

## Learning Acquisition Paradigms Quality Formation in ELT

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Schools learners are growing globally. Everyday learners are facing global gadgets such as cellular phone, parabola, internet, laptop, tablet, and various modern IT attach to their learning and life. They live naturally with all this tools and the atmosphere attach to it. Everyday from grade-0 to grade-12 they subconsciously live within these situations, the tools and the socio sphere arises from the situation. Within a decade, each of the school learners will be a generation of their time. How do they learn? The following is a conversation between a kid with her dad.

Context: A daughter fifth grader, is chatting with her dad in one afternoon.

1. Kid : HP bapa cantik ya ? suka aku.  
Dad : kenapa inang ?  
Kid : ada lagunya ? bisa foto ?  
Dad : ya.  
Kid : ku pinjam dulu.

2. Context: the next few days.

- Kid : HP bapa ini senang aku.  
Dad : kenapa inang ?  
Kid : sama akulah ini ya ?  
Dad : gitu ya.

Context: a few weeks later.

3. Kid : ini HP bapa yang baru ya ?  
Dad : oh iya

Kid : sama aku lah ini, kakak dua HP nya , jadi aku dua dong.  
Dad : gitu ya.

Context at home, a few months.

4. Kid : Kak bikin dulu facebook-aku.  
Kakak : ya nanti kau masih kecil.  
Kid : cugga kak udah pra remaja aku. Bikin  
Kakak : Tanya bapa dulu lah boleh ga?  
Kid : ya pak boleh kan ?  
Dad : untuk apa mu itu ?  
Kid : temanan.  
Dad : yang baik-baik kan ?  
Kid : iya pak.  
Dad : janji ?  
Kid : iya pa.  
Dad : ok

<>Context: Grade II: two students are making contacts.

- Jenny : Hi Sri, ada homework kita?  
Sri : Ya bahasa Inggris hal 41.  
Jenny : Udah siap kau?  
Sri : agak sukar, terutama conditionalnya. Share ya?  
Jenny : OK. Bawa cd kau, ya.  
Sri : ya.

These are the life processes how our school learners live and grow from home to home, and they chat in school what they are doing and how they are doing what they are doing. School learners are home children who comes to schools with their family culture. Our school learners come from a various sociocultural and economic background. They bring to school their life, how they learn at home through their life webs and how these webs of experiences format their mindset, world view, and intellectual structures. All these construct the learners' prior knowledge and all constitute their capacity to learn as well as its state of the arts.

These phenomena challenges ELT teachers to review his/her learning-acquisition paradigm in teaching English to his/her students. In one way English is a subject in a class, and a means of global communication in the other, and by M3, the learners are growing more and more to use English for interpersonal use, and for daily IT communication, and learnings.

So, how are we doing with our teaching?

### ESL State of Affairs Learning vs Acquisition

*The science of Teaching English in NNs Settings*

*The problem of Communicative Beachhead*

Communicative beach head is the basic foundation upon which English communicative of the learners are built overall instruction. One of the basic core for learners in NNs settings are how teacher decides the communicative beachhead for his/her learners' communicative competence. Revisiting teaching materials on grade-I to grade-12 nowadays show blatantly that the nature of communicative beachhead for the texts are rarely defined. It follows that the history of ELT in one or the other way may jeopardize how a teacher perceive the nature of communicative beach head in ELI pedagogy.

Since 1960's ELT in NNs setting getting global But the methodology swings from grammar teaching to audiolingual to communicative. When teachers resort to grammar teaching the functional value of rhetoric and literature with grammar gets premium priority. When teachers resort to audio-lingual classroom repetition and



aural-oral communication gets priority under SR bonds. The major tenets of pattern practice are: *repetition, replacement, transformation, expansion, contraction, fixed-increment, substitution, and rejoinder and analogy*. Pattern practice discretely maturize learners one problem at a time, and make guided practice.

When teacher resorts to communicative competence, the wide researches grow from psycholinguistics, sociolinguistics, pragmatics, discourse takes new variables to classroom situation in formal-functional uses, styles, meanings and the like. In the last few years, genre teaching gets more and more prominent. Major tenets of communicative approach is the use of speech acts with roles, the practice of pragmatics and the understanding of discourse competence to develop communicative quality in the learners. So how would NNs ELT teaching look like, especially in Indonesian contexts?

### *Diverse Orientation*

Teaching methodologies vary not only from a given school to another, but from teacher to teacher as well. In one way, teacher expects differences may enlighten resourcefulness to the profession. But still, every teacher assumes a syllabus of his/her own teaching and its orientation that students get vague and bewildered on what the state of the arts is. Some teachers assume learning and acquisition are not matters whereas the methodologist claims them as different.

Many ELT teachers are challenged to respond to the learners' success, teaching quality and learning quality. A few try to develop possible solutions but a lot get lost to the vision, "there are many routes to Rome, and this is not the only road." Teachers to resort to excuses for the various failures and less success. In ELT on Grade-1 to grade-12 in Malaysia for instance in general 11 years of teaching English is not a success (Seminar 2012, May, Pematangsiantar, Indonesia). Indonesian ELT by grade 12 assumes National state exam functions as parameter to measure professional yields on the average of 60%. For those problems, ELT processes in NNs setting is worth consideration and orientation.

### *Continuous Improvement on ELT Teachers*

Various seminars, meetings, conference and policy analysis recommend *Continuous Improvement on ELT Teachers*. Certification on ELT teachers and teachers in general put this as priority how to keep up to PAR.

### **Learning Paradigm**

#### **Generic Teaching in ESL Contexts**

**Tagor Pangaribuan**

Every teaching institution dreams for quality, including ELT in NNs settings. But, how and who will do the quality may sometimes bring to vague victory, and remains a dream. The thesis I would like to explore is that "The quality teaching is dependent on the management of systemic learning in the learner's learning." Learning is a process of knowing and doing. The knowing is a continuous comprehending process from a single discrete item of an entity to a holistic problem solution paradigm of the entity. Doing from knowing is just like fitting and fixing a given problem such as repairing when we do them with quality the process and the product are perfect as the heaven's demand be perfect for this to think ideal with in this thesis, generic teaching and teaching improvement, the general aspect pedagogy including ELT in NNs settings.

Generic teaching and its constituents teaching generic constituents are basic elements that account for learning event to take place. They are the learner, the learning, and the learning designer. In teaching it is the learner who does the learning s/he is the focus of all designed effort overall teaching variables. So, the soul of the teaching is only when the learner is doing the learning and does learn. The focus task of the teacher is to accomplish that the learner is doing learning and does learn. For this the teacher need know her or his recognition of the learner.

- <1> - Knowing the learner
- Knowing who he is



- Knowing what he does know
- Knowing how does he know
- Knowing why does he know, what he know
- Knowing what does he want to know more
- Knowing how much does he want to know
- Knowing his or her vision of life.

A professional teacher does know the answers to "Knowing the learner so that's/ he can read what the learners characters are and how methodology defines her task to design the learning and to do learning in the learners true teaching". Teaching methodology in general defines how learning fosters that the learner are happy in learning and are successful as well. When this can be done, the teacher accomplished the main mission of teaching, the love of learning.

◁ Teaching mission : to accomplished the love of learning

◁ Learning is a process : according to John Dewey, learning is a problem solving process as follows.

→ *problem-solving competency (John Dewey)*

*step-1: The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.*

*step-2: The individual exactly define with the problem is*

*step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.*

*step-4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.*

*step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.*

◁ For John Dewey education is for life and life is education. Everyone expects and adequate life.

◁ "Education is for an adequate life"

For John Dewey life is the survival of the fittest. The life platform is not nice to any citizen for the citizen as the homo sapiens. In the life platform the waves of the world challenge people to be a star or to be no body and for John Dewey only education, help developed a person to be somebody. Education by value helps empower everybody to be themselves that education help them to know themselves, to know what is going on and to anticipate what happen next.

Learning is the formation belief, capacity and skills. Teachers build confidence in the learners why a truth is a value and why it is functional.

◁ Truth → A value

A functional principle

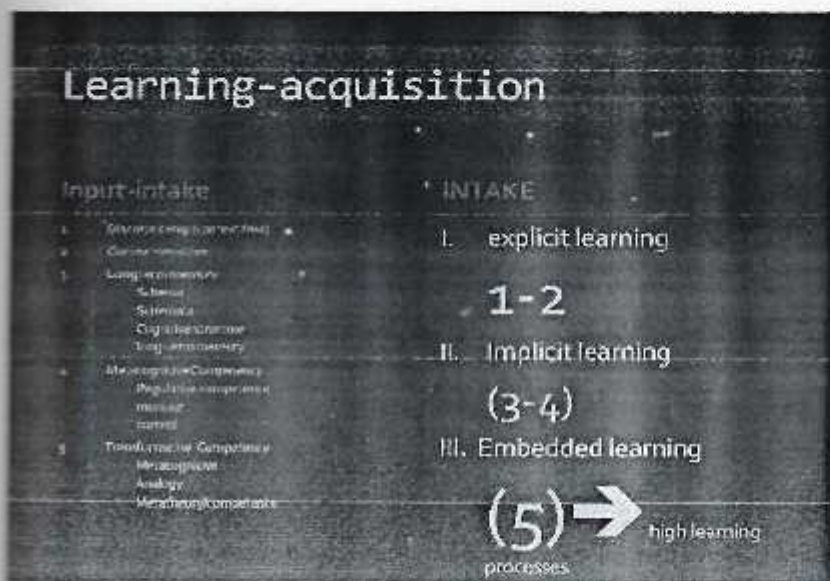
For examples, a) water evaporates by heat

b) water freezes by releasing heat

Scholar studies waters, its moisture and its characters. By this human being controls how water character as a value to be functional in life praxis such as water dam, irrigation, hydroelectric power, weather forecast, cybernetic in refrigerator and steam machine in older railway, and even water needs in big cities. In discourse studies content is an assumption of reality as a text, two sides of a coin. This water character as a simple example does state that the language text makes use of its thesis, principles, and logical notion attach to it. What matters in language teaching is that the learners study the language meaning but less with the content, the logic and the principles inherent in water character. So, two aspects of comprehension becomes a handicap, *logical blind spot and communicative blind spots.*



In the paradigm of "no scholae sed vitae discimus" of Socrates, academy functions to build three acts of intellect to raise "the first class mind", to think categorically, to think in proposition and to think in syllogism for valid inferential reasoning, to understand how the world is. Since then the structure of logic and human knowledge grows fast that more and more theories arise. Structure of one's knowledge grow blended in a more complex structure. The following is a state of the arts how knowledge structure in the learner grows towards complexity.



Teachers need horizon and resourcefulness to understand to enlighten matter of his subject, the subject of his teaching and the matter of his teaching. This leads ELT educators, teachers and learners to review, to learn to focus on the state of the arts in the subject matter own way as a subject and the state of the matter in communication for his/her academic research.

How learning are perceived in ELT varies from its school of methodology. In the course of ELT, the traditional approach since Socrates teaches grammar as discrete aspects of ECC, and knowing grammar is the primary focus to master the language. Then the learners study the logic through sentence analysis. In general only a few very dedicated learners gain from this approach to its peak prominent.

The structural linguistics introduces behavioristic psychology with the audio-lingual as its tenet to exercise teaching with a number of pattern practice. It makes some success to gain some basic ECC for practical use like immigrants to a new culture-country, entering a work vocation and the like. But many assumes that theory is less reliable for its homo-sapiens assumption for the primacy of TG linguistics with its ideal native speaker although it does not recommend any ELT methodology or pedagogy.

In 1970's Hymes introduces *Communicative Competence* paradigm as to communicate with the nature of communicating power as the tacit knowledge of its native speaker where learners communicate meaning as the native speakers feel, taste and comprehend his/her language. Since then the communicative approach launches as a plausible approach.

### Acquisition Paradigm

Acquisition defines ECC as a complex phenomenon with its dimension linguistic competence, sociolinguistic competence, strategic competence and discourse competence all of which comprises listening, speaking, reading and writing. Acquisition in one way follows creative-construction hypothesis in TG how language competence function creatively to construct novel and congruent sentences in real communication. Meanwhile, meaningfulness of this speech acts is developed following principles of sociolinguistics, discourse and strategic competence all constitute a communicative style of a speaker congruent as to context. This approach views ECC as an integrated competence, holistic in nature. Krashen (1980) proposes its thesis as follows

1. Acquisition-learning hypothesis
2. Natural order hypothesis
3. Comprehension precedes production
4. Monitor hypothesis
5. Affective filter hypothesis

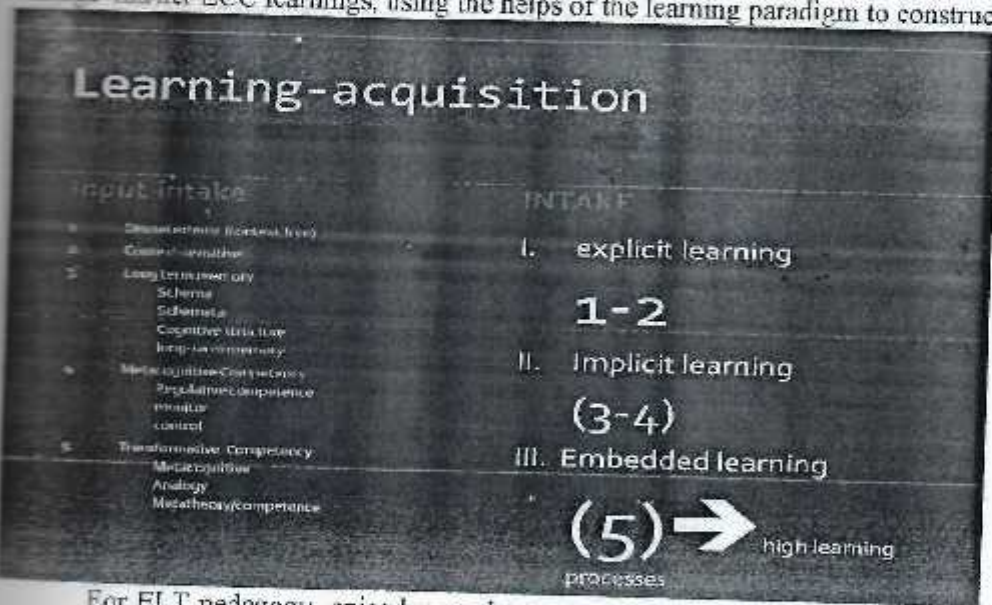
Meaningful learning upon discourses and speech acts become the teacher focus, to conceive meaningful communication with genre and discourse in transactional and interactional value and its relevant styles as to context. Communicative value of a speech act becomes a function in ECC how each learner sets a mastery of ECC in speech acts. Contextually, operating the ECC follows communicative code needed in adjacent contexts. Speech acts are treated as discourse in adjacency-pair constructs, discourse congruent, and congruent communicative profile.

Viewing acquisition in NNs settings, various researches (Pangaribuan, 2005, 2006, 2007) show that there are approximative gradual development in quality of ECC that a learner swifts gradually from silence-to-staccato, then to fluency, then accuracy and further natural ECC. At its peak, the learner reaches graceful ECC. The totality of the path is framed as follows:



|         |          |
|---------|----------|
| Level-6 | GRACEFUL |
| Level-5 | NATURAL  |
| Level-4 | ACCURACY |
| Level-3 | FLUENCY  |
| Level-2 | STACCATO |
| Level-1 | SILENCE  |
| Level-0 |          |

These levels can be observed explicitly when communicate with an NNs learner. We need to train this learner to manage his/her ECC Learnings, using the helps of the learning paradigm to construct how the complexity works.



For ELT pedagogy, episodes works to reconstruct congruent meaningful learning in the learners. In the first place, discrete learning help much to build the communicative beach head in the learners. Elaboration theory (Leigh, 1986) dose mention that explicit learning helps cognitive mapping in the mind, and discrete point may helpconstruct this cognitive peg. The episodehypothesis accounts that learners learn and acquire better when they learn meaningfully, and episodes make learning more meaningful. Pruning theory does help how logical construct merges to be higher learning. Any way, ECC complexity need to explicate to make it pedagogic for the learners to acquire.

# Strolling: HEAR

- When I am dying and all my soul so weary
- When troubles come and my heart burdens me
- And I am still wavy with the sadness
- Till you come and save my soul as it be
- You raise me up so I can stand on mountain
- You raise me up to hold a stormy sea
- I am strong when I am on your shoulder
- You raise me up to more than I can be
- You raise me up to more than I can be
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## Problem analysis

- Problem:
- Solution: steps
  1. Identifying THESIS
  2. Identifying context
  3. Identifying information
  4. SPEECH structure: genre
  5. Draft
  6. edit

## SPEECH (Plato)

- Generic constituents
  - Purpose
  - Form
    - Topic sentence
    - Content
    - Concluding sentence
  - genre
- Proxegora → eloquence
- Inergia → vividness

Episodes:  
Et:



## Proxegora → eloquence

- The man gets up early
- He takes a bathhe
- He prays
- He has breakfast

E-2

## Proxegora → eloquence

- The man gets up early
- He
- He
- He

E3

## Proxegora → eloquence

- The man gets up early
- He takes a bathhe
- He prays
- He has breakfast
- He takes his woo & peasant hat
- the sun is rising, the man is already dancing his woos on the soil and he is in his peasant hat.
- He is a good peasant

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### Editing

Well it is interesting. The man gets up early in the very morning. Then, He takes a bathhe .Later, He prays. Afterwards, he has breakfast. Soon, He takes his woo & peasant hat . Now, the sun is rising, the man is already dancing his woos on the soil and he is in his peasant hat.He is a good peasant

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