LINGUISTIC PERFORMANCES

POST-PANDEMIC

Jaelani, M.App. Ling.

LINGUISTIC PERFORMANCES
POST-PANDEMIC

UIN MATARAM PRESS

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ

بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

This book is compiled as a scientific reference concerning linguistic performances post-covid pandemic. The author's highest gratitude goes to the Head of *Lembaga Penelitian dan Pengabdian Kepada masyarakat* (LP2M) (Institute for Research and Community Service) UIN Mataram, the chairman of the Center for Scientific Research and Publications, and the employees for their supports during the preparation of this reference book publication. I would also like to express my gratitude to all participants involved and all colleagues for their assistance. For my Mom and her endless supports and prayers.

وَعَلَيْكُمُ السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

TABLE OF CONTENTS

E-LEARNING DURING PANDEMIC

The educational sector around the globe is embracing the use of technology to enable knowledge acquisition, generation, and dissemination. As technological innovation has driven various industries such as engineering, business, and economics, medicine into advanced stages of development, it is just as equally important for education to pursue advancement through the adoption of technological innovation. The most widely used form of technology used in higher education is the e-learning system which is an innovative pedagogy. Clark and Mayer[1] define e-learning as the use of a digital device(s) in a learning process to instruct to support learning. Different disciplines have shown varying degrees of adoption of this technology. Cassey, Goodyear, & Armour[2], for instance, address the use of

---

1 Clark and Mayer, *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning.*
2 Casey, Goodyear, and Armour, "Rethinking the Relationship between Pedagogy, Technology and Learning in Health and Physical Education."

e-learning such as DigiTech in Health and Physical Education (HPE) by correlating the use of E-learning and pedagogic achievement and discussing the steps to use such innovation. Similarly, redesigning health science curricula calls for the adoption of new and innovative pedagogy to respond to the demands of students, faculty, and the health care industry, implying a shift towards more interactive learner-centered instruction, enhanced with technology.

Despite the numerous studies showing the effectiveness of e-learning in global higher education, it remains a challenge for Southeast Asian countries like the Philippines and Indonesia for several reasons. King & Boyatt[3], through their research in Jordanian engineering universities, state that several factors identified as influential to the adoption of e-learning included teacher attitudes and skills, particularly fear, lack of knowledge, and resistance of teachers to online teaching methods. Thus, formal support and training required for teachers to confidently implement e-learning within their practices were highly recommended. Moreover, Andersson[4] identifies seven major challenges for e-learning in a developing country context like Sri Lanka, where exposure to information and communications technology (ICT) is low and e-learning courses are rare; it includes student support, flexibility, teaching and learning activities, access, academic confidence, localization, and attitudes. On the other hand, to

---

3 King and Boyatt, "Exploring Factors That Influence Adoption of E-learning within Higher Education."

4 Andersson, "Seven Major Challenges for E-Learning in Developing Countries: Case Study EBIT, Sri Lanka."

achieve success in e-learning implementation in developing countries, specifically in Africa, related agencies should promote and educate the faculty and students on the benefits and efficiency of using ICT for education together with providing computer and Internet training as the first needed step[5].

The previous explanation details technology-assisted language learning, the issues, the possible solutions, and the findings strengthen the points to implementing technology education during the normal time, yet failed to discuss an extraordinary case that happened globally. The Covid-19 pandemic started occurred at the end of 2019 and affected all institutional sectors worldwide. In the field of education, to prevent the spread of a more severe virus, the catastrophe forces the use of online technology as a medium in the learning process. Educational sectors were forced to conduct online learning by using some teleconference applications, such as google classroom, zoom meetings, and so forth. Embedded a piece of technology in the language learning process is not the same as using them for the entire learning activities, and, during the pandemic, a regulation to practice only distance learning was applied. Thus, a study regarding such an issue is required conduct. By adapting qualitative classroom-based research involving, teachers, students, and parents from the secondary education level in Indonesia, the following sections will elaborate on the e-learning practices from the perspectives

---

5 Xaymoungkhoun et al., "The Critical Success Factors of E-Learning in Developing Countries."

of the mentioned cohorts during the pandemic, especially in language learning processes. Indonesia is chosen for its complicated issues regarding technology education; despite it being known as one of the most active technology users, technology is seemly hardly being employed for educational purposes in this country. This issue also occurs in some other Asian countries and developing countries; thus, Indonesia is likely to represent both Asian countries and developing countries worldwide for its sophisticated issues in applying Technology Enhanced Language Learning (TELL). The data were collected through observations and employing tools of qualitative investigation such as open-ended interviews[6]; the writer joined and observed online English classes -the classes are randomly chosen- and interviewed students, teachers, the parents to strengthen the data findings.

A. Introduction to TELL

Education technology is a dynamic field with new software and hardware invented over time. It is not only used in the industrial sector but can also be applied in the educational sector, although the technology used in education has been a debated issue recently. There are two terms related to technology and its correlation with education: education technology and technology education. McCampbell[7] defines technology education as teaching technology as a subject, whereas education technology is teaching students by

---

6 Davis, "Qualitative Theory and Methods in Applied Linguistics Research."

7 McCampbell, "Technology Education vs. Education Technology: Do You Know the Difference," 2002, 55.

applying technology such as computers or laptops, regardless it is connected to the internet or not, as a piece of equipment in a classroom during the learning process; this chapter will be focusing on the latter term and definition, and its use for language learning practices. Several terms regarding education technology applied in language learning are Technology in language learning or technology-assisted language learning (TALL), Computer-Assisted Language Learning (CALL), and Technology Enhanced Language Learning (TELL). TALL is the term used referring to the technology utilized to enhance students' language-based skills in the learning process. One of the TALL themes that also has received lots of attention is CALL which Levy and Stockwell[8] define as the technological applications adopted in language teaching and learning practices through computers.

There are four approaches to CALL namely Structural/restricted CALL, Communicative CALL Open CALL, Integrative CALL, and Technology Enhanced Language Learning (TELL). The difference between these approaches of CALL is the role of technology in its use. Technology has a position as a tutor in Structural/restricted CALL whereas in the Communicative CALL Open Call phase, technology is the tutee and Integrative CALL sees technology as a meditational tool. However, recently, technology has not only been used as an assisting device in the language learning process but also as a tool to develop students' communication-based skills; it leads to the

---

8 Levy and Stockwell, *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning.*

establishment of the TELL approach. As the latest innovation adapting education technology, TELL offers opportunities in enhancing communication-based skills in classroom activities and accelerating the process of achieving learning objectives, yet several works of literature point out that practicing merely TELL potentially brings undesirable effects on institutions, teachers, and students instead of helping them.

TELL, in its implementation in the language learning process, might be considered costly and time-consuming; it is an expensive approach not only because teachers need to be trained but also because the technological devices need to be installed. Before using technology in classroom activities, teachers need extra time to learn how to use technology for academic purposes, thus it is compulsory for the teachers to be trained to use technology for language educational objectives; they need extra time before TELL can be implemented[9]. The budget and the training courses are expected to be provided and delivered by the self-institutions (the institutions where the teachers work) and other relevant or affected institutions, such as universities or any organizations offering training courses. Moreover, technologically skilled teachers do not necessarily mean a successful learning process using TELL. To achieve the learning objective by utilizing TELL, teachers' attitudes and confidences toward TELL to positively affect students' language proficiency have a significant role[10].

---

9 Ertmer and Ottenbreit-Leftwich, "Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect."

10 Ertmer and Ottenbreit-Leftwich; Frederick, Schweizer, and Lowe, "After the In-Service Course: Challenges of Technology Integration."

Furthermore, adopting education technology in language learning should be beneficial to students. Several factors need to be considered before applying TELL: the purpose of its implementation (TELL should significantly affect students' achievement), the appropriateness (TELL should be sufficient for the student's level of education), its multimodality (TELL should contain multimodality), and sustainability (TELL should be able applicable and can be applied continuously)[11]. Besides, TELL also should be accessed equally in all regions, and the possible negative effects brought by TELL such as students' cheating and the hazardous effect on student's health should be prevented. The first mentioned problem is faced by numerous developing countries, such as Indonesia where approximately 122 disadvantaged regions in Indonesia with students can hardly access technology for academic purposes. Concerning computers affecting students' health, Sharma, Khera, & Khandekar reported that frequent use of technology cause musculoskeletal, visual, and stress problems[12].

The previous explanation details the weaknesses of TELL, yet such issues can be overcome by the following proposed solutions: the time required for the teachers to learn TELL-related techniques might be reduced by providing TELL subjects for their bachelor's degree program before they officially become a teacher. Gajek[13] suggests that one of the

---

11 Gruba and Hinkelman, *Blending Technologies in Second Language Classrooms.*
12 Sharma, Khera, and Khandekar, "Computer Related Health Problems among Information Technology Professionals in Delhi."
13 Gajek, "Implications from the Use of ICT by Language Teachers--Participants of International Projects."

educational problems worldwide is that teacher training departments do not provide skills and knowledge related to technology. It is clear that since it is compulsory for the teacher to have basic competency in using technology for educational purposes, subjects related to technology used in enhancing language learning for classroom activities need to be provided at the university level for students from the teacher training department. This strategy might also enhance teachers' confidence in applying TELL and leads to teachers' positive attitude toward technology education[14]. Moreover, concerning the motion that adopting education technology in language learning should be beneficial to students, Fu[15] found that technology helps students to creatively solve the problems given and develop their understanding of the materials; the student-centered learning process, allows students to solve problems presented and promote the idea more independently, can be conducted. Thus, technology allows teachers to manage their classrooms even better and makes educational materials more accessible and printed contents can be reduced. It also allows teachers to conduct teleconferencing classrooms, so time and space are no longer a big deal and distracting effect of TELL can be reversed.

---

14 Singh, "Technology Integration in Teacher Education: An Infusion or a Delusion"; Sharndama and IJemofwu, "Application of ICTs in Teaching and Learning English (ELT) in Large Classes."

15 Fu, "Complexity of ICT in Education: A Critical Literature Review and Its Implications."

B. TELL in the Perspectives of Students

TELL is expected to help students to understand the concepts being taught easier and more applicative and allow students to elaborate and develop their knowledge related to the materials given since it provides relevant data and information. Also, E-Learning is expected to encourage students to be independent at certain times and be responsible for their learning. In addition, e-learning will allow students to play a more dominant role in learning because it focuses on individuals, which includes the ability to adapt to the skill level of students and accumulate knowledge resources as mutual support. In addition, students' adaptive attitude will provide space and flexibility in self-organization so that it can encourage success and achievement in learning[16]. However, concerning students' perspectives, there are several issues raised when a full-online-learning is applied during the pandemic, namely students' motivation, Health, Engagement, Distraction, Learning Approach, and cheating, and this section will elaborate on the mentioned issues.

- **Students' motivation during the implementation of TELL**

The first problem raised by e-learning during the pandemic is the low level of student motivation in the language-learning process. Brophy[17] defines motivation as "a theoretical construct to explain the initiation, direction,

---

16 Stone and Logan, "Exploring Students' Use of the Social Networking Site WhatsApp to Foster Connectedness in the Online Learning Experience."

17 Brophy, *Motivating Students to Learn (3rd Edition)*, 3.

intensity, persistence, and quality of behaviour, especially goal-directed behaviour". Thus, in this chapter, motivation is defined as an individual's internal state or condition, such as a desire, arousal, need, or persistence of behavior, capable of activating, influencing, or providing direction to achieve or obtain something or fulfill their need[18]. In the learning process, motivation can drive or mislead students toward their success or failure. It means that, concerning language learning and teaching practices, motivation has a crucial role and is able to directly influence the output of such an activity by affecting what, how, and when an individual learns. This also affects the resilience and tenacity of a learner to whether or not they persist to continue to be involved in learning activities. Moreover, motivation also significantly affects the quality and level of achievement of an individual in a learning practice; whether or not a person is willing to actively engage in the learning process is also determined by their motivation for the course[19].

Distance learning, in its practice during the pandemic, reduces the students' motivation in two ways: it exhausts and bores the students. Joining online courses on a daily basis for several hours in a row is exhausting and boring. Compared to a conventional teaching approach, students state that distance learning requires a more significant amount of energy since they are expected to sit facing the screens of their gadgets

---

18 Huitt, "Motivation to Learn: An Overview"; Kleinginna and Kleinginna, "A Categorized List of Motivation Definitions, with a Suggestion for a Consensual Definition"; Huitt, "Motivation to Learn: An Overview."

19 Hartnett, "The Importance of Motivation in Online Learning"; Schunk and Utheyr, "Social Cognitive Theory and Motivation."

for a significant amount of time every week-days. Unlike online learning, conventional learning practices offer varied activities in addition to teachers' speeches or explanations regarding the topic. Before the pandemic, learning activities in the classroom were less monotonous since the students are not merely passively listening to the teachers directing or explaining the topic materials but also performing several physical activities such as playing, presenting, working, and direct discussion. That e-learning failed to provide such learning activities; thus, such a learning approach reduces students' learning motivation.

- **Health**

In addition to becoming more tiring than the conventional language learning process, distance learning also has a potentially negative effect on hazarding students' health physically and mentally. Some students admitted and complained that their eyes felt sore after passing the first hour of online learning, and the soreness in their eyes can still be symptomized even after minutes after the lesson ended. Several symptoms students complained about regarding their visual organs include red eyes, burning eyes, tired eyes, pain in the eye, itching, and watering of the eyes. This is aligned with Sharma, Khera, & Khandekar findings reported that frequent use of technology may cause musculoskeletal, visual, and stress problems[20]; The musculoskeletal system is a system consisting of muscles, connective tissue, nerves,

---

20 Sharma, Khera, and Khandekar, "Computer Related Health Problems among Information Technology Professionals in Delhi."

and bones, and joints. This system plays an important role in body movement. Therefore, any issues occurred in the musculoskeletal system will directly affect an individual's ability to move and carry out any activities. Also, aligning with the findings of Sharma, Khera, & Khandekar, students claimed to feel sore and tingling when doing e-learning; physical issues were not experienced during the conventional teaching approach being applied.

Mentally, apart from reducing motivation to learn, the application of e-learning during the pandemic also depresses students since, as their claims, it feels like they are always supervised by both their teachers and their parents or guardians all time during the language learning process; the data generated from interviews indicate that the fact that they are kept being accompanied by their parents during the online course as well as that they are unsure whether or not they are highlighted in the teachers' computer screen makes the students feel uncomfortable and more depressed when joining such kind of language learning activities. This is exacerbated or worsened by teachers' demands that it is compulsory for the students to activate their web camera during online language learning. Furthermore, distance language learning via video teleconference, such as a zoom meeting, is hardly conducted for any reason, the teachers will usually switch to using the WAG platform to share information and assignments with students. This does not necessarily make students more relaxed in the learning process, instead, numerous students claim to feel more pressure because they

have to finish an assignment that they do not understand thoroughly and comprehensively.

- *Engagement*

Being engaged or having a feeling of being engaged in the language learning process is one of the important elements to achieving the learning objectives. Engagement can be interpreted as any actions, such as how they act, think, feel, and interact, that the students perform to continue the learning process[21]. Based on the previous explanation, In this chapter, an engagement can be defined as a feeling of being involved in the learning process that affects a person in terms of how they act, think, feel, and interact -and, in the case of students, affects their attitudes to whether keep staying or continuing or being involved in the language learning process or not). The data from observation showed that, during the online language learning practices, several students seemed to daydream and did not pay much attention to the teacher and their explanation regarding the topic materials, and some others seemed busy doing other activities that were not related to the language teaching material. This is because the teachers are more often being the center of the language learning activities (teacher-centered-learning style) hence both students-students' and teachers-students' interaction is limited. Such an act negatively affects students' motivation in participating in the language learning process because they

---

21 Fredricks, Blumenfeld, and Paris, "School Engagement: Potential of the Concept, State of the Evidence"; Oga-Baldwin, "Acting, Thinking, Feeling, Making, Collaborating: The Engagement Process in Foreign Language Learning."

feel they are not directly involved in the language learning process (not the object of the language learning activities).

• *Distraction*

Another issue that occurred regarding distance language learning from the perspective of the students is, that during the language learning process, students are easily distracted; some of these distractions include noise, connection, and environment. The data from the interviews indicate that, often, when the language learning process was conducted, students were disturbed by noises from their neighborhoods, especially from the next-door neighbor noise and their neighbor's children playing. This noise, frequently, disturbs and distracts the students' attention during the online language learning practice. In an attempt to solve this kind of problem, usually, the students will rely on their parents or guardians to reprimand the noise committer so that the students can concentrate more on the language learning practices. Moreover, among all the noises, students admitted that the sound of a child crying was the most disturbing, and the most difficult to deal with. For unsolved noise cases, usually, the parents will move the student's study spot or location to other more appropriate places to study.

Regarding the distraction during distance learning applied in a language teaching practice, a frequently unstable internet connection, especially for students living in a disadvantaged area where internet transmission or signal is hardly be reached because the internet provider' towers are not nearby, is one of the main problems when online language

learning is conducted. Often, when the language course is in progress, the voice of the teacher who is explaining becomes interrupted and unclear because of the unstable and problematic internet network. It is worsened by the fact that, in some cases, both the teachers and the students do not take prompt and responsive action to address the problem; the teachers and students admitted that this ignorance action is committed because such a problem is common to happen and their skills and knowledge regarding the issue is limited so there is nothing they can do to fix the problem. Consequently, this kind of distraction causes students to perform other activities other uncorrelated to the language learning process or topic discussion. Also, the data from observation indicate that there were several cases where students were more focused on consuming their food.

Another problem disturbing and distracting the students during the language learning process is the environment in which they live. The vast majority of students live in villages where one house and another are built very close next to each other. Several students admitted that their dirty, noisy, and stuffy home environment resulted in them often losing concentration during the learning process. An environment with an average population working at home also accounts for the biggest reason for students' discomfort during online language learning regarding this environmental factor. Interestingly, some students admitted that some of their neighbors consider online language learning less valuable

than their work, therefore they refused to help students in creating a conducive online language learning atmosphere.

- **Learning Approach**

As a further explanation concerning issues in implementing online language learning, students state that during the pandemic, the learning methods and approaches applied by the teachers in distance learning are monotonous and boring. As previously explained, the learning process occurred is usually teacher-centered -where the teacher explains and the students listen- and after the explanation has been given, students are asked to complete some tasks given. In some cases, this is exacerbated and worsened by the habit of teachers using WAG to distribute teaching materials without providing an explanation when problems occur with the communication application used. The teachers are expecting the parents to explain the teaching materials to their children, and also help them complete or finish the assigned tasks. Some students admitted that they felt uncomfortable and more pressured when they had to be taught by their parents or other family members. This negatively affects their ability to understand the learning material.

- **Cheating**

During the pandemic era, it is undeniable that both students and teachers experience confusion because they are not ready in conducting an online learning process; readiness to apply online or e-learning designed by the government is almost non-existent. The catastrophe came suddenly and

the whole sector should be temporarily closed, students and teachers were forced to study from home. With the new regulations requiring no face-to-face meetings in class, teachers are required to implement a new approach so the language learning objectives can be achieved. However, as previously explained, the teacher uses a method that students consider monotonous and boring, and when problems occur during the language learning process, the teacher distributes teaching materials and assignments through WAG for students to complete without a prior explanation regarding the learning materials. With no explanation regarding the learning materials and students are expected to get help from their family members to better understand the teaching material, such as a practice that leads to the student cheated by copying answers from the internet in a more frequent way. The data from an interview show that around one-third of students cheated on finishing their tasks.

They are mostly using crib notes, copying friends' works, and helping their other friends with tasks or exams. Other methods they used for cheating are adulterated data and copying text from the internet with no citations and submitting it as their assignment. Approximately half of the students committed this kind of plagiarism.

C. TELL in the Perspectives of Teachers

TELL is expected to evoke and foster teachers' confidence in teaching or transferring knowledge in the learning process. Also, such a technology can be used to assist teachers in

analyzing student needs and evaluating whether or not learning objectives have been achieved[22]. However, in its practice, the implementation of TELL during the pandemic, by the majority of teachers, failed to reach what was expected to be achieved. This section will elaborate on issues regarding TELL in distance language learning practices, and the followings are the problems:

a. Issues in TELL during the Pandemic

1. Mastering TELL

The distribution of teachers based on their ability to master and utilize technology education in the language learning process in Indonesia is uneven. The observational and interview data showed that not all teachers mastered or were able to operate interface-based application programs such as Zoom, Cisco Webex, Google Meet, Microsoft Teams, Skype and Discord, and so forth. Those with low knowledge and skill in utilizing one or more of these applications are noted as often asking school employees or their fellow teachers to help operate the technology. This is exacerbated and worsened by the fact that there are no official training programs on the utilizing of applications offered by the government; the self-training is mostly obtained from their fellow teachers or colleagues who have a better understanding of such a communication technology, and by watching a tutorial video through Youtube Video application. Moreover, a massive workload, a requirement to adapt to the pandemic

---

22 Sharndama and IJemofwu, "Application of ICTs in Teaching and Learning English (ELT) in Large Classes."

situations when face-to-face classes are not permitted, and other non-binding obligations, such as housework, taking care of children, and so forth, are factors driving teachers' reluctance to learn to TELL deeply and comprehensively.

Based on the teachers' level of understanding and the implementation of communication applications to enhance language learning practice, teachers can be divided into three categories, namely with the skill to utilize the application and comprehensively understand all the features, with the only skill to utilize the application, and with no skill in utilizing the application. The teachers included in the first cohort are those who comprehensively understand the application and can utilize all features offered by the application developers to help them enhance the language learning and teaching practices, whereas members of the second group are the teachers who can only merely use the application (can only access and close the application but do not understand all features), and the last group consists of the teachers with no knowledge about the application and their embedded features. Teachers included in the first category tend to be more able to control classroom conditions and create a livelier atmosphere by being more active in creating conditions accommodating both student-student and student-teacher interactions (student engagement). Some of the strategies for using these features by teachers to control conditions to remain conducive, and fun, and allow students to be actively involved in the classroom are by utilizing the 'mute/unmute'

feature, the 'host/co-host' feature, and 'breakout-room' feature.
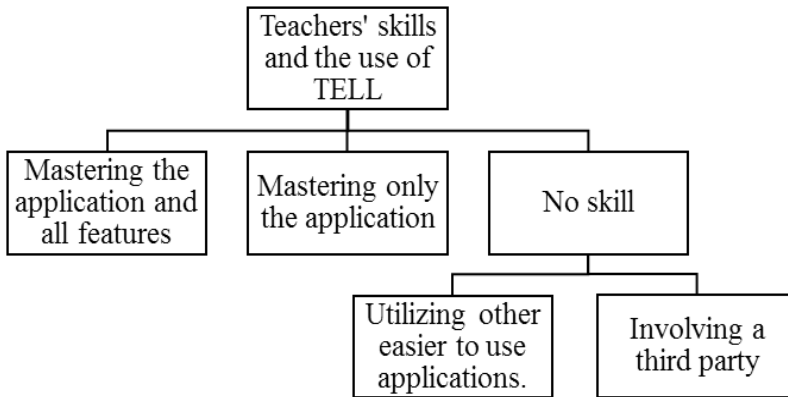
Figure 1 Teachers based on their skills and knowledge in TELL

The 'mute/unmute' feature is used by the teacher to regulate whether or not students are allowed to express their opinions, ask questions, and make discussions during the learning process. This feature is also used to prevent what teachers call 'unwanted noise', which is voices that are heard simultaneously with the teacher conveying information related to teaching materials; such unwanted sounds are usually being heard because students forget and/or cannot turn off the microphone button on the communication applications or their communication devices. The data generated from observations show that the unwanted noise has a negative impact not only on the delivery of information process that becomes less clear because two or more voices are heard at the same time but also because it can be a distractor for students; Other students tend to focus more on their friends' voices and laugh at them than the teachers' explanation.

To assist teachers in controlling class conditions to remain conducive, teachers in the first category also take advantage of the 'host/co-host' feature. The teacher, as the host, will ask the class president or class representative to be a co-host with a duty to mute students who accidentally activate the microphone when their teacher or classmate conveys information related to teaching materials. Interestingly, based on the data generated from interviews, this idea came from, the conventional language teaching approach, there was a conscious act committed by the teacher to ask the class president or student representative to record the names of their classmates who violent any rules apply in the classroom when the teacher was not in the classroom; this aims to control students' behavior when no teacher is supervising, thus the same concept is also applied in e-learning utilizing communication applications during a pandemic. Data from observations and interviews with students showed that this strategy was not only beneficial to maintaining or preventing unwanted noise but also increased students' learning motivation in the language learning process because students with responsibility as class leaders or appointed class representatives felt valued and empowered, so all students felt engaged.

Furthermore, one feature of the zoom meeting application -a communication application used by teachers in conducting language teaching practice- with significant potential benefit is the breakout room feature. It is also one of the students' favorites because they feel that they have a

higher degree of freedom to voice and express their opinions. Teachers use such a feature when they require to divide students into small groups to discuss a particular or specific topic. In principle, as a comparison, this feature is used, as in conventional learning practices, when the teacher needs to divide students into several groups and place them according to their groups. The data from observations and interviews show that by utilizing this feature, the teacher successfully bridges the students' necessities in classroom activities to gain knowledge, their desire to have fun, exciting, undull, and untiring class activities, and the teachers' hunger to create a more interactive and active class atmosphere regardless of whether the learning mode is offline or online.

Regarding the second cohort -the teachers can only open/ turn on the application and close the application without in-depth knowledge about the all features provided by the communication application developer. This group of teachers tends to be less able to control the classroom atmosphere. This is proven by the data generated from observation showing that there is still some noise that, although not significantly, interferes with the learning process. These teachers tend to allow students to do whatever they want during the online learning process regardless of whether or not it disturbs or distracts the ongoing learning process. Data from observations and interviews with students showed that teachers of this category delivered the material in a monotonous manner and depended on the results of written assignments given as learning evaluation materials.

Furthermore, discussing the third cohort -a group of teachers with no understanding of the use of communication applications-, based on their teaching strategies, there are two sub-categories related to this type of teacher: 1) switching to other applications that are simpler and easier to use; 2) involving third parties. Regarding the first strategy, the replacement application used is a messenger application called WhatsApp with the feature used is WAG. The use of this application resulted in teachers changing their teaching strategies; when using communication applications, such as zoom and others, the source of information delivery comes directly from the teacher, however, when using WAG, the source of information delivery comes from videos shared by the teacher via WAG (direct oral delivery of information does not occur at all). Furthermore, concerning the latter strategy, some teachers choose to ask for help from a third party, usually school employees who understand communication applications, as hosts or co-hosts to run the program and manage or control the learning process. The data from observations and interviews show that teachers perform better when implementing this strategy. Also, the student chooses the latter strategy as a preference compared to the first strategy.

- Failed to Implementing TELL

To achieve the aim of TELL in language teaching practices, it is important that both teachers and students have the skills and knowledge to utilize communication applications for academic purposes. However, different from the previously

mentioned issue, in its practice, the data from both observation and interview indicate that several students still have insufficient ability to use the communication application. This forces teachers to change their learning strategies to task-based learning which is the teacher distributes task-to-be-finished to students through WAG, and depends on the students' parents or guardians to comprehensively explain the teaching material. Nevertheless, some teachers decided to implement other strategies, such as visiting students in their homes and asking student representatives to come to schools to collect the assigned task documents for students to complete (see: the section on strategies for dealing with TELL problems).

Another problem related to the failure to use TELL is the limited number of gadgets or technological devices, such as mobile phones or computers, owned by the students to access communication applications. Numerous students come from families with no possession of mobile phones or computers or have only one mobile phone for all family members to use; what usually happens is, that parents will prioritize their workload to be finished before their children's education; such a case occurred in the family with only one communication device to use for all family members and the parents' works depend on such technological devices. In dealing with such cases, the teacher will usually take an action by contacting the students' neighbors with mobile phones and asking a student representative to come to school to pick up their assigned tasks and finish them at home. For the explanation of the

learning topic materials, the teacher will rely on parents to comprehensively explain the teaching material to their children.

There are several strategies used by teachers when they fail to use communication applications, such as zoom and google meet, in the language learning process. The first strategy is to share assignments via WAG or ask students' representatives to take assignments from and to school for students to complete at home. Regarding the utilization of WAG, several teachers were noted sharing learning videos, both self-made and downloaded videos from YouTube, through WAG; this is only practiced by a small number of teachers. The next strategy is to conduct a direct visitation; it is when the teacher maps their students based on their home distances and designs small groups based on the proximity of the students' residences, and visits them to teach them directly (face-to-face learning process). For the record, such an act is categorized as an illegal practice because it is not in accordance with the direction of the relevant agency which does not allow face-to-face classes during the pandemic; by committing this practice, the teacher is violating the health protocol set by the government to prevent the spread of the Covid virus. The last strategy is to reduce the number of learning materials to be studied or mastered by students for two semesters. The government, through the Emergency Curriculum, or what teachers usually call the 'covid-curriculum', reduces the number of learning materials that students have to learn and master. In the pre-pandemic

period, for example, students were required to master 10 teaching materials within one year, during the pandemic, this number was reduced to only 6 learning materials.

- Dependence on one type of communication application

Another problem that arises related to the use of communication applications is the tendency of teachers to only use a certain communication application, such as zoom meeting, and refuse to use other similar applications, such as Cisco WebEx, Google Meet, Microsoft Teams, Skype, or Discord; it leads to the changing strategies by the teachers. Any problems occurred with the zoom meeting application (in some cases because of an expired subscription to the zoom meeting; the zoom application automatically turns off after 45 minutes of use), will lead to a strategy to implement WAG as a medium to share teaching materials and assignments. WhatsApp application is a free application providing a simple, secure, and reliable messaging and calling service and is available on various phones around the world. As a merely service-based application for exchanging messages and calls, WhatsApp cannot accommodate or offer authentic learning simulations.

An interesting fact about the use of TELL in language teaching and learning practices during the pandemic is that regardless of its embedded obstacles or issues in its application, some teachers claim to enjoy the practice of teaching online more. This is because they claim to have more time to finish other activities that, when offline learning is applied, they

do not have time to do. The data generated from interviews show that such a consideration raises because, since the online learning system has been implemented, it is easier for them to leave school and participate in activities outside of school. It means that they have more flexible time. In some cases, teachers teach fewer hours so they can leave school early (even school time was no longer compulsory). Also, it is strengthened by the teachers' admission of the success of parents in teaching their children at their home; it is based on the work submitted by the teachers. Furthermore, to overcome health problems, the teacher admitted, on several occasions, using mind-sound technology as a treatment purposing to reduce students' stress, anxiety, and depression[23].

D. TELL in the Perspectives of Parents

Online language learning not only affects the students and the teachers but also the parents as the third party who are also actively involved in learning. Some problems related to parents who are expected to help students achieve their learning objectives are related to the limited knowledge and skills of parents in teaching, and their work duties that often cannot be abandoned to help their children. Limited knowledge of parents on certain topics significantly affects the quality of their performance in teaching or assisting their children in language learning. The data generated from the interviews showed that parents did not feel confident teaching a more

23 Dayalan, Subramanian, and Elango, "Psychological Well-Being in Medical Students during Exam Stress--Influence of Short-Term Practice of Mind Sound Technology."

advanced topic discussion, especially in English lessons. They admitted that even to pronounce a few words in English, they were embarrassed and had no confidence. They are worried that they will give a wrong understanding of the teaching material. In addition to the lack of knowledge of advanced teaching materials, the parents' skills in education are also limited since they are professionally trained to educate their children. It leads to an inappropriate approach they take to teaching their children (their teaching methods do not match the character of the students. Thus, their children need a significant amount of time to understand their explanation of the teaching materials, and it causes less conducive learning conditions, such as parents scolding their children for taking too long to understand the material they are conveying. The parents stated that they did not have extraordinary patience in educating students as teachers do.

In addition to the previously mentioned issues, problems that arose regarding distance learning from the perspectives of the parents can be traced to their duty for work. Some parents claimed that they are unable to assist their children in explaining teaching materials because they have work to complete. One strategy that parents use to overcome this problem is hiring a private tutor or asking other family members for help. parents who have more budgets usually prefer to hire personal tutors to guide and assist their children to better in understanding the teaching material, whereas parents with a limited financial budget and have to keep working leaving their children will choose to ask for

help from other family members. Family members who are usually asked for help are older siblings of the students, or their uncles or aunts.

Because of the previously mentioned problems, the parents often demand or request teachers to return to the old system which is the offline learning system or face-to-face learning approach. An argument they usually use is related to their work, the limited number of gadgets or learning devices, and the school fees they still have to pay while they feel that their roles or efforts in teaching their children during the pandemic are more than the teachers. Their inevitable workloads are often used as the main argument for their demands for schools to re-implement the offline learning system. Furthermore, focusing on the limited number of gadgets, parents always complain about the insufficient number of gadgets to participate in online learning. The data generated from observations and interviews indicate that, on average, one family usually only has one cellphone that is used together to work and study online, hence the learning objectives are challenging to be achieved. Besides, the same nominal monthly school fees before and during the pandemic were also issued by several parents. They stated that it was not the money that had to be spent that was the problem, but their additional duty to teach their children. They consider that they pay tuition fees as compensation for their children being taught in schools by professionals, so if parents are expected to actively help teachers in educating their children,

then they should also be entitled to get paid for their labor and time.

In conclusion, there are several problems related to TELL in language learning practices during the pandemic. From the perspectives of students, the problems that arise include a reduced level of students' motivation and health, and unaccommodating engagement atmosphere, distractions, an inappropriate learning approach, and fostering cheating habits. Students' motivation in language learning and their health during the online language learning process was monitored to decrease. And regarding the issue of engagement settings, the students are less involved in the learning process; it also triggers problems related to student motivation in learning. During the learning process, students experience problems staying attached to the learning process because of distractions in the form of noise and a less conducive learning environment. The teaching approach applied by the teacher is monotonous (and in some cases task-oriented) and without detailed and in-depth explanations causing students to cheat or copy answers from the internet without comprehensively understanding the teaching material.

Furthermore, concerning the teacher's perspective, the problems occurred related to online language learning practice are both teachers' and students' insufficient knowledge and skill in using educational communication applications, such as zoom, google meet, and so forth, and the teachers' strict preferences to only use one particular application, which in this case is a zoom meeting. The failure

or ineffectiveness of teachers in utilizing TELL is caused by their limited skills and knowledge in using communication applications. This is exacerbated or worsened by the fact that students also have the same problem. The teacher's habit of depending on the same communication application also has a significant negative impact on the language learning process and the achievement of learning objectives. Furthermore, regarding the problem of online language learning during the pandemic from the perspective of parents, they complained that the demands and expectations of the school for them to also actively help their children in understanding and absorb the teaching materials required them to put aside their work. They also consider themselves as a person with insufficient ability and understanding in teaching language learning materials.

Chapter 2

DUAL CURRICULA TO ADAPT TO THE PANDEMIC

The covid pandemic significantly affects all sectors worldwide, Regarding the pandemic and its impact on the education sector, it can be stated that it influences private schools in a greater way than it affects public schools. This is because, in Indonesia, the allocation of government funds to public schools exceeds the budget for private schools. Private schools with more autonomy in school management need to find ways to attract new students, especially during a pandemic. One of the strategies used is to offer the application of dual curricula, namely a curriculum set by the government to apply in Indonesia (national curriculum) and a curriculum adapted from a well-known international curriculum (international curriculum) which in this case is the Cambridge Curriculum.

Indonesia has a dynamic curriculum which is not only a national curriculum being implemented but also an

international curriculum such as the Cambridge Curriculum. Applying the Cambridge curriculum along with National Curriculum can be problematic because it is costly, philosophically contras to the national system, and need students' sufficient English proficiency to implement such a curriculum. However, adopting a reputable curriculum used by English native speakers countries might help a private school to gain parents' and student candidates' attention, and since the Cambridge curriculum requires a simpler lesson plan, teachers might have more time to focus on teaching planning and materials. In its practice, the dual curriculum might engage students' affection in Language Learning and develop their linguistic-related cognition.

Globalization leads to significant demand for English as the global lingua franca. To facilitate excellent English teaching and learning outcomes, a superb curriculum needs to be implemented. Wiggins and McTighe[24] define curriculum as "the specific blueprint for learning that is derived from the desired result – that is, content and performance standards (be they state determined or locally developed)." A curriculum is a dynamic aspect of education in Indonesia; the curriculum was changed following the change of the Minister of Education[25]

---

24 Wiggins, Wiggins, and McTighe, *Understanding by Design*, 5–6.

25 Indonesia has a long story about the implementation of curricula. Following is the list of curricula used to implemented: Rentjana Pelajaran 1947, Rentjana Pelajaran Terurai 1952, Rentjana Pendidikan 1964, Kurikulum 1968, Kurikulum 1975, Kurikulum 1984 or Kurikulum 1975 disempurnakan, Kurikulum 1994 and Suplemen Kurikulum 1999, Kurikulum 2004 or KBK (Kurikulum Berbasis Kompetensi), Kurikulum 2006 or KTSP (Kurikulum Tingkat Satuan Pendidikan), Kurikulum 2013 or K13, and Kurikulum 2015. The last curriculum has been evaluated and the Minister of Education of Republic of Indonesia planned to apply Kurikulum Merdeka as the more comprehensive curriculum

. The current national curriculum planned to be applied in Indonesia is called *'Kurikulum Merdeka Belajar'.* However, in some schools, especially in private schools and international-based schools, a curriculum other than the national curriculum is implemented. One common international curriculum used is the Cambridge Curriculum[26]. Its implementation along with the Indonesian Curriculum in local private schools needs to be studied to discover the effect of its application. Thus, by focusing on a case happening in a private school in Indonesia, this paper will discuss the implementation of dual curricula in Indonesia.

This study adopts a qualitative design by employing tools of qualitative investigation such as open-ended interviews[27]; the primary source of data in this study is the transcription of the interview. The participant in this study is a teacher of English for Speakers of Other Languages (ESOL) subject in a private school in Indonesia. With more than six years of teaching experience, the participant started their teaching career at a public school in Indonesia in 2011. Moreover, the pandemic forced this study to adopt a tele-interview by utilizing a messenger platform named WhatsApp. WhatsApp was chosen for its accessibility to facilitate a stable long-distance video conversation in a limited connecting signal. Furthermore, although the participant has sufficient knowledge and skills in English, Bahasa Indonesia is used during the interview. Bahasa Indonesia is chosen because the

---

26 The information related to Cambridge curriculum can be found in http://www.cambridgeinternational.org

27 Davis, "Qualitative Theory and Methods in Applied Linguistics Research."

participant feels more comfortable using Bahasa Indonesia and both interviewer and interviewee are Bahasa Indonesia speakers thus the information gathered through the interview is expected to not be disadvantaged by the language barrier. The participant's oral responses were recorded during the interview before being transcript as data analysis. The list of open-ended asked questions (appendix 1) was sent to the participant before the interview, and new questions were added when necessary.

A. Curriculum Implemented During Pandemic

Based on Indonesian Minister of Education regulation, English is a compulsory subject for secondary and higher-level schools whereas for primary schools; it is treated as an optional subject[28]. As an optional subject, schools providing English subject has the autonomy to adopt or design methods in English teaching. Furthermore, there are some schools in Indonesia, such as the school where the participant works in, adopting not only methods from developed countries but also their curriculum. Implementing a curriculum used by a developed country, such as Cambridge Curriculum, is not common practice in Indonesia. Such practice is usually adopted by schools with international students studying in it. Borrowing a curriculum other than the national curriculum is costly, philosophically contras to the national system, and needs students' sufficient English proficiency to implement such a curriculum.

---

28 Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 44 Tahun 2014."

The participant, in their preparation to implement the Cambridge Curriculum, only have a half-day of Cambridge training as they mentioned:

> "...kita cuman dapet pelatihan setengah hari dan kita harus sudah siap. [Saya] sama SG, MA pernah minta pelatihan tambahan tapi kayaknya sekolah belum mau [kerena] mahal kan. (It was only half-day training for the curriculum. SG, MA, [and I] have asked for another training, but it seems the school refuses it [because] it is expensive.)"

It means that implementing a curriculum other than the national curriculum is budgeting because the school needs to conduct training for teachers. Since Cambridge Curriculum is not a national curriculum, the school is not eligible to access Indonesia's national budget for its training. Thus, the school needs to allocate its funding for teacher training. It is problematic because as a communicative curriculum, training for the teachers is crucial before implementing the Cambridge Curriculum. The lack of teacher training might cause the curriculum unsuccessfully to be implemented in the school[29].

Another issue related to implementing the Cambridge curriculum simultaneously with the national curriculum is the national examination as a compulsory assessment to determine whether the students are ready for the next level of classroom learning or not. Although the Indonesian

---

29 Graves and Garton, "An Analysis of Three Curriculum Approaches to Teaching English in Public-Sector Schools"; Hardman and A-Rahman, "Teachers and the Implementation of a New English Curriculum in Malaysia."

government allows schools to implement curricula other than the national curriculum, schools still require conducting National Exam as a National-based assessment for their students. The participant states:

> "*Saya kadang gak ngerti maunya pemerintah itu apa. Kita dibebasin ngajarnya gimana, ulangannya gimana. Tapi nanti pas semesteran, soalnya dari mereka. Takutnya [topik di ujian Nasional] malah gak sama. Kasian anak-anak* (Sometimes, the government regulation confuses me. They let us [the teachers] implement any necessary methods [and curricula] and also do formative tests[30]. But they provide items for the summative assessment[31]. I am afraid that the topics discussed [in the National Examination] will be different from ours. I feel sorry for the students.)"

It indicates the possibility of unsynchronized topic materials between these two curricula. Since the National exam determines students' ability to continue their studies with a higher-level proficiency, it raises the participant's concern. They are afraid that such an issue leads to students' failure in the National exam. Students' language proficiency is also one of the main issues in applying the Cambridge

---

30 The formative test is an assessment specifically purposed to generate feedback on students' performance to improve and accelerate learning, and it is commonly conducted daily or at the end of one topic material being discussed [Sadler, "Formative Assessment: Revisiting the Territory."]. The example of this test in daily quiz provided by the participant also other teachers.

31 Summative assessment is the assessment focusing on bigger ideas than the formative test. It does not focus on specific activities but assessing the whole one period activities [Harlen and James, "Assessment and Learning: Differences and Relationships between Formative and Summative Assessment."]. The example of this test is the national exam that held once a year at the end of a semester.

curriculum in Indonesia. Using the Cambridge curriculum means using English as the medium to deliver information or transfer knowledge. The participant mentioned that they are still struggling with implementing the Cambridge curriculum because the majority of her students' current English proficiency is insufficient for such a curriculum. Such an issue affects her teaching performance and, in some materials, changes her teaching approach. Both the Cambridge curriculum and Indonesian Curriculum encourage the student-centered approach in their implementation. However, since students have insufficient language proficiency, the teacher's role as a facilitator failed to be conducted.

B. Dual Curricula During and Post Pandemic

Applying the Cambridge curriculum in Indonesia, a country with an existing national curriculum might be problematic, especially during and after the post-pandemic. The lack of teachers' understanding of the curriculum and the national examination system regulated by the Indonesian government potentially leads to the failure of the learning objective. As The participant is concerned about the possibility of students' failure because the topic materials they learned are different from the national exam topic items. It leads to the question of why the school is still attempting to adopt a curriculum other than the national curriculum. The participant believes that there are two main reasons for the school to apply the Cambridge curriculum which are School Promotion and Teaching Logistic.

According to the participant, adopting a reputable curriculum used by English Native Speaker Countries might help the school to gain parents' and student candidates' attention. It might improve the school's reputation by providing an excellent education system. The participant argues that since the school uses the Cambridge curriculum, the number of student candidates applying to study in the school is increasing. They stated *"...iya. [Kurikulum Cambridge] bisa jadi ajang promosi juga. Jadi banyak siswa baru yang daftar.* ([Cambridge Curriculum] promotes the school. Thus, there is an increasing number of applying student candidates)". It means adopting a curriculum does not only about delivering better teaching and learning but also, at the meso level, building a positive image of the institution[32]. Less funding assistance from the government for private schools compared to public schools causes a positive image that is significant for private schools in Indonesia. It is essential to draw parents' and student candidates' attention to choose the school and pay for the tuition fees.

Cambridge curriculum was also chosen for teaching logistic reasons. The participant mentioned that since the school was already purchased the license that comes along with books,

---

32 There is limited study concerning about the consideration for choosing an institution in primary and secondary level in Indonesia. The majority of studies are based on the perspective of western countries and the case in China [Bodycott, "Choosing a Higher Education Study Abroad Destination: What Mainland Chinese Parents and Students Rate as Important"; Choy, Ottinger, and Carroll, *Choosing a Postsecondary Institution*; Freeman, "HBCs or PWIs? African American High School Students' Consideration of Higher Education Institution Types."]. The mentioned conclusion was drawn based on the author's four years experiences as a subject teacher in Indonesia and the participant' statement. Furthermore, the author believes that every country has its unique case related to such issue thus further research discussing such issue need to be conducted.

learning media, and short training, such a curriculum should be adopted by the teachers. Besides, they also added that books and teaching media provided by the Cambridge Curriculum authorized official do help her in classroom activities. The activities offered in the books contain not only the cognitive aspect of linguistics but also interactive and affective-based activities to evoke students' interest and foster their curiosity in English language learning. It is aligning with Tomlinson's study[33] that found both cognitive and affective engagement is essential in language learning. Furthermore, according to The participant, compared to the National Curriculum where teachers spend more time typing lesson plans because they should include every step in the lesson plan, the Cambridge curriculum requires a more straightforward lesson plan which means teachers do not spend most of their time typing a lesson plan and focus on teaching planning and materials.

C. Strategy for Dual Curricula

The strategy used by the participant to overcome the previously mentioned issues is fusing the national curriculum and the Cambridge curriculum. Combining the two curricula means inserting the topic materials from the national curriculum into the Cambridge curriculum. The participant explains that the Cambridge curriculum requires students to finish at least three pages of in the-textbook task in every meeting. Thus, the strategy applied by the participant is asking students to complete one or two pages

---

33 Tomlinson, *SLA Research and Materials Development for Language Learning*.

of the Cambridge requirement and do other activities related to the topic from the national curriculum. Furthermore, The participant states *"...aktifitasnya sebisa mungkin kita cari yang nyambung [Kurikulum Cambridge & Indonesian Curriculum].* (We [the teachers] do try to find activities by applying the topic from these two curricula [Cambridge Curriculum & the National Curriculum])." However, when the participant cannot find any activities connecting the topic from the two curricula, they mostly choose to prioritize the theme from the Cambridge Curriculum. They believe that when students perform well in the Cambridge curriculum topic, they will also do well in the National Curriculum topic discussion.

D. The Execution of Dual Curricula

This section will discuss how the participant applies dual Curricula in her classroom and how particular activities help her and her students to deliver and receive better language learning. The following illustration is the case when the topic in the national curriculum can be embedded in Cambridge Curriculum learning design (when dual curricula occur). At the beginning of the learning activity, the participant informs students about a discussion topic and the length of time to discuss the topic also the linguistic-based skill and knowledge involved. The next step is engaging students in topic discussion. This step is when they insert local context into the learning process. The topic discussion chosen is related to the current phenomena that happened in Indonesia such as Pandemic, Asian games, natural Disaster in Indonesia, events on Lombok, and so forth. Including topics related to students'

experiences or topics that students are familiar with might effectively engage students in the learning process thus they might actively speak their idea about the issue[34].

In its process, the participant admitted that asking students to express their idea in English is challenging because of students' English proficiency. They state *"...tapi kalau udah pakai bahasa Indonesia, langsung semua rebut [untuk mengutarakan pendapat mereka].* (...Students become actively express their idea when they are allowed to use their native language)". Hence, in the English learning process, the participant uses both English and Bahasa Indonesia. It is necessary to maintain a positive flow in language learning where both students and the teacher actively participate in the class discussion so learning objectives can be achieved. It means the teacher's belief in what is good for students and the learning process determines their act and performance in language learning[35].

In conclusion, Indonesia has a dynamic curriculum that is not only a national curriculum being implemented but also an international curriculum such as the Cambridge Curriculum. Applying the Cambridge curriculum along with National Curriculum, especially in the pandemic era, can be problematic because it is costly, philosophically contras to the national system, and need students' sufficient English proficiency to

---

34 Duff, "The Discursive Co-construction of Knowledge, Identity, and Difference: An Ethnography of Communication in the High School Mainstream."

35 Graves and Garton, "An Analysis of Three Curriculum Approaches to Teaching English in Public-Sector Schools"; Hardman and A-Rahman, "Teachers and the Implementation of a New English Curriculum in Malaysia."

implement such a curriculum. However, adopting a reputable curriculum used by English Native Speaker Countries might help a private school to gain parents' and student candidates' attention, and since the Cambridge curriculum requires a simpler lesson plan, teachers might have more time to focus on teaching planning and materials. In its practice, the dual curriculum might engage students' affection in Language Learning and develop their linguistic-related cognitive.

Chapter 3

LANGUAGE PROFICIENCY TEST AND ACADEMIC PERFORMANCE POST-PANDEMIC

The International English Language Testing System (IELTS) is an English proficiency test that student candidates from non-English-speaking countries need to take to demonstrate their English language proficiency when applying to Universities in English-speaking countries or universities using English as a medium to transfer knowledge[36]. There are four subtests compromised in the IELTS test: Listening, Reading, Writing, and Speaking. Since English language proficiency facilitates the student candidates to achieve their goals in an English-used academic environment, and the number of student candidates willing to study at the university in English-speaking countries has

---

36 Taylor, "IELTS, Cambridge ESOL Examinations and the Common European Framework."

remarkably increased over the years, the use of IELTS as one of the compulsory requirements is also expanded[37].

The question raised then is whether IELTS scores can be used as a predictor of student performance in the university especially during and after the pandemic (post-pandemic) when an approach to teaching and assessment method is adjusted to keep on the pandemic. Numerous pre-Covid-pandemic studies are investigating the relationship between IELTS scores and student performances. Sabet and Babaei[38], for instance, examined the relationship between the IELTS listening score and students' listening performance in Academic English Programs. Their study found a small correlation between IELTS listening scores and students' performance in listening-based activities. Another majority of current studies discussing IELTS focus more on students' performance in IELTS tests and analysis of IELTS items[39]. There are only a limited number of studies related to IELTS as a predictor for students' academic performance in overall-basis performances. Also, there is no during and post-pandemic study that investigates the influence of students' university host continent (the continent where the students study; from now will be mentioned as the University host).

---

37 Chalhoub-Deville and Deville, "Old, Borrowed, and New Thoughts in Second Language Testing"; Moore and Morton, "Authenticity in the IELTS Academic Module Writing Test: A Comparative Study of Task 2 Items and University Assignments."

38 Sabet and Babaei, "On the Relationship between the IELTS Listening and Listening in Academic English Programs."

39 Khemakhem, "Investigating the Predictive Validity of IELTS for a Teacher Education Program in UAE"; Saafin, "Different Performance of EFL University Students on TOEFL and IELTS"; Khoshsima, Saed, and Mousaei, "Exploring the Effect of Teaching Test-Taking Strategies on Intermediate Level Learners on Reading Section of IELTS; Learners' Attitude in Focus."

Thus, studies related to such issues need to be conducted as a reference to form a language-proficiency-based policy.

This study investigates two research questions. The first research question is what is the relationship between the language proficiency levels (as measured by IELTS scores) of international students and their academic performance in their first semester at University, as measured by their mean score? This research question involves all participants, regardless of their gender, nationality, and university host, in its measurements. The second research question is to what extent do university host affect their academic performance in their first semester at University, as measured by their mean score? Aiming to answer this research question, the participant will be divided based on their university host to find out the correlation of these factors to their academic performance. University hosts are divided into Australia, Asia, and Europe.

A qualitative design has been planned for the study and tools of the qualitative investigation were employed. Besides, to answer research questions, the data collected will be displayed in numbers, quantification, and statistics[40]. Regardless of their ages, there are a total of 72 participants in this study with 45 female students, and 27 male students. Regarding their university hosts, 28 participants were studying in Australia (including two participants who study in New Zealand), 26 participants studying in Europe Universities

---

40 Roever and Phakiti, *Quantitative Methods for Second Language Research: A Problem-Solving Approach*.

(Belgium, Germany, Netherlands, Sweden, and the UK), and 18 others studying in some Asia Universities (Japan, Malaysia, and Singapore). All participants have already finished their first semester at their university.

The data in this study were collected through an online questionnaire. There are 16 questions including three closed questions about their agreement statement being conducted as a participant in this study and their response to input correct data need to be answered by the participants. As ethical considerations, name and email address are optional in this study. It means the participants did not need to fill in their name and their email address in the survey. It was there as preparation in case the author needs to conduct further research with the same participant. Furthermore, as an also ethical issue, the Qualtric survey platform was used by the author to collect the data. Qualtrics (https://www.qualtrics.com/au/) is a paid online survey platform with more reliability to protect the data of participants compared to a free online survey platform.

A. Language Proficiency Test Pre-Pandemic

Studies about IELTS Scores and students' performance showed inconsistent results. Ferguson and White[41] suggest that students with low IELTS scores are more likely to fail academic performance compared to students with higher IELTS scores. Hill, Storch, and Lynch[42] in their study at the

---

41 Ferguson and White, "A Small-Scale Study of Predictive Validity."
42 Hill, Storch, and Lynch, "A Comparison of IELTS and TOEFL as Predictors of Academic Success."

University of Melbourne found that when the Test of English as a Foreign Language (TOEFL) Score shows a weak correlation with students' academic performance, the correlation between IELTS Score and students' performance was found moderately strong. Furthermore, Kerstjens and Nery[43], with 113 first-year-international students in an Australian university as the participants, found that reading score performs the best as a predictor of academic performance. A similar result was also found by Feast[44] in her study at one South Australia University. They pointed out that there is a "significant and positive, but weak," correlation between IELTS scores and international students' performance (IELTS Score v GPA Score).

Although Kerstjens and Nery[45] suggest that reading scores might be used as a predictor of students' performance, they also stated that, overall, IELTS is not significant to be a predictor of student academic performance. Cotton and Conrow[46] also state that although qualitative data indicated that language-based difficulty significantly affects student academic achievements, qualitative data showed no positive correlation between IELTS scores and students' performance. Moreover, Study conducted by Dooey and Oliver[47] indicated

---

43 Kerstjens and Nery, "Predictive Validity in the IELTS Test: A Study of the Relationship between IELTS Scores and Students' Subsequent Academic Performance."

44 Feast, "The Impact of IELTS Scores on Performance at University," 83.

45 Kerstjens and Nery, "Predictive Validity in the IELTS Test: A Study of the Relationship between IELTS Scores and Students' Subsequent Academic Performance," k.

46 Cotton and Conrow, "An Investigation of the Predictive Validity of IELTS amongst a Group of International Students Studying at the University of Tasmania."

47 Dooey and Oliver, "An Investigation into the Predictive Validity of the IELTS Test as an Indicator of Future Academic Success."

that there was only a little evidence that IELTS can be used as a student's academic achievement predicator. It means a high IELTS score does not guarantee high academic performance. They also suggest "language is but one of many important contributing."[48]. One of the most current studies by Sabet and Babaei[49] suggest that IELTS does resemblance the literal understanding aspect of academic performance but fails in corresponding with "pragmatic understanding, the integration of skills, multiplicity of texts" of the academic environment.

B. IELTS Score and Academic Performance

IELTS Score and Scores for its subtest are considered ordinal data thus Pearson correlation is used to quantitatively determine the relationship between students' academic performance and IELTS Score. Table 1 shows that there is no significant correlation between IELTS Score and participants' academic performance ($r = .214$, N = 72, $p < .071$). Since the amount of p-value is bigger than .05; thus, the first null hypothesis of the research indicates 'there is no significant relationship between international students' English language proficiency test, (measured by IELTS score) and their academic performance (measured by the mean of their score achievement) at their first semester in university is approved. The result is strengthening the previous studies'

---

48 Dooey and Oliver, 36.
49 Sabet and Babaei, "On the Relationship between the IELTS Listening and Listening in Academic English Programs."

findings stated, that overall, the IELTS score is not significant to be a predictor of student academic performance[50].

To look at more details, the p-value of listening score correlated with students' academic performance is .547 (r = .072, N = 72, p < .547), and for the reading section is .016 (r = .282, N = 72, p < .016). Also, the p-value of writing score correlated with participants' academic performance is .085 (r = .205, N = 72, p < .085), and the p-value of the relationship between speaking score and their academic performance is .745 (r = .039, N = 72, p < .745). The previously provided data indicate that the correlation between three subtest scores (Listening, Writing, and Speaking) and students' academic performance is also insignificant; The p-values for all variables are bigger than .05. However, the p-value of the reading section score shows a significant relationship between this variable with students' academic performance (r = .282, N = 72, p < .016). It means although the overall score in all IELTS tests cannot be used as a predictor of students' academic performance, the reading score might predict their academic performance in their first semester in university. These findings align with the study conducted by Kerstjens and Nery[51].

---

50 Cotton and Conrow, "An Investigation of the Predictive Validity of IELTS amongst a Group of International Students Studying at the University of Tasmania"; Dooey and Oliver, "An Investigation into the Predictive Validity of the IELTS Test as an Indicator of Future Academic Success"; Kerstjens and Nery, "Predictive Validity in the IELTS Test: A Study of the Relationship between IELTS Scores and Students' Subsequent Academic Performance"; Sabet and Babaei, "On the Relationship between the IELTS Listening and Listening in Academic English Programs."

51 Kerstjens and Nery, "Predictive Validity in the IELTS Test: A Study of the Relationship between IELTS Scores and Students' Subsequent Academic Performance."

Correlations		StAcPerfScore
IELTSSScore	Pearson Correlation	.214
	Sig. (2-tailed)	.071
	N	72
LisScore	Pearson Correlation	.072
	Sig. (2-tailed)	.547
	N	72
ReaScore	Pearson Correlation	.282*
	Sig. (2-tailed)	.016
	N	72
WriScore	Pearson Correlation	.205
	Sig. (2-tailed)	.085
	N	72
SpeScore	Pearson Correlation	.039
	Sig. (2-tailed)	.745
	N	72

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 IELTS Score and Academic Performance

C. Academic Performance and University host country

To quantitatively find the interaction of the university host country, IELTS score, and students' academic performance, one-way ANOVA is needed as the measurement[52]. Based on the university's host continents, the participants are divided into three different categories: Australia, Asia, and Europe. 25 participants are studying in Australia whereas 28 others studied in Europe and 19 participants studied at some Asia

---

52 Roever and Phakiti, *Quantitative Methods for Second Language Research: A Problem-Solving Approach*.

universities (Table 2). The descriptive statistics data in table 3 shows that the mean score of students' academic performance scores slightly varies depending on the university host. Participants studying in Australia are shown to have the highest Academic Performance Score mean whereas Participants in Asian Universities as the lowest (Australia v Europe v Asia: 78.426 v 73.393 v 67.837). It means that the University host where the participants study might affect their academic performance.

Between-Subjects Factors

		Value Label	N
	1	Australia	28
UniHost	2	Europe	26
	3	Asia	18

Table 2 between-subjects Factors

Descriptive Statistics

Dependent Variable: StAcPerfScore

UniHost	Mean	Std. Deviation	N
Australia	78.426	.74974	28
Europe	73.393	.96242	26
Asia	67.837	.76410	18
Total	73.961	.92443	72

Table 3 Descriptive Statistics

The result of Levene's test indicates the group variances are not significantly different (p< .714) which means this study needs to use the Scheffé post hoc test instead of the Tamhane T2 post hoc test (table 4). The data provided in Table 5 shows F-value is 8.876 and is statically significant at .001. Moreover, the Partial Eta Squared (η^2) value = .205 indicates a small

effect size ($F(71) = 8.876$, p<0.001, partial $\eta^2 = .205$). According to table 6, among the groups, only Australia and Asia differ significantly from each other.

Levene>s Test of Equality of Error Variances[a]

Dependent Variable: StAcPerfScore

F	df1	df2	Sig.
.338	2	69	.714

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + UniHost

Table 4 Levene's Test of Equality of Error Variances[a]

Tests of Between-Subjects Effects

Dependent Variable: StAcPerfScore

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	12.416[a]	2	6.208	8.876	.000	.205
Intercept	3719.127	1	3719.127	5317.592	.000	.987
UniHost	12.416	2	6.208	8.876	.000	.205
Error	48.259	69	.699			
Total	3999.267	72				
Corrected Total	60.675	71				

a. R Squared = .205 (Adjusted R Squared = .182)

Table 5 Tests of Between-Subjects Effects

Multiple Comparisons

Dependent Variable: StAcPerfScore

	(I) UniHost	(J) UniHost	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	Australia	Europe	.5033	.22777	.094	-.0665	1.0732
		Asia	1.0589*	.25265	.000	.4268	1.6910
	Europe	Australia	-.5033	.22777	.094	-1.0732	.0665
		Asia	.5555	.25643	.103	-.0860	1.1971
	Asia	Australia	-1.0589*	.25265	.000	-1.6910	-.4268
		Europe	-.5555	.25643	.103	-1.1971	.0860
Tamhane	Australia	Europe	.5033	.23601	.110	-.0809	1.0875
		Asia	1.0589*	.22915	.000	.4850	1.6328
	Europe	Australia	-.5033	.23601	.110	-1.0875	.0809
		Asia	.5555	.26089	.113	-.0938	1.2049
	Asia	Australia	-1.0589*	.22915	.000	-1.6328	-.4850
		Europe	-.5555	.26089	.113	-1.2049	.0938

Based on observed means.

The error term is Mean Square(Error) = .699.

*. The mean difference is significant at the .05 level.

Table 6 Multiple Comparisons

Based on the previous explanation, it can be concluded that a one-way ANOVA was used with students' academic performance as the dependent variable whereas university hosts as the independent variable. The results indicate that the university host has a significant but weak effect on students' academic performance (F(71) = 8.876, $p<0.001$, partial ŋ2= .205). Furthermore, the Schefeé post hoc test showed significant differences between scores of students studying

in Australia and Asia, but students in Europe demonstrated insignificant differences in all groups.

In conclusion, although there is no correlation between overall IELTS scores and students' academic performance, the reading score might predict their academic performance during their first semester in university. Regarding the university host, this study also found that the university host has a significant but weak effect on students' academic performance and there is a significant difference between scores of students studying in Australia and Asia but students in Europe showed insignificant differences among all groups. It means students who study in Australia are more likely to get a higher score than those who study at Asia universities. Nevertheless, there is no significant difference in academic performance between students who study in Europe and Australia.

Chapter 4

STUDENTS' PERFORMANCE IN WRITING ABSTRACTS

Formal education is a continuous systemic system where the previous level of study is provided to prepare students for the next level of their study. At the high level of their study, the students are expected to publish their research papers as their contribution to being a part of the global society. One significant aspect of a research paper is its abstract. An abstract is a part of a research paper that contains a description or factual summary of the much longer report; thus, it gives the reader exact and concise knowledge of the full article[53]. An abstract is required as a time-saving and open-gate device that informs readers about the content of the represented article. Since it contains the exact information of the full-text article, it helps the readers to decide whether or not the full-text article is necessary for their topic interest[54].

---

53 Bhatia, "Applied Genre Analysis: A Multi-Perspective Model."
54 Salager-Meyer, "Discoursal Flaws in Medical English Abstracts: A Genre

The crucial function of an abstract leads to the necessity of novice academics to master how to write a successful abstract. Although the analysis of abstracts gain massive attention from numerous fields of sciences[55], there is a limited number of studies discussing the abstract as the 'need' of students to design a language curriculum. Thus, by comparing abstracts written by Indonesian students and English-native students, this paper attempts to discuss the gap between such groups. The information will be used as a valid argument and as convincing data to offer a more advanced language curriculum design in Indonesia or can be used as a starting point to design an advanced language curriculum design.

This chapter is focused on a case that happened in Indonesia. Indonesia is chosen for its dynamic curriculum where the curriculum has been changed following the changing of the officiated minister of education, and every curriculum is claimed as the advanced mode of the previous curriculum. Five Research Article abstracts are randomly selected from two different universities located in an advantaged region and a disadvantaged region in Indonesia. University students are chosen because, aligning with Harke[56], the author believes that, in Indonesian, the most prominent language transition (from the first language to the second/foreign language) occurs in this stage of education. In the comparison, five

---

Analysis per Research-and Text-Type."

55 Bhatia, "Applied Genre Analysis: A Multi-Perspective Model"; Rajagopalan and Jie, "Adopting a SFL-Oriented Approach for Evaluating Genre-Based Academic Abstracts of EST Undergraduate Students in Japan"; Salager-Meyer, "Discoursal Flaws in Medical English Abstracts: A Genre Analysis per Research-and Text-Type."

56 Harke, "High School to College Transition, Part Two: Academic Expectations."

research article abstracts written by English native speakers are randomly chosen from recent publications in two leading international journals. To maintain the validity of data, the research article abstracts from both Indonesian students and English-native writers discussing the same topic area: language-based topic. Moreover, this chapter consists of two main discussions: the gap in Indonesian language curriculum design and the proposed language curriculum design. To determine the difference in Indonesian language curriculum design, the author carried out two main stages. Firstly, by following the author examined the overall textual organization of each abstract. To analyze the whole textual organization of the abstracts, this paper uses the framework promoted by Bond[57]. He proposed that an abstract requires to include the title of the thesis, author identity, introduction, purposes, methodology, result, conclusion, and keywords (scheme 1)[58].

---

57 Bond, "Writing Abstract for Bachelor's and Master's Theses."
58 see also Bhatia, "Applied Genre Analysis: A Multi-Perspective Model"; Dudley-Evans, "Genre Analysis: A Key to a Theory of ESP?"; Swales, *Genre Analysis: English in Academic and Research Settings*.

	Title of the Thesis
	Author Identity
	Introduction
	Purposes
	Methodology
	Result
	Conclusion
	Key word
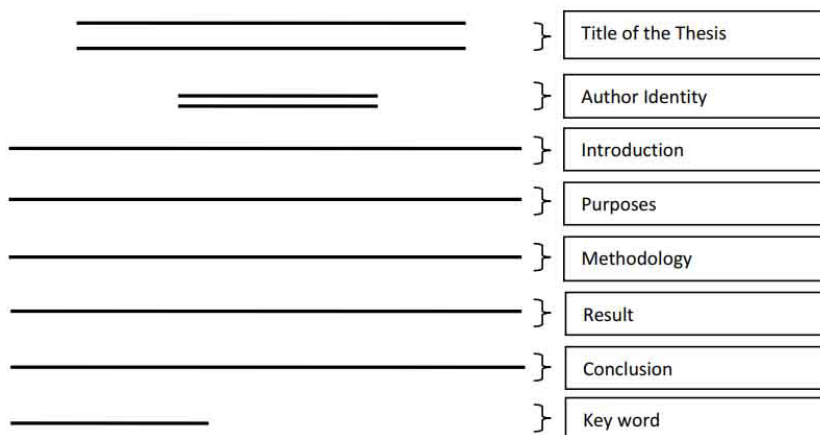
Figure 2 scheme 1

The second step is analyzing the lexicogrammar of abstracts. In short, lexicogrammar can be defined as the level at which the various patterns of a semantic structure are concerned in both the word form and the classes of a grammatical unit (the relationship between lexical and grammar)[59]. In the analysis of lexicogrammar, the author focuses on analyzing the tenses that construct the content of the abstract. The second discussion will focus on the analysis of microstructural units in the Indonesian abstracts. The author also conducted online interviews with Indonesian students to find out the possible reason for the discovered mistakes or errors.

A. Abstract in Research Article

An abstract is a summary of writing that provides the main points and briefly describes the content, and scope of the

---

[59] Morley, *Syntax in Functional Grammar: An Introduction to Lexicogrammar in Systemic Linguistics*.

literature. There are two types of abstracts: descriptive and informative abstracts. A descriptive abstract is commonly used for humanities, social and psychology papers with a length between 50 to 100 words. On the other hand, an Informative abstract is used for social science, engineering, or psychology reports with a number of words between 200 to 250 words. Furthermore, the critical parts of informative abstract are the background, aim or purpose of research, the method used, result, and conclusion, whereas the key part commonly found in descriptive abstract, are the backgrounds, purposes, methodology, particular interest or focus of the writing and the overview of the content[60].

Related to the analysis of the key parts (structures) of an abstract, Swales[61] promotes Create a Research Space (CARS), a research space model, to analyze the research articles. CARS model argues that the content of a research article abstract has 'moves.' a 'moves' is defined as a functional unit in a text used for some identifiable purposes; it is often used to identify the textual regularities in certain genres of writing. Furthermore, Bhatia[62] argues that abstracts consist of typical patterns/structures such as; Introduction, Method, Result, and Discussion (IMRD)[63]. English abstract consists of 4 moves: Introducing the Purpose, Describing the Methodology, Summarizing the Results, and Presenting a Conclusion. The advanced rhetorical structures introduced by Bond[64] which

60 Day and Gastel, *How to Write and Publish a Scientific Paper*.
61 Swales, *Genre Analysis: English in Academic and Research Settings*.
62 Bhatia, "Applied Genre Analysis: A Multi-Perspective Model."
63 see also Dudley-Evans, "Genre Analysis: A Key to a Theory of ESP?"
64 Bond, "Writing Abstract for Bachelor's and Master's Theses."

are also adopted in this paper consist of the title of the thesis, author identity, introduction, purposes, methodology, result, conclusion, and keywords.

B. Lexicogrammar in Abstract Analysis

When Gastel[65] and other previously mentioned linguists focus on analyzing the rhetorical structure (macrostructure) of abstract, other factors, such as the microstructure of an abstract, also need to be analyzed to provide better information about how to write a successful abstract and students' behavior in writing an abstract. Tseng[66], in her study in the analysis of Move Structure and Verb Tense of Research Article Abstracts, argues that there is a tenses-pattern in writing an abstract. Present tense (simple present and present perfect tense) sentences are usually occurred in the introduction, purposes, and conclusion, whereas past tense often used in the method and the result sections. Furthermore, he also found that there are some variations between the abstracts written by English-native authors and those by non-native authors concerning the use of tenses.

Another more recent study discussing the microstructure of an abstract is conducted by Rajagopalan and Jie[67]. Their research focuses on evaluating genre-based academic abstracts of undergraduate students in Japan by adopting a Systemic Functional Linguistics (SFL)-oriented approach. The

---

65 Day and Gastel, *How to Write and Publish a Scientific Paper*.
66 Tseng, "Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals."
67 Rajagopalan and Jie, "Adopting a SFL-Oriented Approach for Evaluating Genre-Based Academic Abstracts of EST Undergraduate Students in Japan."

study indicates that the participants make common errors and mistakes in mismatching plurality-singularity, using (or the absence) prepositions, misusing lexis, and referencing. Based on the previous explanation, it is clear that microstructure, such as lexicogrammar, in a research article abstract need to be discussed. To analyze an abstract, the Genre analysis approach is commonly used; Genre analysis is the study of situated linguistics behavior[68].

C. The Macrostructural Unit of Abstract

In general, the data indicate that all abstracts written by both groups constitute all basic structural components promoted by Bond[69] in uneven distribution. Collectively, all abstracts contain the title of the thesis, author identity, introduction, purposes, methodology, result, conclusion, and keywords. However, the percentage of distribution of every single unit is shown statistically significant differences. The data in table 1 show that both groups include the Title of their thesis, their identity, the purpose of their studies, and the keywords. Nevertheless, interestingly, Indonesian students seem to be more obedient in following the other unit of Bond's Macrostructural unit system. Only one abstract does not include the introduction of their study, yet the majority of the studies do not provide a conclusion.

---

68 Bhatia, "Applied Genre Analysis: A Multi-Perspective Model."
69 Bond, "Writing Abstract for Bachelor's and Master's Theses."

	Indonesian	English
Title of the thesis	100%	100%
Author identity	100%	100%
Introduction	80%	60%
Purposes	100%	100%
Methodology	100%	40%
Result	100%	80%
Conclusion	20%	40%
Key words	100%	100%

Table 7 The percentages of the frequency of occurrence and distribution of structural units in the abstracts

Contrary, a third of abstracts published in reputable journals do not contain the methodology and conclusion, and a fourth of them do not include the introduction. Also, one journal does not provide the result. Although such a result aligns with the previous study conducted by Martín[70], the result is contra the initial expectation of the author that the journals published by reputable publishers will follow the standardized abstract. Focusing on the body abstract (introduction, purposes, methodology, result, conclusion), the data have also shown a significant difference. The total number of words in the abstracts indicates that abstracts written in journals published by reputable publishers (158.5 words) are followed the word limit in writing an abstract (150-250 words), whereas the abstracts written by Indonesian students are slightly fewer than words requirement (144.4 Words).

To look at more details, both Indonesian students and authors of reputable journals spend the majority of their

---

70 Martín, "A Genre Analysis of English and Spanish Research Paper Abstracts in Experimental Social Sciences."

abstract word limit in the result section (table 8). However, Indonesian students least discuss the conclusion of the study whereas its counterpart spends the least number of words discussing methodology. Moreover, when the authors of the abstract from reputable journals give more explanation of why they are doing the research (the purpose of their writing), Indonesian students seem to give more attention to the methodology section of the abstract. It is because, based on the author's experience, online interviews with some students, also align with Martin[71], in Indonesia, the methodology is considered as the factor that indicates the capability of its writer in writing a journal or conducting research. If one is excellent in forming methodology, one will be considered a good researcher.

	Indonesian	English
Introduction	125	166
Purposes	99	215
Methodology	131	56
Result	272	277
Conclusion	95	79
Total	722	793

Table 8 The number of words in each structural unit in the abstracts

Another case that interestingly occurred in this study is the absence of a conclusion in the vast majority of abstracts written by Indonesian students (table 9). Based on online interviews with some Indonesian students, the absence of the conclusion section occurred because of the lack of students' knowledge about the differences between the result and the conclusion. It means that the limited knowledge of students

71 Martin, "Genre and Language Learning: A Social Semiotic Perspective."

in distinguishing the result and conclusion leads them to merge these sections.

		Introduction	Purpose	Methodology	Result	Conclusion
	Abstract 1	44	21	18	7	95
	Abstract 2	23	26	26	26	0
Indonesia	Abstract 3	40	23	9	103	0
	Abstract 4	0	12	23	114	0
	Abstract 5	18	17	55	22	0
	Abstract 1	0	27	32	52	37
	Abstract 2	73	62	0	0	0
English	Abstract 3	0	26	24	144	42
	Abstract 4	45	65	0	43	0
	Abstract 5	48	35	0	38	0

Table 9 The distribution of words produced in all abstracts in each structural unit

D. The Microstructural Unit of Abstract

In this section, lexicogrammar is analyzed by focusing on the tense use and the lexicon choice (grammar mistakes and wording mistakes). The tense used by both groups of writers will be compared to determine the gap between the two groups. However, since the ultimate goal of this paper is to provide a valid argument to rebut the claim of the minister of education about them offering the best language curriculum design by analyzing the unsuccess parts of the abstract written by Indonesian students, the main focus discussion of the microstructural unit of abstract (lexicon choice) is abstract written by Indonesian students.

- **Tenses Differences in Microstructural Units**

Table 10 shows that compared to abstracts written by Indonesian students, abstracts in reputable journals adopt a more consistent and structured tense for each structural unit.

In the introduction section, the majority of abstracts from both groups use the present tense; there is only one abstract in the Indonesian group that implements the present tense and past tense. Moreover, in the discussion of the purpose of the study, all abstracts written by Indonesian students are written in present tense form whereas their counterparts are applying more flexible tenses depending on the tense used for the overall abstract or the previous section. A compelling case is found in the methodology section. Published journal article abstracts are shown adopting past tense in such sections whereas Indonesian students use a variety of tenses: past tense, present tense, and future tense.

		Introduction	Purpose	Methodology	Result	Conclusion
	Abstract 1	PrT/PsT	PrT	PrT	PrT	PrT
	Abstract 2	PrT	PrT	PrT/PsT	PsT	-
Indonesia	Abstract 3	PrT	PrT	FfT	PrT/UsG	-
	Abstract 4	-	PrT	PrT	PrT	-
	Abstract 5	PrT	PrT	PrT/PsT	PrT	-
	Abstract 1	-	PsT	PsT	PsT	PrT
	Abstract 2	PrT	PrT	-	-	-
English	Abstract 3	-	PrT	PsT	PsT	PrT
	Abstract 4	PrT	PrT	-	PrT	-
	Abstract 5	-	PrT	-	PrT	-

Note:
PrT : Present Tense
PsT : Past Tense
FtT : Future Tense
UsG : Unstructured Grammar

Table 10 The Grammar distribution in all abstracts at each structural unit

The online interview indicates that the variety of tenses used in the methodology section is a conscious decision. Indonesian students have a specific reason for such a variety use of tenses. Past tense is used because the study is already conducted (finished process/occurred in the past). An interviewed Indonesia student stated "…ya. Soalnya kan

penelitiannya sudah selesai, jadi harusnya pake past tense dong. (...yes. It is because the study has been done, so we are using past tense)." Furthermore, present tense is adopted because the writer desires to keep using the same tense for the entire abstract units whereas future tense is used possibly because they just simply forgot to turn it into past or present tense. Another possible reason for adopting the future tense in an abstract is that the result of the study has not been revealed in this section. A student states

> "*[kami] pakai future tense soalnya di abstract belum bahas hasil penelitiannya jadi seolah-olah belum penelitian. Lagian di abstract methodology-nya juga ditempatin sebelum hasil kan?* ([We/ students] adopt future tense because the abstract is not discussing the study findings. Thus, [we] pretend that the study has not been completed yet. Also, the methodology is written before the result, isn't it?)".

Regarding the result section, the data in table 3 shows that both past and present tense are used in this unit; the use of these two grammar forms is based on the tense use in all abstract units or the previous unit. However, the result section in the abstract written by Indonesian students seems to use a random tense form. Although the majority of the abstracts adopt present tense, past tense and unstructured grammar form sentences are also discovered in the abstract. Unlike in the methodology section, the tense used in this section is seemingly an unconscious decision. The interviewees do not have a specific answer for the reason for choosing such a grammar form. Regarding the conclusion part, all abstracts

are shown to write such a section in the present tense form. However, since there is only one abstract written by an Indonesian student, not much information about the motive for choosing such a grammar form.

- **Wording Mistakes and Errors in Microstructural Units**

This section will focus on the discussion of cumulative errors and mistakes in the wording level of microstructural units in abstracts. There are eight word-related mistakes and errors found in the abstracts written by Indonesian students: Article, Because/Because Of, Capitalized, Misspelling, Plurality, Preposition, Collocation, Relative Pronoun, and Subject-Verb Agreement (Table 11). The common mistakes and errors in inserting articles happened because of their lack of knowledge in distinguishing between an accountable noun and a countable noun. The interviewees admit that they have less confidence in deciding the type of noun (countable/ uncountable) for an 'abstract' noun or noun that they cannot sense (touch, feel, see, and smell). To look at more details, the Indonesian students are also confused to determine the type of words in noun phrase words such as "genre of literature," "unconscious mind of children," and "objective approach".

Article	Because/Because Of	Capitalized	Misspelling	Plurality	Preposition and Collocation	Relative Pronoun	Subject Verb Agreement.
Poetry is **?** genre of literature which contains symbols.	Because **?** they indifference of its leaders over the life of the nation	[W]wonderland	The research **analize**	three field?: morphology, syntax, and lexical borrowing.	to be**ing** an adult	Arab leaders **which** are supposed to lead	The research **analize?**
The data is **a** poetry					it is related **?** indentifying		
			The data was **analized** using Ellen's theory				
fantasy and **?** unconscious mind of children. using **?** objective approach.			Australian **learers**				
			it is related **indentifying**				
			identifying **tr** formula				
			fro being a child to being an adult.				
			Howit Because **they** indifference of its leaders over the life of the nation. **Dreans**				

Table 11 Lexicon Mistakes and Errors in Indonesian Abstracts

Another mistake and error committed by Indonesian students are determining the use of "because" and "because of." To determine whether they will use "because" or "because of," the interviewees use their intuition. They state that "... instinct aja, Sir. Kalau lidah enak nyebutnya, ya saya pakai itu (it is based on my instinct [intuition], Sir. If I feel tickling in my tongue when I utter it, I will not use it)". Capitalized word is also an issue in abstracts written by Indonesian students. The interviewees admit that they are following rules in Bahasa Indonesia (the Indonesian national language) related to capitalized letters. They will use a capital letter for the name of a place, and they do not consider the wonderland in the poem that they read as the name of a place.

Misspelling words are also the biggest problem in abstracts written by Indonesian students. The data in table 5 shows that work-related issues in Indonesian abstracts are misspelling words. One of the possible reasons for such a case

is thy use of word processor applications, such as Ms. Word, with the system using Bahasa Indonesia. It causes the word processor application to fail to make autocorrection in the misspelling words (or at least give marks indicating 'foreign' words). Related the use of Bahasa Indonesia instead of English in word processor applications, also leads to their mistakes in '-s/-es' affixes in plurality. When the author asked the students, their response indicated that they do realize that there is a grammar mistake in the shown sentence. It means, they have knowledge of the rule of plurality in English. Such a mistake has possibly occurred because the word processor failed to detect such an obvious mistake (or the students did not have enough time or chance to recheck their abstract).

Contrary to the study conducted by Rajagopalan and Jie[72], only two mistakes are found in the Indonesia abstract. The more crucial problem is students' lack of knowledge in collocation. During the interview, the students admit that they have no idea about what collocation is. Collocation takes a significant role in English writing papers. The lack of knowledge in such a term might lead students to their failure in writing English journals and discourage their learning independence[73]. Furthermore, the data also have shown that the students not only lack collocation but also Relative Pronoun and Subject-Verb Agreement. The students tend to use "which" as a relative pronoun because they habitually use such a word; it might lead to the fossilized issue in their

---

72 Rajagopalan and Jie, "Adopting a SFL-Oriented Approach for Evaluating Genre-Based Academic Abstracts of EST Undergraduate Students in Japan."
73 Lewis et al., *Teaching Collocation: Further Developments in the Lexical Approach*.

corpus. However, related to the subject-verb agreement; also, there is a mistake, the students confess that they are confident in subject-verb agreement tasks. They added that the mistake that occurred might be because they have not rechecked their abstract.

Indonesia with its dynamic curriculum where the curriculum has a complicated issue is language curriculum design. The minister of education of the Republic of Indonesia claimed that they provide an advanced mode of the previous curriculum. However, by analyzing the abstract written by Indonesian students, the provided "advanced mode" curriculum still lacks in preparing students to be capable of participating in or publishing their journal in global-scope publishing actively. There is a significant gap discovered between abstracts written by Indonesian students and abstracts published in reputable journals. Although Indonesian abstracts show a better distribution in following the Bond abstract scheme[74], They lack in providing a sufficient number of words required in a successful abstract. Among the macrostructural unit, Methodology is considered by Indonesian students as the essential factor because it indicates the capability of the writer in writing a journal or conducting research. Another severe problem with abstracts written by Indonesian students is the absence of a conclusion in the vast majority of abstracts. They tend to ignore or merge it with results because they have insufficient knowledge in distinguishing between results and conclusions.

---

74 Bond, "Writing Abstract for Bachelor's and Master's Theses."

Related to microstructural unit analysis, it can be concluded that abstracts from published journals use more consistent and structured tenses compared to Indonesian abstracts. The variety of tenses used in the Indonesian abstract journal is a conscious decision except for the result section. Furthermore, there are eight word-related mistakes and errors found in the abstracts written by Indonesian students: Article, Because/ Because Of, Capitalized, Misspelling, Plurality, Preposition, Collocation, Relative Pronoun, Subject-Verb Agreement. Three main factors lead to these mistakes and errors. 1) The first is because of their insufficient knowledge about such topics, 2) They use Bahasa Indonesia in their word processor program application, and 3) They have not re-checked their abstracts before submitting them. The first factor might lead to the fossilized issue in their corpus. The finding of this study indicates that there is a significant gap between the current Indonesian students' ability and their goal to write a good English (as the second/foreign language) abstract. Thus, the minister of education of the Republic of Indonesia is a policymaker with the power to provide a better language curriculum design needs to analyze students' needs. This study might be used as a starting point to determine what students need to prepare for their higher level of education.

Chapter 5

NATURAL DATA IN SOCIO-PRAGMATICS

In the language-based study, how data were collected will determine the conclusion the researchers draw. In pragmatic-based research, researchers can generate data from some optional methods depending on the purposes of the study, time allocations, and study-related conditions. Based on its type, Taguchi and Roever[75] classify data into receptive judgment data, non-interactive production data, and interactive production data. Receptive judgment data is generated from metapragmatic judgment items or acceptability judgment items. One example of this data is the participants' response to the degree of appropriateness of sample response in a conversation. Non-interactive production data is gathered from questionnaire-type instruments. One example of this data is Discourse Completion Tests (DCTs).

---

75 Taguchi and Roever, *Second Language Pragmatics*.

Another type of data that will be the main topic of discussion in this paper is interactive production data. Interactive production data can be generated through role plays, elicited conversations, and natural conversations. Role plays seem to be the most popular data collection methods in interactive production data whereas, although natural conversation data offer the most authentic measure of language or expression used among these three data collection methods, the natural conversation seems to be the least popular in pragmatic-based research compared to other types of method[76]. Thus. This paper will discuss natural conversation data in pragmatic-based studies and how it differs and is similar to role-play. Natural conversation data in its discussion compared to roleplay will focus on two studies conducted by Bataller[77] and Stokoe[78]. As the structure, this paper will first compare the natural data, and the role plays in data collection methods before discussing the issues in its practice.

A. Natural Conversation Vs. Role Play

The increasing number of studies that adopted roleplay as a data collection method indicates such a method receives significant attention in linguistic research in the last few

---

76 Tran, "The Naturalized Role-Play: An Innovative Methodology in Cross-Cultural and Interlanguage Pragmatics Research."

77 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish."

78 Stokoe, "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training."

decades[79]. Tran[80] defines roleplay as "simulations of social interactions" where participants act as roles given in a specific situation. Furthermore, Taguchi and Roever[81] categorize role play into open role play and closed role-play. There is only one turn each for utterances and receivers in closed role-play, whereas open role-plays allow the participants to take all turns needed to complete or fulfill the given task based on their assigned roles. In short, it means that open roleplays offer opportunities for researchers to investigate speech act behavior in its full discourse context[82].

Since closed role plays resemble oral Discourse Completion Tasks (DCTs)[83], it has possibilities to be failed to convey some features in authentic conversations. The actual words or expressions used in closed role-play might not be the same as in natural conversations. It is because of the limit of 'interaction' between the participants. Another issue in using closed role plays is the length of response, the strategy used, and the formula taken by interlocutors to fulfill the function. As the interlocutors have a limited number of turns taking, the previously mentioned features will also be limited.

---

79 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish"; Bataller and Shively, "Role Plays and Naturalistic Data in Pragmatics Research: Service Encounters during Study Abroad"; Félix-Brasdefer, "Natural Speech vs. Elicited Data: A Comparison of Natural and Role Play Requests in Mexican Spanish"; Félix-Brasdefer, "Data Collection Methods in Speech Act Performance"; Stokoe, "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training"; Tran, "The Naturalized Role-Play: An Innovative Methodology in Cross-Cultural and Interlanguage Pragmatics Research."

80 Tran, "The Naturalized Role-Play: An Innovative Methodology in Cross-Cultural and Interlanguage Pragmatics Research," 3.

81 Taguchi and Roever, *Second Language Pragmatics*.

82 Kasper and Dahl, "Research Methods in Interlanguage Pragmatics."

83 Félix-Brasdefer, "Data Collection Methods in Speech Act Performance."

Besides, in the end, it will affect the form and the content of conversations. Closed role plays, in their use, it might also affect the participants' degree of emotion. The degree of emotion determines the interlocutors' tone of utterance[84]. In natural conversation,, tone can also be a strategy used by speakers to convey meaning.

Open role plays seem to be more popular than closed roleplays. One of the quite recent studies comparing open role plays and natural data is conducted by Bataller[85]. She attempted to find the similarities and differences between open roleplay data and natural data in asking for a drink at a cafeteria in peninsular Spanish. Although she is absent to explain the reason for choosing the main interlocutor -the participants determine the amount of conversation-[86], fundamental similarities and differences between these two kinds of data. Both types of data have a similar structure and length of interactions. In ordering a drink, the majority of conversations are preceded by an opening followed by a requests phase. Negotiation occurred related to ordering a drink and ended with a closing phase.

Even though having similarities in structure, the comparison data indicates that there is a different length in the opening and closing phase in open roleplays data and natural data. In the authentic situation, the participants tend to use less frequent opening and closing phases compared to its

---

84 Gass and Neu, "Speech Acts across Cultures."

85 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish."

86 Gumperz, "Language and Social Identity."

counterpart[87]. Related to strategies, participants in authentic situations tend to use a short and simple expressions, such as elliptic (direct), whereas in the role plays, they include "alerters" (an expression such as perdóname (excuse me)), more extended compound formula, and interrogative type sentence (indirect)[88]. Another significant difference between open role-play data and natural data is word choice. In open role-play simulations, the participants used more formal words than in natural conversation.

Bataller[89] suggests that the motive for the participants' behavior (using formal words) is their desire to be sounded politer; such a case will not occur in a real-life situation where the addressee is a stranger. It indicates that participants' awareness of being studied or observed in role-play simulations leads them to display the 'good' image of themselves based on the social norm[90]. Although both Bataller and Stokoe claim designing simulations at maximum authenticity, they do not provide a concrete explanation about the true reason for participants' behavior. The factors other than technical factors, such as participants' social-cultural backgrounds and 'emotion' involved, might contribute to interlocutors' actions during role-play simulations.

---

87 see also Bataller and Shively, "Role Plays and Naturalistic Data in Pragmatics Research: Service Encounters during Study Abroad."

88 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish," 22.

89 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish."

90 see also Stokoe, "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training."

As poststructuralists argue that speakers' social and cultural backgrounds affect the language features used in communication[91], it is important to consider speakers' social and cultural backgrounds in a pragmatic-based study. Such consideration might affect the conclusion drawn by the author. In the study conducted by Battaler[92] for instance, instead of only including participants' desire to 'look nice' during the role-play simulations as the reason for participants to choose formal words, the trained interlocutor's social background might also be the reason for such action. The trained interlocutor (role as a bartender) in Battaler' study is a 31 -year-old female Spanish whereas no clear explanation about the other participants' backgrounds. It is possible that the reason that led participants to use more formal language in the open role-play simulation is because of the receiver's (bartender) social-cultural background (31-year-old female Spanish/age: gender: nationality).

Another consideration possibly explains the participants' actions in the open role-play simulations are the participants' mood. Forgas (1999) argues that moods, such as sad and happy, have a significant effect on politeness production. He added that the riskier and the more unconventional the situation that the speaker is involved in, the greater mood affects their utterances. Related to Battaler's study, it is mentioned that the natural conversation data were collected in a noisy place

---

91 Regan, Diskin, and Martyn, *Language, Identity and Migration: Voices from Transnational Speakers and Communities*.

92 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish."

where the participants do need to get a drink whereas the open role-play simulation was taken in a quieter place where the participants pretend to need a drink. These two situations might affect the participants' mood and politeness production. Such a case might also happen in Stokoe's study where there is an insignificant degree between a real offender suspect and police moods in the actual situation and simulation.

Based on the previous short explanation, it can be concluded that open role plays are more interactive than closed role plays. However, although having similarities, focusing on studies conducted by Bataller and Stokoe[93], natural conversations and open role plays have significant differences such as word choices, expression lengths, and strategies. Also, both natural conversation and role plays might generate the discourse features of intonation, pauses, turn-taking, overlap, and laughter. Although the studies indicate that participants in the open role-play simulations seem to be politer and display a 'good' image, the reasons leading to such differences have not been established. In both studies, factors such as social-cultural background and setting that might affect the mood tend to be ignored.

B. Using Natural Data and Its Problems

Natural data is considered the best standard data that can be used in pragmatic research because it shows the authentic case of how the language is used in a real-life situation[94]. In

---

93 Bataller; Stokoe, "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training."
94 Taguchi and Roever, *Second Language Pragmatics*.

this section, the author wishes to point out the challenges of using natural conversation as data collection methods and in which kind of situations natural conversations can be adopted. Although natural conversational data offer significant data to analyze language use in authentic situations, in its practice, such a data collection method is challenging to be implemented. Taguchi and Roever divided such challenges into usefulness, standardization, and research ethics. Since the researcher does not have control over the data collecting process, natural data seems to be hard to use to answer pre-existing research questions (as common practice in second language practice research). Moreover, since natural data are collected in a natural setting, the standardization became low also the comparability.

Adopting both natural conversation data collection method and pre-determined questions, the researchers need to extra time 'hoping' the participants will unconsciously give the data they need; the data unsystematically collected from the undefined participants. The researchers can use note-taking during the observation. However, in some cases, such as tone and expression-related analysis, they need to record the data, and it leads to the research ethics issue. As an ethical consideration, the researcher requires to inform the participants about the study. It is crucial to avoid a wrong understanding that might harm participants and also respect the participants[95]. But, telling the participants might raise another issue as in open role plays. Since they are aware

---

95 Rice, "Ethical Issues in Linguistic Fieldwork: An Overview."

to be observed, their behaviors, attitudes, or acts might be different from their natural acts. It will affect the validity of collected data, and if they do act differently, it will be hard to consider such data as natural data.

Taguchi and Roever[96] argue that the benefits brought by natural data overcome its drawback. Furthermore, they also provide examples of ways to solve problems in natural conversation data collection method: by using longitudinal study, collecting classroom-based data, collecting data in a particular type of authentic setting, and recording data in public spaces. In addition to their explanation, this paper, with a focus on the studies conducted by Bataller and Stokoe[97], will offer another possible solution to overcome such an issue. Asking for consent from the authority might be a possible solution to overcome the ethical problem in the natural conversation data collecting method. Bataller collected her natural data through audio recordings that she asked for from the university campus. The collected data were natural, and neither the researcher nor the authority has the power to change the conversation that occurred in the recording data.

Another case related to asking the authority for their consent to collect natural conversation data is by Stokoe. She asked for the recording data from the administration in British police stations. Related to the ethical issue, she states,

---

96 Taguchi and Roever, *Second Language Pragmatics*.
97 Bataller, "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish"; Stokoe, "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training."

"it was "resolved" cases that the police provided for analysis, handling matters of consent and confidentiality via their Data Protection and research office"[98]. It means no ethics is being violented. Although some members of the authority are involved in the recording of data and the interlocutors do aware that they are being recorded, it does not necessarily mean the data are unnatural. The setting in the study and the purpose of the study makes the collected data can be considered natural data. Since both research ethics and natural data are significant in pragmatic-based research, some other possible ways to solve such problems need to be studied.

C. Future research directions

Although Gass and Neu[99] argue that letting the participant be unaware of being observed and studied is the best method to collect data, there is a limited study that discussed the authenticity of Natural data in pragmatic-based research. Based on the previous explanation, when most studies related to role-playing and natural conversation make their assumption about the possible reason for participants act they act, the researchers tend to ignore the participants' social-cultural background that might pragmatically affect their performance in both natural conversation and role-play data. Thus, a pragmatic study including participants' social-cultural backgrounds and moods needs to be conducted.

---

98 Stokoe, "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training," 6.

99 Gass and Neu, "Speech Acts across Cultures."

Moreover, although natural discussions provide the most authentic data, in their practice, the collected data by using such methods can be challenging and time-consuming. The possible solutions to overcome such issues need to be developed and offered by future research.

Chapter 6

SOCIO-PRAGMATIC AMONG STUDENTS WITH DIFFERENT LANGUAGE EXPOSURES POST-PANDEMIC

The Covid-19 pandemic started occurred at the end of 2019 and affected all institutional sectors worldwide. In the field of education, to prevent the spread of a more severe virus, the catastrophe forces the use of online technology as a medium in the learning process. However, after several countries loosen their rules regarding the pandemic (post-pandemic), the education sector applies a more hybrid system (a combination of online and offline approaches)[100]. Post-pandemic commonly refers to the period following a pandemic or a phase when most people have some immunity to a new virus. In this study, post-pandemic is defined as a stage where more settled regulations concerning related to the spread of the covid-19 virus are implemented

---

100 James and Busher, "Researching Hybrid Learning Communities in the Digital Age through Educational Ethnography"; Sakkir, Dollah, and Ahmad, "E-Learning in Covid-19 Situation: Students' Perception."

and are marked by access to vaccines by the majority of people, the opening of the borders of several countries that previously closed access to foreigners that potentially act as the virus carriers, and the permit to conduct face-to-face meetings, especially in public spaces.

Furthermore, Whitelock and Jelfs[101] define hybrid learning (sometimes called blended learning) as a teaching and learning practice co-using conventional and online media in transferring knowledge and information. In its practices, the technology used for both pedagogic and communication purposes affects, or intends to affect, the process and the output of such aims. As the current focus of the teaching and learning practices is to fulfill students' needs with the students themselves as the core, the hybrid model facilitates the students to access countless appropriate and applicable learning materials when simultaneously interacting with their peers regardless of their position around the globe[102]. However, a study conducted by Alawamleh, Al-Twait, and Al-Saht[103] indicates that online communication during the pandemic negatively influences the students' and instructors' communication regarding their level of motivation and understanding of the learning materials. At the communication level, such a teaching model also leads to isolated experiences and decreases the degree of student-

---

101 Whitelock and Jelfs, "Editorial: Journal of Educational Media Special Issue on Blended Learning," 99–100.

102 Klimova and Kacetl, "Hybrid Learning and Its Current Role in the Teaching of Foreign Languages," 477–478.

103 Alawamleh, Al-Twait, and Al-Saht, "The Effect of Online Learning on Communication between Instructors and Students during Covid-19 Pandemic."

teacher communication (less engaging). Nevertheless, the post-pandemic studies discussing how technology affects the learning process merely focus on the macro aspect of data such as the effect of the measure on its doers regarding motivation and their level of understanding, and neglect the more micro level of communication such as its impact on the discourse level of communication.

To address such a yet to touched issue, this study aims to examine the handling of agreement and disagreement in the decision-making process in interactions of groups of Indonesian students with different exposure to English -Students who access English only in English subjects, Students who obtain English in all subjects, and Students Who use English for daily conversation- to explore any differences found post the pandemic. Johnson[104] defines an agreement as a sign of support shown by the hearer for a belief or proposition expressed by the speaker whereas disagreement defines as a sign of interaction that indicates partly or entirely inconsistent belief between interlocutors. In this study, since both agreement and disagreement are not examined as an isolated speech act produced in arranged contexts (role play), elicited conversation is used as the main collected data. (Dis)agreement in a discussion is chosen because, since (dis)agreement can be encountered on a daily basis in conversation, it includes not only linguistic actions but also social actions. Thus, it has rich potential to deeply discover more general insights into how speakers approach

---

104 Johnson, "Agreement and Disagreement: A Cross-Cultural Comparison."

interpersonal rapport. Also, the majority of studies concerning agreement and disagreement in English as a foreign language setting are focusing on the strategies used by the interlocutors and their implications in meeting the (dis)agreement based on the interlocutors' language proficiency, and ignore the speakers' exposure to such a language.

The participants in this study consist of 12 Indonesian undergraduate students divided into three main groups (Low Exposure, Medium Exposure, and High Exposure) with every group consisting of two subgroups (Low Distance and High Distance). Two students were equally distributed in each subgroup. The first group consists of four Indonesian students who access English only during their English subject session in their classroom whereas the participants of the second group are students who access English in their class for all their subjects. Four Indonesian High Exposure students who study in Australia are involved in the last group. Moreover, the participants in the low-distance group are a classmate experiencing groupwork whereas the participants in the high-distance group are students with different majors or departments with zero experience in the same group discussion. As a limitation of the study, although every group consists of both low and high-distance students, the participants' gender and other factors such as their ethnic background and economic status are ignored.
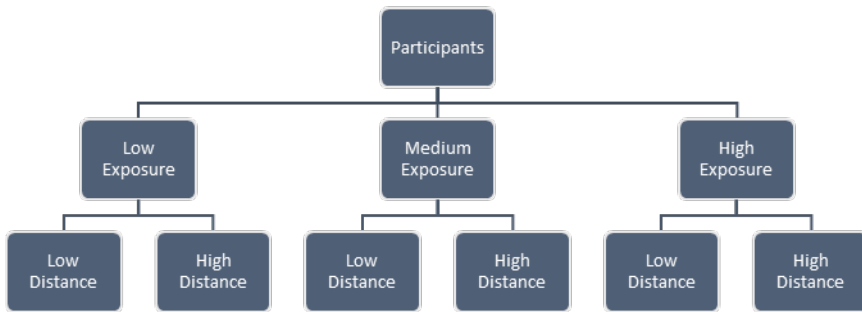
Figure 3 Participants' Grouping

The participants were provided one card (appendix 1) containing information on the topic discussion. The topic was designed to represent an issue that they have encountered or possibly been encountered during their academic life. To make it a clear discussion or to ensure that all participants are on the same page, they were given a clear explanation and were encouraged to ask any question related to the topic discussion. Before they started the discussion, a voice recorder was set and the participants were asked to press the record button when they are ready to discuss the topic. In attempting to avoid the possibility of the conversation falling into a researcher-led format, it is crucial for the author not to be directly involved during their discussion[105]. There is no limited time for the students to discuss the topic and find an agreement to draw a decision. The voice-recorded data then are transcribed to analyze the differences between the group participants. To make a precise transcription, the author is using an audio editing software named Adobe Audition CC. This software is chosen to indicate the length of the pause in

---

105 Seidman, "Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences."

the conversation and to avoid being misheard by the author. The transcriptions are compared to find the differences between them.

Following are the transcriptions of the conversation conducted by the correspondents:

Transcription 1
Low Exposure Students → Close Distance   Line
Time: 1:06.362 Seconds

A: first thing, I think, how to learn. How to [learn]. Tips to learn Engl yah. I think   1
    we can use aa music or film? But we don't use subtitle because if we use   2
    subtitle=   3
B: [tips]   4
    =we never know about how about how about learn English. Because if we use   5
    subtitle we can know about aa about [about] story.   6
A: [story]   7
    Second we can know gesture. Yes gesture. And after that, if we if we join some   8
    reasons for for English, aa I think just just we can learn about English because   9
    one of one of a different on listen they will be better than our. They judge and   10
    it's make our weak and as not all of people can accept that attitude because it   11
    makes it broke. It suppose make them happy. And everybody don't judge their   12
    grammar because grammar isn't important things. If we learn English language,   13
    grammar isn't important thing [because]. Ya. Step by step. Habbit=   14
B: [step by step].   15
    =It is our habbit to focus [the gram]mar.   16
A: [yeah]   17

Figure 4 Transcription 1

Transcription 2   Line

Low Exposure Students → High Distance

Time: 0:36.624 Seconds

A: Eeeee. I think how to learn a language better, we can use picture and draw=   1

B: =drawing=   2

A: =drawing some played for fix some communication. The fix of [pr]. For   3

     the pronunciation aaaa, we can a used it sound system for the fixed my   4

     listening and then in the   5

     (3.4)   6

B: [mmm]   7

     put some joking   8

A: ya. Put some joking in there.   9

Figure 5 Transcription 2

Transcription 3   Line

Medium Exposure Students → Close Distance

Time: 5:50.534 Seconds

A: So when we discuss about the important of [other] language. What do you think   1

     about it?   2

B: [Yeah]   3

     Actually maybe the position why learning other language [unheard voice]   4

     English. Maybe because English is international langua[ge]. do you agree?   5

                                                                                        6

A: [mmm]   7

     I agree with your with your argument but I thought if you are in English   8

     department. I think that's important for you to yeah to lear[ning the language]   9

     that your learn =   10

B: [yes, of course]   11

     =yes of course. E because=   12

A: =so you can be better on your frie[nd] in your major?=   13

B: [no]   14

                                                                                        15

	=yes. So the other important of aa learning English is mmm we can	16
	communicate with other [people] and understand what foreign people say and	17
A:	(2.4)	18
	[humhum]	19
B:	of course to enjoy their product [like music, dra]ma, TV. Oh [my god]	20
	[yes, of course]	21
	[oh my god]	22
A:	also like watching movie you can und=	23
	=but but other that that I think I think right now every job [Engl]ish is very	24
	important. [so] I think that's why we learn English another language that your	25
B:	language.	26
	[yes]	27
	[yes]	28
A:	yes, of course because every job every job need aaaa our skill in English =	29
B:	= humhum. That's why English is so important	30
	yes	31
	[3.2]	32
A:	and many many books [also many books] also [always] in English.	33
	[yeah that's right, especially]	34
	[doctor]	35
B:	Especially in (1.2])What's? science	36
	yes. If we cannot translate to our language so we cannot understand so English	37
A:	is important for [our education]	38
	[and and sometimes]	39
	it will translated to your language, it will bare your way beca[use] because	40
B:	th[ey] don't have same meaning.	41
	[yes]	42
	[yes]	43
	yes like wh when we translate in in [google] translate the meaning is so oh my	44
A:	god how to say that? Maybe wrong. Not full wrong but little wrong.	45
	[mmm]	46
B:	I think that's enough. Do you think that's enough?	47
A:	Yes	48

B:	Maybe another another reason?	49
A:	Another reason? (4.30) what do you think?	50
B:	mmmmm (3.09) what? I think we need to move to?	51
A:	ok. How to	52
B:	How to learn such language better based on our experience?	53
A:	I think the first thing is s[peak] [speak	54
	[speak it]	55
	[yeah]	56
B:	we have the same idea	57
A:	Speak is important when you wanna increase your=	58
B:	=English Skill?	59
A:	English Skill. Yeah. Not only speaking, maybe we can to watch [movie	60
	[humhum	61
B:	for me I usually listen to the music because I [really] into the music.	62
	[so do I]	63
A:	yeah. From the music we really can learn English=	64
	=Yeah	65
B:	(2.56)	66
A:	and practicing it everyday	67
B:	don't worry about your grammar.	68
	yeah.	69
A:	(7.30)	70
B:	I think that's enough.	71
	OK	

Figure 6 Transcription 3

Transcription 4	Line

Medium Exposure Students → High Distance

Time: 4:09.456 Seconds

A:	Mm::. What is your mm:: like your I mean. How do you learn English? Like	1
	you're your own style outside the university?	2
B:	for me I learn English by myself. I didn't take English course. I usually learn	3
	English by using media like mm watching random video on facebook	4
	Instagram =	5

A:	=YouTube vlog?	6
B:	yes. That's help me a lot to learn English	7
A:	mm do you do you mm practice how pronounce better so like mm the content	8
	youtube vlog like [for examp]le you're talking to yourself sometimes?	9
B:	[yes mm:]	10
	yes mm:. Honestly I never talk to foreigner [and] I am usually ee try to pronoun	11
	English by myself when I watch video and that's how I pronoun English.	12
A:	[yak]	13
	Ok	14
	(4.20)	15
B:	Mm: so I'll. yak. Why do you like English so much?	16
A:	Mm: I don't know. I just mmm since I was kid. I like to pronoun the alphabets	17
	and then in in elementary school I like to play games so yak and mm mm	18
	(9.01)	19
B:	What's the important of English for you?	20
A:	Mm: for me mmm there's lot of books written in English. So if we making	21
	essay or mmm study, we can mmm we can mmm we can get more book as a	22
	reference for our study mmm and and also for aaa essay making. And mm mm	23
	mm by by knowing how to speaking English we also mm mm can communicate	24
	better with aa people from another country and mm mm we can also understand	25
	their culture better.	26
	[11.45]	27
B:	mm. Do you have any tip for us how to learn English better?	28
		29
A:	for me, not mmm it's pretty similar as you. I watch univlogs, youtube vlogs and	30
	so I know how the native how the native speaker aa pronouns the words. And	31
	sometimes I read books a lot to improve my pronunciation. And mm I also	32
	mmm sometimes I then mmm talk on the call with my friends from another	33
	country and mm and sometimes I type in English. So?	34
	That's all?	35
B:	No. ok.	

Figure 7 Transcription 4

Transcription 5   Line

High Exposure Students → Close Distance

Time: 1:46.978 seconds

A:	So, any idea about the topic?	1
B:	mmm. Maybe we should talk about like how spoken English will help us better	2
	[aa to lea]rn English than the written English. I think it's my opinion.	3
A:	[humhum]	4
	mmm. Ok. Good. So how to learn it better?	5
B:	because I mmm like you know practicing speaking is like practicing	6
	confidence. It's equal to practicing confidence [that's why] I think it's better to	7
	practice English aa practice speaking English than the written part.	8
A:	[aha:::]	9
	oh. So instead of focusing in the =	10
B:	=grammar things. Like. Yak. Instead of	11
A:	it's like learning to use it	12
B:	yeah. Ok. Good. [So? Aa::	13
A:	[Maybe you] can write everything that we want to talk about [then] I can design	14
	the slides?	15
B:	[yeah]	16
	yeah yeah. I already write down my highlight about our topic.	17
	yeah good. Thanks.	18

Figure 8 Transcription 5

Transcription 6   Line

High Exposure Students → High Distance

Time: 1:10.295 seconds

A:	I think the best way to learn English is by speaking? With other people aa using	1
	English because I think it is better like to have confident to speak English aa	2
	confidently not only aa you can do better with written or written English or do	3
	with grammar but also I think we need confident to speak English aa to other	4
	people.	5
	(2.15)	6

B:	yeah I think I can go with you. I mean. I agree that we should um practice our	7
	English in making conversation with um other people especially a if we talk	8
	with native so we can you know make our English better and fluent and I think	9
	also mmm watching movie or listening to the music aa in English will be much	10
	better because we can understand umm you know some expression and you	11
	know uuu[uu] the idea	12
A:	[idea]	13
	yak. daily conversation uses by the native. Maybe we can use umm some	14
	highlights on our presentation about likes spoken English ummm how to speak	15
	English and also ehe by like listening to the music and also watching [movies.	16
B:	[humhum	17
	so do you want me to present that in class or?	18
A:	yeah. Maybe I can like write it down and you can present. Alright alright I'll	19
	do that.	20

Figure 9 Transcription 6

A. Transformation of Language Learning Practices

The covid-pandemic promoting social distances force education to adapt by adopting a new approach to the learning process. Educational technology that initially becomes a supplementary element in education gains a more massive attention and role. However, several people argue that technology might bring undesirable effects on students instead of helping them, whereas others state that technology accelerates the process to achieve learning objectives. There are two terms related to technology and its correlation with education: education technology and technology education. McCampbell[106] states that technology education is teaching

---

106 McCampbell, "Technology Education vs. Education Technology: Do You Know the Difference," 2002, 5.

technology as a subject whereas education technology is teaching students by applying technology such as computers or laptops, regardless connected to the internet or not, as equipment in a classroom during the learning process; the latter is the main focus in this study.

The technology used in teaching practices is not an uncommon issue instead, such a pedagogic approach is practiced more and more in contemporary society[107]. Technology use in pedagogy is expected to evoke and foster students' independency and become more responsible in their learning practices as well as to encourage students to be independent and more responsible for their learning since it provides a student-center-based teaching practice where students have a dominant role in accessing learning materials and learning from them[108]. In language learning, the use of technology has potentially provided more authentic experiences by accessing sources from the language natives; it is also positively affecting the number of possibilities in practicing English in more factual ways. The use of technology in language learning is not merely for assisting the learning process, but also potentially utilized to evaluate the output of the process[109].

However, regardless of its potential benefits, the use of educational technology has also potential drawbacks

---

107 Berrett, Murphy, and Sullivan, "Administrator Insights and Reflections: Technology Integration in Schools.," 200–221.

108 Stone and Logan, "Exploring Students' Use of the Social Networking Site WhatsApp to Foster Connectedness in the Online Learning Experience," 42–55.

109 Hsu, Wang, and Comac, "Using Audioblogs to Assist English-Language Learning: An Investigation into Student Perception."

and hazardous impacts on teaching practices, especially in the post-pandemic era. In several developing countries, such as Indonesia, the connection issues make e-learning less effective; numerous rural areas in Indonesia have no sufficient internet signals. Such teachers and learners living in disadvantaged areas, especially with poor or zero connection to the internet, will hardly gain benefit from such a technology. Another issue is the cost spent to adopt educational technology. The expenditure is required not only to access the online sources but also for the procurement of the technological devices. Countless parents living in more than 112 disadvantaged areas in Indonesia failed to provide their children with sufficient technology to apply e-learning. Besides, some other considerations related to education technology, especially during and post the pandemic, are its effects on students' health and motivation, its technical issues regarding time-consuming, and the users' skills to operate[110].

Since the use of a mere educational technology applied in the early stage of the pandemic might be problematic thus a hybrid approach can be proposed as a possible solution, especially during and post-pandemic. Hybrid Learning is the application of both conventional methods of teaching (face-to-face) and technological approach in the learning process. Such a practice is recent and can easily be found in corporate and higher education settings[111]. An illustration of its practice

---

110 Sakkir, Dollah, and Ahmad, "E-Learning in COVID-19 Situation: Students' Perception."

111 Klimova and Kacetl, "Hybrid Learning and Its Current Role in the Teaching of

is shown by Hopkins[112] discussing Melbournians creating a hybrid community facilitating a disadvantaged secondary-school-age group of community to participate in both community radio and multimedia production by providing advanced media and multimedia training with youth arts and skill-building approaches to assist the participants to cope with the modern community. Regardless of its potential beneficial impacts on the learning process, especially in language learning practices, its influences on the conversational level are yet to be elaborated, hence this study attempts to provide significant data regarding students' performances in making decisions (agree or disagree) post-pandemic.

B. (Dis)agreement in Conversational Analysis

The analysis of (Dis)agreement by using the CA approach can be traced from Pomerantz[113]. She argues that there are structural features occurred in agreements and disagreement-related conversations. It means that there are frequent and normative patterns that can be drawn from agreements and disagreement-related conversations[114]. An agreement is a conversation mostly expressed quickly, unambiguously, and, in some cases, overlapping whereas the expression to show a disagreement is usually delayed, or preceded by an expression

---

Foreign Languages"; Littlejohn and Pegler, *Preparing for Blended E-Learning*.
112 Hopkins, "Youth Worx: Increasing Youth Participation through Media Production."
113 Pomerantz, "Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped."
114 Johnson, "Agreement and Disagreement: A Cross-Cultural Comparison"; Pickering, Hu, and Baker, "The Pragmatic Function of Intonation: Cueing Agreement and Disagreement in Spoken English Discourse and Implications for ELT."

of agreement[115]. Example 1 (taken from Pomerantz[116]) shows the agreement whereas example 2 shows a disagreement.

M: You must admit it was fun the night we we[nt down

→J :[It was great fun…

Example 1 Agreement in a CA

L: D'they have a good cook there?

(1.7)

L: Nothing special?

→ J: No. --- Every—everybody takes their turns.

Example 2 Disagreement in a CA

C: … you've really both basically honestly gone your own ways.

→ D: Essentially, except we've hadda good relationship at home.

→ C: 'hhhh. Ye:s, but I mean it's a relationship where…

Example 3 Disagreement with an element of Agreement

The first example shows an overlap in a conversation. It commonly occurs when the hearer agrees about what the speaker expressed. Moreover, the hesitation that happened in the second example indicates a disagreement between the second speaker of what the first speaker uttered. In terms of a disagreement sign, an element of agreement can also be

---

115 Johnson, "Agreement and Disagreement: A Cross-Cultural Comparison."
116 Pomerantz, "Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped."

found in a disagreement conversation. An aspect of agreement such as 'yes' and 'Essentially' is not uncommon to be found preceding the expression of disagreement (see example 3). Sacks[117] propose that these features constitute a fundamental phenomenon that can be understood as a 'conversational preference' for agreement, in which social interaction favors an agreement to such an extent that expressions of disagreement will bend to it.

Furthermore, the previous examples also indicate that when agreement expression is usually produced in overlap or quick response, a disagreement is shown as a more complicated process such as bearing delay or long pause, inserting an element of the agreement, and, in some cases, providing an explanation[118]. Since Pomerantz and Sacks focus on Conversational Analysis that occurred in American English speakers, some linguists question whether these patterns also occur in other cultural contexts or whether such context patterns can be applied to all cultural backgrounds. Such an issue also inspires the author to conduct this study.

C. (Dis)agreement in Socio-pragmatic

Although Johnson[119] claims that an analysis of conversation commonly tends to ignore social systems and the interlocutors' intuitions, Pomerantz[120] suggests that in

---

117 Sacks, "On the Preferences for Agreement and Contiguity in Sequences in Conversation."

118 Pomerantz, "Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped."

119 Johnson, "Agreement and Disagreement: A Cross-Cultural Comparison."

120 Pomerantz, "Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped."

showing disagreement, the speaker, consciously or not, has social motives for choosing the word, expression, or strategy in conversation. She states that the speaker's reason to use an agreement element in a disagreement conversation is to show that they are a like-minded or friendly person. They use such a strategy to comfort, support, and reinforce the hearer in an attempt to be socially accepted by the hearer. In short, the reason why the interlocutors act the way they act is as a strategy for being accepted by the community. It is part of the norm that exists in society. Brown and Levinson, with their theory of 'face,' indicate how individuals choose their words, expressions, or strategies in conversation to build or preserve their social self-image or, borrowing a term by Brown and Levinson, their face. Since disagreement is considered as a negative evaluation of some aspect of the hearer's face, by considering their theory, it clears that an individual might "twist their utterances to appear to agree or to hide disagreement" to save their face during the conversation[121].

The following section will be focusing on the time the participants spend to conclude (whether they agree or not), the procedural features existing in their conversations, and illocutionary features committed as the strategies to agree or disagree.

---

121 Brown, Levinson, and Levinson, *Politeness: Some Universals in Language Usage*, 4:144.

D. (Dis)agreement: Time Allocation

Group of Students	Distance	
	Close	High
Low Exposure	1:06.362	0:36.624
Medium Exposure	5:50.534	4:09.456
High Exposure	1:46.978	1:10.295

Table 12 Time in Minute

Although both low-exposure students and high-exposure student groups perform in a shorter time compared to the medium-exposure students, there are significant differences related to the task accomplishment between these two groups. The second group of students leaves the discussion without any conclusion or decision. As the task also asked them to plan their presentation in front of the classroom, the Low Exposure students both with high and close distance absent put the task to a presentation into their discussion (see transcription 1, transcription 2, transcription 5, and transcription 6 in example 4 and in the appendices). The only group fully completed the task was the last group of students. The following example indicates that the group accomplished the task.

Transcription 5   Line

High Exposure Students → Close Distance

…

B: [Maybe you] can write everything that we want to talk about [then] I can   14
    design the slides? ◀━━   15

A: [yeah]   16
    yeah yeah. I already write down my highlight about our topic. ◀━━   17

B: yeah good. Thanks.   18

Transcription 6

High Exposure Students → High Distance

		Line
	…	
B:	[humhum	17
	so do you want me to present that in class or? ←	18
A:	yeah. Maybe I can like write it down and you can present. Alright alright	19
	I'll do that. ←	20

Another interesting finding can be drawn from Table 1 is the fact that the group participants with high distances spend the lesser time discussing compared to those with close distances. The close distance low exposure students need 30 seconds more than its counterpart to discuss the topic whereas the close distance medium exposure students spend one minute and 41 seconds more time than the medium-exposure group with high distance. Moreover, for the high-exposure students' group, although the difference is not as significant as the second students' group, the students with high distance spend 36 seconds less time than those with low distance.

E. (Dis)agreement: Procedural Features

Pomerantz[122] argues that the agreement expression produced with no gap between speaker utterance and might also be overlapped between the interlocutors whereas a delayed response by the hearer signs disagreement. It means that the pause during conversation can be indicated as a sign of disagreement. In this study, a response is considered

---

122 Pomerantz, "Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped."

as delayed when they are is pauses occur before or during utterance (as illustrated in example 5), whereas overlapped is indicated by two or more responses that are simultaneously uttered as shown in example 6.

Transcription 3	Line
Medium Exposure Students → Close Distance	

A: [no] — 14

=yes. So the other important of aa learning English is mmm we can — 15

communicate with other [people] and understand what foreign people say and — 16

(2.4) ← — 17

B: [humhum] — 18

of course, to enjoy their product [like music, dra]ma, TV. Oh [my god] — 19

[yes, of course]. — 20

Figure 10 Delayed

Transcription 3	
Medium Exposure Students → Close Distance	Line

A: So when we discuss about the important of [other] language. What do you think — 1

about it? — 2

B: [Yeah] — 3

Actually maybe the position why learning other language [unheard voice] — 4

English. Maybe because English is international langua[ge]. do you agree? — 5

A: [mmm] — 6

Figure 11 Overlapped

To evaluate the differences between the group participants concerning the delayed and the overlapped, the author provides the data of the differences found for the turning delivery of delayed and overlapped in table 6. The data showed that the students with medium exposure were the group with the most significant number of delayed and overlapped conversations. Moreover, Interestingly, the number of delayed and overlapped conversations that

occurred in low and high-exposure students are almost identical. There is no delayed, and four overlaps occurred at both close distances in both level groups of study. The low and high-exposure students' groups with high distance are shown to conduct one delayed conversation whereas one and two overlapped occurred in conversations done by low and high-exposure students respectively. As the effect of a more extended discussion, the number of both delayed and overlapped conversations for the medium exposure students is noted as the highest. Four delays occurred in the close distance group of the second group whereas five delays are recorded occurred in conversations by high-distance students. Regarding the overlap, 19 overlapped conversations are conducted by the medium exposure students with close distance whereas the high distance second group students only did two overlaps.

Group of Students	Distance			
	Close		High	
	Delayed	Overlapped	Delayed	Overlapped
Low Exposure	0	4	1	1
Medium Exposure	4	19	5	2
High Exposure	0	4	1	2

Table 13 The Number of Delayed and Overlapped

To look at more details, it can be concluded that the close distance relationship students make more overlapped and less delayed than its counterpart. However, in this study, the number of delayed and overlapped do not represent the number of agreements and disagreements that occurred during the

discussions. In some cases, such as represented in example 7, the delay that happened is not a sign of disagreement. The long pauses in the conversation indicate that the convents are run out of discussion material. Both speakers are waiting for each other to start or continue the discussion with their topic. Strategies used by speaker A to maintain the conversation are adding information about the previous topic (the first pause) and ending the discussion (the second pause). Although not all pauses can be considered a sign of disagreement, in this case, some pauses can be used as a sign of disagreement (example 8). In the conversation in example 8, speaker B does not entirely agree with speaker A's opinion. Thus, she uses both pause and hesitation marker 'mmmm" to indicate her disagreement. Conversational culture exists in Indonesia in which the speakers avoid showing disagreements. To refute or rebut the speaker's utterance, the hearer will commonly add the idea of the speaker.

Transcription 3

Medium Exposure Students → Close Distance		Line
B:	[so do I]	62
A:	yeah. From the music we really can learn English=	63
B:	=Yeah	64
	(2.56) ◄━━	65
A:	and practicing it everyday	66
B:	don't worry about your grammar.	67
	yeah.	68
	(7.30) ◄━━	69
	I think that's enough.	70
	OK	71

Example 4 Delayed not as A sign of Disagreement

Transcription 2

Low Exposure Students → High Distance	Line
A:	Eeeee. I think how to learn a language better, we can use picture and	1
B:	draw=	2
A:	=drawing=	3
	=drawing some played for fix some communication. The fix of [pr]. For	4
	the pronunciation aaaa, we can a used it sound system for the fixed my	5
	listening and then in the	6
B:	(3.4) ◄━━━	7
	[mmm]	8
A:	put some joking	9
	ya. Put some joking in there.	

Example 5 Pause as a sign of disagreement

F. (Dis)Agreement: Illocutionary Features

(Dis)Agreement can be shown verbally, such as 'yes,' 'no,' 'yeah-but,' and so forth, and non-verbally, such as 'nodding,' 'shaking head,' 'waving hand,' and so forth[123]. However, in this study, non-verbal communication will be ignored. There are some strategies used by Indonesian students to show their agreement (agreeing assessment). The first is the repetition of the previous utterance or evaluation of fundamentally the same content (example 9). The second is responsive assessments containing intensified extended information to imply a universal truth of the previous statement (example 10). The third is performative by explicitly stating 'agree' (example 11). The fourth is intonation (example 12). Example 12 also shows a strategy used to sign an agreement which is by developing the previous argument[124].

---

123 see Martin et al., *Intercultural Communication in Contexts.*
124 García, "Turn Format in Agreeing and Disagreeing Responses"; Pomerantz,

Transcription 2

Low Exposure Students → High Distance   Line

A: Eeeee. I think how to learn a language better, we can use picture and draw=   1

B: =drawing=   2

A: =drawing some played for fix some communication. The fix of [pr]. For the   3

pronunciation aaaa, we can a used it sound system for the fixed my listening   4

and then in the   5

(3.4)   6

B: [mmm]   7

put some joking ⬅   8

A: ya. Put some joking in there. ⬅   9

Example 6 Repetition as a sign of agreement

Transcription 1

Low Exposure Students → Close Distance   Line

Time: 1:06.362 Seconds

A: …If we learn English language, grammar isn't important thing [because].   13

B: [step by step]. ⬅   —

A: Ya. Step by step. Habbit=   14

=It is our habbit to focus [the gram]mar.   16

[yeah]   17

Example 7 Responsive Assessment

Transcription 6

High Exposure Students → High Distance   Line

A: I think the best way to learn English is by speaking? With other people aa using   1

English because I think it is better like to have confident to speak English aa   2

confidently not only aa you can do better with written or written English or do   3

with grammar but also I think we need confident to speak English aa to other   4

people.   5

(2.15)   6

B: yeah I think I can go with you. I mean. I agree that we should… ⬅   7

Example 8 Performative

"Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped"; Sharwood Smith and Kellerman, "The Interpretation of Second Language Output."

Transcription 3	Line

Medium Exposure Students → Close Distance

B:	=so you can **be better on your frie[nd]** in your major?=	12
	[no]	13
A:	=yes. So the other important of aa learning English is mmm we can **communicate**	14
	with other [people] and understand what foreign people say and ⬅	15

Example 9 Raising intonation as a sign of agreement

Although an agreement can be expressed straightforwardly, a disagreement needs a more complex speech act. Due to the limit of words and by borrowing and following terms and frameworks introduced by Blum-Kulka and Olshtain[125], House and Kasper[126], and Johnson[127], the following table shows the disagreement strategies used by Indonesian students to indicate their disagreement and where to find the example of case in the transcription appendix. Although the previously mentioned linguists suggest also Hedge/ Understater (Adverbial elements, such as 'kind of', 'sort of', 'a bit', to avoid specification about the topic discussion) and downtoner (Sentence modifiers, such as 'pretty much', 'that's quite', 'perhaps', use as an 'effect' control of an utterance) as a feature of disagreement, in this study, such cases are failed to be discovered. Thus, the information related to those disagreement features will not be provided. However, interestingly, downtoner such 'pretty much/similar' can be

---

125 Blum-Kulka and Olshtain, "Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP)."

126 House and Kasper, "Politeness Markers in English and German. Coulmas F., Ed. Conversational Routine. Explorations in Standardized Communication Situations and Prepatterned Speech."

127 Johnson, "Agreement and Disagreement: A Cross-Cultural Comparison."

found as a feature of agreement (Transcription 4-line 30. "for me, not mmm **it's pretty similar** as you").

Features of Disagreement	The example	Explanation
Hesitator	Transcription 3-Line 50 "**mmmmm** (3.09) what? I think we need to move to?"	When an individual intentionally uses 'mal-formulation' expressions, such as 'mmmm,' stuttering, or reduplication, to display doubts about the speaker's utterance.
Cajoler/Ap-pealer	Transcription 6-Line 11 "...you know some expression and you know uuu[uu] the idea"	The expression is used by the speaker to explicitly direct the hearer or to make alignment between the interlocutors. In the Indonesian context, the expressions usually used are 'you know,' 'of course.'
Contradiction	Transcription 1-Line 1-6 "A: ... we **don't use sub-title because** if we use subtitle= B: ... =... **if we use subtitle we can know about aa about [about] story.**"	When an addressee expresses a contradiction respond about the utterance.

Saying 'No'	Transcription 3-Line 13 & 14	When the recipient explicitly utters 'no' as a disagreement marker.
	"A: =so you can be better on your frie[nd] in your major?= B: **[no]**"	

Table 14 Disagreement Features

In conclusion, Covid-pandemic has significantly changed the language teaching practices and made a hybrid learning approach a common strategy in such a pedagogy practice. However, its effects on the conversational level are yet to be comprehensively discussed. To provide significant data regarding students with different language exposure performances, this study was conducted in two countries: Australia and Indonesia. By participating 12 Indonesian students divided into three different groups and six subgroups, this study found that the group participants need different times to accomplish a discussion. Although the first group of students is noted as a faster group to finish their discussion, they are not fully accomplished the task. The time allocation of the group participant to complete their discussion resembles the U-shape curve where the lowest exposure students and the highest exposure spend relatively the same time whereas the 'middle' exposure spend the most significant number of times. Related to their distances, the group participants with high distances spend the lesser time in the discussion compared to those with close distances.

Moving on to its procedural features; it is recorded that the second group of students is the group with the highest number of delayed and overlapped conversations. Moreover, Interestingly, the number of delayed and overlapped conversations that occurred in first and third-group students are almost the same. Concerning their participants' distance of relationship, the close distance relationship students make more overlapped and less delayed than its counterpart. However, the number of delayed and overlapped do not represent the number of agreements and disagreements that occurred during the discussions. There are some strategies used by Indonesian students to show their agreement: Repetition, Responsive, Performative, and Developing the previous argument. When an agreement can be expressed straightfowardly, a disagreement needs a more complex speech act. The participants in this study used Hesitator, Cajoler/Appealer, Contradiction, and 'No' expressions to show their disagreement.

Chapter 7

LANGUAGE LEARNER IDENTITY AS A BENEFICIAL CONSTRUCT IN LANGUAGE LEARNING AND TEACHING

Since acquisition has been believed as an individual phenomenon where the 'brain' and 'mind' become the focus area[128], numerous researchers in Second Language Acquisitions had given more attention to the individual level (cognitive level) of the learner rather than the learner's identity. However, the issue related to language learners' identity has gained more attention, especially from contemporary linguists and language educators in the last few decades. The concept of language and identity, was first, introduced by Peirce[129] and followed by some other researchers such as Block, Edwards, Pavlenko, and Blackledge[130]. Pierce,

---

128 Firth and Wagner, "On Discourse, Communication, and (Some) Fundamental Concepts in SLA Research."

129 Peirce, "Social Identity, Investment, and Language Learning"; Peirce, "Identity and Language Learning: Gender, Ethnicity and Educational Change. Harlow, England."

130 Block, "The Rise of Identity in SLA Research, Post Firth and Wagner (1997)"; Edwards, *Language and Identity: An Introduction*; Pavlenko and Blackledge, *Negotiation of Identities in Multilingual Contexts*.

with her concept of investment, proposed a comprehensive theory of language learner identity that considers language-learning context as a crucial part of students' identity.

One of Pierce's research participants stated: "I feel uncomfortable using English in the group of people whose English language is their mother tongue because they speak fluently without any problems and I feel inferior"[131]. Pierce argues that in such a case with her participant, if it is only studied from an 'individual level' perspective, the participant might be described as an individual with low motivation, overthinking, overanxious, or an introverted personality who incompetence in language learning. Another research related to language learner identity affecting students' performance was also conducted by Miller[132]. With Australian high school immigrant students as the participants, she found that the identity brought by students significantly correlate with their performance during their interaction with other students.

A more recent study conducted by Liang[133], in Canada, also found a relationship between Chinese high school immigrant students' identity and their code-switching practices. In short, the finding of the study related to language learner identity points out that there is a crucial influence of such identity on students' language performance. However, how the theory of the language learner identity can be implemented in language teaching and learning need to be 'more-in-deep'

131 Peirce, "Social Identity, Investment, and Language Learning," 21.

132 Miller, *Audible Difference: ESL and Social Identity in Schools.*

133 Liang, "Identity and Language Functions: High School Chinese Immigrant Students' Code-Switching Dilemmas in ESL Classes."

studied and provided. Thus, this paper will discuss language learner identity in a more indigenous context and how it can be a useful construct in language learning and teaching. This chapter aims to identify language learner identity as a beneficial construct in language learning and teaching in a more-deep concept and how students manage their identity and shape their language learning identity when they learn a new language. To achieve these aims, this paper explains identity from different approaches and perspectives and the concepts promoted by Pierce[134] about Identity as subject to change; the author puts identity as the subject of negotiation and investment.

Duff[135] argues that there are a large number of students, worldwide, are at risk to experience alienation, isolation, and failure because of their cultural and social backgrounds. This paper argues that such interaction-based problems, such as students' anxiety to express their idea, occurred in all types of language classrooms. Also, the solutions related to the mentioned problem are not only needed by immigrants and international students, but also by local students learning a new language. To achieve a more comprehensive understanding and to provide a better language learning concept, language learning identity and how it can be a helpful construct in language learning and teaching need to be explored. Thus, this paper provides information about how language learner identity affects their performance and how

---

134 Peirce, "Social Identity, Investment, and Language Learning."
135 Duff, "The Discursive Co-construction of Knowledge, Identity, and Difference: An Ethnography of Communication in the High School Mainstream."

to construct a more powerful language learning environment based on the provided concept.

A. Identity and perspectives

The term identity has been shown from different approaches and perspectives. The post-structuralists, for instance, see identity as a universal law that rules an individual's behavior[136]. It means identity is a product of social interaction determined by its social membership; identity is created and developed through social interaction. However, this perspective ignores the other factors, such as economic status, political views, and cultural factors, that might affect identity itself. Pavlenko and Blackledge[137] argue that factors such as "power relations and complex socio-political, socio-economic and socio-cultural factors which shape interactions between various groups in multilingual societies" were ignored by poststructuralists.

Social constructionists introduce the counterpart perspective that sees identity as a process instead of as a product. They point out that identity is not an item individual has but is something that a human does; it can be understood better as a process of 'becoming' rather than 'being.' Besides, it is always multidimensional and never has a final or settled form[138]. The author will say that there is nothing right or wrong about the perspective to see identity and there are no such post-structuralists vs. social constructionists. By considering

---

136 Block, "The Rise of Identity in SLA Research, Post Firth and Wagner (1997)," 12.
137 Pavlenko and Blackledge, *Negotiation of Identities in Multilingual Contexts*, 45:6.
138 Burr, "Introduction to Social Constructionism (Vol. 2)."

these two perspectives, a better or sufficient understanding to explain human irregularities in numerous social phenomena can be formed. Furthermore, social constructionist and post-structuralist perspectives might open a new understanding of identity.

Block[139] argues that maintaining a balance of different theoretical approaches and perspectives is a key to achieving a better understanding of identity irregularities or complexity in human interaction; Fusion of the good aspect from different perspectives might provide a better or more comprehensive understanding of identity. Regarding identity language learning (which will be explored more in the next sections), although most studies in SLA and identity adopt the post-structuralist views of identity, this paper will argue that the complex nature of identity can be more comprehensively understood by considering good aspects of two or more different approaches and paradigms. It is because identity is a process and the product of the process itself, a rule that determines individual behavior that can be reflected by what they do or the way they act or respond.

B. Identity and Language Learner

A comprehensive theory about identity and language learning was firstly introduced by Pierce[140]. She found that a linguistic and interaction-based struggle faced by students is not only because of their lack of linguistic knowledge but also influenced by their background identity. Furthermore, Lantolf

---

139 Block, "The Rise of Identity in SLA Research, Post Firth and Wagner (1997)."
140 Peirce, "Social Identity, Investment, and Language Learning."

and Pavlenko[141] state that acquisition is not merely about acquiring "a new set of grammatical, lexical, and phonological forms," but conquering a struggle of being participated in a concrete social constitution of another culture. However, identity affecting language learning performance is still a debated issue of what the author called 'Chomsky vs. Hymes.' Chomsky's 'followers' take more cognitive factors as the main factor in language learning whereas Hymes' 'followers' argue that language learners play a significant role in acquiring a new language. However, although this paper's focus discussion is about language learners' identity, it does not state the disagreement with Chomsky's theory.

In 2000, Pierce reintroduced the term 'social identity' integrated with language learning. She defines social identity as 'how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future[142]. Darvin and Norton also argue that "motivated or unmotivated, introverted or extroverted, inhibited or uninhibited" cannot be used to define language learners because the effective terms mentioned are "frequently socially constructed in inequitable relations of power, changing over time and space, and possibly coexisting in contradictory ways in a single individual."[143] In language learning, based on the author's experience, there are students with lack motivation

---

141 Lantolf, "(S) Econd (L) Anguage (A) Ctivity Theory: Understanding Second Language Learners as People," 115.

142 Norton, "Learner Investment and Language Teacher Identity," 5.

143 Darvin and Norton, "Identity, Investment, and TESOL."

(unmotivated), avoid socializing (introverted), and refuse to be a part of the discussion. However, it does not indicate their lack of ability and knowledge in language learning. In some cases, their identity forms them to act in such ways.

In 2015, with a total of three different English classes from three different types of schools (vocational high school, Islamic-based school, and Christian-based school), the author conducted observation. The purpose of the study was not related to language learner identity, but the finding can be used as evidence of language learner identity affecting students' performance. When the observation about to end, there was a mock test to prepare students to face the national exam be conducted. The question items were provided by the Indonesian government and distributed to all schools. One of the questions was the pragmatic-based item as follows:

Tom ordered a meal in a restaurant and the waitress just brought it. She asks him if he wants to order additional items.

What would the waitress probably say?

1. "Would you like anything extra?"

2. "Is there more for you?"

3. "What can I do for you?"

4. "Can I get you anything else?"

The answer to the question was the option 'd. "Can I get you anything else?"'. Interestingly, the majority of the students from all three schools chose option 'a. "Would you

like anything extra?"' as the answer. Some students were asked about their answer choice and mentioned similar reasons for their choice. First, they tend to choose a longer answer because in their first language (L1), related to the practical aspect, the longer the answer, the politer they are, and politeness is one of the mandatory requirements for being a waitress or working in the hospitality area. Another reason for choosing such an answer is because in their native language, option 'a' is similar to their language structure and the word 'extra' is commonly used in their L1. Following is a direct translation of option 'a' and 'd' into Base Sasak (students' native language):

Araq	*meq* (for male addressee) or *bi* (for female addressee)	*melem*	*Saq*	*extra?*
↓	↓	↓	↓	↓
Would	You	like	Anything	extra?

Can	I	get	you	anything	else?
↓	↓	↓	↓	↓	↓
Baun	*tiang*	*mauq*	*kamu*	*saq*	*lain?*

Figure 12 translation of option 'a' and 'd' into Base Sasak

The direct translation of 'would you like anything extra?' into base Sasak is "*Araq meq melem saq extra?*'. It is the common expression used by *Sasaknese* for asking if someone wants to order additional items. Whereas if every morpheme in option 'd' is directly translated into *Base Sasak*, it will be '*baun tiang mauq kamu saq lain?*'. This expression does also exist in *Base Sasak* but contains a different meaning. The English translation of '*baun tiang mauq kamu saq lain?* is 'Can

I get something from you?' or 'Can you give me something?'. Based on the previous explanation, it is clear that language learner identity affects their performance in both individual psychological aspects such as anxiety, feeling isolated, and so forth (as explained by Pierce[144], and their cognitive aspect (as the author explained).

C. Learner Identity in Language Learning

The previous sections have discussed language learner identity and how it affects not only their psychological aspect but also their cognitive and results in their behavior and the way they act and respond to language learning. This section will discuss more how the language learner identity construct can be a useful construct in language learning and teaching.

Language Learner and Identity negotiation

Since language might mark whether or not an individual is accepted into a social group, Language, in its correlation with student identity and language learning, is used by language learners as a medium to negotiate their social identity (Peirce, 2000). Identity is subject to change and when language learners speak, they change their identity based on the social settings. Julinka, for instance, is an International student who studies Bahasa Indonesia For Speakers of Other Languages (BISOL) in a local school in Indonesia and is one of the participants in the author's ongoing research. Her mother is Taiwanese, but her father is German. Julinka uses English when she communicates with her friend but speaks Germany

---

144 Peirce, "Social Identity, Investment, and Language Learning."

and Mandarin with her parent. She is a talkative student, but when she finds difficulties in BISOL class and still struggles even when her teacher explains in English, she blames her parent's native language and finds an excuse by stating "I am Germany." In this case, Julinka consciously changes or negotiates her identity. Marx[145] states that in a language learning context, the learner consciously or unconsciously keeps negotiating their identity.

The question raised then is how such a negotiation concept is beneficial for language learning. The term negotiate is used to refer to how a language learner acts and behaves in different social groups and how it changes over time. Furthermore, student identities and the language learning process are inextricably intertwined. A student constructs their identity throughout language learning. Thus, the author will argue that if language learners failed to negotiate their identity, they would not get access to the social group which might lead to 'blocked' access to the target language and language learning itself; to learn a new language, the access to the target language is essential[146]. Like other human beings, language learners are also social actors with access to numerous social groups. Language learners might own multilayered identities hence language learning is not only acquiring linguistic-based skills but also redefining who they are and negotiating their identity. In short, multifaced identities owned by language learners significantly affect

---

145 Marx, "Never Quite a 'Native Speaker': Accent and Identity in the L2-and the L1."
146 Cook, "Going beyond the Native Speaker in Language Teaching."

their language learning experiences thus, understanding such issues is essential to provide a better language learning environment.

Language Learner, Identity, and Investment

Pierce[147] defines investment as language learners' desire to acquire "a wider range of symbolic and material resources, which will, in turn, increase the value of their cultural capital and social power." Investment is one of the key concepts affecting the nature of identity and language learning. Peirce and Toohey[148] state "the construct of investment seeks to make a meaningful connection between a learner's desire and commitment to learning a language, and the learning practices of the classroom or community." It can be said that investment in a target language is also an investment in the learner's social identity; social identity is an identity continually changing across time and space. Thus, investment plays a vital role in language learning theory to historically and socially define the relationship between language learner identity and language learning commitment[149].

To discuss the construct of investment in a language learning setting, a study presented by Duff[150] will be presented in this paper. This study was conducted in a Canadian high school. This study focuses on a teacher's attempt to create an environment where students both local and non-native students share their knowledge about other cultural or ethnic differences. Students

---

147 Peirce, "Social Identity, Investment, and Language Learning," 17.
148 Norton and Toohey, "Identity, Language Learning, and Social Change," 415.
149 Darvin and Norton, "Identity, Investment, and TESOL."
150 Duff, "The Discursive Co-construction of Knowledge, Identity, and Difference: An Ethnography of Communication in the High School Mainstream."

are encouraged to interact constructively and equally access linguistic resources. This effort somehow positioned students in an awkward moment because the non-native speaker, since they have limited vocabulary and lower levels of proficiency, decided not actively to participate in the discussion. However, when it comes to written tasks, non-native students have shown more enthusiasm. Thus, it can be argued that non-native students are not unmotivated (spoken vs. written), but they are not invested in the speaking practices of their classroom. Based on the previous explanation, the author argues that to create more meaningful language learning, language learner identity and investment need to take into consideration.

In conclusion, the acquisition has been believed as an individual phenomenon where the 'brain' and 'mind' become the focus area[151]. However, in the last few decades, numerous studies suggest that the acquisition of a language is not only a cognitive process but also involves language learner identity. The term identity has been shown from different approaches and perspectives. The post-structuralists see identity as a universal law that rules an individual's behavior whereas social constructionists consider identity as a process instead of as a product. Identity with its correlation with Language learners affects students' performance in both individual psychological aspect and their cognitive aspects. Furthermore, language learners might own multi-layered identities hence language learning is not only acquiring

---

151 Firth and Wagner, "On Discourse, Communication, and (Some) Fundamental Concepts in SLA Research."

linguistic-based skills but also redefining who they are and negotiating their identity. the finding of the study related to language learner identity found a crucial impact of their identity on students' performance in language learning. Nevertheless, the majority of the study related to language learner identity focuses on participants who learn a language in new communities away from their home countries such as immigrants and international students. Since the issue related to language learner identity is not only affecting immigrants and international students but also local students who learn a new language, a study discussed language learner identity in a more indigenous context and how it can be a useful construct in second language learning and teaching in a more local setting.

Chapter 8

NONVERBAL COMMUNICATION AND LANGUAGE BARRIERS

Nonverbal communication (NVC) has an essential role in the modern globalized workplace, especially during and post-pandemic when transmitting information has changed to adapt to the pandemic. NVC is influential and ubiquitous but indescribable in many ways. This section aims to set out the theoretical basis of physical attractiveness as a part of NVC in a workplace setting. To achieve the objective, this article will provide information related to physical appearance as NVC and physical characteristics in a workplace setting. The main discussion of this chapter is physical attractiveness in workplaces. Since the workplace is a broad area, this article will only focus on physical attractiveness that affects hospitality-based occupations (in this case customer service). The chapter concludes with suggestions for further development.

Furthermore, Communication in the globalized workplace is also a complex activity. Thus, this chapter will also elaborate to set out the theoretical basis for a workshop presentation related to issues of transcultural communication at work. To achieve the objective, this section will define the key term, the effect of the language barrier (TLB), and the possible solution to overcome the issue. The main discussion of the workshop is TLB in workplaces. Since the workplace is a broad area, the explanation will only focus on TLB that occurred in healthcare centers that might affect mental health. The section concludes with suggestions for further development.

A. Appearance as A Nonverbal Communication

NVC can be defined as all message aspects conveyed not by the literal meaning of words in both spoken and written communications[152]. Furthermore, Matsumoto, Hwang, and Frank[153] define NVC as all potentially nonverbal cues, such as head and body movements, gestures, facial expressions, interpersonal gaze and distance, and so forth, that are not purely linguistic but convey meaning. The human body has its language that other individuals can read and reveal hidden information. Such language works by transferring a shared code between the sender (speaker) and the receiver (hearer) to share their phycological states[154]. Among the nonverbal behaviors, an individual's appearance has seemly received

---

152 Lewis, *Focus on Nonverbal Communication Research*.
153 Matsumoto, Hwang, and Frank, *APA Handbook of Nonverbal Communication*.
154 Fernández-Dols, "Nonverbal Communication: Origins, Adaptation, and Functionality."

the most research attention for its essential role as a vehicle for conveying emotions.

Even though numerous people might argue that inner beauty is far more important than physical appearance, it cannot be denied that a person's physical characteristic contains valuable information about them. In interpersonal communication, related to NVC, someone's appearance might express their attitude and their personal opinion toward something and contain information about their background, character, and personality[155]. Moreover, Knapp, Hall, and Horgan also point out that, in conversation, in many cultures, most people seem to respond to an attractive person more favorably compared to those who are less attractive. It means that a person's physical attractiveness also has an important role in determining other individuals' responses. This phenomenon is occurred not only in a social setting but also in the workplace, especially in the hospitality workplace domain.

B. Physical Characteristics in Costumer Service Domain

Physical characteristic related to NVC reflects many critical social outcomes. Psychologists point out that society tends to consider the more attractive individual as the more honest and competent person whereas the less attractive one is lazier and less productive[156]. The phenomenon occurring in

---

155 Knapp, Hall, and Horgan, *Nonverbal Communication in Human Interaction*.

Mahajan, "The Naked Truth: Appearance Discrimination, ١٥٦ Employment, and the Law".

society when they unconsciously make a collective judgment about an individual, product, brand, or business based on single aspects, such as the appearance, of the judgmental object is called the halo or horn effect. Such a phenomenon influences the treatment given by society to its members; an individual with more attractive appearance characteristics is perceived and treated more positively. In a workplace setting, especially in the hospitality domain, the attractiveness stereotype is likely to occur.

How does the attractiveness stereotype play its role in the customer service domain? Does it only occur in a particular culture? In a workplace setting, attractiveness affects people in three psychological aspects: Satisfaction, Persuasion, and Accuracy. In terms of satisfaction in the hospitality domain, numerous studies suggest a positive correlation between attractiveness and the level of satisfaction. The more good-looking person is considered to be more dominant, mentally healthy, sexually warm, and has better social-based skills compared to those less attractive. The mean average scores in customers' satisfaction show that facial attractiveness has a positive influence on customers' satisfaction[157]. Furthermore, Knežević, Tomka, Bizjak, Fabjan, and Kukulj[158] point out that customers in the hotel service domain tend to feel more satisfied with the quality of service given by more attractive employees.

---

157 McColl and Truong, "The Effects of Facial Attractiveness and Gender on Customer Evaluations during a Web-Video Sales Encounter."

158 Knežević et al., "The Physical Appearance of Hotel Guests: The Impact on Service Providers' Communication and Quality of Service."

Another aspect affected by attractiveness is persuasion. In the customer service domain, the skill to persuade people is essential. Employees need to have a persuasive ability to achieve beneficial income for the business where they are working. In terms of attractiveness, it seems that good-looking people can encourage customers better than those who have less attractive appearance characteristics. The study conducted by Palmer and Peterson[159] shows that individuals with a more attractive appearance are considered to have more knowledge and are more persuasive. It means that attractive employees have more chances to convince their customers in the customer service domain. Moreover, Gheorghiu, Callan, and Skylark[160] point out that society tends to choose items offered by an attractive person than those provided by the less attractive individual.

Regarding accuracy, since attractiveness brings more attention to its owner, people with good-looking are seemly to be listening in more detail compared to people with less attractive characteristics[161]. In interpersonal communication, words uttered by an unattractive person seem to gain less attention thus the message trying to be conveyed might be received less accurately by the hearer. It means that attractiveness might also affect the accuracy of the information given by the speaker. The study conducted

---

159 Palmer and Peterson, "Halo Effects and the Attractiveness Premium in Perceptions of Political Expertise."
160 Gheorghiu, Callan, and Skylark, "Facial Appearance Affects Science Communication."
161 Gheorghiu, Callan, and Skylark.

by Bashir and Rule[162] points out that employees with wide versus narrow faces (attractive characteristics) are shown to have stronger persuasive power than those unattractive. Thus, many companies apply regulations related to uniforms that can be worn by employees to boost the level of their attractiveness.

Attractiveness stereotype in the hospitality domain not only belongs to specific cultures but occurs worldwide. Early studies suggest that nonverbal cues, such as facial and bodily displays and vocal bursts, affect communication across cultures[163]. It is an irony that in a multicultural community, some ethnic are considered to have more attractive compared to other ethnicities. In some countries, for instance, white people are treated more respectfully than colored people. Such discriminations are not merely fostered by the whites but by the non-white native inhabitants. The ideology of white aesthetics raises a stereotype that considers white people as a more trustworthy, competent, and knowledgeable ethnicity than the colors. It forces non-whites to choose whether they conform to white standards or suffer discrimination in the workplace[164].

C. Introduction to The Language Barrier

TLB, based on Collins Online Dictionary, can be defined as the "absence of communication between people who speak

---

162 Bashir and Rule, "Shopping under the Influence: Nonverbal Appearance-Based Communicator Cues Affect Consumer Judgments."

163 Tracy, Randles, and Steckler, "The Nonverbal Communication of Emotions."

164 Mahajan, "The Naked Truth: Appearance Discrimination, Employment, and the Law."

different languages" ("Language Barrier," n.d.). Furthermore, Tenzer, Pudelko, and Harzing[165] define TLB as the obstacle to conducting communication efficiently. It occurs when the speaker(s) and the participant(s) have different mother tongues and insufficient proficiency in a shared language. Based on the previous definition, it can be concluded that TLB is the obstacle that happened because of the different language skills level of the interlocutors. They might still communicate with each other, but still, there is a system constraint that caused the delayed message delivery.

D. Negative Effects of The Language Barrier

TLB and its negative impacts on immigrants' mental health is a debatable issue worldwide. Puchala, Leis, Lim, and Tempier[166] argue that the official language status was not a significant determinant of mental disorders. It means that there is no correlation between TLB and someone's mental health. Furthermore, they also claim the extensive physical and psychological health screening process showed that the immigrants were likely healthier than Canadian-born inhabitants when they only arrived in Canada.

On the other hand, Ding and Hargraves[167], concerning language barriers and their correlation with an individual's mental health, conducted a study by comparing US citizens

---

165 Tenzer, Pudelko, and Harzing, "The Impact of Language Barriers on Trust Formation in Multinational Teams."

166 Puchala et al., "Official Language Minority Communities in Canada: Is Linguistic Minority Status a Determinant of Mental Health?"

167 Ding and Hargraves, "Stress-Associated Poor Health among Adult Immigrants with a Language Barrier in the United States."

without TLB and immigrants with TLB and their improvements related to mental health in ten years. Their study results are as follows:

1. Immigrants with TLB were reported to have a higher percentage of unhappiness, depression, and anxiety.

2. Immigrants with TLB were most likely to report poor health.

3. Immigrants within the first ten years of their living in the USA were more likely than those living in the US longer than 20 years to report poor health status.

Immigrants are being studied because they are liable to experience TLB and based on the previous explanation, it can be stated that the more people stay in a particular place, the less they might be affected by TLB.

TLB in the healthcare workplace is not only correlated negatively with patients' mental health, satisfaction, and medication compliance (David & Rhee, 1998; Ding & Hargraves, 2009) but also the performance of the healthcare team. TLB occurring during a medical emergency call might cause the paramedics to need extra time to decide on the appropriate treatment or "the accuracy of the level of aid" demanded by the patient[168]. It is crucial for emergency circumstances when immediate medical care is required.

In a medical setting, language is essential not only to get immediate treatment but also to defend the speaker in any

---

168 Meischke et al., "The Effect of Language Barriers on Dispatching EMS Response," 475.

situation. Yi and Jezewski[169] state that "The most important thing is language. If you cannot talk, then you cannot defend yourself". It means that if a patient has limited knowledge or skill in the language used by the other speakers, they might not be able to defend themselves to escape from undemanding medical situations. It is important for both the patient and the paramedic because TLB occurred in healthcare units and might the affected by the failure of healthcare providers to meet ethical standards to help the patient.

E. Possible Solutions to Overcome the Language Barrier

Based on the previous explanation, TLB has several adverse effects such as negatively impacting mental health, being time-consuming in providing accurate treatments to patients, and so forth. There are three possible solutions that can be offered: hiring professional interpreters to prevent problems caused by TLB in the healthcare workplace, providing language classes for the employees, and utilizing interpreter devices. Since there is no study discussing the most efficient method to conquer TLB, the three possible solutions have the same possibility to be able to overcome such a problem.

The first solution that might solve problems caused by TLB is hiring professional interpreters. Numerous scientists believe that to avoid the issues related to TLB, healthcare providers need to hire professional translators. Interpreter

---

169 Yi and Jezewski, "Korean Nurses' Adjustment to Hospitals in the United States of America," 724.

call service used in the medical center could minimize existing delays to analyse appropriate medical care by health service providers. Furthermore, in an emergency, hiring professional interpreters is shown can reduce the time needed to examine the patients[170].

Another solution to prevent adverse impacts of TLB is offering language classes to the employees so they will become more familiar with the standard daily words and medical terms in their patient's native language[171]. In addition, since the main problem of TLB is the interpretation, several direct translation devices, such as earpiece language translator, MESAY Real-Time Super Portable Language Translator, and ili Real-time Wearable Translator can be utilized to tackle the problem. However, since the solutions offered are costly and time-consuming; thus, the most suitable method needs to be selected by the healthcare providers.

In conclusion, physical appearance as NVC affects not only the speaker but also society. Individuals with more attractive appearances tend to be treated more positively compared to those with less attractive characteristics. In the customer service domain, good-looking employees might provide more satisfying services, and seemly can persuade customers more successfully. Besides, customers are likely to get a better understanding when they get information from the more attractive employees. Such phenomena occur

---

170 Meischke et al., "The Effect of Language Barriers on Dispatching EMS Response."

171 Bowen, *Language Barriers in Access to Health Care*.

worldwide and raise the ideology of white aesthetics where whites are seen as more capable individuals in the workplace. Since the paper focus only to elaborate on the appearance of the customer service domain, the information related to the discrimination that occurred in the workplace is absent to be provided. However, since valid information is essential to prevent discrimination based on physical appearance in a workplace, a study related to such issue needs to be conducted thus possible solutions and laws to protect the employees might be established.

Furthermore, Regarding the language barriers in the workplace, TLB negatively affects not only mental health but also healthcare providers' performances, and the possible solutions to overcome such problems are essential in healthcare workplaces. The options that can be offered are hiring professional interpreters, providing language classes to the employees, and using interpreter tools. However, since the solutions offered are costly and time, the comparison of the effectiveness of the three solution options provided needs to be studied.

REFERENCES

Alawamleh, Mohammad, Lana Mohannad Al-Twait, and Gharam Raafat Al-Saht. "The Effect of Online Learning on Communication between Instructors and Students during Covid-19 Pandemic." *Asian Education and Development Studies*, 2020.

Andersson, Annika. "Seven Major Challenges for E-Learning in Developing Countries: Case Study EBIT, Sri Lanka." *International Journal of Education and Development Using ICT* 4, no. 3 (2008): 45–62.

Bashir, Nadia Y, and Nicholas O Rule. "Shopping under the Influence: Nonverbal Appearance-Based Communicator Cues Affect Consumer Judgments." *Psychology & Marketing* 31, no. 7 (2014): 539–48.

Bataller, Rebeca. "Role-Plays vs. Natural Data: Asking for a Drink at a Cafeteria in Peninsular Spanish." *Íkala, Revista de Lenguaje y Cultura* 18, no. 2 (2013): 111–26.

Bataller, Rebeca, and Rachel Shively. "Role Plays and Naturalistic Data in Pragmatics Research: Service

Encounters during Study Abroad." *Journal of Linguistics and Language Teaching (JLLT)* 2, no. 1 (2011): 15–50.

Berrett, Bryan, Jennifer Murphy, and Jamie Sullivan. "Administrator Insights and Reflections: Technology Integration in Schools." *Qualitative Report* 17, no. 1 (2012): 200–221.

Bhatia, Vijay. "Applied Genre Analysis: A Multi-Perspective Model." *Ibérica: Revista de La Asociación Europea de Lenguas Para Fines Específicos (AELFE)*, no. 4 (2002): 3–19.

Block, David. "The Rise of Identity in SLA Research, Post Firth and Wagner (1997)." *The Modern Language Journal* 91 (2007): 863–76.

Blum-Kulka, Shoshana, and Elite Olshtain. "Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP)." *Applied Linguistics* 5, no. 3 (1984): 196–213.

Bodycott, Peter. "Choosing a Higher Education Study Abroad Destination: What Mainland Chinese Parents and Students Rate as Important." *Journal of Research in International Education* 8, no. 3 (2009): 349–73.

Bond, Greg. "Writing Abstract for Bachelor's and Master's Theses." *Finland: North Karelia University*, 2009.

Bowen, Sarah. *Language Barriers in Access to Health Care*. Health Canada Ottawa, 2001.

Brophy, Jere. *Motivating Students to Learn (3rd Edition)*. Routledge, 2010.

Brown, Penelope, Stephen C Levinson, and Stephen C Levinson. *Politeness: Some Universals in Language Usage.* Vol. 4. Cambridge university press, 1987.

Burr, V. "Introduction to Social Constructionism (Vol. 2)," 2003.

Casey, Ashley, Victoria A Goodyear, and Kathleen M Armour. "Rethinking the Relationship between Pedagogy, Technology and Learning in Health and Physical Education." *Sport, Education and Society* 22, no. 2 (2017): 288–304.

Chalhoub-Deville, M, and C Deville. "Old, Borrowed, and New Thoughts in Second Language Testing." *Educational Measurement,* 2006, 517–30.

Choy, Susan P, Cecilia A Ottinger, and C Dennis Carroll. *Choosing a Postsecondary Institution.* US Department of Education, Office of Educational Research and Improvement …, 1998.

Clark, Ruth C, and Richard E Mayer. *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning.* john Wiley & sons, 2016.

Cook, Vivian. "Going beyond the Native Speaker in Language Teaching." *TESOL Quarterly* 33, no. 2 (1999): 185–209.

Cotton, Fiona, and Frank Conrow. "An Investigation of the Predictive Validity of IELTS amongst a Group of International Students Studying at the University of Tasmania." *IELTS Research Reports* 1, no. 4 (1998): 72–115.

Darvin, Ron, and Bonny Norton. "Identity, Investment, and TESOL." *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–7.

Davis, Kathryn A. "Qualitative Theory and Methods in Applied Linguistics Research." *Tesol Quarterly* 29, no. 3 (1995): 427–53.

Day, Robert A, and Barbara Gastel. *How to Write and Publish a Scientific Paper*. Cambridge University Press, n.d.

Dayalan, Haripriya, Swapna Subramanian, and Tamilselvi Elango. "Psychological Well-Being in Medical Students during Exam Stress--Influence of Short-Term Practice of Mind Sound Technology." *Indian Journal of Medical Sciences* 64, no. 11 (2010).

Ding, Hongliu, and Lee Hargraves. "Stress-Associated Poor Health among Adult Immigrants with a Language Barrier in the United States." *Journal of Immigrant and Minority Health* 11, no. 6 (2009): 446–52.

Dooey, Patricia, and Rhonda Oliver. "An Investigation into the Predictive Validity of the IELTS Test as an Indicator of Future Academic Success," 2002.

Dudley-Evans, Tony. "Genre Analysis: A Key to a Theory of ESP?" *Ibérica, Revista de La Asociación Europea de Lenguas Para Fines Específicos*, no. 2 (2000): 3–11.

Duff, Patricia A. "The Discursive Co-construction of Knowledge, Identity, and Difference: An Ethnography of

Communication in the High School Mainstream." *Applied Linguistics* 23, no. 3 (2002): 289–322.

Edwards, John. *Language and Identity: An Introduction.* Cambridge University Press, 2009.

Ertmer, Peggy A, and Anne T Ottenbreit-Leftwich. "Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect." *Journal of Research on Technology in Education* 42, no. 3 (2010): 255–84.

Feast, Vicki. "The Impact of IELTS Scores on Performance at University." *International Education Journal* 3, no. 4 (2002): 70–85.

Félix-Brasdefer, J César. "Data Collection Methods in Speech Act Performance." *Speech Act Performance: Theoretical, Empirical and Methodological Issues* 26, no. 41 (2010): 69–82.

———. "Natural Speech vs. Elicited Data: A Comparison of Natural and Role Play Requests in Mexican Spanish." *Spanish in Context* 4, no. 2 (2007): 159–85.

Ferguson, Gibson, and Elisabeth White. "A Small-Scale Study of Predictive Validity." *Melbourne Papers in Language Testing* 7, no. 2 (1998): 15–63.

Fernández-Dols, José-Miguel. "Nonverbal Communication: Origins, Adaptation, and Functionality." *Handbook of Nonverbal Communication*, 2013, 69–92.

Firth, Alan, and Johannes Wagner. "On Discourse, Communication, and (Some) Fundamental Concepts in

SLA Research." *The Modern Language Journal* 91 (2007): 757–72.

Frederick, Gregory R, Heidi Schweizer, and Robert Lowe. "After the In-Service Course: Challenges of Technology Integration." *Computers in the Schools* 23, no. 1–2 (2006): 73–84.

Fredricks, Jennifer A, Phyllis C Blumenfeld, and Alison H Paris. "School Engagement: Potential of the Concept, State of the Evidence." *Review of Educational Research* 74, no. 1 (2004): 59–109.

Freeman, Kassie. "HBCs or PWIs? African American High School Students' Consideration of Higher Education Institution Types." *The Review of Higher Education* 23, no. 1 (1999): 91–106.

Fu, Jo. "Complexity of ICT in Education: A Critical Literature Review and Its Implications." *International Journal of Education and Development Using ICT* 9, no. 1 (2013): 112–25.

Gajek, Elzbieta. "Implications from the Use of ICT by Language Teachers--Participants of International Projects." *Universal Journal of Educational Research* 3, no. 1 (2015): 1–7.

García, Carmen Santamaría. "Turn Format in Agreeing and Disagreeing Responses," 935–46. Servicio de Publicaciones, 2002.

Gass, Susan, and Joyce Neu. "Speech Acts across Cultures." *Berlin: Mouton de Gruyter*, 1996.

Gheorghiu, Ana I, Mitchell J Callan, and William J Skylark. "Facial Appearance Affects Science Communication." *Proceedings of the National Academy of Sciences* 114, no. 23 (2017): 5970–75.

Graves, Kathleen, and Sue Garton. "An Analysis of Three Curriculum Approaches to Teaching English in Public-Sector Schools." *Language Teaching* 50, no. 4 (2017): 441–82.

Gruba, Paul, and Don Hinkelman. *Blending Technologies in Second Language Classrooms*. Springer, 2012.

Gumperz, John J. "Language and Social Identity," 1982.

Hardman, Jan, and Norhaslynda A-Rahman. "Teachers and the Implementation of a New English Curriculum in Malaysia." *Language, Culture and Curriculum* 27, no. 3 (2014): 260–77.

Harke, B. "High School to College Transition, Part Two: Academic Expectations." *The Huffington Post*, 2010.

Harlen, Wynne, and Mary James. "Assessment and Learning: Differences and Relationships between Formative and Summative Assessment." *Assessment in Education: Principles, Policy & Practice* 4, no. 3 (1997): 365–79.

Hartnett, Maggie. "The Importance of Motivation in Online Learning." In *Motivation in Online Education*, 5–32. Springer, 2016.

Hill, Kathryn, Neomy Storch, and Brian Lynch. "A Comparison of IELTS and TOEFL as Predictors of Academic Success." *IELTS Research Reports* 2, no. 52–63 (1999).

Hopkins, Liza. "Youth Worx: Increasing Youth Participation through Media Production." *Journal of Sociology* 47, no. 2 (2011): 181–97.

House, J, and G Kasper. "Politeness Markers in English and German. Coulmas F., Ed. Conversational Routine. Explorations in Standardized Communication Situations and Prepatterned Speech," 1981.

Hsu, Hui-Yin, Shiang-Kwei Wang, and Linda Comac. "Using Audioblogs to Assist English-Language Learning: An Investigation into Student Perception." *Computer Assisted Language Learning* 21, no. 2 (2008): 181–98.

Huitt, William. "Motivation to Learn: An Overview." *Educational Psychology Interactive* 12, no. 3 (2001): 29–36.

Indonesia, MPDKR. "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 44 Tahun 2014." *View in (Google Scholar)*, 2013.

James, Nalita, and Hugh Busher. "Researching Hybrid Learning Communities in the Digital Age through Educational Ethnography." *Ethnography and Education* 8, no. 2 (2013): 194–209.

Johnson, Fiona. "Agreement and Disagreement: A Cross-Cultural Comparison." *Bisal* 1, no. 2006 (2006): 41–67.

Kasper, Gabriele, and Merete Dahl. "Research Methods in Interlanguage Pragmatics." *Studies in Second Language Acquisition* 13, no. 2 (1991): 215–47.

Kerstjens, Mary, and Caryn Nery. "Predictive Validity in the IELTS Test: A Study of the Relationship between IELTS Scores and Students' Subsequent Academic Performance." *IELTS Research Reports* 3, no. 4 (2000): 86–108.

Khemakhem, Slim. "Investigating the Predictive Validity of IELTS for a Teacher Education Program in UAE," 2016.

Khoshsima, Hooshang, Amin Saed, and Fatemeh Mousaei. "Exploring the Effect of Teaching Test-Taking Strategies on Intermediate Level Learners on Reading Section of IELTS; Learners' Attitude in Focus." *Advances in Language and Literary Studies* 9, no. 2 (2018): 4–9.

King, Emma, and Russell Boyatt. "Exploring Factors That Influence Adoption of E-learning within Higher Education." *British Journal of Educational Technology* 46, no. 6 (2015): 1272–80.

Kleinginna, Paul R, and Anne M Kleinginna. "A Categorized List of Motivation Definitions, with a Suggestion for a Consensual Definition." *Motivation and Emotion* 5, no. 3 (1981): 263–91.

Klimova, Blanka Frydrychova, and Jaroslav Kacetl. "Hybrid Learning and Its Current Role in the Teaching of Foreign Languages." *Procedia-Social and Behavioral Sciences* 182 (2015): 477–81.

Knapp, Mark L, Judith A Hall, and Terrence G Horgan. *Nonverbal Communication in Human Interaction.* Cengage Learning, 2013.

Knežević, Mladen, Dragica Tomka, Boštjan Bizjak, Daša Fabjan, and Staša Kukulj. "The Physical Appearance of Hotel Guests: The Impact on Service Providers' Communication and Quality of Service." *International Journal of Hospitality Management* 51 (2015): 8–14.

Lantolf, James P. "(S) Econd (L) Anguage (A) Ctivity Theory: Understanding Second Language Learners as People." In *Learner Contributions to Language Learning: New Directions in Research*, 141–58. Taylor and Francis, 2014.

Levy, Mike, and Glenn Stockwell. *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning.* Routledge, 2013.

Lewis, Finley R. *Focus on Nonverbal Communication Research.* Nova Publishers, 2007.

Lewis, Michael, Jane Conzett, Peter Hickman Hargreaves, Jimmie Hill, Morgan Lewis, and George C Woolard. *Teaching Collocation: Further Developments in the Lexical Approach.* Vol. 244. Language Teaching Publications Hove, 2000.

Liang, Xiaoping. "Identity and Language Functions: High School Chinese Immigrant Students' Code-Switching Dilemmas in ESL Classes." *Journal of Language, Identity, and Education* 5, no. 2 (2006): 143–67.

Littlejohn, Allison, and Chris Pegler. *Preparing for Blended E-Learning.* Routledge, 2007.

Mahajan, Ritu. "The Naked Truth: Appearance Discrimination, Employment, and the Law." *Asian Am. LJ* 14 (2007): 165.

Martin, James R. "Genre and Language Learning: A Social Semiotic Perspective." *Linguistics and Education* 20, no. 1 (2009): 10–21.

Martin, Judith, Thomas Nakayama, GP van Rheede van Oudtshoorn, and Paul Schutte. *Intercultural Communication in Contexts.* McGraw Hill, 2013.

Martín, Pedro Martín. "A Genre Analysis of English and Spanish Research Paper Abstracts in Experimental Social Sciences." *English for Specific Purposes* 22, no. 1 (2003): 25–43.

Marx, Nicole. "Never Quite a 'Native Speaker': Accent and Identity in the L2-and the L1." *Canadian Modern Language Review* 59, no. 2 (2002): 264–81.

Matsumoto, David Ed, Hyisung C Hwang, and Mark G Frank. *APA Handbook of Nonverbal Communication.* American Psychological Association, 2016.

McCampbell, B. "Technology Education vs. Education Technology: Do You Know the Difference." *Principal Leadership* 2, no. 9 (2002): 55–57.

———. "Technology Education vs. Education Technology: Do You Know the Difference." *Principal Leadership* 2, no. 9 (2002): 55–57.

McColl, Rod, and Yann Truong. "The Effects of Facial Attractiveness and Gender on Customer Evaluations during a Web-Video Sales Encounter." *Journal of Personal Selling & Sales Management* 33, no. 1 (2013): 117–28.

Meischke, Hendrika W, Rebecca E Calhoun, Mei-Po Yip, Shin-Ping Tu, and Ian S Painter. "The Effect of Language Barriers on Dispatching EMS Response." *Prehospital Emergency Care* 17, no. 4 (2013): 475–80.

Miller, Jennifer. *Audible Difference: ESL and Social Identity in Schools.* Vol. 5. Multilingual Matters, 2003.

Moore, Tim, and Janne Morton. "Authenticity in the IELTS Academic Module Writing Test: A Comparative Study of Task 2 Items and University Assignments." *IELTS Research Reports* 2 (1999): 74–116.

Morley, G David. *Syntax in Functional Grammar: An Introduction to Lexicogrammar in Systemic Linguistics.* A&C Black, 2000.

Norton, Bonny. "Learner Investment and Language Teacher Identity." In *Reflections on Language Teacher Identity Research*, 88–94. Routledge, 2016.

Norton, Bonny, and Kelleen Toohey. "Identity, Language Learning, and Social Change." *Language Teaching* 44, no. 4 (2011): 412–46.

Oga-Baldwin, WL Quint. "Acting, Thinking, Feeling, Making, Collaborating: The Engagement Process in Foreign Language Learning." *System* 86 (2019): 102128.

Palmer, Carl L, and Rolfe D Peterson. "Halo Effects and the Attractiveness Premium in Perceptions of Political Expertise." *American Politics Research* 44, no. 2 (2016): 353–82.

Pavlenko, Aneta, and Adrian Blackledge. *Negotiation of Identities in Multilingual Contexts*. Vol. 45. Multilingual Matters Clevedon, 2004.

Peirce, Bonny Norton. "Identity and Language Learning: Gender, Ethnicity and Educational Change. Harlow, England," 2000.

———. "Social Identity, Investment, and Language Learning." *TESOL Quarterly* 29, no. 1 (1995): 9–31.

Pickering, Lucy, Guiling Gloria Hu, and Amanda Baker. "The Pragmatic Function of Intonation: Cueing Agreement and Disagreement in Spoken English Discourse and Implications for ELT." In *Pragmatics and Prosody in English Language Teaching*, 199–218. Springer, 2012. https://doi.org/10.1007/978-94-007-3883-6_12.

Pomerantz, Anita. "Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shaped," 1984.

Puchala, Chassidy, Anne Leis, Hyun Lim, and Raymond Tempier. "Official Language Minority Communities in Canada: Is Linguistic Minority Status a Determinant of Mental Health?" *Canadian Journal of Public Health* 104, no. 6 (2013): S5–11.

Rajagopalan, Uma Maheswari, and Shi Jie. "Adopting a SFL-Oriented Approach for Evaluating Genre-Based Academic Abstracts of EST Undergraduate Students in Japan," 510–15. IEEE, 2016.

Regan, Vera, Chloé Diskin, and Jennifer Martyn. *Language, Identity and Migration: Voices from Transnational Speakers and Communities.* Peter Lang AG, Internationaler Verlag der Wissenschaften, 2015.

Rice, Keren. "Ethical Issues in Linguistic Fieldwork: An Overview." *Journal of Academic Ethics* 4, no. 1 (2006): 123–55.

Roever, Carsten, and Aek Phakiti. *Quantitative Methods for Second Language Research: A Problem-Solving Approach.* Routledge, 2017.

Saafin, Saleh. "Different Performance of EFL University Students on TOEFL and IELTS." *AJELP: Asian Journal of English Language and Pedagogy* 2 (2014): 46–59.

Sabet, Masood Khalili, and Hamid Reza Babaei. "On the Relationship between the IELTS Listening and Listening in Academic English Programs." *Advances in Language and Literary Studies* 8, no. 2 (2017): 170–79.

Sacks, Harvey. "On the Preferences for Agreement and Contiguity in Sequences in Conversation." In *Language in Use*, 8–22. Routledge, 2020.

Sadler, D Royce. "Formative Assessment: Revisiting the Territory." *Assessment in Education: Principles, Policy & Practice* 5, no. 1 (1998): 77–84.

Sakkir, Geminastiti, Syarifuddin Dollah, and Jamaluddin Ahmad. "E-Learning in Covid-19 Situation: Students' Perception." *EduLine: Journal of Education and Learning Innovation* 1, no. 1 (2021): 9–15.

———. "E-Learning in COVID-19 Situation: Students' Perception." *EduLine: Journal of Education and Learning Innovation* 1, no. 1 (2021): 9–15.

Salager-Meyer, Françoise. "Discoursal Flaws in Medical English Abstracts: A Genre Analysis per Research-and Text-Type." *Text-Interdisciplinary Journal for the Study of Discourse* 10, no. 4 (1990): 365–84.

Schunk, Dale H, and Ellen L Usher. "Social Cognitive Theory and Motivation." *The Oxford Handbook of Human Motivation* 2 (2012): 11–26.

Seidman, I. "Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences." *Teachers College Press*, 2013.

Sharma, AK, S Khera, and J Khandekar. "Computer Related Health Problems among Information Technology Professionals in Delhi." *Indian Journal of Community Medicine* 31, no. 1 (2006): 36.

Sharndama, Emmanuel C, and Innocent Agu IJemofwu. "Application of ICTs in Teaching and Learning English

(ELT) in Large Classes." *Journal of Arts and Humanities* 2, no. 6 (2013): 34–39.

Sharwood Smith, M, and E Kellerman. "The Interpretation of Second Language Output." *Transfer in Language Production*, 1989, 217–36.

Singh, Upasana. "Technology Integration in Teacher Education: An Infusion or a Delusion." *Journal of Arts, Science & Commerce, 4, 3, 147* 154 (2013).

Stokoe, Elizabeth. "The (in) Authenticity of Simulated Talk: Comparing Role-Played and Actual Interaction and the Implications for Communication Training." *Research on Language & Social Interaction* 46, no. 2 (2013): 165–85.

Stone, Suzanne, and Anna Logan. "Exploring Students' Use of the Social Networking Site WhatsApp to Foster Connectedness in the Online Learning Experience." *Irish Journal of Technology Enhanced Learning* 3, no. 1 (2018): 44–57.

Swales, John. *Genre Analysis: English in Academic and Research Settings.* Cambridge university press, 1990.

Taguchi, Naoko, and Carsten Roever. *Second Language Pragmatics.* Oxford University Press Oxford, 2017.

Taylor, LYNDA. "IELTS, Cambridge ESOL Examinations and the Common European Framework." *Research Notes* 18, no. 2 (2004): 3.

Tenzer, Helene, Markus Pudelko, and Anne-Wil Harzing. "The Impact of Language Barriers on Trust Formation

in Multinational Teams." *Journal of International Business Studies* 45, no. 5 (2014): 508–35.

Tomlinson, Brian. *SLA Research and Materials Development for Language Learning.* Routledge New York, 2016.

Tracy, Jessica L, Daniel Randles, and Conor M Steckler. "The Nonverbal Communication of Emotions." *Current Opinion in Behavioral Sciences* 3 (2015): 25–30.

Tran, Giao Quynh. "The Naturalized Role-Play: An Innovative Methodology in Cross-Cultural and Interlanguage Pragmatics Research," 2006.

Tseng, Fan-ping. "Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals." *International Journal of English Linguistics* 1, no. 2 (2011): 27.

Whitelock, D d, and A Jelfs. "Editorial: Journal of Educational Media Special Issue on Blended Learning." *Journal of Educational Media* 28, no. 2–3 (2003): 99–100.

Wiggins, Grant, Grant P Wiggins, and Jay McTighe. *Understanding by Design.* Ascd, 2005.

Xaymoungkhoun, Oudone, Wannasiri Bhuasiri, Jae Jeung Rho, Hangjung Zo, and Moon-Gyu Kim. "The Critical Success Factors of E-Learning in Developing Countries." *Kasetsart Journal of Social Sciences* 33, no. 2 (2012): 321–32.

Yi, Myungsun, and Mary Ann Jezewski. "Korean Nurses' Adjustment to Hospitals in the United States of America." *Journal of Advanced Nursing* 32, no. 3 (2000): 721–29.

GLOSSARY

agreement : a sign of support shown by the hearer for a belief or proposition expressed by the speaker.

curriculum : the specific blueprint for learning that is derived from the desired result – that is, content and performance standards (be they state-determined or locally developed).

disagreement : a sign in interaction that indicates partly or entirely inconsistent belief between interlocutors.

education tech-nology : teaching students by applying technology such as computers or laptops, regardless it is connected to the internet or not, as a piece of equipment in a classroom during the learning process.

e-learning : the use of a digital device(s) in a learning process to instruct to support learning.

engagement	:	a feeling of being involved in the learning process that affects a person in terms of how they act, think, feel, and interact -and, in the case of students, affects their attitudes to whether keep staying or continuing or being involved in the language learning process or not).
hybrid-learning	:	a teaching and learning practice co-using conventional and online media in transferring knowledge and information.
investment	:	language learners' desire to acquire "a wider range of symbolic and material resources, which will, in turn, increase the value of their cultural capital and social power."
language barrier	:	absence of communication between people who speak different languages
lexicogrammar	:	as the level at which the various patterns of the semantic structure are concerned in both the word form and the classes of a grammatical unit (the relationship between lexical and grammar).
motivation	:	an individual's internal state or condition, such as a desire, arousal, need, or persistence of behavior, capable of activating, influencing, or providing direction to achieve or obtain something or fulfill their need.

move : a functional unit in a text used for some identifiable purposes.

nonverbal communication : all message aspects are conveyed not by the literal meaning of words in both spoken and written communications.

post-pandemic : a stage where more settled regulations concerning related to the spread of the covid-19 virus are implemented and are marked by access to vaccines by the majority of people, the opening of the borders of several countries that previously closed access to foreigners that potentially act as the virus carriers, and the permit to conduct face-to-face meetings, especially in public spaces.

roleplay : simulations of social interactions where participants act as roles given in a specific situation.

social identity : how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future.

technology education : teaching technology as a subject.

APPENDICES

Appendix 1. Questions list

1. Curriculum apakah yang anda gunakan?

   (Curriculum use)

2. Mengapa anda menggunakan kurikulum tersebut?

   (Consideration for choosing such curriculum/curricula)

3. Apakah ada kendala yang anda hadapi ketika menerapkan kurikulum tersebut?

   (Struggles in implementing the curriculum/curricula)

4. Adakah keuntungan yang anda rasakan ketika menggunakan kurikulum tersebut?

   (Benefits for implementing the curriculum/curricula)

5. Bagaimana dan apa strategy yang anda gunakan dalam mengaplikasikan kurikulum tersebut untuk mencapai tujuan pembelajaran?

   (Strategy/strategies used related to the curriculum/ curricula to achieve learning objectives)

Appendix 2. Topic

As second language students, You and your friend(s) are expected to give a five minutes presentation on the importance of learning a language other than your language (Example: English as a second language) and how to learn much better based on your experience (tips to learn English) in front of your classroom.

Now, discuss the issue with your friend(s) and decide how will you conduct the presentation (who will be the speaker and media needed).

AUTHOR'S BIOGRAPHY

Jaelani is currently a lecturer for Linguistics in the *Fakultas Tarbiyah dan Keguruan* (Faculty of Teacher Trainings) at Universitas Islam Negeri (UIN) Mataram, Indonesia. Prior to his recent appointment at UIN Mataram, he was a curriculum developer for *Lembaga Pengembangan Pendidikan* (LPP NTB) (Educational Development Institute) and a co-founder of Yayasan Saling Jaga Indonesia (Relasi). Jaelani received his B.Ed. degree from Mataram University, Indonesia, dan his Master in Applied Linguistics from the University of Melbourne, Australia. Jaelani published several papers in preferred Journals and participated in a range of forums on Linguistics and Language Learning. His current research interests include development and educational, sociocultural, and language pragmatic issues.