FLLT 2011

2nd International Conference on Foreign Language Learning and Teaching

"Strengthening Ties between Research and Foreign Language Classroom Practice"

Organized by Language Institute, Thammasat University

11 - 12 March 2011
The Ambassador Hotel, Bangkok, Thailand
Conference Handbook

2nd International Conference on Foreign Language Learning and Teaching (FLLT 2011)

"Strengthening Ties between Research and Foreign Language Classroom Practice"

Organized by the Language Institute, Thammasat University

March 11-12, 2011
The Ambassador Hotel, Bangkok, Thailand
Maximus Renyaan and Ifan Iskandar (State University of Jakarta)
Effective Approach to Macro Skills at the English Department

This paper reports on findings of two related classroom research studies conducted at the English Department of State University of Jakarta. The aims of the first study (2007) were to find out (1) to what extent the integrated approach in use enabled lecturers to effectively build the four English skills of their students, and (2) what communicative tasks were employed to develop the students' oral communicative competence. The study findings then called for a revision of the program resulting in the implementation of a more discrete curriculum focusing on each skill. As a follow up, the second study was conducted (2008) to uncover (1) whether the discrete approach enabled lecturers and their students to focus on each skill while integrating the other skills in their teaching-learning activities, and (2) to what extent communicative tasks were used to develop the student macro skills.

To address the issue, a multi-methodology case study approach (Denscombe, 1998; Creswell, 1998 and 2008) involving the gathering of both qualitative and quantitative data was used in both studies. The methods used in the data collection were observation, interview, documentation analysis and survey.

The first study revealed that the lecturers tended to fail in building their students' dependable English skills since in their teachings they only emphasized one or two skills and neglected the other skills. They also neglected the most effective communicative tasks (Pica, Kanagy and Falodun, 1993) in their teaching practices. Besides, both students and lecturers were dissatisfied with the learning outcome and called for a change in the curriculum. In contrast, the second study, after the change of the curriculum, showed that all lecturers deeply focused on their respective English skills they taught and concurrently developed the other macro skills proportionally using a wider range of communicative tasks. In brief, the discrete approach tended to be more effective in building the English Department students' macro skills than the integrated approach.

Dr. Maximus Renyaan is a lecturer of English and Linguistics at the Department of English Language and Literature, State University of Jakarta, Indonesia. He received his Doctorate in Education from Tasmania University, Australia.

Ifan Iskandar is Head of the Department of English Language and Literature, State University of Jakarta, Indonesia. He is currently a doctoral student of Education at Jakarta State University.

Email: mrenyaan2@hotmail.com; ifan_ripan_bangka@yahoo.com