading techniques	Techniques problems
(Item 7) “When reading, you realise that you do not understand many words in the paragraphs of a text, but you still understand some others in the same paragraphs. What do you do then?”	a. ignore difficult words or phrases	Top down
	b. open dictionaries to understand the words or phrases in the text	Bottom up
	c. guess the meaning or idea of the sentences or paragraphs in the text	Interactive
(Item 8) “What do you consider to be very important in understanding the content of a reading text?”	a. the gist, main ideas, message of the text or schema or prior knowledge of the reader	Meaning
	b. the language, vocabulary, style of writing etc	Language
	c. reading techniques etc	Other

(For a related discussion, see Smith (1985: 13- 35) in “**Reading Without Nonsense**”)

In the above rating scale (table 5), answer options are identified by using the labels **a**, **b** and **c**. The same labels - a, b and c are also applied to identify the given options for answering the *inverted funnel* sequenced questions in listening, speaking and writing

skills (steps: **4 and 5**). This can be seen in table 6 (frequency of having the same category and choosing the options).

**Table 6 : Frequency of having the same category and choosing the options**

Items	Skills	Options							Others
		a	b	c	ab	bc	ac	abc	
1	Listening	06	01	24	-	06	08	05	-
2	Listening	10	21	06	01	08	01	-	02
3	Listening	02	36	06	01	-	-	-	05
4	Listening	02	02	<b>44</b>	-	-	-	-	02
5	<b>Reading</b>	<b>35</b>	04	05	06	-	-	-	-
6	<b>Reading</b>	04	40	01	04	-	-	01	-
7	<b>Reading</b>	14	10	22	01	02	01	-	-
8	<b>Reading</b>	<b>35</b>	11	04	-	-	-	-	-
9	Speaking	05	18	03	10	-	02	11	01
10	Speaking	01	<b>45</b>	04	-	-	-	-	-
11	Speaking	07	05	19	01	05	03	03	07
12	Speaking	08	06	16	-	13	02	05	-
13	Speaking	-	-	47	-	-	-	-	03
14	Speaking	08	12	04	-	-	-	-	26
15	Writing	01	23	11	02	04	-	01	08
16	Writing	04	20	07	02	07	-	07	02
17	Writing	08	08	25	-	01	01	-	07
18	Writing	03	42	-	-	01	-	-	04
19	Writing	08	35	01	01	02	-	02	01
20	Writing	28	08	09	03	-	-	-	02
Total number of frequency		199	351	258	32	49	18	35	63

Table 6 shows that most of the informants select the options **a, b** and **c** (more than 100 ticks) rather than giving alternative answers in the Other option.

The 'a' options having the highest frequency (see **Questionnaires in Appendix Three on pages 254- 262**) are as follows:

Item Number in Questionnaire (INQ)

**05** ; to get information, main ideas, message etc

Reading skill); **35 informants**

- 08** ; the gist, main ideas, message of the text or  
schema or prior knowledge of the reader  
(Reading skill); **35 informants**
- 20** ; write down all the words of the quotations and  
acknowledge the source (Writing skill);  
**28 informants**

The 'b' options having the highest frequency are:

- INQ 02;** the pronunciation of speakers (Listening skill); **21 informants**
- INQ 03;** ask him/her to speak English more correctly (Listening skill);  
**36 informants**
- INQ 06;** to understand words, phrases, complex sentences, idiomatic  
expressions etc (Reading skill) ; **40 informants**
- INQ 09;** your fluency (Speaking skill) ; **18 informants**
- INQ 10;** sometimes (Speaking skill) ; **45 informants**
- INQ 15;** an essay (Writing skill) ; **23 informants**
- INQ 16;** how to organise ideas in paragraphs (Writing skill); **20 informants**
- INQ 18;** write down others' ideas and argue against or for them (Writing  
skill); **42 informants**
- INQ 19;** agree or disagree with the idea and show the reasons why (Writing  
skill); **35 informants**

The 'c' options having the highest frequency are:

- INQ 01;** ability to understand what native speakers are saying (Listening skill); **24 informants**
- INQ 04;** listen to him /her carefully to get his/her message (Listening skill); **44 informants**
- INQ 07;** guess the meaning or idea of the sentences or paragraphs in the text (Reading skill); **22 informants**
- INQ 11;** your body language and appropriate responses (Speaking skill); **19 informants**
- INQ 12;** say your English words as clearly as you can (Speaking skill); **16 informants**
- INQ 13;** avoid making the same mistakes by using other words or sentences (Speaking skill); **47 informants**
- INQ 17;** by defining what is meant by discussion papers (Writing skill); **25 informants**

### **6.3.1. The teacher trainees' Receptive Skills**

From the questionnaire results in the receptive skills of reading and listening, we can see the teacher trainees' motivation ('*global orientation*'), difficulties, communication strategies and attitudes are as follows;

In listening courses, the teacher trainees expect to gain *the ability to understand what native speakers are saying* (Item 1 or **INQ 01; Option c**), and a major difficulty in such courses is recognising *the pronunciation of speakers* ( Item 2 or **INQ 02; Option b**).

Further, their attitudes towards language users of the target language in listening courses depend on whether or not the pronunciation of native speakers is easy to understand.

When listening to their students' English words, the teacher trainees mostly ask them to speak English more correctly (Item 3 or **INQ 03; Option b**) if their students make mistakes. This shows that the teacher trainees' strategies in negotiating meaning only observe the grammatical accuracy rather than the appropriate way of using the target language. Also, if their friends or students speak English slowly, the teacher trainees make an effort to listen to them carefully (Item 4 or **INQ 04; Option c**). In other words, the teacher trainees' social beliefs in using the target language are still positive.

In reading courses, the teacher trainees mostly expect to get some information regarding the main ideas or message of a reading text (item 5 or **INQ 05, option a**). Their difficulties in reading English texts, especially those written by native speakers, are to understand written words, phrases, complex sentences, idiomatic expressions and so on (item 6 or **INQ 06, option b**). In other words, they still have problems with

the level of language used by native speakers as opposed to the level of meaning and reading techniques.

If they realise that they do not understand any words in the paragraphs of a text, they will guess the meaning of sentences or paragraphs in the texts (item 7 or **INQ 07, option c**). In understanding the content of a reading text, they think that the gist of the text is very important (item 8 or **INQ 08, option a**).

### **6.3.2. The Teacher Trainees' Productive Skills**

The questionnaire results in the productive skills of speaking and writing show that the teacher trainees expect to gain their fluency in speaking (item 9 or **INQ 09, option b**). They sometimes talk to English native speakers (item 10 or **INQ 10, option b**), but their opportunities to use the target language with native speakers are not great, and perhaps their ability in initiating such contact is lacking.

In addition, they believe that body language and appropriate responses are the most important thing to consider when speaking English with native speakers (item 11 or **INQ 11, option c**). They generally attempt to pronounce their words clearly when speaking English (item 12 or **INQ 12, option c**). This means that their cognitive styles in communication are linguistically based, that is, concerned with the clear and correct pronunciation of words rather than with non-linguistically based factors, such as body language. If they feel shy in speaking English, they just avoid making the same mistakes by using simple words (item 13 or **INQ 13, option c**).

Such avoidance of mistakes signifies their attitudes towards their mistakes in using the target language. Further, if their students do not understand what they are saying, most of them just keep on talking about their topics unless their students ask them a question (item 14 or **INQ 14, option b**). This shows that their attitudes towards their students' use of the target language depend on their students' initiatives in negotiation of meaning.

In writing courses, the teacher trainees experience difficulties in writing their essays (item 15 or **INQ 15, option b**), and their difficulties involve how to organise their ideas in paragraphs (item 16 or **INQ 16, option b**). This shows that the teacher trainees' motivation in academic writing is only to practise rather than to use the target language. Besides, their difficulties in organising their ideas signify their attitudes of frustration towards academic writing. In addition, when writing their discussion papers, they define the terms used in their topics or titles. They also define what is meant by discussion papers (item 17 or **INQ 17, option c**). Their attitudes in defining their writing topics, titles and the meaning of a discussion paper reflect the academic policy of teacher training in academic writing.

In addition, when discussing others' ideas, the teacher trainees present their arguments against or for those ideas (item 18 or **INQ 18, option b**). If they are given an idea, they may agree or disagree with the given idea and show the reasons why (item 19 or **INQ 19, option b**). In other words, their attitudes towards others' ideas are both critical and appreciative, and their cognitive styles in discussing the given idea in academic writing are inquisitively critical.



Further, if they quote some ideas supporting their arguments in academic writing, they will write down all the words of the quotations and acknowledge the source (item 20 or **INQ 20, option a**). This shows that the teacher trainees' attitudes towards intellectual property in academic writing are positive, that is, they acknowledge others' ideas in their theses or essays.

### **6.3.3. Summary**

Based on the results of the questionnaire analysis, the socio-psychological factors influencing the teacher trainees' communicative competence in receptive and productive skills are as follows;

**Receptive skills** : when listening to others or reading English texts, the teacher trainees' expectation regarding the outcome of listening courses is to get the message and improve their pronunciation. However, their attitudes towards language users of the target language show that native speakers' pronunciation is difficult to understand, and that their choices of words and styles of writing are also difficult to understand.

**Productive skills** : when speaking, the teacher trainees' global orientation in English conversations is to develop their fluency in using the target language. Their initiatives and opportunities to speak with native speakers are relatively low. However, their attitudes toward their performance with native speakers as the members of the target language are to some extent positive, especially with regard to using body language and appropriate responses.

Their attitudes toward their mistakes show that they use avoidance strategies, that is, avoiding difficult words that cause their mistakes and monitoring the words to say rather than the content of what to say. In addition their cognitive styles in communication are linguistically based, such as trying to pronounce the English words correctly and clearly.

The teacher trainees' motivation in academic writing is only to practise using the target language, and their experiences in academic writing are of writing their essays in English. However, their difficulties in organising their ideas still indicate their attitudes of frustration towards academic writing. Their cognitive styles in dealing with discussing ideas in academic writing show an awareness of the importance of considering both sides of an argument and acknowledging the ideas of others.

#### 6.4. Test Results

As outlined in Chapter IV, the items of the communicative competence test are based on the ethnography of communication. Each item of the test consists of three options, that is, two labelled a and b, and one labelled "Other". The steps of analysing the data of the test results are as follows;

1. identifying the data of the test by referring to the item numbers, setting, speech acts or ends and options.
2. labelling the options with letters - a and b - and with "*Other*".
3. tabulating the data in table 7 : **Frequency of Selecting the Options (see page 193)**.
4. tabulating the expressions selected from the options; a and b in table 8: **Rating Scale of Expressions based on Ethnography of communication (see page 197)**.
5. tabulating the other expressions in table 9 and 10: **Other expressions: Interference or other errors and Achieving the English target (see pages 198 and 199)**.
6. tabulating other expressions in table 11: **Rating scale of Speech acts: expressions of interference and other errors (see page 203)**.
7. tabulating the expressions achieving the English target in table 12: **Rating scale of Speech acts: the expressions achieving the target language (see page 204)**.

The results of the analysis (the steps; 1, 2, 3) can be seen in table 5, as follows;

**Table 7: Frequency of Selecting the Options**

Items	Setting	Speech Acts/ Ends	Options			Others	
			a	b	ab	Interference/ Other errors /No expression	Achieving the English target
1	In the street	Introducing oneself	08	13	-	13	16
2	In the street	Greeting	10	02	-	03	35
3	In the street	Offering help	07	14	-	10 /02	17
4	At public meetings	Eliciting information	16	13	01	02	18
5	At the Travel Agency	Asking for information (eliciting information)	01	41	01	05	02
6	At the cafeteria	Refusing an offer	15	-	-	08	27
7	In a meeting , in the classroom etc	Asking to be excused	34	02	03	10	01
8	In a meeting, in the classroom etc	Showing sympathy	01	24	01	15 /01	08
9	In public places	Apologising	24	05	-	02	19
10	In the street	Responding to a compliment	04	33	01	02	10
11	On the train	Clarification	36	01	-	09	04
12	In a friend's house	Responding to other's offer	11	25	-	01	13
13	In the street	Asking for directions	10	08	-	05	27
14	In a meeting	Making a request	34	06	-	05	05
15	On the train	Initiating a conversation on the train , buses etc	22	13	-	12	03
16	In a meeting	Asking for clarification	25	-	-	19	06
17	In the classroom, in a meeting etc	Apologising	14	02	-	06	28
18	In the classroom, in a meeting etc	Responding to others saying goodbye	14	23	-	06 /01	06
19	In a bank	Making a polite request	29	16	02	03	-
20	On the train	Showing sympathy	05	10	-	03	32
21	In a meeting	Sharing feelings about other's condition	16	04	01	08	21
22	In a meeting	Responding to an apology	02	24	-	23 /01	-
23	On the train	Informing	06	24	01	10 /01	08
24	In a meeting, public places etc	A polite conversation opening	37	-	-	03	10
25	In the classroom	Asking for permission	01	28	-	12	09
<b>Total number of selecting the options and others</b>			382	331	11	195 /06	325

Table 7 shows that most informants select the given options, that is, option a (382), b (331) and a b (11 informants), and the highest frequencies of presenting their expressions vary with each item.

On the one hand, the teacher trainees mostly present their own expressions in Item 1, that is 13 of them in the group of Interference/other errors and the other 16 are in Achieving the English target. On the other hand, most of them (37 persons) select the expression in the option a of item 24; and 33 of them select that in the option b of item 10.

The following are the items having the highest frequency of the options; a and b, and each is categorised in three groups, that is, *Interference*, *Other errors* and *Achieving the English target*.

**Item 5** : the highest frequency (41 informants) is in the option; **b**:  
 “*Could you tell me, how far is the distance between Adelaide with Sydney?*”

**Category** : *Interference*

**Item 7** : the highest frequency (34 informants) is in the option; **a**: “*Oh, sorry for disturbing you*”

**Category** : *Other errors*

**Item 8** : the highest frequency (24 informants) is in the option; **b**:  
 “*What’s wrong with you ?*”

- Category** : *Other errors*
- Item 9** : the highest frequency (24 informants) is in the option; **a**: “*Oh, excuse me, please*”
- Category** : *Other errors*
- Item 10** : the highest frequency (33 informants) is in the option; **b**: “*Oh, thank you, I am glad you like it*”
- Category** : *Achieving the English target*
- Item 11** : the highest frequency (36 informants) is in the option; **a** : “*Excuse me, is it empty ?*”
- Category** : *Interference*
- Item 12** : the highest frequency (25 informants) is in the option; **b** : “*Thank you, I would like a drink*”
- Category** : *Achieving the English target*
- Item 14** : the highest frequency (34 informants) is in the option; **a** : “*Please, could you move over a bit ?*”
- Category** : *Achieving the English target*
- Item 15** : the highest frequency (22 informants) is in the option; **a** : “*Hi, Is she your daughter ?*”
- Category** : *Other errors*
- Item 16** : the highest frequency (25 informants) is in the option; **a** : “*Excuse me. Repeat please !*”
- Category** : *Other errors*

**Item 18** : the highest frequency (23 informants) is in the option; **b** :

*“Oh, no worries”*

**Category** : *Other errors*

**Item 19** : the highest frequency (29 informants) is in the option; **a** :

*“Could you please tell me how much money I have ?*

**Category** : *Interference*

**Item 22** : the highest frequency (24 informants) is in the option; **b** :

*“Yes, please. Where ?*

**Category** : *Interference*

**Item 23** : the highest frequency (24 informants) is in the option; **b** :

*“Just walking”*

**Category** : *Other errors*

**Item 24** : the highest frequency (37 informants) is in the option; **a** : *“So  
am I”*

**Category** : *Other errors*

**Item 25** : the highest frequency (28 informants) is in the option; **b** :

*“Excuse me, I would like to go to the comfort room.*

**Category** : *Other errors*

For further details, the application of the above items can be seen in table 8 (**step 4**); Rating Scale of Expressions Based on Ethnography of Communication, that is, Dell Hymes' (1974: 56- 62) SPEAKING. The table (**see page 197**) is expected to show

how most of the teacher trainees' expressions reflect their communicative competence in using the target language (also see pages 199 - 202).

**Table 8 : Rating Scale of Expressions Based on Ethnography of Communication**

Items	Expressions	S	P	E	A	K	I	N	G
5	Could you tell me how far is the distance between Adelaide with Sydney?	At the Travel Agency	a travel agent and you	asking or eliciting information	formal	serious	spoken English	polite	convers-ation
7	Oh, sorry for disturbing you	In a meeting etc	you and other people	asking to be excused	formal	serious	spoken English	polite	an excuse
8	What's wrong with you?	In a meeting etc	you and other people	showing sympathy	formal	serious	spoken English	rude	social sympathy
9	Oh, excuse me, please	In public places	you and other people	Apologising	formal	serious	spoken English	polite	request
10	Oh, thank you, I am glad you like it	In the street	you and your friend	Responding to a compliment	informal	serious	spoken English	friendly	convers-ation
11	Excuse me, is it empty ?	On the train	you and an adult foreigner	clarification	formal	serious	spoken English	friendly	convers-ation
12	Thank you, I would like a drink	In a friend's house	you and your friend	Responding to other's offer	informal	serious	spoken English	friendly	convers-ation
14	Please, could you move over a bit ?	In a meeting	you and other participants	Making a request	formal	serious	spoken English	polite	request
15	Hi, is she your own daughter ?	On the train	you and an old man	Initiating a conversation	informal	serious	spoken English	rude	greetings
16	Excuse me, repeat please	In a meeting	you and your teacher	Asking for clarification	formal	serious	spoken English	polite	request
18	Oh, no worries	In a meeting	you and your Australian friend	Responding to others saying goodbye	informal	serious	spoken English	friendly	greetings
19	Could you please tell me how much money I have ?	In a bank	you and a bank clerk	Making a polite request	formal	serious	spoken English	polite	request for inform-ation
22	Yes, please. Where ?	In a meeting	you and your fellow member of your group	Responding to an apology	formal	serious	spoken English	friendly	permiss-ion
23	Just walking	On the train	you and your friend	Informing	informal	serious	spoken English	friendly	convers-ation
24	So am I	In public places	you and someone	A polite conversation opening	informal	serious	spoken English	friendly	convers-ation
25	Excuse me, I would like to go to the comfort room	In the class-room	you and your lecturer	Asking for permission	formal	serious	spoken English	polite	permiss-ion



Nevertheless, most of the teacher trainees' other expressions achieve the English target. In other words, only a few of their own expressions show Interference or other errors. This can be seen in both table 9 and 10 below (**Step 5**);

**Table 9: Other Expressions: Interference/other errors and Achieving the English target**

No	Interference/other errors	Number of Informants	Achieving the English target	Number of Informants	Items
1	Hello, Can I introduce with you ?	1	Hi, I am .....	3	1
2	Excuse me, would you please speak with me?	1	Hello, how do you do? What's your name?	4	1
3.	Hi, may we make a conversation? Okay, let me introduce myself. My name is.....	1	Hello, do you mind if... I am.....	2	1
4.	Hi, may I bother you for a moment?	1	Hi, may I introduce myself. My name is...	3	1
5.	Hello, what are you doing?	1	Hi, my name is.... Can I know your name?	4	1
6.	Hello, would you like to talk with me ? My name is.....	1	-	-	1
7.	Hello, who are you ?	1	-	-	1
8.	hello, are you busy ?	1	-	-	1
9.	Hi, excuse me, I would like to introduce myself. My name is.....	3	-	-	1
	Hi, are you alright ? Can I help you ?	2			
	<b>Total number for item 1</b>	<b>13</b>	<b>Total number</b>	<b>16</b>	
1	I am..... and you ?	02	How do you do ?	32	2
2	Where do you come from ?	01	Fine, thanks	03	2
	<b>Total number for item 2</b>	<b>03</b>	<b>Total number</b>	<b>35</b>	
1	Hi, do/are you look(ing) for something?	02	-	-	3
2	Excuse me, what can I help for you?	03	-	-	3
3	Hi, sir. It seems that you are confusing. Can I help you?	01	Hello, Can/Could/May I help you ?	17	3
	Excuse me, Are you in trouble ? May I help you ?	01	-	-	
	Excuse me, what can I do for you ?	03	-	-	
	<b>Total number for item 3</b>	<b>10</b>	<b>Total number</b>	<b>17</b>	
1	How many sisters and brothers are in your family ?	01	How many sisters and brothers do you have (in your family)?	16	4
2	May I ask what's the number of your family ?	01	How many sisters and brothers are there in your family ?	02	4
	<b>Total number for item 4</b>	<b>02</b>	<b>Total number</b>	<b>18</b>	
1	It's nice, but I am afraid I dislike it	01	Oh, thanks (thank you)	26	6
2	No, it is not	01	-	-	6
3	Thanks. I am sorry, maybe another time	02	-	-	6
4	No, I am sorry. I am.....	01	-	-	6
5	I am sorry, I don't drink beer	01	-	-	6
6	Oh, thank you, but I am full	02	-	-	6
	<b>Total number for item 6</b>	<b>08</b>	<b>Total number</b>	<b>26</b>	

**Table 10: Other Expressions: Interference/Other errors and Achieving the English target**

No	Interference/Other errors	Informants	Achieving the English target	Informants	Items
1	Excuse me, would you give me how to get the post office ?	01	Could/would you tell where the post office is ?	20	13
2	Excuse me, can you help me ? How can I get the post office ?	02	Excuse me, would you mind telling me where the post office is ?	02	13
3	Excuse me, do you know the nearest post office here ?	02	Excuse me, can you show me the best way to go to the post office ?	02	13
4	-	-	Excuse me, could you show me the way to the post office ?	03	13
	<b>Total number for item 13</b>	<b>05</b>	<b>Total number</b>	<b>27</b>	
1	Oh, I am sorry because of late	02	Oh, I am sorry for my being late	16	17
2	Excuse me for my being late	01	I am sorry. I am late	12	17
3	I am sorry of being late	01	-	-	17
4	I beg your pardon for my being late	01	-	-	17
5	I am sorry for being my late	01	-	-	17
	<b>Total number for item 17</b>	<b>06</b>	<b>Total number</b>	<b>28</b>	
1	I am condole with you	01	I am sorry to hear that	32	20
2	I am sorry what happened to you	01	-	-	20
3	I apologise about you	01	-	-	20
	<b>Total number for item 20</b>	<b>03</b>	<b>Total number</b>	<b>32</b>	
1	Oh, really what the condition now	01	I am sorry to hear that	20	21
2	Oh, yes, what is the matter ?	01	I hope he'll be better soon	01	21
3	Have you brought him to the doctor?	01	-	-	21
4	I am sorry, I hope he will be healthier soon	02	-	-	21
5	I am sorry for hearing it	03	-	-	21
	<b>Total number for item 21</b>	<b>08</b>	<b>Total number</b>	<b>21</b>	

#### 6.4.1. Interference

As defined in Chapter I (Key notions), *interference* deals with the influence of a native-language pattern or rule that causes an error or inappropriate form in the target language. I shall now identify the types of interference manifested in teacher trainees' errors in using English as the target language.

The types of *interference* in the teacher trainees' English expressions are as follows (also see the previous discussions);

Firstly, **syntactical interference**; such interference results from the syntactical translation of, say, Bahasa Indonesia into English. The following are instances of *syntactical interference*;

- a. “Could you tell me, how far is the distance  
 “*Dapatkah anda memberitahu saya, berapa jauh adalah jarak*  
 between Adelaide with Sydney ?”  
*antara Adelaide dengan Sydney ?* (Item 5, Option b)
- b. “Could you tell me how much money I  
 “*Dapatkah anda memberitahu saya berapa banyak uang Saya*  
 have ?”  
*punya?* (Item 19, Option a).
- c. “Yes please, where ?  
 “*Ya silahkan, kemana ?* (Item 22, Option b).

The above expressions are selected by most of the teacher trainees, that is, 41 informants (item 5), 29 informants (item 19) and 24 informants (item 22).

Secondly, **lexical interference**; such interference is due to the lexical translation of native language vocabulary items into English that are inappropriate in the target language contexts. The following are examples of lexical interference;

- a. “Excuse me, is it **empty** ? (Item 11, Option a).

The word “**empty**” is the translation of the word “**kosong**” which is commonly used to refer to a free seat. In other words, the word “*kosong*” also means “*free*”, but English

does not use “*empty*” to refer to this situation. Therefore, such an expression would be inappropriate in the target language contexts.

b. “Just **walking**” (Item 23, Option b).

The word “**walking**” is the translation of the word “**jalan-jalan**” that is also commonly used in response to the question about destination regardless of the context of conversations. Such an expression is appropriate in the context of Bahasa Indonesia, but it could be inappropriate in the target language contexts.

The number of teacher trainees selecting the above expressions forms the majority of those selecting the given options, that is, 36 informants (Item 11) and 24 informants (item 23). However, overall only 5 of the 25 items show *interference*.

#### 6.4.2. Other Errors

Apart from *interference*, the teacher trainees made other types of errors when they used the target language. Such errors involve cultural appropriateness in using the target language expressions, such as the following expressions (also three categories of expressions in the previous discussions);

- a. “*Oh, sorry for disturbing you*” (Item 7, Option a); such an expression is not appropriate for asking to be excused when sneezing in the target language culture.
- b. “*What’s wrong with you?*” (Item 8, Option b); such an expression is not appropriate for showing sympathy in the target language culture.

- c. “*Oh, excuse me, please*” (**Item 9, Option a**); such an expression is not appropriate for apologising. The expression should be “Oh, I am sorry” in the target language culture.
- d. “*Hi, Is she your daughter?*” (**Item 15, Option a**); such an expression is not appropriate for initiating a conversation in the target language culture.
- e. “*So am I*” (**Item 24, Option a**); such an expression is not appropriate for a polite conversation opening when responding to someone saying “*I am glad to see you*” in the target language culture.
- f. “*Oh, no worries*” (**Item 18, Option b**); such an expression is not appropriate for responding to others saying goodbye in the target language culture.
- g. “*Excuse me. Repeat please*” (**Item 16, Option a**); such an expression is not appropriate for asking for clarification in the target language culture.
- h. “*Excuse me. I would like to go to the comfort room*” (**Item 25, Option b**); such an expression is not appropriate for asking for permission in the target language culture.

Further details of inappropriate expressions (speech acts) resulting from **interference** and **other errors** can be seen in table 11 (*Rating Scale of Speech Acts: Expressions of interference and other errors*) (**Step 6; see page 203**).

**Table 11: Rating Scale of Speech Acts: Expressions of interference and other errors**

Items	Options	Expressions of Interference and Other errors	Speech Acts	Possibility	Feasibility	Appropriateness	Acceptability
5	b	Could you tell me how far is the distance between Adelaide with Sydney ?	eliciting information	possible	not feasible	not appropriate	not acceptable
7	a	Oh, sorry for disturbing you	asking to be excused	possible	feasible	not appropriate	not acceptable
8	b	What's wrong with you ?	showing sympathy	possible	feasible	not appropriate	not acceptable
9	a	Oh, excuse me, please	Apologising	possible	feasible	not appropriate	not acceptable
11	a	Excuse me. Is it empty ?	clarification	possible	feasible	not appropriate	not acceptable
15	a	Hi, Is she your daughter ?	initiating a conversation	possible	feasible	not appropriate	not acceptable
16	a	Excuse me. Repeat please !	asking for clarification	possible	feasible	not appropriate	not acceptable
18	b	Oh, no worries	responding to others saying goodbye	possible	feasible	not appropriate	not acceptable
19	a	Could you please tell me how much money I have ?	making a polite request	possible	feasible	not appropriate	not acceptable
22	b	Yes, please. Where ?	responding to an apology	possible	feasible	not appropriate	not acceptable
23	b	Just walking	informing	possible	feasible	not appropriate	not acceptable
24	a	So am I	a polite conversation opening	possible	feasible	not appropriate	not acceptable
25	b	Excuse me, I would like to go to the comfort room	asking for permission	possible	feasible	not appropriate	not acceptable

#### 6. 4. 3. Achieving the English Target

In addition to interference and other errors, many teacher trainees' expressions achieve the English target, and most of the expressions are taken from other expressions as can be seen in table 12 (Step 7 and see page 204);

**Table 12: Rating Scale of Speech Acts : the Expressions Achieving the English target**

Items	Options/Other Expressions	Speech Acts	Possibility	Feasibility	Appropriateness	Acceptability
1 a	Hi, I am.....	Introducing oneself	possible	feasible	appropriate	acceptable
1 b	Hello, How do you do? What's your name ?	Introducing oneself	possible	feasible	appropriate	acceptable
1 c	Hello, do you mind if ....., I am ...	Introducing oneself	possible	feasible	appropriate	acceptable
1 d	Hi, may I introduce myself. My name is .....	Introducing oneself	possible	feasible	appropriate	acceptable
1 e	Hi, my name is... Can I know your name ?	Introducing oneself	possible	feasible	appropriate	acceptable
2 a	How do you do ?	Greeting	possible	feasible	appropriate	acceptable
2 b	Fine, thanks	Greeting	possible	feasible	appropriate	acceptable
3	Hello, can I help you ?	Offering help	possible	feasible	appropriate	acceptable
4 a	How many sisters and brothers do you have (in your family) ?	Eliciting information	possible	feasible	appropriate	acceptable
4 b	How many sisters and brothers are there in your family ?	Eliciting information	possible	feasible	appropriate	acceptable
5	Could you tell me how far (it is) from Adelaide to Sydney ?	Asking for information (eliciting information)	possible	feasible	appropriate	acceptable
6	Oh, thanks (thank you)	Refusing an offer	possible	feasible	appropriate	acceptable
7	Excuse me	Asking to be excused	possible	feasible	appropriate	acceptable
8	Oh, bless you mate	Showing sympathy	possible	feasible	appropriate	acceptable
9	Oh, I am sorry	Apologising	possible	feasible	appropriate	acceptable
10	Option b Oh, thank you. I am glad you like it	responding to a compliment	possible	feasible	appropriate	acceptable
12	Option b Thank you, I would like a drink	responding to other's offer	possible	feasible	appropriate	acceptable
14	Option a Please, Could you move over a bit ?	making a request	possible	feasible	appropriate	acceptable
13 a	Could you tell me where the post office is ?	Asking for directions	possible	feasible	appropriate	acceptable
13 b	Excuse me, would you mind telling me where the post office is ?	Asking for directions	possible	feasible	appropriate	acceptable
13 c	Excuse me, can you show me the best way to the post office ?	Asking for directions	possible	feasible	appropriate	acceptable
13 d	Excuse me, could you show me the way to the post office ?	Asking for directions	possible	feasible	appropriate	acceptable
16	I beg your pardon	Asking for clarification	possible	feasible	appropriate	acceptable
17 a	Oh, I am sorry for my being late	Apologising	possible	feasible	appropriate	acceptable
17 b	I am sorry. I am late	Apologising	possible	feasible	appropriate	acceptable
20	I am sorry to hear that	Showing sympathy	possible	feasible	appropriate	acceptable
21 a	I am sorry to hear that	Sharing feelings about other's condition	possible	feasible	appropriate	acceptable
21 b	I hope he'll be better soon	Sharing feelings about other's condition	possible	feasible	appropriate	acceptable

#### 6. 4. 4. Summary

In the test results, it can be seen that the teacher trainees mostly selected the expressions of the options in 16 items, and some others presented their own expressions in 9 items.

The teacher trainees' choices of expressions, including those selected from the options, are divided into three categories, that is, Interference, Other errors and Achieving the English target. The expressions showing interference and other errors are available for 13 items, and those achieving the English target are presented for 12 items.

Most of the expressions achieving the English target (in 12 items) are the teacher trainees' expressions (9 items), whereas the expressions in the other 3 items are selected from the given options (see **table 7 and 12 on pages 193 and 204**). This means that the teacher trainees failed to achieve the English target in the other 13 items, where they selected the expressions involving interference and other errors.

Therefore, the teacher trainees' expressions in using the target language are appropriate in particular speech acts only since their expressions in most speech acts to a large extent show interference and other errors.



### 6.5. Classroom Observation Data

As also discussed in chapter 6, classroom observation was also conducted during the research fieldwork as can be seen in the following construct based on ethnography of communication;

Topic	:	what play should be used for drama activities,
Setting	:	classroom activities at the FKIP, the University of Jember in March 1995,
Participants	:	three groups of 12 from the teacher trainees participating in drama course, P1 : Chairman of the group P2 : Secretary P3 : Members
Ends/Function	:	making a decision about the appropriate play used for drama activities,
Act Sequence	:	P1 starts the discussion by explaining the purpose of the discussion; what and how to discuss, P2 writes down the topics of discussion, P3 asks and answers questions and gives comments
Key	:	formal and serious
Instrument	:	spoken English
Norms	:	- Every member should present his/her ideas and gives comments, - The selected play should be the result of the members' agreement
Genre	:	Group discussions.

(Adapted from Saville-Troike: 1982: pp. 154-165)

As noted in the above construct, there were three groups of 12 participating in the classroom discussion. All the members of the groups had to speak in the target language, and their utterances were recorded. In this way, I have labelled and identified the recorded utterances into speech acts as follows;

**Group 1: Drama discussion**

The chairman of the group asked his members to ask a question.

- Member 1 : “How many actress or actors relate in the drama and then once again I ask you about could you tell me the outline and the setting of the drama ?”  
(**Speech act 1**)
- Chairman : “Actually in this script play have 19 actors. I would to more limit this script play becomes 10 persons to fulfil our members. Maybe one of you have the question ?” (**Speech act 2**)
- Members : (Silent)
- Chairman : “Okay, thanks, as setting, lighting, of course I will try to make a perfect in drama, after I know and then I understand about the description, and then I’ll try to make the situation near like in Indian. I’ll try and then about sound effect, of course, I want to make the sound effect like the situation and then setting in the drama”(Speech act 3)
- Member 2 : “As we know that we need *costumes*. So, what do you think ? (**Speech act 4**)
- Secretary : “Of course, we can find the *costumes* for the actors” (**Speech act 5**)
- Chairman : “Our member ten person, yes ? So we will more limit. What’s eh ‘peran utama’ eh ya “the main actor, then we must follow the scription” (**Speech act 6**)
- Member 3 : “I eh about my judgement to make our acting or act eh, ya, perfectly according to my judgement to get the chance as much as possible to determine about the script play, or about your member so after doing that” (**Speech act 7**)

**(The discussion continued until the class was dismissed)**

**Group 2 : Drama discussion**

The chairman introduced and explained about a play to his members

Chairman : “I think I’d like to read”. (**Speech act 8**) He read : “Mr Jones goes to an office”. Then, he translated “Jadi tuan Jones datang ke kantor”. He explained “Anda nanti mengatakan my name is Charles Jones, I come from Cardiff. I saw an advertisement in the newspaper that Charles Jones, Monday 4 O’clock”. He translated “Jadi anda mengatakan dari Cardiff dan lihat iklan surat kabar bahwa iklan itu berisi begini”.

Members : (Silent)

(The chairman continued his explanation until the class was dismissed).

**Group 3 : Drama discussion**

The chairman introduced a play to his members

Chairman : “We cannot think actually about what the topic is. We should have time. Of course eh here. I want some ideas from our friends how to make it or maybe you have an idea what the topic of drama that we will make. Okay, I think from my friend have idea but the topic of (interrupted) yes please” (**Speech act 9**)

Member 1 : “About the script as Pak eh Eko told us last week before making a script, we must determine about the characters. about the (interrupted) yes” (**Speech act 10**)

Chairman : “and as I have ideas last time about the what the drama from our own as you know the story about Ande - Ande Lumut we call what the traditional drama we have but about the dialogue on the content of the dialogue as we should what I mean what we have I mean modern time. You know that er for instance in Ande- Ande Lumut we have the actor or a good actor one. Ande- Ande Lumut itself and then for the prologue and it is just for instance, Ande- Ande Lumut like read newspapers, like read Al Qur’an, he is the moslem, he likes to have fun bike or he likes to er to show what Baja hitam, film in TV and so on. It does not the follow and then we er I come to the drama itself. We must choose one by one from our member who’s suitable to this actor like who’s Mbok Rondo Dadapan, Ande- Ande Lumut and the others, well, maybe there’s some ideas, please” ! (**Speech act 11**)

Member 2 : “For our group the title of the drama itself, Ande- Ande Lumut ?” (**Speech act 12**)

- Chairman : “Oh, no, it’s my opinion, so you can choose the topic, er, er freely, and then of course in the end we conclude which topic is the best. eh, it’s just an example of my opinion. We can have the modern drama or the traditional drama, but the dialogue like *Ande-Ande Lumut*, we of course express in modern expression. Depends on our friends if they agree with your opinion. I agree too. This is very special, but remember, though we use *Ande- Ande Lumut* we cannot use Javanese but we must speak in English”. (**Speech act 13**)
- Member 3 : “Eh, plesetannya just what is er the alur ceritanya gitu not in speaking”. (**Speech act 14**)
- Chairman : “Maybe, about what ? your alur cerita. Keep silent and keep silent eh maybe *Ande-Ande Lumut* not eat some food for a long time. Never talking”. (**Speech act 15**)

**(The discussion continued until the class was dismissed).**

As can be seen in the above identification, group 1, 2 and 3 consist of 15 speech acts which mostly reflect interference. They are not adequately feasible, possible, appropriate and acceptable in the target language rules of communicative competence because they do not achieve the English target of communicative competence. For example, Speech act 1 is to some extent syntactically feasible, but it is not semantically feasible, for example as regards what the phrase “*relate in the drama*” means.

Further, the utterances of most of the group members reflect interference. These utterances are, for example, “*I would to more limit this script play about 10 persons to fulfil our members*” (**speech act 2**). Besides, utterances like, “*I will try to make a perfect in drama, after I know and then I understand about the description, and then I’ll try to make the situation near like Indian*” (**speech act 3**) also reflect interference. Such utterances are semantically pointless and difficult to understand.

Group 2, which involves only one English speech act (**Speech act 8**) does not use the target language as the means of communication. Rather, they use Bahasa Indonesia for translating the target language used in their script play. Besides, the members of the group are passive, and they mostly keep silent during the discussion.

Group 3 consists of 5 speech acts, that is Speech act 9 - 15. The members of the group are quite active in the sense of asking questions, and they use the target language most of the time.

However, the chairman dominates the talking (**see speech acts 9, 11 and 13 on pages 208 and 209**), and his utterances are long-winded and to some extent pointless (**see speech act 11 on page 208**). Besides, he uses the word "*friend*" instead of you to address the members of the group. For example, "*Okay, I think from my friend have idea but the topic of (interrupted) yes please*" which sounds too formal in this context. To say "Okay, have you got any ideas? please" (**see speech act 9**) would be more appropriate.

Furthermore, the participants in group three also use Bahasa Indonesia to negotiate what they mean with the other members of the group. For example, speech act 15 consists of a combination of English and Bahasa Indonesia (**see group 3 on page 208**).

The results of classroom observation show that the teacher trainees, as the members of the groups, tend to be passive participants in using the target language even though

they might have their own ideas about the topics of the discussions (**see all the groups on pages 207 - 209**). For example, they speak and answer the questions when the chairpersons of the groups call them by names to get their responses (**see group 1 and 3 on pages 207 and 208**). Therefore, the chairpersons dominate the talking when they discuss the kind of plays they like and explain about what they should do to act in their selected plays.

In sum, the teacher trainees use the target language for expressing themselves, such as presenting their ideas, asking and answering questions. However, they do not use it for negotiating meaning, such as explaining what they mean when other participants do not exactly understand them. Rather, they use their native languages when they negotiate what they actually mean. In other words, the target language is not the only means of conveying and negotiating meaning in the discussions.

## CHAPTER VII

### DISCUSSION

#### 7. 1. The development of Communicative Competence in EFL Teacher Training

When EFL practitioners and teachers at either secondary or tertiary levels adopt the communicative approach of language teaching, they should be determined to develop communicative competence as the goal of such a language teaching approach. Indeed, if this is not done, the communicative approach might not achieve the desired outcomes, since EFL students' cognitive styles, e.g. in Indonesia, rely on their teacher's help and promote their passiveness. This certainly violates the goal of the communicative approach which is to promote students' active participation in classroom activities.

Referring to the results of data analysis in Chapter VI, I conclude that EFL teaching in the teacher training programme of the FKIP has not yet met the goal of the communicative approach, that is, developing the teacher trainees' communicative competence in using the target language. Furthermore, the teacher trainees' inadequate communicative competence, especially in speaking and writing skills, reflects lack of using the target language as a means of communication.

For instance, the teacher trainees experience difficulties in understanding native speakers' messages (see questionnaire analysis on pages 182 - 191). They believe

that native speakers' pronunciation and dialects are difficult to understand. This is because they are not familiar with the target language native speakers' pronunciation and dialects, such as the American and Australian ones. Moreover, they are not used to applying their English vocabulary in their daily communication because they seldom get opportunities to use the target language. Besides, their difficulties in understanding native speakers' messages may result from failures to use their prior knowledge about particular words or phrases when guessing these messages (**see receptive skills on pages 186 - 188**). Therefore, I think, their failure to understand native speakers' messages to a large extent reflects insufficient linguistic proficiency and this has a negative effect on their communicative competence.

In fact, it could be said that their few encounters with native speakers increase rather than reduce their difficulties in speaking skills due to the problems experienced (**see the analysis of interview and questionnaire on pages 173 - 191**). For this reason, the teacher trainees, I think, need considerable practice in using the target language in both speaking and listening skills. They should have more opportunity to develop their own strategies by practising their listening and speaking skills in actual communication without relying on their teacher trainers' guidance.

In addition, the teacher trainees' communicative competence in academic writing is to a large extent undeveloped in the aspects of text cohesion, academic register and information packaging (**see the analysis of documentary data on pages 103 - 172**). This is also supported by some oral evidence showing that they are mostly not interested in academic writing (**see interview data on pages 173 - 181**). They also



complain about problems in organising their own ideas despite having completed essay writing courses (**also see questionnaire analysis on pages 182 - 191**).

These findings show that the development of communicative competence in EFL teacher training requires opportunities to use the target language as well as learning syntactical and lexical aspects of the target language (*'discourse competence'*). Without such opportunities for language use, the development of communicative competence in the target language might not be feasible in EFL contexts. This is because *'discourse competence'* or *'textual competence'* is an integral part of communicative competence (see Bachman: 1990: 87; or **see page 112**).

A further factor is that most EFL teacher trainees at the FKIP admit that they use the target language because they want, or are asked, to practise their English rather than using it to communicate what they really want to say. Consequently, they tend to monitor each other's word use, grammar and pronunciation and correct each other's mistakes during their conversations. Since their motivation is only to practise, not to communicate what they want to say, the possibility of being mentally blocked -- being shy or less confident in speaking -- is undoubtedly great.

Conversely, if the message is of primary importance, they might only think of how to make others understand them without being shy or lacking in confidence. Besides, if the EFL teacher trainees are given an English speaking environment where it is impossible for them to use their native languages, their efforts to speak in the target language carry real weight. On this point, their efforts are not only to practise their

English but also to use the target language in real communication. This would, I think, greatly assist the development of communicative competence in using the target language.

However, such an English speaking environment is hard to find in EFL contexts like Indonesia, where EFL teacher trainees rely heavily on their native languages (see the results of classroom observation on pages 206 - 211). This hinders their use of the target language (see interference and other errors on pages 199 - 201). For example, they might use English expressions which are grammatically correct, but inappropriate in the target language culture.

Similarly, they might use native language syntactical rules or directly translate lexical items of their native languages into the target language regardless of whether or not they are grammatically correct and appropriate in the target language. They may also employ native language rules of communicative competence whilst using the target language. For example, they may say "*our member ten person, yes?*" for "we have ten members, don't we?" (see speech act 6 page 207), or they may use "*friends*" instead of "you" in "*I want some ideas from our friends*" for "I need your ideas" (see speech act 9 page 208). It is this situation of using the target language with the rules of native language which also affects the development of English language communicative competence in EFL contexts.

Bearing this in mind, the EFL teacher trainers in the FKIP need to clearly exemplify the notion of communicative competence to their teacher trainees as well as provide their teacher trainees with increased opportunities for using the target language.

### **7. 2. EFL Teacher Trainees' Academic Writing**

As also noted in previous discussions (see Chapter V and VI), the EFL teacher training (the FKIP) attempts to provide the development of communicative competence in academic writing; students are given essay and thesis writing courses and expected to express themselves in English. A thesis in the FKIP is expected to reflect the teacher trainees' ability to convey their research findings in English. By describing their research findings in English, the teacher trainees are expected to communicate with both the native and non-native readers of English. This, therefore, shows that the institution actually attempts to provide the development of communicative competence.

However, this attempt at developing communicative competence has not solved the problems of the teacher trainees' linguistic competence. Thus, the teacher trainees' essays include many global and local goofs that violate text cohesion and coherence (see page 172), and they must attempt to cope with deficiencies in grammatical and discourse competence in organising their ideas.

The thesis in the FKIP is based on the result of the teacher trainees' research using mostly quantitative methods, that is, using statistics for data analysis. They almost never use qualitative methods, such as ethnography of communication. For example,

they rarely carry out research on the development of communicative competence at secondary schools, where most research for theses is conducted.

Moreover, writing a thesis in the institution involves giving the teacher trainees an experience in academic writing, not an opportunity to communicate with readers of English. For this reason, the trainees' theses are certainly different from those written overseas since writing theses in the institution is only to give them an academic experience. Thus, the institution has its own rules of academic writing which may differ from those in English-speaking countries.

As regards the style of academic writing, most of the teacher training graduates' theses develop their arguments in a similar manner. For example, they do not come straight to the point in limiting their topics, but rather before describing the limitation of their topics, they show what limitation is, and why limitation is necessary (**see the analysis of thesis extracts on pages 114- 117**).

Besides, they mostly use a lot of redundant words (**see page 117**), thereby losing control of the expression of their ideas. This tendency to verbosity may be due to their feeling that if they write only a few sentences, it is insufficient even though those sentences already express their ideas. They may even think it is desirable to use as many words as possible to express their ideas since communication also requires redundancy "*to overcome practical communication problems*" (Fiske: 1990: 12).

In addition, the teacher trainees' essays in Chapter VI (on pages 120 and 140) show that they often ignore the differences between the conversational register and the register of academic writing. Many of them use contractions, such as, "*can't, don't, isn't etc*". This reflects a greater command of informal, spoken language, and perhaps a greater interest in this area. This is supported by the results of interview data analysis showing that most teacher trainees are interested in speaking rather than writing, often expressing the view that speaking is easier than writing.

In short, the teacher trainees need to learn and distinguish the register of academic writing from the conversational register. In this way, they may be able to avoid conversational register whilst writing their essays or theses.

### **7. 3. EFL Teacher Trainees' Communicative Competence in Teaching and Learning Strategies**

As previously noted, EFL teacher trainees' communicative competence is the result of formal practice, not of informal use of the target language in real communication settings. Moreover, it would seem that a significant number of teacher trainees in the FKIP are not primarily concerned with developing their English language communicative competence in teaching and learning strategies. Rather, their concern is how to get a better job after completing their studies. Also, some of them say they study English in the FKIP because of others' will, e.g. their parents, sisters, relatives and so forth (see page 176).

In teaching practice, the EFL teacher trainees are required to help their students develop their communicative competence. They should also develop their teaching strategies by teaching their students how to use the target language in real communication. However, the results of data analysis show that the EFL teacher trainees fail to negotiate meaning with their students in using the target language (**see the analysis of questionnaire data on pages 182 - 191**). For example, they say that they just keep on speaking if their students do not understand their points in discussion. Some others say that they ask their students to speak more correctly if they make mistakes when speaking English. Such examples prove that the teacher trainees often fail to enter into meaningful communication with their students. The teacher trainees furthermore often do not observe whether their teaching materials are meaningful to their students, but rather they tend to make such judgements themselves. For this reason, it would seem the concept of communicative competence in the FKIP is concerned with how to design materials which are desirable and meaningful to teachers of English rather than how to make them meaningful to their students.

In learning strategies, EFL teacher trainees are expected to be highly motivated, self confident and active in using the target language to develop their communicative competence. However, the results of data analysis show that the teacher trainees undergo 'mental blocks', such as feeling shy or uncomfortable when their senior fellow trainees correct their mistakes during their conversations. Some say that it is hard to find cooperative participants in group discussions. They avoid making mistakes during the conversations by 'playing safe' and not using problematic words. On this point, it is hard for them to develop their learning strategies in informal settings since they do not

learn from their mistakes. This is seriously problematic in EFL contexts, such as in the FKIP, where EFL teacher trainees are reluctant to use their English in informal settings. They are used to monitoring the grammatical structure of their utterances before they speak. Consequently, they also become sensitive to the structure of other interlocutors' speech acts. Such sensitivity of monitoring the form of others' speech acts makes mistakes more transparent to the interlocutors involved. Such oversensitivity to mistakes might reduce rather than promote their self confidence using the target language.

#### **7. 4. Some Socio-Psychological Factors Influencing EFL Teacher Trainees' Communicative Competence**

Given the results of the analyses of interview and questionnaire data (see pages 173 - 191), I shall now discuss some socio-psychological factors that might influence the teacher trainees' communicative competence. In the analysis of interview data, there are at least four socio-psychological factors to consider: motivation, attitudes, social distance and mental blocks.

##### **7. 4. 1. The teacher Trainees' Motivation**

As already noted in the previous discussion, the teacher trainees' motivation in learning the target language is *instrumental* rather than *integrative* (see page 176). Their motivation in learning the target language results from the expectation of finding a job easily or gaining higher education qualifications and associated prestige (*instrumental motivation*). Such absence of interest in learning for its own sake makes students more vulnerable when difficulties occur.

Besides, they might study teacher training only because they want to be able to speak English, regardless of whether or not they will become teachers. This is supported by some teacher trainees' responses during the interview. They say that they no longer need to become teachers because of some indications that new English teachers are no longer needed. For this reason, they say that they want to work for tourism agencies or hotels as, say, guides or guest receptionists and so forth.

Another interesting point in relation to such instrumental motivation is the power of a culture or a tradition to influence the teacher trainees who mostly come from rural areas. Such a tradition is that English learners from rural areas tend to imitate their parents. This shows that they rely on others' initiatives, such as those of their parents or relatives rather than their own. For example, if their parents are teachers, they might be interested in teaching.

Such a tradition of relying on others' initiatives might also be manifested in the classroom, where the teacher trainees tend to follow others' instructions (**see classroom observation data on pages 206 - 211**). For example, the teacher trainees use the target language in the presence, but not in the absence of their lecturer. If their lecturer is absent, they use their native languages. Similarly, in group discussions, the group members tend to keep silent waiting for their chairman's initiatives and they might also use their first language to negotiate what they mean (**see pages 207 - 209**).



In sum, such a predominance of instrumental motivation, I think, hinders communicative classroom activities in using the target language, and this is not suitable for the application of the communicative approach.

In addition, the use of the target language should primarily reflect their learning needs. On this point, it is the teacher trainees themselves, not their trainers, who should realise the need for using the target language. The trainees would then be far better motivated to speak in the target language.

#### **7. 4. 2. The teacher Trainees' Attitudes**

There are at least three aspects of attitudes to consider in identifying the teacher trainees' socio-psychological problems. The three aspects are the attitudes towards language learning, teacher training and native speakers of the target language.

As also stated in Chapter VI (see page 177), the teacher trainees' attitudes towards language learning are to a large extent positive in the sense that they hope to get the benefits from language courses. They still believe that they might enlarge their knowledge and get the benefit from it by learning the target language.

On the other hand, their attitudes towards teacher training are to some extent negative in the sense that they do not always feel that their learning needs are met. For example, some are concerned that the institution does not provide enough books of reference for their theses. Nevertheless, some other students show positive responses to the existing facilities in the institutions.

In addition, their attitudes towards native speakers of the target language are to a large extent negative in the sense that native speakers have different accents, dialects and cultures. They believe that speaking English with non-native speakers with the same cultural background is much easier than speaking with the native speakers of English. Such negative attitudes hinder the development of the teacher trainees' communicative competence in using the target language. Besides, they might find difficulties in expressing themselves in the context of the target language culture.

#### **7. 4. 3. Social Distance**

In the interview results, social distance is one of social factors influencing the EFL teacher trainees' communicative competence in using the target language. For instance, the teacher trainees say that it is hard to find cooperative participants in using the target language unless they are requested to speak English in the classroom. This leads to the fact that the teacher trainees seldom use their English with their friends, who are the only available participants to practise their English outside the classroom. Since they seldom speak English, social distance in practising English increases although they often communicate with their friends using their first languages. Therefore, I think social distance results from lack of contact with not only native speakers, but also fellow non-native participants in using the target language. So, social distance might influence the EFL teacher trainees' communicative competence.

#### **7. 4. 4. The Teacher Trainees' Mental blocks**

Considering the result of interview data analysis, the psychological factors influencing the teacher trainees' communicative competence can be grouped under the term mental

blocks, such as being shy, less confident and so forth. On this point, the teacher trainees still experience such mental blocks. For example, they feel shy and lack confidence when they are asked to participate in classroom discussions. This is supported by the fact that they mostly keep silent in drama discussions. This, I think, results from the fact that the teacher trainees might not be accustomed to expressing themselves orally, or they might rarely get an opportunity to speak when they join a meeting or seminar.

Referring to the results of the classroom observation, the teacher trainees are more compliant than critical in responding to others' ideas. For example, they just follow what their chairman says during the drama discussion. Such attitudes might be a sign of feeling insecure so that they are reluctant to present their own ideas.

Moreover, if I look at the results of the interview data, the teacher trainees are not sufficiently forthcoming with their senior fellow learners in using the target language. This shows two alternatives, that is, either they regard their senior trainees as more knowledgeable than they are, or they feel insecure with their senior learners' negative attitudes towards their being junior. The above psychological factors, such as feeling shy, insecure and less confident definitely hinder the development of the teacher trainees' communicative competence.

#### **7. 4. 5. Summary**

The development of communicative competence in the teacher training programme of the FKIP is hindered by the lack of using the target language as a means of

communication. This results from insufficient linguistic proficiency that hinders their strategies to communicate with native speakers of the target language. Therefore, the teacher trainees in the institution should have more opportunity to develop their own strategies by practising not only their speaking but also their academic writing. Besides, the teacher trainees tend to use their own native languages to negotiate meaning.

The teacher training program of the institution attempts to foster the development of communicative competence in academic writing, such as writing theses in English. By writing their theses in English, the teacher trainees are expected to get an experience. This, however, does not involve an opportunity to communicate with readers of English.

The teacher trainees' learning strategies promote sensitivity in monitoring the form of other interlocutors' speech acts. Their motivation is 'instrumental': learning English for temporary needs, and it is often based on others' initiatives rather than their own inclinations. The teacher trainees' attitudes towards English learning are positive in the sense that they hope to get benefits from their course. 'Social distance' includes difficulties to find cooperative participants in using the target language unless they are required to speak English in the classroom. This shows that the development of their communicative competence depends much on formal education rather than their own informal learning of the target language.

## CHAPTER VIII

### CONCLUSION

Given the empirical evidence of EFL teacher trainees' communicative competence, I finally arrive at some conclusions dealing with EFL teacher trainees' communicative competence. These are as follows;

1. the development of EFL teacher trainees' communicative competence of English language is focused on speaking rather than writing skills.
2. EFL teacher trainees' communicative competence in academic writing does not, to a large extent, control the cohesion and coherence.
3. EFL teacher trainees in formal teaching and learning activities employ strategies interference promoting rather than the use of the target language rules.
4. the development of EFL teacher trainees' communicative competence can be observed if it tolerates their first language rules in using the target language.
5. The socio-psychological factors which negatively influence EFL teacher trainees' communicative competence result from lack of learning facilities, lack of job opportunities and of practice of using the target language rather than teaching methods or learning tasks.

6. the target language rules of communicative competence in EFL contexts cannot develop satisfactorily unless EFL teacher trainees are exposed to English speaking environments.

Finally, I believe that EFL teacher trainees need to be informed with what is the goal of the communicative approach of language teaching as they are not familiar with what is meant by the development of English language communicative competence. Their knowledge about what is meant by communicative competence and its relation to EFL contexts determines the practicality of the communicative approach of language teaching itself .

EFL teacher trainees should be well informed about what and how to teach and treat their students in accordance with the communicative approach of language teaching. They should recognise the importance of writing skills to develop their communicative competence, as they tend to promote speaking skills as the only reflection of communicative competence.

#### **8. 1. Recommendations to alleviate EFL teacher trainees' ignorance in academic writing**

As regards alleviating EFL teacher trainees' problems of their English language communicative competence in academic writing, I would like to recommend that the EFL teacher training;

- a. introduce more practical and learnable exercises for the EFL teacher trainees, so that they are enabled to develop their communicative competence in academic writing.
- b. provide more feedback in the areas of textual cohesion and coherence, so that they can reduce their errors in grammar.
- c. provide more feedback as to how to organise their ideas, so that they can learn how to start writing and develop their ideas.
- d. understand the EFL teacher trainees' learning needs and provide reasons why they should practise their academic writing.
- e. provide editorial assistance for the teacher trainees' theses by organising an editorial team under the supervision of experienced teachers of native or near-native qualification of English.
- f. provide an English journal for the teacher trainees' best articles under the editorial supervision of experienced teachers of native or near-native qualification of English.
- g. carry out further research on EFL teacher trainees' communicative competence in academic writing.

## **8. 2. Recommendations for developing EFL teacher trainees' communicative competence**

Regarding the development of EFL teacher trainees' communicative competence, I also recommend that the EFL teacher training promote the EFL teacher trainees' learning strategies to maintain their positive attitudes towards language learning, e.g. by providing a Self Access Centre (SAC) and Computer Assisted Language Learning (CALL). The institution should also;

- a. provide more opportunities for the EFL teacher trainees to develop their communication strategies, such as by reducing the class size.
- b. elicit the EFL teacher trainees' involvement in presenting their own initiatives regarding the use of the target language by holding English tutorial sessions for each course of teacher training.
- c. provide an environment that enables teacher trainees to use English outside the classroom, e.g. by holding conversations with native speakers of English or by enabling them to participate in the discussion with international teachers of English through an E-mail program, such as TESL-L (the E-mail network for ESL teachers' communication).



I also recommend that the EFL teacher training carry out further research on the relationship between EFL teacher trainees' communicative competence and EFL contexts.

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## Appendix One: Extracts of Teacher Trainees' Theses

### Extract 1: Introduction

"Dulay, Burt, and Krashen in "Language Two" have stated that learning a foreign language can be exciting and productive or painful and useless, one's efforts can end in the acquisition of native-like fluency or a stumbling repertoire of sentences soon forgotten. The difference often lies in how one goes about learning the new language and how a teacher goes about teaching it. To be successful, a /learner need/(2b2) not a special inborn talent, for learning languages learners and teachers simply need to it right (1982:3) - 1

A billion people in the world speak more than one language fluently. In /Philippine/ (2a), many people must speak more than one language if they are to engage fully in their community's social affairs (1982: 9). In Indonesia people like to learn more than one language in order to be able to reach their goals. For example, /people here/(2d) learn English to get good positions in their jobs. /Students/(2d) in universities need to understand English to improve their knowledge as almost all of scientific books are written in English. - 5

So the proficiency of a foreign language is not an extra need but it is an essential one". (taken from the teacher trainee's thesis of 1992/93) -10

-15

### Extract 2: Introduction

#### "1.2. The Scope of The Study

/It is necessary to delimit/(3) the scope of the study /in order to avoid misunderstanding and different /sight/(2d) between the writer and the readers about the subject matter discussed. The things that must be explained about/(3) are as follows: - 1

#### 1.2.1. The limitation of The Title

There are some terms in the title of the thesis that need to be delimited in order to get mutual understanding between the writer and the readers. /It does not mean/(11) that all of the terms will be defined, but just some concerning the topic". (Teacher trainee's thesis: 1992/93) - 5

### Extract 3: Introduction

#### "1.2.2. The Limitation of The Problem

The limitation of the research problem is /very important so as to avoid the broad problem areas. This also helps the writer to focus the investigation on the specified problem/(3). - 1

/Problem means questions or difficulty propounded for or in need of solution. Further, it can be defined as the gap between the expectancy and the reality. This research is conducted hoping that it can solve the disharmony between the two. The problem of this study is divided into two sections/(3): - 5

#### 1.2.3. The main Problem

The main problem can be stated as follows:

Does the language error correction influence the writing ability of the Third year A3 Students of SMA Negeri Genteng ? -10

1.2.3.2. The specific Problems (taken from a trainee's thesis:1992/4)"

**Extract 4: Introduction**

- “ /According to Sawrey, language skills of girls are superior than of boys/(1c). - 1  
 The language superiority of girls is due to an earlier psychological maturation.  
 This superiority is persistently throughout life (1969:435). Furthermore Sandra  
 Witelson finds the evidence that the fundamental differences between boys and  
 girls are caused by nervous system in the brain. The differences are not in all parts - 5  
 of the brain but just in the middle part of it that has relationship with language  
 ability (Jim Supangkat, 1989: 86).  
 On the other hand, those who believe that /environment give/(2c2) much  
 contribution to the development of language skill claim that girls’s language  
 superiority is influenced by their culture and experiences. Supporting this idea -10  
 Sorenson conveys, “...(quotation)...”  
**(Taken from a trainee’s thesis (1993/94))**

**Appendix Two: Data of Teacher Trainees’ Essays****Essay 1: Spoken Language for Communication**

- “Spoken language is essential for communication. I know that language is a - 1  
 /mean/(2a) of communication. Communication itself can be written /form/(2d)  
 and oral /form/ (2d). For oral communication, of course we must /say everything  
 we want/(2d) by using /our organs of speech/(2d) ; in this case the existence of  
 spoken language is very essential. - 5  
 /It is very different between communication in written form and communication/(1g1).  
 In /oral form/(2d), /for me myself/(2d), /communication in oral form or by  
 spoken language/(3) is easier than /communication in/ written. Why? /because  
 I have been accustomed/(2b3) to /have/(1h) /conversation /(2d) with others.  
 besides, oral communication does not need a hard thinking in organizing the idea - 10  
 we want to say/(1g2). We just speak /everything we want/ (1g2).  
 In addition, /communication by using/ (3) /spoken language is easier to understand  
 by listeners/(1g3). /The listener can ask directly to the speaker if they do not  
 understand what /the speaker want/(1i, 2c1). /b/(5)esides, /there is interaction  
 between speaker and listener if they communicate by using spoken - 15  
 language/(1g1).” **(written by male informant 22: 1994)**

**Essay 2: Spoken Language for Communication**

- “Actually spoken language is essential for communication but sometimes we - 1  
 need body language /to clear/(2d) /our communication/(2d). /Beware/(4) sometimes  
 body language can /make a little bit conflict/(2d) /so, it just use to make our  
 speaking is clear and understandable/(1g3).  
 Spoken language is very important for us in order /to transfer/(2d) my idea to - 5  
 another/(1e, 1i). /So, try to make clear our pronunciation/ (1d) while  
 /our make conversation with another person who has different language with  
 us/( 1i).  
 Finally, spoken language is not /too/(2d) essential for communication because  
 /as we know that/(3) /some of people is no perfect with all of her body invalid/(1i). -10  
 So spoken language is essential for everyone /who perfect/(2b2, 2d) /and have  
 all part of his body/(3).”**(written by female informant 47: 1994)**

### Essay 3: Spoken Language for Communication

"I agree that spoken language is essential for communication. In the world, English is used /to/(1j) International language communication. /Each communication with other country using English/(1b). /So it is not too difficult for me to communicate with other countries/(1k, 3). Therefore English is the most essential in the world for communicating/(1k). /In my opinion communicate with /others people/(1i) of /other country/(2c2) is easily using English/(1g1). /It is quite impossible we communicate with other countries for example from England, African do not use English/(1e)" (written by male informant 23: 1994).

### Essay 4: Spoken Language for Communication

"In fact, I do agree with the statement. But /I'll/(4) not agree if we think that spoken language is the only essential one for communication. As we know that, in certain condition, written language is more essential than the spoken one. /Let have a look at the evidences/(2d); /to communicate orally with thousands people sometimes will be more effective and efficient in the form of written language through writing in newspaper or magazine/(1m). Here, /reader/(2c3) will have a chance to maximally comprehend the writer's idea about particular /phenomenon/(2c3). Also by writing /the/(2c4) idea in written language /the writer posses/(2a, 2c1) an opportunity to /make revision/(2d) if he /finds a failure or mistake/(2d) in his writing later. On the other hand, /by facilitating our communication/(3) in spoken language, /there'll/(4) be /a lot of missing interpretation or even/(3) misunderstanding /as the listener gets only partially the entire spoken information/(3). /We know that in fact, to speak our idea up, will need more effort/(3). /Besides it can be done every time, especially for thousands people/(3). So, I do believe that /to say/(3) spoken language is not the only essential for communication is right /in accordance to/(1j) the fact that /there's/(4) still /written language which is more essential (more effective and efficient)/(1c)." (written by male informant 3: 1994)

### Essay 5: Spoken Language for Communication

"Spoken language is essential for communication, especially if we use English language. It is very useful because as we know English language is the basic language that is needed as/the/ (2c4) tool of communication between /the/(2c4) countries. English is /number one of/(2d) language that is used in the trade world. /Suppose/(2d) we can speak English language fluently, /it can be meant/(1i) that we can speak with many people around the world. /Because all of them can speak using English language/(1f). Besides, we can have more /opportunity job/(2c2) concerning with our ability in /mastery/(1h) English language. If we can speak English language /as/(2d) /native speaker/(2c2). It can be said that /we also learnt about another culture/(2b1). We can know how /they life/(2d), their /dialect/(2c2), their /environment/(2c2) and the way or style they are doing in daily /activity/(2c2). /And then/(2), we can compare between /their culture/(2c2) and ours, so /we can learn and master about their language(1j), but we /don't/(4) need to imitate their /culture/(2c2), especially for the bad thing" (written by female informant 47: 1994)

**Essay 6 : Spoken Language for Communication**

"I /am in line with the statement saying/(2d) that spoken language is essential for communication. In /having a conversation/(2d), then /speaker/(2c2) try to convey the idea to /the listener/(2c2) and vice versa /the listener try / (2c2) to receive / what being/(2b2) expressed by the speaker. If /there is something unclear dealing with the idea being talked about/(1g1, 3); the listener or receptor /directly can ask/(2c5) some questions at the same time. Comparing with written language, /it's/(4) quite difficult if there is something unclear about the idea or concept stated in the written language. The receptor /just can interpret/(2c5, 2a) it as much as possible: but once in a while the /interpretation/(2a) is far from /what being imagined/(2b2) by the writer. So I must say that spoken language is important for communication /comparing with/(1g3) written language" (written by female informant: 1994)

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**Essay 7 : Spoken Language for Communication**

"Spoken language is essential for communication. /It is very reasonable statement/(1l). Firstly, we know that almost all communication is done orally. We can understand what /someone want/(2c1) to say if he/she speaks. Besides that using spoken language is more /fastly/(2c5) than using written language. For /instant/(2a) if we want to speak with someone in /long distance/(2c3) it is more effective if we phone him/her, /of course using telephone it means we use spoken language/(3) than we send him/her a letter etc. Finally, we can say that using spoken language is /the cheapest one/(2d), because we /have mouth and brain/(2d) as the source of idea/(3), to express what we want to say" (written by female informant: 1994)

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**Essay 8: Spoken Language for Communication**

"/Yes,/(4) I agree with the statement "spoken language is essential for communication". We know that /is a means as communication that used human being/(1e, 1j, 1g3). /Someone or everyone use/(2c1) /the language/(2c4) /to expressing his or her idea/(1h). /In the form of book, essay writing, novels, paper for discussion or seminar and literary work/(1e). /They express his idea through the language/ (1i). /In the other form/(2d), language is used for performing drama and it is used for the teacher to explain some information and to communicate with /his student/(2c2). So, /it's true //(4) that language is essential for communication" (written by female informant: 1994)

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**Essay 9: Spoken Language for Communication**

“Spoken language is very important to master for communication for some reasons. Firstly, most of our communication takes place using spoken language. It is /unrejectable/ (2d) that anytime we meet /someone especially we are familiar with/(2d) we will /be automatically involved/(2c5) in the communication just for respecting him/her, showing our cordial attitudes or maybe any other thing more important (business affairs). If we go to the /beaches/ (2c2), supermarket, movie or anywhere, we usually meet /one at least we get familiar with/(2d). In this case, a spoken language must be used /to conversate/(2d). In brief, /when, where and however we are/(3), we often get involved in the interaction with others, /and a spoken language is used for this need/ (3). Secondly, spoken language is more effective /than written one/ (2c3). When we use a spoken language, /there are still many things (aids) available to help clarify our idea/(1c). If /we have a face-to-face conversation/(2d), we are aided by /our facial expression/ (2c2), body movement, /tone/(2c2) or other situational circumstances that can help us /do correctly, convincingly and appropriately/(3) convey /our idea/(2c2). /Especially when it is very important thing, then a spoken language will be more helpful and successful to use/ (1l). Thirdly, using spoken language has some benefits. It shows /our respect/(2c2) to the one we conversate with/(2d). /It is also important when there is misunderstanding/(1l). /If so/(2d), a fast and polite correction can be made. If we can use it appropriately, it is very useful to convince, persuade or bring about someone to an action we want” (written by male informant: 1994)

**Essay 10: Spoken Language for Communication**

“I think spoken language is not /too/(2d) essential for communication. /Since everyone has the different opinion about the importance of that/(1f). But I /can't/(4) /be easily deny it that spoken language is important too/(1g3), /especially for certain occasion for example/(3) when I /meet a foreigner and want to/(3) talk to him. /In the short word/(2d), /I can say in my opinion, it is important/(2d) - /not very- whenever I need it/(3). /However, I think important too for other to speak well/(1d, 1b). /Because by speaking well the listener will get the clear information/idea what the speaker means/(1f). /For example in the real situation when I listen to the radio/(1f). /If there is someone to be interviewed by the reporter sometimes I got difficulty/ (1g2). So, /I can conclude - for me only- as I prefer to be the passive user in English/(3)- /the spoken language is not /too/(2d) important. /However I think the written language is very important to me/(1k)” (written by male informant: 1994)

### Essay 11: Spoken Language for Communication

“As long as the people /live/(2a) in the society, they need something to send a message to others. /Since they can /produce vocal symbols/(2d), they send a message through /the language/(2c4). /And/(2d) this /language need/ (2c1) to be spoken in order to communicate with other people. /So the spoken language is necessary and an important thing for communication/ (2c4).  
 /But sometimes, because of something that we / (3) can't/(4) avoid, there are some people who /can't/(4) /produce vocal symbols through their speech sounds/(2d). They /just can communicate/(2c5) with other people through gesture language. In this case, spoken language /isn't/(4) an important thing for communication. /Because without using spoken language they /still can communicate/(2c5) with their gesture language or body language/(1f). So, the spoken language is essential for communication /doesn't always true/(1e). We have to see the condition of someone first”. (written by female informant 1994)

### Essay 12: Spoken Language for Communication

“/Spoken language is essential for communication ? It is good I think/(4). As we know that in communication, /whether it is with foreigner or with own friends we speak each other/(1g2). /It doesn't mean/(1a) /by showing the moving of our body or by giving the sign to answer other person's question/(2d). We /have to/(3) speak. /Then other reasons that I can tell you here are that/(3) because sometimes we want to know the culture of others, /the family or other information that we want/(3). /We always speak with them/(3).  
 /Another side that tells the spoken language is essential for communication is that/(2d) /we will know the performance of someone has/(1g2). /It is related with his/her ability to express his/her idea in the real conversation/(11).  
 (Written by male informant 1994)

### Essay 13: Spoken Language for Communication

“/It is right/(4) that spoken language is essential for communication. /It also means that speaking ability must be grasped by the people/(11) in order to be able /to converse/(2d) with others. /The people will get the idea conveyed by hearing his/her utterance/ (2c4, 2d). Without /the presence of it/(2d), there /won't/(4) be communication.  
 /The difficulty rised/(2b1) as /the people doesn't /have the capability to express his/her idea /(11) in appropriate language. /The receptor/(2d) will /get misinterpretation/(2d) /to what the other said/(2d). The terrible situation will exist if there is no understanding between them. So, /we can conclude that/(3) communication without good spoken language /won't/(4) run well”.  
 (written by female informant 1994)

**Essay 14: Spoken Language for Communication**

“/As the social humanism we can't to avoid from social life in our surrounding/(1j). Therefore, we must/to connect/(2d) between /one person to other person/(2d). - 1

Language is the instrument of connecting of people to other people, /because language according to Oxford Dictionary is system of the symbol among relationship with other people or the other countries/ (1j). - 5

So, /in this case/(3), language is /the essential thing/(2d) in our communication. There are /two kind/(2c2) of communication written and spoken /communication/(2d). /From two communication/(3) spoken communication is essential /communication/(3) because /in spoken communication/(3) /the people/(2c4) can /act or respond the statement/(2d) directly. /In social life the spoken communication very important because it is impossible for us to written when they communicate with other people/(1i) /in social life/(3). /Moreover, in international connection it is important can speak with spoken communication fluently to finish the problem of the international problem/(1e). From the explanation above, we can conclude that spoken communication is important in /our life/(2c2)”. - 10

(written by male informant 1994) - 15

**Essay 15: Spoken Language for Communication**

“I do agree with this statement. /Spoken language is used in communication among people in the world/ (1j). Language is a means of communication. So, it is impossible for us to communicate without language. /We talk to other using language everyday/(1c). Although we have /other language/(2c2) such as body language or gesture to communicate, /spoken language is the most essential in communication/(1c). /By listening to the speaking will be easier to understand than gesture or body language/(1a). Beside that we can express /our idea/(2c2), /as clear as we can/(2c5)”. (Written by female informant 1994) - 1

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**Essay 16: Spoken Language for Communication**

“Spoken language is essential for communication. /Having spoken language use to communicate of people to others so that they could be able to understand each other that they say/ (1e). People use language by /the utterance from mouth/(2d) /is conclude a meaning, but comparing by the gesture of body is conclude a meaning also are more effectively by the utterance from mouth especially run out language/(1e, 1g3, 1m). /Using language someone could understand that they say to avoid misunderstanding each other/ (1g1)”. - 1

(Written by male informant 1994) - 5

**Essay 17 : Spoken Language for Communication**

“Indeed, I do agree that spoken language is essential for communication. - 1  
 People live in /community/ (2c3) /so they need to speak each other by using  
 language/(1k), to convey what they mean. In /daily activity/(2c2) /every  
 person use language/(2c1) to express his idea, /to convey this meaning/(3).  
 So if we /understand the language/(2c4) well /we will easy to communicate - 5  
 with other people/(2b2).  
 /b/esides (5) that /dump/(2a) people /also can use/(2c5) a body movement  
 to convey /their idea/(2c2) /the importance is they can communicate each  
 other, but the best way is communicate use language or spoken language/(1e)”.  
 (Written by female informant 1994) -10

**Essay 18 : Spoken Language for Communication**

“Spoken language is essential for communication. In life /the human - 1  
 being/(2d), everyday, /have the relationship/(2d) with others. /It means  
 that they must use the language in the need of their own life/(1l). /And  
 the appropriate one is spoken way/(1k). Furthermore, /the spoken language  
 will give a chance directly for the man who take a conversation/(1j). The - 5  
 man /is going to get an information from the others fastly/(2b1). It is different  
 with written language. /The written one have to get/(2c1, 2d) much time to  
 comprehend. So, it is not practical as /the tool/(2d) of communication”.  
 (Written by male informant 1994)

**Essay 19 : Spoken Language for Communication**

“ I do agree with the statement that /says/(3) spoken language is essential. - 1  
 /As we know that there are two ways in communicating our ideas /one  
 through speaking and the other one through writing/(2d). Furthermore,  
 /in our daily life/(2c2), /speaking is commonly used than writing/(1m).  
 /I do agree with the statement that says spoken language is essential/(3). - 5  
 In brief, I /say/(2d) that spoken language has /important role/(2c3) in  
 communication”. (written by male informant 1994)

**Essay 20 : Spoken Language for Communication**

“/It is absolutely correct/(4). In /making communication/(2d), /we /aim not - 1  
 only to give understanding of/(2d) /our idea/ (2c2) /but also/(2d) our spoken  
 language /has the role/(3) in /persuading someone else’s opinion/(2d), in  
 /combincing/(2a) /our concept/(2c2), /in arguing our statement/(3). Moreover,  
 our spoken language reflects /our way/(2c2) of thinking, /the capacity of our - 5  
 knowledge, the degree of our intellectual and our personality/(2d).  
 In addition, our spoken language takes a part / in making our interaction,  
 socialization success/(2d). /It means that sometimes in our life matters,  
 the way of speaking promises the solution, the way out of troubles/(1l). /In  
 the other words/(2d) we can say that the strategy and diplomacy in anticipating -10  
 our matters related to the public/someone’s else is the key to get success/(2d)”.  
 (Written by male informant 1994)



**Essay 21 : Spoken Language for Communication**

“I do agree/(4). /You see/(4) that language is /the means of communication/(2c4), - 1  
 so we can communicate with others. We can interact with others by using  
 language, especially international language and national language that are  
 English and Indonesian. Actually, I want to study abroad but / I do not know  
 what should I do ?/(1g2). /I like to study the language above all English/(1j). - 5  
 /I want to know the other foreign country culture and how is important their  
 language/(1g2). Many /tourists/(2d) students are interested in studying  
 /Indonesia/(2d) culture. By communicating with other people from other  
 countries /it can make our knowledge and our thinking broaden and  
 increase/(11)” (Written by male informant 1994) -10

**Essay 22 : Spoken Language for Communication**

“I think spoken language is so important to /get relationship/(2d), - 1  
 especially /to combine from different ideas/(1j), so that /there are  
 understanding among speaker and his/her partner/(1j). I believe that  
 /everything will be clearly with language/(1b). If /someone want/(2c1)  
 to explain his/her /hear/(2a), they must /get language for element of - 5  
 basic/(1g2). /I will do that if there is someone not agree to realize what  
 I mean/(1g2). /As I know everything/(2d), spoken language is essential  
 for communication”. (Written by male informant 1994)

**Essay 23 : Spoken Language for Communication**

“Spoken language is essential for communication. /As a woman who live/(2c1) - 1  
 in /the society/(2c4) it is important to /have communication/(2d) with people  
 around us. /In communicating/(2d) we try to make other people understand  
 what we are talking about. Using language as a mean of communication is very  
 essential because it can make everybody get /our idea /(2c2) clearly. - 5  
 /Moreover if we can speak and use another language/(1f). We will be able to  
 communicate with people from another country. By this communication /we  
 can also get some information that are different with ours/(1j). Finally we can  
 enlarge our knowledge by using spoken language as a means of communication”. - 9  
 (written by female informant 1994)

**Essay 24 : Spoken Language for Communication**

“Language is very important for communication, /or we can say that - 1  
 language is the main mean of communication/(3). We /can't/(4)  
 /make a communication/(2d) with /other/(2a) if we /don't/(4) /have  
 language/(2c3). /The first time, people communicate with hand signal,  
 but it is not essential/(1j). So /they create language/(2c3) which is - 5  
 very essential to communicate with others”.  
 (Written by male informant 1994)

**Essay 25 : Spoken Language for Communication**

“Speaking is one of /important part/(2c2) of /learning language/(2d). - 1  
 /As we know, actually/(3) if we ask /ourselves/(2a) about the purpose of  
 /our study language/(2d), of course, /we will say I want to be able to  
 speak in English/(1i). /That’s true/(4), because however we are good  
 in writing, listening and reading, but we are /less/(2d) in speaking it - 5  
 will be /lack of useful anymore/(2d). Speaking also /sends/(2d) us to  
 understand others, because by speaking we can share ideas and  
 /may be make a discussion with another/(1e). /It means that speaking  
 or spoken language will help us to make communication and make  
 everything easy/(1i)”. (written by female informant 1994) -10

**Essay 26 : Spoken Language for Communication**

“Language as a means of communication has both written /language/(2d) - 1  
 and spoken /language/(2d). /For spoken language itself, language/(2d) has  
 essential roles, in /our daily life/(2c2), /the role of spoken language  
 dominate/(2c1) more /that/(2a)sixty per cent”. - 4  
 (written by male informant 1994)

**Essay 27 : Spoken Language for Communication**

“Spoken language is essential for communication. I agree /with the - 1  
 opinion since I think/(2d) spoken language is the most essential language  
 for communication /than others/(2d). As we know that whenever we want  
 to express /our idea/(2c2) or to communicate with /one’s else/(2d), /it is  
 enough for me to/(2d) express it in /certain symbol/(2c2) which can be - 5  
 understood by both /the speakers and the listeners/(2c4).  
 Then, /whenever we want to talk with someone/(1j) then one whom we talk  
 is dumb, or deaf, surely we will have so many difficulties in expressing  
 /our idea/(2c2) since it is /not accustomed/ (2d) for us to express /our idea/(2c2)  
 with body movement. /To say the least/(2d), spoken language is essential for -10  
 communication”. (written by female informant 1994)

**Essay 28 : Spoken Language for Communication**

“Spoken language is essential for communication. How far would you agree - 1  
 with this statement ? By language we can /make a communication/(2d)  
 with others by using the words. We can express our ideas in order that  
 /someone else understand/(2c1) what we want. The most important thing  
 of /language/(2c3) is the language used for making relationship /among - 5  
 someone and someone else/(2d) because someone cannot live alone in  
 this world without someone else”. (written by male informant 1994)

**Essay 29 : Spoken Language for Communication**

“Spoken language is essential for communication. /It proves the facts in our daily life/(1l). We have to express our /needs/(2d) to others. /And it needs spoken language/(1k). /On the contrary/(2d), /others will respect ours by saying in spoken language, too or in written context or etc/(1c). /Spoken language also uses to express the messages of teachers to the students, to express the burden of our heart to others and etc/(1i). In other words, spoken language is important. /Another examples of the important of spoken language is proved by transmitting it to other people of another culture so that we can understand other cultures and their habits/(1i). By knowing /their culture/(2c2), we can get many friends from other countries”.  
(written by female informant 1994)

**Essay 30 : Spoken Language for Communication**

“Language is a means of communication. /Actually in this communication can be done by orally or written, or may be by gesture/(1d). /All of forms of communication/(2d) are important but /one of them get the most important/(1c). /It is influenced by the situation that support communicating by spoken language is more important because all of things come from speaking and listening/(1m). We cannot write and read without speaking and listening first. /Spoken language, on the other hand, is more essential for communication based on the relationship between speaker and listener/(1k). In spoken language if the listener /doesn't/(4) understand well what the speaker means, he can ask him directly to repeat it. Spoken language/ also can save the time/(2c5). /It is contrary to the written language that spend a lot of time to write first/(1j)”. (written by male informant 1994)

**Essay 31 : Spoken Language for Communication**

“/It is very essential for human being to speak each other/(1l). /It's impossible for us to speak writtently/(1l, 4). /Because we are human being/(1f). So, /it is very possible to speak each other, to communicate each other/(1l). /As a human being, a spoken language is very very important/(3). /Because it is the only way to communicate each other/(1f). /So, it is very important/(3)”. (written by female informant 1994)

**Essay 32 : Spoken Language for Communication**

“/I myself is quite agree on that statement because spoken language is more effective to express the idea or message compare with other system like written form/(1m). and /spoken language if there are some mistakes directly we change it/(1e). /Spoken language is not difficult /to applied/(2b2) because /the application on it/(2d) /is free like place, time, and grammatical/(2d). /Furthermore spoken language sometimes was claimed by a group of people is not necessary using structure in other words the spoken itself can understand each other and communicate/(1d)”.  
(written by male informant 1994)

**Essay 33 : Spoken Language for Communication**

“Spoken language is essential for communication. Many /experts/(2d) - 1  
generally /remark like this/(2d). /Not because of the expert but I agree  
with the statement/(1e). /The idea of the language must be /stored/(2d)  
as it is a kind of communication. /And he cannot only write down  
our idea but also we have do it in spoken language in another chance/(1k, - 5  
1i). For instance, if we meet a foreigner and /he/she need our help / (2c1)  
/we may make a conversation or vice versa/(2d). Furthermore, we are  
/teacher’s/(2a) to be we have to /learn speaking in making the students  
understand our ideas/(2d)”. (written by female informant 1994)

**Essay 34 : Spoken Language for Communication**

“/Language is very important for our life as a means as communication for - 1  
other people/(1j). /It’s/(4) used for expressing /our idea, feeling etc/(2c2).  
In /communicating/(2d), /We should be able to express the language (we have)  
as clearly as possible or understandable for someone else/(2d). /Because if we  
don’t/(1f), it will make someone misunderstanding. So, spoken language is - 5  
very essential”. (Written by male informant 1994)

**Essay 35 : Spoken Language for Communication**

“ /We are as human being, so in our daily life we always live with others, - 1  
and in communicating with them we need loves, one of them is language/(1c).  
We /can’t/(4) communicate /if we didn’t/(4, 2b1) have language. /When we  
meet someone else, we want to know about something so we use language  
to ask them/(1i). - 5  
/Every country/all countries in the world in joining with others always use  
language/(2c1) to communicate with /other/(2c2) for example /when they hold  
a meeting, their meeting in solving problem always use language/(1g1). So,  
I think that spoken language is very essential”.  
(Written by female informant 1994)

**Essay 36 : Spoken Language for Communication**

“/We agree with the statement. In my mind/(1i), spoken language - 1  
is /one of important part/(2c2) in communication. It is very essential for  
communication to communicate or interact with others, we need spoken  
language not written language.  
Spoken language is /easier/(2a) /to do if we often practice our language/(2d) - 5  
without being afraid of /making mistake/(2c2)”.  
(Written by male informant 1994)

**Essay 37 : Spoken Language for Communication**

“/Of course I agree with that statement but not always /(2d). /We know - 1  
that if want communicate with someone we /don’t/(4) just speak/(1d). We /also  
can write/(2c5) /letter/(2c4), /express what we want to communicate with  
our body expression, with symbol etc/(2d). So /it depend /(2c1) on situation”. - 4  
(written by female informant 1994)

**Essay 38 : Spoken Language for Communication**

"I do agree with that statement that spoken language is essential for communication. People share /their idea/(2c2) by spoken language. Before they can write down anything they use spoken language. /It's/(4) easier to share /the idea/(2c4) by using /the spoken language/(2c4) /then/(2a) writing. We never need to think so much of what we are going to say. But for the written language we need to think over of what we are going to write. / I myself often get difficulties in sharing my idea in the term of written/(1h) /once my friend says to me "how could it be, that you are /the man who easy to say/(1b) anything get difficulties to share your idea for the written language then I say that the fact/(1b) (written by male informant 1994) - 10

**Essay 39 : Spoken Language for Communication**

"Spoken language is essential for communication. I agree with this statement because without language we /can't/(4) communicate with /other/(2a) and transfer our ideas to /the other/(2c2). /And with speak with others using language we use, we can know everything from others/(1j, 1h, 1k). We know that language is /element/(2c3) of the nations, /so the second advantages using a certain language we can know the culture or the nationality of the others from language he/she use/(1b)". (written by female informant 1994) - 5

**Essay 40 : Spoken Language for Communication**

"Language is always used by human being as a means of communication. /Especially spoken language, nowadays it is very essential to use in this modern era/(1l). /Spoken language as a means to bring peace in the world/(1b). /Different countries have different language can connect together by using a world spoken language in this case, English, Franc, Chinese etc, their connection can be in meeting of UNO, Region etc/(1d). We can imagine what will happen without language. it is difficult for nation/people in the world to communicate or interact with /other/(2d). So we conclude that we /can't/(4) live in our surrounding or in the world without language. /I/ndeed (5), /we can communicate in written language but it is less perfect without spoken language because by spoken language we can understand what other people intent, desire, etc/(1l)". (written by male informant 1994) - 10

**Essay 41 : Spoken Language for Communication**

"Spoken language is essential for communication. /Because it will bring our ideas to the listener/(1f). /It reflect/(2c1) /our mind and others/(2d). /It is as means to communicate with others/(i j). So it plays an important role in communication. It is also important as it is the way how we /can understood/(2b1) other ideas and opinion. /It will help us to get others ideas/(1l). /So it is essential also as a means of understanding others/(1l)". (written by female informant 1994) - 5

**Essay 42 : Spoken Language for Communication**

"I do agree with the statement that spoken language is essential for communication, /spoken language as one of the tool of communication and to interact with other/(1b). /Although, there are many languages and manner to communicate/(2d), /the most essential is spoken language, for instance, verbal language (body language)/(2d) that /usually is used/(2c5) by people /that can speak by their mouth and spoken language for the normal language people/(2d). /The spoken language is very easy to understand by another people, so spoken language is very easy learnt and easy to comprehend/(1g3). In some formal meeting, people use to say everything in spoken language, -10 for instance; in /school, government meeting/(2c2) and some /other meeting/(2c2). So, /as the conclusion/(3), spoken language is very important in human interaction and communication as /one of the essential tool/(2c2) of communication". -14  
**(written by male informant 1994)**

**Essay 43 : Spoken Language for Communication**

"Spoken language is essential for communication. Spoken language /communicates more than ways of communicating, for instance, written and signed/(2d). Spoken language precisely shows what /the agent's/(2d) intended meaning. Moreover /the listener can enjoy the tone, the intonation and the miming of the agent/(2d). /It is also easier for the listener to get the idea of /the agent/(1m) /because of he/she can repeat or use other words/ sentences if the listener cannot understand what the agent means/(1j). In brief we can say that spoken language communicates more than ways of communication". **(written by female informant 1994)**

**Essay 44 : Spoken Language for Communication**

"Spoken English is essential for communication. There are several things that can be written. So, we have to share the message or ideas through spoken. We speak, then we also /give/(2d) the body language / to support our ideas/(2d). /A baby, in a first time is to listen, then to speak/(2d), not to write. So, the first ability to communicate or express his/her ideas is to speak. Although we cannot write or read, but at least we can talk to others. /We express idea/(2c2). /If you want to tell someone it is more romantic to tell it through spoken language/(1i)".  
**(written by male informant 1994)**

**Essay 45 : Spoken Language for Communication**

"I do agree if spoken language is essential for communication. /Every people/(2c2) in daily life is absolutely involved in conversation among others, even /dump people though they use gesture as a means of communication/ (1b). /People will be easy to transfer their ideas/(2d) to another using the spoken language/(2c4). /As a return/(1k), the other people will /response/(2a) /to the first speaker so that it will be a conversation/(2d). In other words, they communicate each other using spoken language.

Spoken language is used in every /field of life, e.g. in trading life, school, at home, at the market, etc/(2d). /It will make people easier in getting along with others/(2d). For example, /teacher talk /(2c3, 2c1) to /the students/(2c4), /doctor to patient/(2c2), /among friend using the spoken language/(1j). From this point of view we can conclude that spoken language is essential for communication".

(written by female informant 1994)

**Essay 46 : Spoken Language for Communication**

"We know that language is /the tongue/(2d). /Communicating for the first time through speaking/(1f). It is easy and practical for us to use spoken language for communication. It would be better we can communicate using spoken language. Other people will say that we are competent enough in English if we can make use of spoken language". (written by male informant 1994)

**Essay 47 : Spoken Language for Communication**

"Spoken language is essential for communication. I agree with this statement /because as we know that spoken language is very important/(3). /There are many advantages which we can get/(2d). /We can encourage the culture of another country, we can understand about the condition of another country/(1j), we have /a lot of friend/(2c2), we can prove our knowledge etc. Without spoken language /the man/(2c4) /can't/(4) do anything. /Because the man need environment, and the man is social people/(1f). He /can't/(4) do everything without /others/(2a) people's help".

(written by female informant 1994)

**Essay 48 : Spoken Language for Communication**

“/I extremely agree with this statement because we can check in the troubles to use language to the spoken/(1i); and /I can correct it, as well as I can do, and communicate with the spoken language is the reality form of my aim in studying language itself/(1e)”. - 1  
- 4

**(written by male informant 1994)**

**Essay 49 : Spoken Language for Communication**

“Spoken language is essential for communication. /Yes/(4), I do agree because language is a means of communication and language is very important for our /daily activity/(2c2). We /just can communicate/(2c5) using language. /Although we can communicate with our body movement but it is quite difficult to understand by others people/(1g3), /by the way language is very essential for our live because by language we can understand what information happen in the world /(1k) also by language we can understand the culture of /others country/ (2c4). - 1  
- 5

**(written by female informant 1994)**

**Essay 50 : Spoken Language for Communication**

“/I do agree with this statement because by spoken language, I can express my idea/(2d). /What I want to say /(2d) can be /showed/(2d) by spoken language. /Spoken language is a mean of communication is very essential in this reason/(1d). /In my opinion/(2d), the important thing in communication /is how to make the listener understand what the speaker said/(2b1)”. - 1  
- 5

**(written by female informant 1994)**



**Appendix Three: Questionnaires**

Before dealing with the questionnaire items (see the following pages: 255- 262), the informants were suggested to read and sign the statement for their participation in this research as follows:

**RESEARCH BY MR SUGENG ARIYANTO**

**I,....., hereby consent to take part in research by Mr Sugeng Ariyanto for his MA research in Applied Linguistics at the University of Adelaide, South Australia. The purpose of the research has been explained to me and I understand I can withdraw at any time.**

---

**Signature**

---

**Date**

**The Questionnaire of the Development of Communicative Competence for  
the EFL Teacher Trainees in The Faculty of Education, The University of  
Jember, 1994/96**

(by Sugeng Ariyanto)

**All information is confidential and will only be used for the purpose  
of assessing your experience in EFL teaching and learning activities**

<b>Student Number</b>							
<b>Semester</b>							

**Purpose:**

This questionnaire is to assess your experience in developing your communicative competence in the teaching/learning strategies of using English as a foreign language.

**Expected use:**

This questionnaire will form a useful basis for identifying the socio-psychological factors that influence your communicative competence in receptive and productive skills of negotiating meaning, especially your academic writing and teaching/learning strategies.

**Instructions:**

1. **Please answer the question as frankly as possible or write what you really think, not what you think we want to read.**

2. To answer the questions, you may tick one or more boxes [ ] of the options or describe your own ideas or reasons.

**A. Receptive Skills of Negotiating Meaning**

This section is to assess the socio-psychological factors influencing your communicative competence in the receptive skills - *listening and reading* - of negotiating meaning.

**Listening Skill**

**INQ 01. In learning English, what do you expect to gain from a listening course ?**

- ability to imitate the way native speakers speak English
- ability to recognize every word used by native speakers
- ability to understand what native speakers are saying

Other; (please describe).....  
.....

**INQ 02. What kind of difficulties do you have in listening to English ?**

- understanding the speakers' ideas
- the pronunciation of speakers
- understanding the speakers' dialect

Other; (please describe).....  
.....

**INQ 03. When teaching, you realize that your student's English words are wrong, but you understand what he/she means. What will you do then ?**

ask him/her to say the same thing in the Bahasa Indonesia

ask him/her to speak English more correctly

just ignore it without checking what he/she means

Other, if any;.....  
.....

**INQ 04. When your friend or student speaks English slowly, you might.....**

get bored and leave him/her

get offended or upset because you think he/she underestimates you

listen to him/her carefully to get his/her message

Other (please describe).....  
.....

**Reading Skill**

*Instruction:* Please, ANSWER the questionnaire items 5 to 8 as briefly as possible based on your own ideas

**INQ 05. What do you expect to gain from reading English texts ?**

.....  
.....

**INQ 06. What kind of difficulties do you have in reading the English texts written by native speakers ?**

.....  
.....

**INQ 07. When reading, you realize that you do not understand any words in the paragraphs of a text, but you still understand some others in the same paragraphs. What will you do then ?**

.....  
.....

**INQ 08. What do you consider to be very important in understanding the content of a reading text ?.....**

**B. Productive Skills of Negotiating Meaning**

This section is to identify the socio-psychological factors which influence your communicative competence in the productive skills- *speaking and writing*- of negotiating meaning.

**Speaking Skill**

*Instruction:* Please **TICK** the boxes of the options you think relevant to your answers to the questionnaire items 9 to 14.

**INQ 09. When speaking English, what do you expect to gain from your conversation ?**

- the correct way of pronouncing words in English
- your fluency
- the correct way of using English idiomatic expressions

Other;(please describe).....

**INQ 10. Have you ever talked to English native speakers ?**

- never     sometimes     often     always

If you tick *sometimes*, *often* or *always*, please show the nationality of the native speakers, and where you spoke with them.

British; Where ? (Please write here).....

American;    Where ? (Please write here).....

Canadian;    Where ? .....

Other (please write here).....

**INQ 11. What is the most important thing to consider when speaking English with native speakers?**

- your fluency in English must be good
- your pronunciation must be native-like
- your body language and appropriate responses

Other (please write here).....

**INQ 12. When speaking English, what should you do ?**

- translate your ideas into English
- say your English words as fluently as you can
- say your English words as clearly as you can

Other; (please describe).....  
 .....

**INQ 13. If you feel shy when making mistakes in speaking English, what should you do then ?.....**

- stop speaking English
- never learn to speak English
- avoid making the same mistakes by using other words or sentences

Other; (please describe).....

**INQ 14. Supposing that you are speaking with your students in the classroom. You realize that your students do not understand what you mean. What will you do then ?...**

- I will not repeat my words because repeating the same thing means wasting time
- I will just keep on talking about my topic since the students do not ask me any questions
- I will just change the topic so that the students can forget it

Other if any;.....

**Writing Skill**

*Instruction:* Please, **TICK** the boxes [ ] of the options you think relevant to the answers of the questionnaire items **15 to 20**

**INQ 15. Are you interested in academic writing in English ? Yes/No**

**If yes, what kinds of academic writing have you ever written ?**

[ ] a critical review [ ] an essay [ ] a discussion paper Others, (please write here if any).....

**INQ 16. What difficulties have you got in academic writing?**

[ ] how to construct a sentence in English

[ ] how to organize ideas in paragraphs

[ ] how to use correct words

Other; please describe;.....

**INQ 17. Is it necessary to define the terms used in your topic or title when writing your discussion paper ? Yes/No (please, circle)**

If yes, how do you define the terms used in the topic or title of your discussion paper ?

[ ] by defining every word used in the title

[ ] by defining the method of writing your discussion paper

[ ] by defining what is meant by discussion papers

Other; (write here, please).....



**INQ 18. If you are familiar with discussing others' ideas in your critical review, what do you always do in your writing ?**

write down others' ideas without showing from where they are taken.

write down others' ideas without arguing against/for them

find fault with others' ideas without any arguments

Other; (please write).....

**INQ 19. Supposing that you are given an idea by your instructor in your academic writing, and you have to discuss it. What might you do ?.....**

just rewrite the idea and develop it

agree or disagree with the idea and show the reasons why.

agree or disagree by showing the evidence only

Other (please write here).....

**INQ 20. Supposing that you quote some ideas supporting your arguments in academic writing. What should you do ?.....**

write down all the words of the quotations and acknowledge the source.

paraphrase the quotations and write them without acknowledging the author or the publication

ignore difficult words in the quotations

Other;.....

## Appendix Four :

### Test of Communicative Competence

This test is to assess your intercultural use of English in real conversations. It will give a clear picture of the development of your communicative competence.

**All information is confidential and will only be used for the purpose of assessing your intercultural use of English in real conversations**

#### Instructions:

1. To answer the following questions, please **TICK** the boxes [ ] of the options you think correspond with your ideas
2. If you do **not find** any of the options correct, please **WRITE** your own ideas in the '**Other;.....**' option.



**If you first meet a foreigner, you might introduce yourself by saying;**

[ ] Hi, are you alone ? What's your name ?

[ ] Hello, are you alright ? What's your name ?

Other;.....

2.



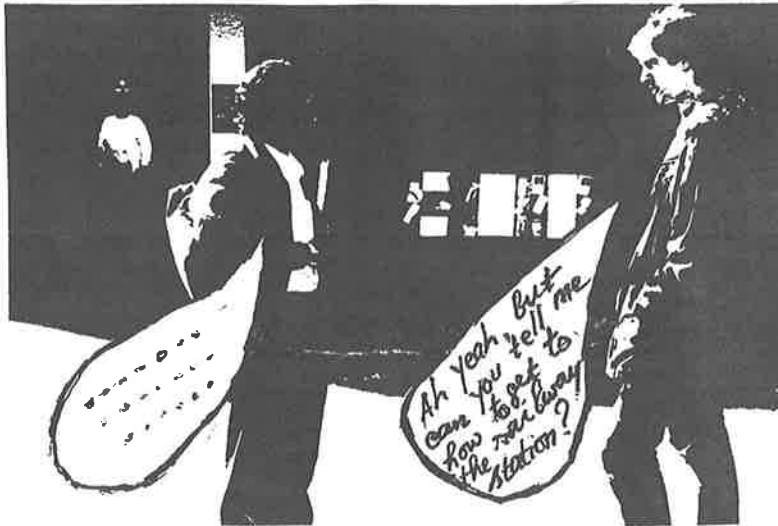
When a foreigner greets you "How do you do?". You might say;.....

Good, and you?

Thank you, and yourself

Other;.....

3.



If you see an Australian tourist who has got lost in the street, you might go up to him/her and say;

Hello, Sir. What are you looking for ?

Excuse, me, mate. Looking for something, aren't you ?

Other;.....

4.



When you ask someone about how many of his/her brothers and sisters there are in his/her family, you might say;.....

What's the number of your sisters and brothers in your family ?

What number of sisters and brothers are there in your family ?

Other;.....

5.



You do not know the distance between Adelaide and Sydney. You might ask one of the staff of the Australian Travel Agency and say;.....

How many is the distance between Adelaide and Sydney?

Could you tell me how far is the distance between Adelaide with Sydney ?

Other;.....

6.



**If your friend offers you something you do not like, you might say;**

- No, sorry. I do not like it
- Oh, no. It is an insult. You know ?

Other;.....

**7. If you sneeze, you might say;.....**

- Oh, sorry for disturbing you
- Oh, bless you, mate

Other;.....

**8. If you hear someone sneezing near you, you might say;**

- Sneezing, isn't it ?
- What's wrong with you ?

Other;.....

9.



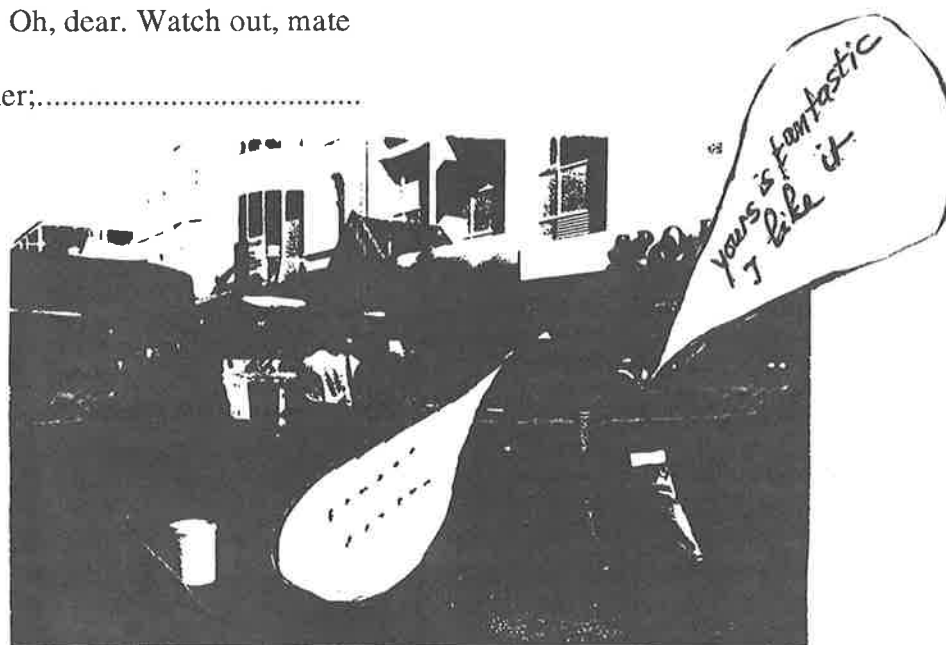
**If you suddenly bump someone behind you, you might say;**

Oh, excuse me, please

Oh, dear. Watch out, mate

Other;.....

10.



**If someone admires you or your work, you might say;.....**

Oh, no. I'm not quite good

Oh, thank you, I am glad you like it

Other;.....

11.



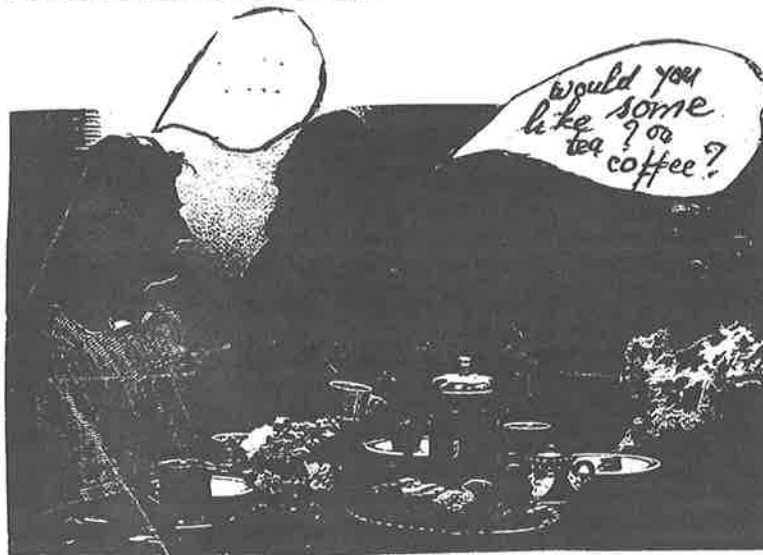
You are looking for a seat, for example, on the train and hesitate to sit near someone; you might ask him/her and say;.....

Excuse me, is it empty ?

Oh sorry, is it empty ?

Other;.....

12.



You are visiting an Australian family. When they ask you whether or not you need a drink, you might say;.....

Oh, that's okay, do not be very busy

Thank you, I would like a drink

Other;.....

13.



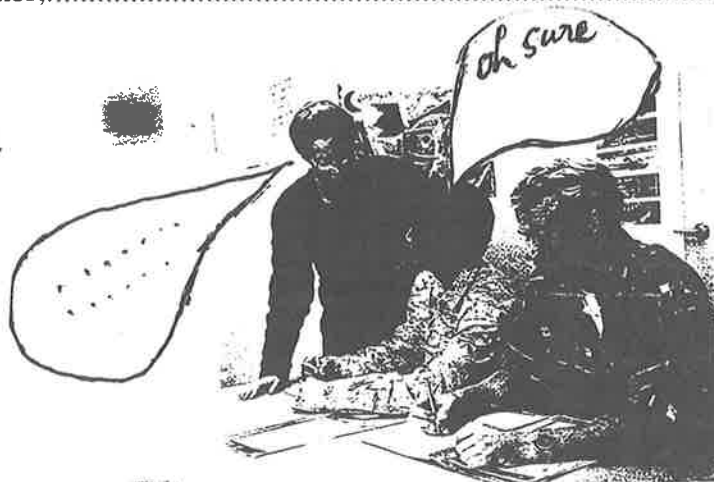
You are a stranger and looking for where the post office is. You might go up to someone and say;.....

Hi, you mate. Do you know the post office ?

Excuse me. Do you live near the post office ?

Other;.....

14.



You are in a meeting, but you have not got enough space for your seat. You might tell someone sitting near you and say;.....

Please, could you move over a bit

Excuse me, rather there please

Other;.....



15.



You are travelling by train. On the train, an old man with a young girl are sitting near you. You realize that it is a good time to start a conversation. You might say;.....

Hi. Is she your own daughter ?

Hello. She looks charming. How old is her age?

Other;.....

16.



You are speaking with your teacher but you do not understand what he/she is saying. You might say;.....

Excuse me. Repeat please !

Say it again !

Other;.....

17. **You are late for a meeting. You might tell the chairman;.....**

Oh, dear. I am late, sir/mam

Okay, sir/mam. I am late

Other;.....

18. **If your Australian friend greets you "take care". You might say;**

You're welcome

Oh, no worries

Other;.....

19.



**You want to know how much money you have in the bank. You might go to see the bank clerk, show your passbook and say;.....**

Could you please tell me how much money I have ?

Oh, I'm sorry, but can you check my money, please ?

Other;.....

20.



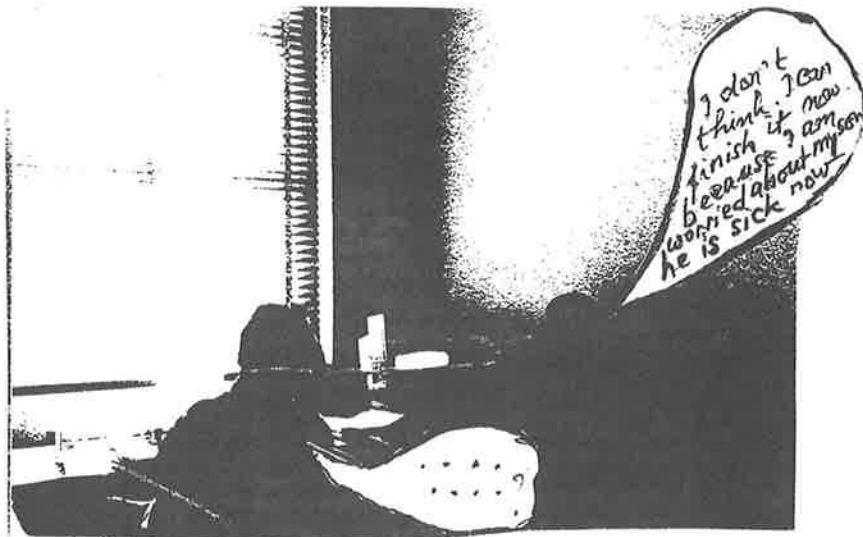
Your friend is telling you that her father has died, you might say;

[ ] Oh, when was he dead ?

[ ] Oh, really ? when ?

Other;.....

21.



Your friend is telling you that her son is sick; you might say;

[ ] Oh, really ? What is the disease ?

[ ] Oh, yes ? What does he suffer from ?

Other;.....

22. If a member of your discussion group tells you; "I am sorry, but I've got to leave now". You might say;.....

yes, please go. Where ?

yes, please. Where ?

Other;.....



23.

If your friend asks you; "Where are you going?". You might say;.....

Nothing

Just walking

Other;.....

24. If someone speaking with you says; "I'm glad to see you", you might say;

So am I

No worries

Other;.....

25. You are in a class, but you want to go to the toilet or comfort room. You might see your lecturer and say;.....

I am sorry sir/mam, I want to go to the toilet

Excuse me. I would like to go to the comfort room

Other;.....

## Appendix Five

### Fieldwork Schedule and Permits

#### A. Fieldwork Schedule

Dates	Activities
12-18 December 1994	Observation; seeing Dean of the FKIP and Head of Arts and Language Department
19-30 December 1994	Collecting documentary data
01-15 January 1995	Interview I
16-31 January 1995	Interview II
01-15 February 1995	Distributing questionnaire and tests
16-28 February 1995	Distributing questionnaire and tests
01-15 March 1995	Giving the essay topic to informants (Essay writing test)
16-31 March 1995	Classroom observation
01-08 April 1995/6	Reviewing and analyzing the collected data

#### B. Fieldwork Permits

To ensure that I get the most value from this research, I will need to be able to observe your teacher trainees' progress of developing their English language communicative competence. I would like your permission to have your teacher trainees as my research informants. Please, if you do not mind, sign the form below.

I, Sudarwoto, Drs., (Occupation) Dean of the FKIP, the University of Jember, hereby give permission to Mr Sugeng Ariyanto to have my teacher trainees as his research informants. This will take effect immediately and will be valid for a period of four months from the time this form was signed.

Signed \_\_\_\_\_

Date : 15 December 1994

## Appendix Six

### A List of courses or the 'Mata Kuliah Bidang Studi' (MKBS) Supplemented to the New Curriculum 1994 at the FKIP, the University of Jember

No	New courses	Credit points
1	English Phonology II	2
2	English Syntax (Morpho. & Syntax: renamed)	2
3	Prose II (Poetry: replaced)	2
4	Reading Comprehension VI (Reading Comprehension IV: renamed)	4
5	Extensive Reading for Vocabulary (Vocabulary: renamed)	2
6	Writing IV (Essay Writing: renamed)	2
7	<b>Curriculum &amp; Material Development For SMP (Junior Secondary School):</b> Supplemented to <i>Curriculum &amp; Study of Text books for SMA I (Senior Secondary School)</i> with four credits.	2/4
8	English for Hotels & Restaurant	2
9	<b>Semantics</b>	2
10	<b>Sociolinguistics</b>	2
11	<b>Psycholinguistics</b> (9, 10 and 11 are not applicable before 1993)	2
12	Translation II	2
13	ESP (English for Special Purposes) I or II	2
14	Pronunciation Practice	2
15	Dictation	2

This list has been adapted from 'Daftar Mata Kuliah Ekuivalensi Kurikulum Lama Untuk Mahasiswa Angkatan Tahun 1992 dan Sebelumnya Pada Program Pendidikan S1 Bahasa Inggris FKIP UNEJ' issued on 25 August 1994 by Head of English Program in Jember, Indonesia.

**Appendix Seven**

**A Model of Journal Form used in 1993/1994 at the English Program, FKIP, the University of Jember**

Course : ..... Name of Lecturer : .....  
 Code : ..... Date/hours : .....  
 Credit Points : ..... Room : .....

Session	Dates	Session Topics	Sources	Number of Students	Students' signature	Lecture's signature	Notes

Notes: .....

Jember,.....  
 Approved by  
 Head of Program  
 (.....)