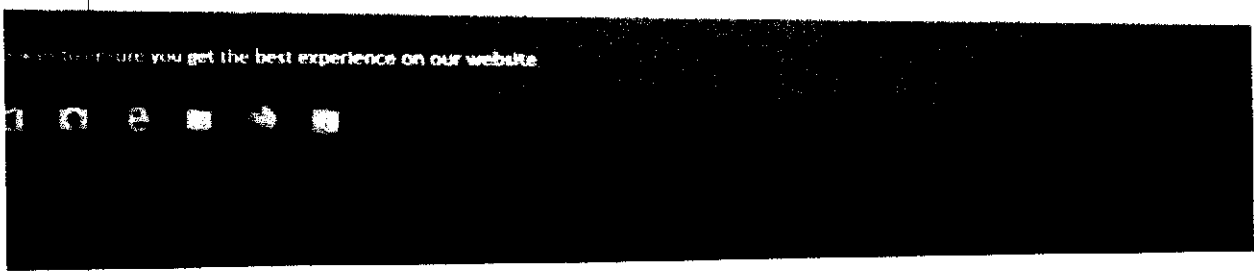


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Integrating sociological aspects in TBLT: The case of Indonesian EFL class

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Abstract—The study aimed at investigating how sociological aspects can be inserted into Task-Based Language Teaching (TBLT). There were two groups of a student majoring in Tourism involved as research participants. They were 4-semester students who learned subject of Intermediate English. There were some approaches found to be supportive of TBLT. The last innovation of the sociocognitive-transformative approach proposed by [1] successfully inserted social aspect into TBLT. However, it was restrictedly implemented in teaching writing. The recent endeavor tried to apply pragmatics to affix TBLT in teaching English. Sociological aspects pragmatics offers are the implementation of power (P), distance (D) and rank of imposition (R) of the hearer (H) [2]. PDR was introduced in two types depending on the hearers' status, they are high (P+D+R+) and low (P-D-R-) of hearer (H). These aspects were implemented in special technic of TBLT that was 'role play'. Roleplay which contains scenario could successfully involve sociological aspects and was easily understood by students. Students were able to produce utterances correctly and appropriately. In order for students to understand easily whether scenario contains P+D+R+ or P-D-R-, students should implement procedure SPEAK which requires students to recognize (Setting, Participants, End, Act Sequence, Key) [3]. Lastly, speakers' consciousness plays is very supportive of students' success in producing utterances.

Keywords—*Indonesian EFL, pragmatics, sociological aspect, speakers' consciousness (SC), TBLT.*

Introduction

There have been some approaches used in implementing task-based language teaching (TBLT). As TBLT was found effective to improve students' communicative competence (CC), it becomes a design which has been used worldwide [4]. Some TBLT approaches to TBLT had been tried to scholars in the world, such as grammar translation method [5], audio-lingual approach, direct method, natural approach, and communicative language teaching (CLT) [6] [36]. Besides, Long and Crookes [7] introduce Presentation Practice Production (PPP) which offers three steps for teaching a topic. Apart from it, Test Teach Test was also issued which focused on giving students test prior to the learning and upon the learning.

Grammar translation method was familiarly implemented for EFL class in Japan and Korea. Confucian is the basis pursuant to which citizen of both countries are coped with in their daily learning activity. This belief regulates students to be very respectful to their teachers, thus a compatible teaching design applied in both countries is also that which focuses on teacher (teacher-centred). Thus, Grammar Translation Method and Test Teach Test (TTT) fit the people belief in both countries. The belief was gradually left behind as learners' goal was to be able to use the language in verbal interaction. The paradigm was triggering theorists to develop CLT approach which totally ends at students' language skills, particularly

speaking [8], [9], [10], and [1]. CLT was designed pursuant to failure of a number of approaches contributed in line with reaching students' speaking ability. Indecisiveness of PPP and TTT, particularly, stimulates the presence of CLT which optimize target language (TL) as a tool to communicate not as the object of learning [8], [9], [10]. Since then, CLT has been the most familiar one as it has been relevant and supportive to ESL and EFL learners' goal of mastering communicative skill.

In accordance with current paradigm, i.e. using English is not only the matter of how to use form or language (grammar and structure) correctly, but also how to use the language appropriately in a certain situation, culture begins to be an aspect given much attention in implementing TBLT [11], [12], [13], [14]. Based on his idea, TBLT should be affixed with socio-cognitive-transformative approach which integrate the cognitive, sociocultural, and transformative learning principles in language pedagogy [13]. Thus, TBLT will be able to integrate current principles of learning, such as collaboration, contextualization, differentiation, ICT integration, process orientation, reflective learning, and spiral progression.

Barrot's work [13] introduced a sociocognitive-transformative approach to teaching writing for ESL learners. His design was stimulated with the failure of former approaches in teaching writing, such as (a) product approach [15]; (b) process approach [16]; (c) genre approach [17]; and (d) process genre approach [18], [19]. The sociocognitive-transformative approach was the further development and improvement of genre process approach. [13] introduced the approach to teaching writing to ESL students as it takes a functional interactional view of language in which writing is treated as an activity to express meaning and to build and realize interpersonal relation and social transaction between interlocutors. This idea was supported by Ellis [20] idea that learning occurs when learners' internal mechanism interacts with linguistic environment and social environment and [21] concept that language is not acquired for the sake of acquiring it but to perform social actions. This approach consists of a set of procedures, such as setting objective, giving diagnostic task, answering self-assessment rubric, providing inputs for learners, and doing comprehension check by giving learner target reading text, learners extract sentences, introducing language components, learners start writing. Specifically, the stages are formulized into six steps: (1) preparation; (2) modelling and reinforcing; (3) planning; (4) joint construction; (5) independent construction; and (6) revising.

Involving culture in EFL class is also provoked to be an essential thing as foreign culture (FC) learning contributes to the success in language learning [22] [37]. In line with it, [23] points out that success in language learning is conditional upon the acquisition of cultural knowledge; language learners acquire cultural background knowledge in order to communicate and to increase their comprehension in the target language (TL). And research had proven that linguistics phenomena are related to their society and culture [24], [25], [26]. Hsin's [22] works deals with how language and culture are placed as curricular contents in an English-as-a-foreign language (EFL) situation. Culture also an aspect positioning a potentials agent in learning target. Communicative Competent (CC) exposed a number of competences one has to reach to be considered competent, such as linguistics (grammatical competence), socio-linguistic, pragmatic, discourse competence, and strategic competence [27], [28], [29]. Unlike [13], [22] did not give a clear cut on how to insert cultural aspect explicitly in the learning activity.

Corbett [30] in other side discusses an intercultural approach to second language education. He fostered that learning new language is a process of acculturation, the process by which learners are encouraged to function within the new culture while maintaining their own identity. The integration of culture into the language classroom has a profound impact on the overall goals of the language curriculum, promoting us to reconsider why we are teaching learners to communicate in an L2 at all. It is important to consider in setting EFL class as one of learning outcomes is intercultural communicative competent (ICC), a complex combination of valuable knowledge and skill. Corbett [30] introduced a task for intercultural classroom which is adopted from [31] [38] framework which consists of Goal, Input, Activities, Learner's Role, Teacher's Role, and Setting. He further proposes a task sample to promote cultural awareness of learners, which consists some aspects, such as Participant Role; Conversational Focus; Culture Purpose; Procedure; Language Exponents; and Opportunity for reflection. This paper aims at identifying cultural aspect by which TBLT can be inserted.

Sociological Aspects

Barrot [1] introduced socio-cognitive-transformative approach as a way how to involve cultural aspect in TBLT. This approach was implemented in teaching writing to ESL class. Corbett [30] introduced a task for intercultural classroom which is adopted from [31] framework which consists of Goal, Input, Activities, Learner's Role, Teacher's Role, and Setting. He further proposes a task sample to promote cultural awareness of learners, which consists some aspects, such as Participant Role; Conversational Focus; Culture Purpose; Procedure; Language Exponents; and Opportunity for reflection. Beneath are how sociological aspects inserted in language learning.

Power, Distance and Rank of Imposition as Sociological Aspects

Culture is an important aspect to consider if learners of a language target to achieve CC. Paying attention to TL culture will give a great deal of success as the success of the communication is the condition when the hearers feel convenient with the speakers' utterances. Convenient utterances implies those which respect hearers' norms of language. Thus, we have to involve pragmatics as basis for cultural aspect by which hearers' linguistic norm is touched. Inserting pragmatics into teaching materials is one of ways to involve culture in learning a language [32], [33]. In its implementation, [34] introduced teaching procedure using SIRAT (salutation, information, request/refusal, alternative, thanks) was effective stages utilized in teaching English, whose focus was on teaching how to make request and refusal.

Pragmatics comprises pragma-linguistic and socio-pragmatic aspects. The former aspect refers to 'form-function mapping' and the latter refers to 'form-context mapping'. Socio-pragmatic aspect, our attention now, is the one which is realized with the use of aspect of power (P), distance (D) and rank of imposition (R) [2] [39]. Power (P) refers to the power of hearer (H) the speaker (S) talking to. Hearers who have bigger P are mostly those who have higher in occupational position, higher social status, or higher in social position, for instance leader of traditional organization, priest, or other. Distance refers to the distance between speakers (S) and hearers (H). The bigger the distance between S and H is, the more polite the utterances should be. Bigger distances between H and S is usually influenced by the same aspects as in what situation P is. People having higher occupational position at work place, people having higher social status, people having higher social duties in social organization will certainly have bigger distance with those who do not have so. Rank of imposition (R) refers to the condition if S utterances impose H. For instance, high R is identified with S questions, (such as request, command, direction, and others) which are imposing H. These aspects function to make utterances polite. When H has higher P and D (P+, D+) as well has bigger R (R+), the utterances produced by S will certainly be more polite [43] [44].

Inserting Sociological Aspects in Language Learning

As module used in English learning is based on functional syllabus, language functions obviously appear in every unit. They are used to introduce students form or language focused in the unit. Language functions diver in every unit depending on what the unit is about.

Sociological aspects of PDR are mostly involved in unit materials which consist of directive speech acts, such as requesting, commanding, directing, telling things, and instructing. Even though not all unit contain these speech acts, each unit can be related to these speech acts. Unit of 'describing weather', for instance, which is focusing on questions around weather, such as 'what is the weather like in your country?', 'Is it hot or cold there?', 'Does it rain much in your country?', 'what is the temperature like there?' and so forth. These general questions may be hard to be changed into more polite question to meet appropriate hearers P+, D+, and R+. However, introducing students with "bi-clause question" enable teachers to design questions which can foster the involvement of sociological aspects of PDR. This invites teachers' creativity to design appropriate learning materials. Some expression to initiate bi-clause questions, such as 'could you tell me....', 'would you please tell me....', 'please tell me if....', 'I am wondering', and 'would you mind telling me....'.

Students have to be introduced with differences between polite and impolite or colloquial type of questions, how to convert colloquial questions to be polite questions, in which situations those types of question are appropriately used, and provide them with role play consisting of scenario that enable them to make questions in accordance with PDR.

Role Play

Role play plays an important role to trigger students to be aware of situation when to produce polite utterances and colloquial utterances. With scenario it contains, role play will be able to guide students to do so. Apart from task which can stimulate students to produce communication activities, role play also take part to attract students to expose their communication. Thus, the scenario in role play should be designed in order for it to be able to raise their consciousness of polite and less polite, formal and informal situation. The scenario should certainly contain situation where PDR (either P+ D+ R+ or P-, D-, R-) are used. Thus, 'asking for information', for instance, can be the common language function that can be used in every unit of the module, such as 'asking for information about weather in a certain place', 'asking for information about one's work', 'asking for information about prices', 'asking for information about a place of interest', 'asking for information about one's favourite city', 'asking for information about one's plan for weekend', 'asking for information about one's memorable experience', 'asking for information about activities in the past', 'asking for information about sequence of doing thing, 'asking someone to leave message', 'making invitations'.

Method

This is a qualitative research aiming at identifying sociological aspects based on which TBLT can be inserted. Researchers and theorists found that some approaches had been applied to TBLT, and those research concluded that the most current approach of CLT was the one which had succeeded learners in gaining communication skill. However, the work of [1] [41] finally led in our consciousness that language learners' success is not merely the condition when they are able to speak the language correctly, but when they are able to use the language functionally and appropriately. This stage requires that learners have to be aware of and pay attention to sociological aspect.

TBLT approach was applied in the teaching of English for Tourism students. This approach was used to affix the teaching of English and to design English learning module for the students [40][42]. The module was used for subject of "Intermediate English" which was taught for one semester. Two classes of students in semester four (each of which consists of thirty people) were used as research participants to whom the conventional approach and TBLT approached with the designed module were implemented. The teaching model (learning module, TBLT approach, and learning syntax) was found successful. The experiment group of students was able to improve their ability upon they were given learning for some sessions. To design cultural TBLT, both groups were used as research participant. During the learning, aspect of culture and sociology was inserted in the materials. This aspect was inserted and fused in the language or form. In its implementation, the teaching of form or language function was related to aspect of sociology of the hearers. The language functions of certain unit which were used in making dialog were designed and developed based the hearers. They were three kinds of hearers used, such as hearers with P+, D+, R+, hearers with same P D R, and hearers with P- D- R-. The learning took place for ten sessions. Both groups were given the same materials and treatment. The learning was successful as it was very comprehensible for learners. They seemed enjoyed the learning and could conduct dialogs using the language function quite correctly and appropriately. At the end of learning sessions, students were interviewed to obtain their perspective about implementing TBLT with insertion of sociological aspects and their comment and suggestion on what endeavor to take into account for its improvement.

Finding and Discussion

The Importance of Role Play

TBLT offers some technics to be used when English class is conducted. The technics include: story-telling, problem solving, matching, ordering and sorting, listing, filling out forms, role play, information gap, listening and filling forms, comparing (finding similarities and differences), sharing personal experience, and project. Of the many technics given, 'role play' is a very potential technic to expose sociological aspects. It can be affixed with the aspects as role play is comprised of scenario in which aspects of sociolinguistic. Aspects of PDR (either P+, D+, R+ or P-, D-, R-) can be inserted in the scenario.

A

You are a student of last semester. At this semester you are to make a thesis for your school last requirement before you graduate. You need to consult your project and the project report to your advisor. As you want to meet your supervisor at this house, you need to get a permission. Make a phone call to him and ask whether you are permitted to come over, ask for his exact address, the meeting time and other relevant information.

B

You are planning to visit your close friend who you have been meeting at class so far. You want to come over to his/her house in order to know his/her house, family and so forth. Make a call and ask him/her to tell you the exact address, the way to get there from your place, the public transportation to take and other information you need.

Giving scenario is very essential as students will be trained to comprehend it before producing response. Providing students with time to comprehend the scenario will build their awareness. Even though given only a few minutes prior to their producing response, students could use the given chance very optimally and effectively to build a comprehensible input in their mind. Having comprehensible clear cut about the role play card scenario enabled students to produce appropriate utterances.

Role play card A above clearly explains what students should do. The scenario can clearly be comprehended which type of PDR of the two types it contains. Seeing from the setting, participants involved, end of conversation, act sequence, and key, the scenario requires a formal talk, thus it involved P+, D+, R+. The setting is on phone talk which involves two participants of student and lecturer. The end of the talk is to ask permission to meet the lecturer. The act sequence contains steps or action the student needs to take. Key of the talk is via phone. This situation suggests that power (P) and distance (D) of H is higher than S. In addition, S also impose the H by asking a permission to meet for a consultation (R+).

Seeing from the role of communication, role play card B contains less formal talk. Even though it takes place on phone (as the card A), but participants involved are friends who have close relation one another. The end of talk is to ask for information about his friend's address, way to get there, and public transportation available. The act sequence involves talk from the S to via phone asking about his friends' address, the way to get to a place, and a public transportation to get to a place. Key or method used in the talk was a less formal way as S and H are close friends. The indication was used by the students that this role play scenario contains less power (P-) and low distance (D-) of H. In addition, it also foster less imposition of S to H.

SPEAK Procedure

Recognizing type of PDR in prior is very much of assistance for students as they will have a standing point. This activity is quit hard for most of them. Type of PDR seemed to be challenging for students formerly as they did not use to do it. This happens as they used to be engaged with general English learning with CLT approach [8], [9], [10]. CLT which is also based on [35] concept 'fluency prior to accuracy', focuses on English language for communication without tracking students to comprehend language rules in prior. Richard's [35] concept of CLT had been inspired English teacher, lecturers, or trainers to in conducting English classes. This concept had been underpinning them to teach students communication. Thus students were introduced with procedure to recognize PDR sociological aspect, called SPEAK.

SPEAK which refers to Setting, Participants, End, Act sequence, and Key is a procedure pursuant to which students could recognize PDR aspect of a scenario. The role of speakers taken from ethnography of communication by [3]. This formula is strategic to implement when analyzing a role pay card scenario to see whether it serves as situation having P+ D+ R+ or P- D- R-. Prior to producing utterance to response to scenario, they have to consider the type of PDR of H, whether it was low or high PDR. By doing so, students will get a clear understanding on what utterance to make. As students found it hard to draw in their mind how to know whether a role play scenario contains one of PDRs, students were taught to use SPEAK. They have to determine each these dimensions which are closely related one another. They have to find out setting of event, participants involved in the event, end or goal of speech event, act sequence which are done by S and H, and key or the way how S and H conduct communication. Determining setting (S) of speech event is important even though it is not as overt as 'participant' (P) in telling student PDR level. 'End' (E) or goal and 'Act sequence' (A) are aspects that give a very clear picture of hearers' PDR level. This procedure was earth using for students. However, they had to practice hard in their beginning before they finally got used to do so.

Building Speakers' Consciousness

There were some stages students had to pass prior to their being able to produce utterance of responses. Apart from deciding sociological aspects, determining pragma-linguistic aspect (form or language) used in performing the speech acts is also demanding. Besides, students were also bond up with time to produce utterances. In order to be able to keep conversation natural, students have to spend normal span of time to produce responses. Thus, to make accurate, appropriate utterances, with a normal length of time, students have to be competent. Thus, they have to be conscious.

Speakers' consciousness (SC) on sociological aspect is an essential thing to consider. As students' experience during class experiment drew, they seemed to find difficulty to decide sociological aspects a scenario involved. It took quit long enough to be able to determine the aspects before finally they could made up their mind. SC will determine success of speakers in producing responses. When they are able to build quick consciousness they will be able to produce utterances more spontaneously.

Conclusion and Recommendation

P D R are not the only aspect to be implemented. There are other aspects which need to be applied, such as facial expressions, mimic, body language, and other supporting aspects. Sociological aspects of PDR can possibly be inserted in TBLT, one of the methods is by providing 'role play' activity. Role play consists of scenarios which can be used as a media to introduce many kinds of situations in which many kinds of PDR can be inserted. In executing learning in the classroom, especially when conducting communicative activity, SPEAK formula (Setting, Participants, End, Act sequence, and Key) [3]. This procedure focuses on giving students a chance to speak language with their friends. In addition, building students' consciousness is important. Instructors may promote to students with activities or tasks which can attract their consciousness. In addition, giving students chances to practice the role play cards in order for students to get used to practicing it is effective. By giving such practice students will get used to doing it, and students' pragmatic consciousness will be obtained.

English teaching in the classroom should be designed to introduce pragmatic particularly sociological aspects. The learning would be better if it applies role play activity. Scenarios of role play may be designed by inserting situations which vary aspects of socio-pragmatic of PDR (both higher level of PDR or lower level of PDR).

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