“Strengthening the Capacity of Research and Practices on English Linguistics, Literature, and Education”

AUDITORIUM HARUN NASUTION, OCTOBER 18-19, 2016
Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education

The 4th ELITE 2016 INTERNATIONAL CONFERENCE
Department of English Education Faculty of Educational Sciences
Syarif Hidayatullah State Islamic University of Jakarta
AUDITORIUM HARUN NASUTION, OCTOBER 18-19, 2016
WELCOMING ADDRESS FROM THE RECTOR

Assalamu'alaikum Warahmatullah Wabarakanah

Dear participants,
It is with pleasure that we present the full papers and abstracts of the 4th Elite International Conference. This fourth annual conference, entitled “Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education” is hosted by Faculty of Education and Teacher training, State Islamic University (UIN) Syarif Hidayatullah Jakarta at Auditorium Harun Nasution From 18-19 October 2016.

In order to make the information and ideas presented at the conference promptly and widely available, participants in the conference were invited to submit written papers based on their presentations for printed proceeding publication. Each paper submitted for consideration was peer-reviewed by team of scholars who were asked to provide a scholarly judgement on the paper’s suitability for publication. Owing to the fact that published conference papers should be a direct reflection of the presentation and subsequent at the conference, papers were either accepted or rejected in the form which they were submitted; there was no process of revision in response to comments by the team. A total of approximately 100 papers were accepted for publication under these procedures. Each paper represents a substantial contribution to the advancement of education, ranging from philosophical and conceptual ideas to practical and pragmistical issues on English education.

The committee of the conference would like to especially thank to the rector and vice rectors, and the dean and vice deans for their support and also to acknowledge the contribution made by all the participants. Without all the supports and contribution, this conference would have been far too great to be successful.

Enjoy reading these proceedings and we hope that they the contributors contribute further to the advancement of ideas around work of English linguistics, literature and education.

Wassalamu’alaikum Warahmatullah Wabarakanah
WELCOMING ADDRESS FROM THE DEAN

Assalamu’alaikum Warahmatullah Wabarakatuh

Dear participants,
I am pleased to welcome you all: invited speakers, presenters and participants of the 4th International ELITE conference. Welcome to this wonderful campus, and welcome to Jakarta, precisely to Ciputat, for those coming from other cities and also from abroad. I hope you enjoy your visit while presenting your papers at the conference.

The special part of this conference lies on the theme and the organization of the conference. Concerning the theme, we emphasize the importance of research and the share of best practices in English Linguistics, Literature, and Education. We expect that this conference will enable us to improve not only our teaching approaches but also our research capacity so that we can deliver research-based teaching and learning processes. Moreover, the teaching of English linguistics, literature and education, especially in the context of Islamic universities, both in majority and minority situations, has a lot of interesting issues to discuss, ranging from philosophical and conceptual ideas to practical and technical issues.

Concerning the organization, this conference is special because not only the Faculty of Educational Sciences and the Department of English Education but also ELITE Association is involved in organizing this great conference. ELITE is the Association of English Linguistics, Literature and Education lecturers of all Islamic Universities under the Ministry of Religious Affairs. ELITE is right now a four-year baby which needs support from various parties to grow healthily.

As the Dean of the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University (or better known as UIN Jakarta), I would like to thank our invited speakers: Prof. John Macalister, Prof. Adrian Rodgers, Dr. Atiq Susilo, Prof. Jamaluddin Idris, Mr. Indra Charismiadji, Dr. Agus Indarjo, Dr. Didin Wahudin, and Dr. Jillian S. Haeseler.

I would also like to thank to all presenters and participants, whom I am sure will share their invaluable thoughts, research findings, and experience and make the discussion in this conference rich. My deepest thanks also go the committee who has worked very hard to make this international conference possible.

Finally, I hope this conference will produce significant contribution to advancement of knowledge in the field of English and strengthen our collaboration. I wish all of you enjoy the conference.

Wassalamu’alaikum Warahmatullah Wabarakatuh
Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,
On behalf of ELITE, the association of English Linguistics, Literature and Education lecturers, I would like to devote a warm welcome to all of our distinguished guests, honourable government officials, outstanding keynote speakers, ELITE delegates all over Indonesia, great presenters around the world and noble participants to this fourth ELITE International Conference 2016. Having this conference run smoothly, the most sincere gratitude should go to Prof. Kamarudin Amin, the Director General of Islamic Education under the Ministry of Religion Affairs, for his total support to our association, ELITE, which has achieved a tremendous success in collaborating all of English lecturers from Islamic institutions in Indonesia. Since this academic program is also closely related to the Ministry of Research, Technology and Higher Education as our mutual partner in boosting the national education quality, the incomparable gratitude will be devoted to Dr. Didin Wahidin as the Director of the Department of Education and Student Affairs and Dr. Agus Indarjo, the Secretary General of Directorate General of Higher Education, Science and Technology for their brilliant academic guidance in supporting our academic programs.
Starting on a noble goal, that is to give contribution to developing the English Education in this country and global world, I would like to express the highest level of gratitude to Mr. William S. Little on behalf of Regional English Language Office (RELO) for his enthusiasm in showering us with his tremendous help, in which one of them, to make a great English language specialist, Dr. Jillian Haezler, present in this conference. Besides, this conference becomes more eminent because of the presence of many researchers of excellent worth such as Prof. John, Adrian Rogers, Dr. Atiq Susilo, Prof. Jamaluddin Idris, Dr. Indra Charismiadij and other undefeatable presenters who will share their quality academic perspectives.
Since this conference is the accumulation of enormous efforts from many people, I would also like to express my deepest gratitude to Prof. Dede Rosyada on behalf of Syarif Hidayatullah State Islamic University, Jakarta, as the host for this year conference, for the endless endeavour to make this conference run successfully.
Distinguished guests, I would like to end by expressing my sincere wishes the utmost rewarding conference and looking forward to your suggestions since I believe that the discussions being shared in this conference will greatly contribute to our global effort to develop a quality English language teaching as a password to get an important role in this global world. Thank you for making this dream come true.

Wassalamu'alaikum Warahmatullah Wabarakatuh
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THE ROLE OF TEXT BOOKS IN EFL CLASSROOM

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Abstract: Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. This article discusses the role of textbooks in English as a foreign language in Indonesia. Textbooks are used as media of learning in schools ranging from elementary school to university level. As stated by the Ministry of Education and Culture of Indonesia, that the textbook has an important role in improving the quality of education in Indonesia.

Key words: textbooks, EFL Classroom

Introduction

This paper explores the role of text books in EFL teaching and examines how teachers can make effective use of the material. It mainly applies to novice teachers and those working in centralized systems, where decisions are made by ministries and committees. The first part of the paper refers to the role of text books, their impact on teaching and learning processes, and explains why teaching should be text book-based rather than text book-led. The second part of the article is an attempt to demonstrate how text books can be exploited by using the important processes of selection, adaptation and supplementation. It also refers teachers to sources of guidance and practical advice.

The Role of text books in EFL Classroom

The literature around the evaluation and use of text books and commercial material is extensive. There has been a considerable debate on the role of text books by a number of educators and experts.

1. Positive effects

A large number of experts and educators claim that there are obvious advantages of using a text book. Hutchinson and Torres (2004) argue that during periods of change, a text book can serve as a tool for supporting teachers and as an instrument of modifications and alterations. Most teachers consider text books to be valuable aids that offer useful material and support. Also learners need text books to guide them towards the hard process of learning. A text book reinforces the teacher’s work and offers material for further learning and revision. In brief, a text book provides teachers and learners with a structure of teaching and learning, methodological support and opportunities for revision and preparation (McGrath 2002). Moreover, it gives teachers a relief as it reduces the heavy load of preparation, saves time and makes teaching and learning easier.

2. Negative effects
At the same time, experts warn that slavish use of text books may have destructive effects on teaching and learning processes:

a) text books de-skill teachers.

Using text books tightly, turns teaching into a very controlled process that de-skill teacher (Richards 2003). If teachers use text books largely, as the only source of material, if they follow pages and activities strictly in order, they turn themselves into a „technician”, whose only responsibility is to teach materials prepared by others (Richards 2008:126). They gradually lose the ability to plan and they end up „teaching” the text book, not their students. Brumfit (2009:30, cited in McGrath 2002:10) claims that although text books can assist teachers in their teaching processes many of them don’t. Even the best text books take creativity and inspiration away from teachers by indicating that “there is somewhere an expert who can solve problems”. Similarly, Swan (2002:33, cited in Richards 2008:130), points out that text books often take important decisions off the hands of teachers who, “having been absolved of responsibilities, sit back and merely operate the system”. Allwright (2001:8) argues against their use, as they do not encourage teachers to provide “enough roughly-tuned input” and output practice. He emphasizes that text books hold a limited and prescribed role, confining students to “captive learners”, with no initiative and involvement in the process. Students should be trained to actively participate in the management of their own learning (2001:8). Following this approach, tight use of text books, will not be possible.

Cunningsworth (2005:10), likewise, emphasizes that, “heavy dependence on text books is far from ideal” because this approach finally decreases the “importance of the contributions that good teachers make at all levels in the learning process”. Moreover, flexibility and spontaneity are reduced and teachers often lack techniques and creativity.

b) text books cause boredom.

Commercial materials usually follow the same format from one unit to the next. For these reason teachers, regularly, find themselves teaching the same types of activities and tasks following the same order, repeating themselves. Inevitably, this text book-centered teaching, rapidly leads to dull and repetitious classes and turns students into pathetically unwilling to learn individuals. The element of unpredictability, that generates interest in the EFL classroom, fades away (McGrath 2002). Similarly, the joy of learning, which should prevail in the classroom atmosphere, is turned into boring endless hours of school life. This situation, regularly results in the creation of more discipline problems, as the students become naughty and difficult to control.

c) No textbook is perfect.

It is widely accepted that no textbook or set of materials is perfect (McDonough and Shaw, 2003:65; McGrath 2002). Text books are planned to be applicable to many students, teachers and contexts. Obviously this means that no book is perfect for a particular class or an individual student. Language teaching and learning are complicated processes; they cannot be satisfied with a “prepackaged” set of decisions that can be found in ready-made teaching materials (Allwright, 2001:10). There’s a consensus among experienced educators, writers, and experts that the perfect course book does not exist (O’Neil, 2002; Grant, 2007; Sheldon, 2007; Skierso, 2001; Acklam, 2004). All books have certain limitations and deficiencies and they all acquire evaluation, selection, adaptation and supplementation. There is no course book that can work in all situations or can be applied to all teachers and students.
d) Every class is unique

It is well recorded in education that every class is unique and needs to be treated differently since it is constituted from a number of individuals with different abilities and skills. As Prodromou (2002:28) points out, every class is mixed-ability. Only the teacher knows exactly the needs, competence, potential, and learning styles of their students. Therefore, only the teachers themselves should be responsible for material exploitation in their classrooms (Acklam, 2004). The same lesson almost always has to be taught differently to different classes (Grant, 2007).

e) Every student should be treated individually.

Every student is different in terms of attention, interest, motivation, pace, and physiological and psychological needs. They need to be treated individually to satisfy their needs. Their differences should always be considered by teachers while planning their lessons. A certain activity or material that is particularly appropriate for one student may not be suitable for another.

Using text books effectively

A considerable number of experts and educators (O’Neal, 2002; Grant, 2007; Hamner, 2001; Tice, 2001; Richards, 2003; Nunan, 2008; Hedge, 2000; Graves, 2000; McGrath, 2002) have commented on the need of supplementing the text books with material suitable to satisfy the needs of the particular learners. Text books provide useful materials to teachers and learners but they should not be their “master” (Cummingsworth, 2005:7). They are best seen as one of many sources in achieving the objectives and targets that have been set in terms of the particular learners. McDonough and Shaw (2003) point out that the ability to evaluate and supplement teaching materials effectively is a very important professional activity for EFL teachers and needs to be under continuous development. How can teachers use text books effectively? How can they be sure that they are helping their students? Where can they find criteria for selecting and designing the appropriate material? How can they find the time to make materials? All these are questions that trouble teachers.

Having in mind the aims of the course, teachers should first critically examine the text book. As Graves (2000:176) advises they need to “get inside the text book”, study the table of contents, speculate the topics and structures in order to understand how these are constructed and why. Following this process they will be able to distinguish between those units that seem relevant and interesting to their students and can be used unchanged or adapted. Also this process will allow them to find materials that should be rejected, because they are considered boring, irrelevant or do not suit the age or cultural background of their students. A very useful and practical checklist that can be used for this process is offered by Acklam (2004:13) and recommended by McGrath (2002:81).

Once teachers are familiar with the overall organization and content of their text book and they have decided which units to reject and which to adapt, they can familiarize themselves with each unit separately. They can design a diagram, a table, a mind map or a list where they can write their course objectives, contents of unit, rationale and the activities they have selected. The next step is to consider how they can adapt each activity to maximize their appropriacy. Having in mind clear objectives for each lesson they can continue with the changes they consider necessary. The
following principles of adaptation provided by McGrath (2002:74) are useful to be kept in mind throughout the process:

a) Localisation: adapting the material to confine within our country.

b) Personalisation: changing the material to satisfy our students’ needs and interests.

c) Individualisation: adapting the material in a way to address our students’ learning styles.

d) Modernisation: bringing the material up to date.

e) Simplification: making the texts or the tasks easier to do or understand.

All units that do not satisfy the students’ needs can be modified or replaced by other ready-made, devised or authentic material. Using materials from another course book is the easiest way but one should always consider copyright legislation. Writing materials for students is certainly more demanding but undoubtedly this could satisfy the students’ needs more appropriately. It is undoubted that teachers have a real awareness of their students’ needs. However, designing appropriate material requires a number of abilities and skills that teachers need certain training to acquire (Allwright, 2001; O’Neal, 2002). Continuous training, collaboration and sharing of materials among teachers could give a solution to the problem. The formation of a bank of material, supplied by not only teachers but students as well, is another idea that could lighten the heavy burden of preparation. Besides, it is very challenging for students, especially teenagers, to have the opportunity to get involved in the teaching process by bringing in class materials they have selected themselves.

At the end of every lesson the process of reflection and evaluation is mandatory. It is very useful if teachers keep a record about the process of selection, adaptation, supplementation and their rationale. They can also make brief notes about what has worked well, what didn’t work well and why and how they think the same lesson should be redesigned for the next class. Their experiences with the text book and supplementary materials could be discussed in weekly meetings with colleagues. They may also have classroom visits to see the way their colleagues use the text book and how the same materials influence teaching and interaction in their classrooms. But first of all teachers should always consider their students’ reactions and comments on the experience with the course book and supplementary materials (Breen and Candlin 2007). With their students’ assistance they can form the criteria for selection, adaptation and design of the material. This can easily be done if they provide their students with a questionnaire where they can freely express their opinions and comments (see McGrath 2002:184).

Conclusion

Undoubtedly, text books play a significant role in EFL teaching and learning by providing useful material to both teachers and students. However, heavy dependence on text books de-skills teachers and tires students. To avoid this careful selection of text book and appropriate and flexible use are important. Also text books should never be regarded as the only source where teachers can draw material from. Teaching and learning processes should include a variety of materials, online sources and approaches. For this reason training the teachers on evaluating, selecting, adapting and supplementing the text book, by designing their own materials, are significant and should be an on going process. Also teachers’ collaboration and sharing of materials are essential. Moreover,
students’ contribution to the process of evaluating and design of material is also another factor that should also be considered for effective learning.

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