



**A Proceeding  
International Seminar  
English in Functional Settings**

**“English going global”**

**Growth Centre - Kopertis WIL I  
NAD - SUMUT**

**Medan, North Sumatera  
3<sup>rd</sup> December 2008**

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## PREFACE


**We learn for enlightenment.** At universities, we learn the way and the settings we live. Academes, previous predecessors and experts, put learnings as responses to our world crises. By history **Functional thinking** has been the paradigm of philosophers, scientists and expert since 18<sup>th</sup> century to respond to the universe state of affairs, and they construct the mind set how scientific rigors and research for human welfare on the basis of the problems the human kinds encounter. At present, the provinces of North Sumatra and Aceh reach the highest participation rate at university levels, and excel its neighbours except Jakarta. We acknowledge this as the challenge to our call, so what we would do as our responses. So, the problem we address is simple: **What Relevant Solutions are our cannon of scientific rigors to target to empower the youngsters of the Region I to be fit and proper in the global platform they are to live in?** With this mission at the bottom of our heart, we launch this **international seminar ENGLISH IN FUNCTIONAL SETTINGS, We go global.**

Through this seminar we address our problems in English teaching paedagogy, and some of its solutions. Researches and experts in linguistics, ELT (English Language Teaching) profession and practitioners are struggling for this in various topics, among others, the ture of English in its functionality in human learning, language characterization and acquisition, the praxis in educational institutions in various grades and levels, and the cssroom realization, and others. All these are in nonnative settings. By articulating such problems, we try to posit problem-solution structure to empower our selves and ELT professions to be more relevant. By nature, our 2005 educational English curriculum are functional right from grade-1 up to grade-12. Furthermore, our university undergraduates are struggling and striving for information processing to acquire knowledge, skill buildings and expertise practices. This seminar attempts to give some high lights that participants may gain its values prospective enlightenments.

Well, to launch this seminar, generous assistance and guide from distinguished resource persons, Prof Dr Zainuddin, Prof Dr Amrin Saragih, Michael Steven MA, Prof T.Bell PhD, Sri Devi PhD, Prof Linda Johnson, Prof Dr Tengku Sylvana Sinar, and board sponsors, His Honor North Sumatra Governor, Graduate Schools of Linguistics North Sumatra University, Office of Department of Education North Sumatra, The Board of HKBP Nommensen University, The Rector of STIPAP, The head of APTISI, the Rector of STIE Surya Nusantara, Medan Institute of Technology and Graha Ilmu company. Last but not least Dr Ilmi Abdullah and all his staff have been working hard

Committee of International Seminar  
**English in Functional Settings**  
Growth Center, Coordination of Private University Affairs

Chairman,

  
**Dr Tagor Pangaribuan MPd**



Ladies and Gentlemen,

**Honourable speakers and participants :**

We live globally. Global lives have entered and changed our very moments, our people are challenged to how to live together in interdependence. A nation and region nowadays is no longer exclusive in its efforts to develop despite its sovereignty and autonomy. It must sensitives the neighbour, the environment and the global world we live. Now this very globalization are challenging our call how to articulate. The wise says think globally and act locally.

This Proceeding is made to compile all the papers that have been written for the International Seminar , many issues have been discussed and hopefully this will be some of useful to the reader especially the participant. So by this occasion I would like to express my gratitude to all the Speakers, especially Keynote Speaker for the participation in this Seminar.

A university is an Institution for learning. It articulates the state of the arts, articulates the ongoing problems, study alternatives and finally recommend the best solutions. The globe now faces two basic crises, the global warming and the global economic crisis. As for the global warming, no other choice but to heal the earth. As for the second crisis, we have to make up our people, through education. We develop the mind set of our human resources. As a matter of fact, NAD- North Sumatra excels all other regions as to university participate rate that Directorate of Higher Education region I Aceh-North Sumatra except Jakarta. Our people are anxious to develop the youngsters the Lecturer in University . With respect to this, our universities are to develop their human resources, academes, academics through continuous improvement and quality institution buildings in teaching, research and other services.

This International Seminar of English in Functional Setting is a breakthrough in our movement towards campus go global. I acknowledge this seminar and we are doing more in the future to raise our academic quality, responsiveness to the scientific rigors and to enhance more researches. It challenges everyone of us to what extent the global platform can be our race. And in time my dream will be true time for us to program an International Class so Foreign Student so we can study here in Medan, in Private Universities, and the is start by building the Association of English Lecturer (ELA), and this organization will do much effort to build the capacity of our English competence I hope by doing training, research, and sharing their knowledge in teaching, lecturer will improve their skills. So I really count on ELA to be my partner to build the Capacity Kopertis. Especially as Bapak Prof.Efendi baru as the leader in ELA.

The race that counts. Our graduates are to compete and share the global platform the era they live and share. This seminar are in tour of duty by some experts like Prof Dr Sylvana Sinar Ph.D, Prof T.Bell PhD, Prof Dr Amrin, Julie Jansen and Michael Fay, The associate Director of Asean Focus Group of Australia., and the like.

With this seminar as initial process, herewith I invite all universities to raise the English of their academes and graduates for teaching research and social services as their call for the nation. Let the youngsters be the host for their lives. Let the youth be the host for their country. Let the people be global citizen who host the global life. On behalf of the Ministry of Education, congratulate to all speakers and participants.

Good Luck. May God be with us

**Medan, 3<sup>th</sup> December 2008**  
**Ministry of Education,**  
**Directorate of Private University Affairs Region I**  
**Coordinator,**

**Prof Dr Zainuddin, M.Pd**

## SCHEDULE

International Seminar 'English in Functional Settings'  
Growth Centre Kopertis Wil I NAD-SUMUT  
Aula Kopertis Wil-I Sumut NAD Jl.Setia Budi Tanjung Sari Medan  
03 Desember 2008

NO	WAKTU	KEGIATAN	PELAKSANA
1	08.00-08.30	Pendaftaran Ulang Peserta Seminar	Panitia
2	08.30-09.00	Acara Pembukaan <ul style="list-style-type: none"> <li>▪ Pembukaan</li> <li>▪ Laporan Panitia</li> <li>▪ Kata Sambutan oleh Direktur Growth Centre</li> <li>▪ Kata Sambutan oleh Konjend Australia</li> <li>▪ Kata Sambutan oleh Gubernur SUMUT</li> <li>▪ Kata Sambutan Sekaligus Pembukaan oleh Koordinator Kopertis Wil-I SUMUT- NAD</li> </ul>	Protokol Dr. Tagor Pangaribuan, M.Pd  Dr. Ir. Iimi Abdullah, M.Sc Michael Steven H. Syamsul Arifin SE Prof. Dr. Ir. H. Zainuddin, M.Pd
3	09.00-09.30	Coffe Break	Panitia
	09.30-10.30	Speaker I : Julie Jansen, M.A.	Moderator :
	10.30-11.30	Speaker II : Michael Fay	Prof. Dr. Effendi Barus M. Hum
5	11.30-12.30	Keynote Speaker: Prof. Roger T Bell, Ph.D	Moderator: Prof. Dr. Laut Hasibuan M.Pd
6	12.30-13.15	Lunch	Panitia
7	13.15-13.30	Pelantikan ELA	Prof. Dr. Ir. H. Zainuddin, M.Pd
8	13.30-14.00	Speaker IV Prof. Dra. T. Silviana Sinar, MA, Ph.D	Moderator :
	14.00-14.30	Speaker V : Prof Amrin Saragih. M.Pd	Sondang Manik M. Hum Moderator : Anita Purba M. Hum
9	14.30-15.00	Speaker VI: Dr. Tagor Pangaribuan M.Pd	Moderator: Selviana Napitupulu M. Hum
10	15.00-16.40	Panel Diskusi Pemakalah I- Tarmizi M. Pd Pemakalah II : Dra. Sondang Manik. M. Hum Pemakalah III: Dra. Selviana Napitupulu M. Hum Pemakalah IV : Charles David. S. Pd, M. Hum Pemakalah V : Dr. Iimi Abdullah, M. Sc Pemakalah VI : Ir. Silvi Ariyanti, M. Sc	Moderator :  Drs. Reinjaya Sitohang, M. Hum
11	16.00	Snack di jalankan	Panitia
12	16.40-17.00	Penutupan Seminar -Laporan Ketua Panitia -Kesan dan Pesan Peserta Seminar -Kata Sambutan Direktur Growth Centre -Kata Sambutan dan Penutupan Seminar International oleh Koordinator Kopertis Wil- I -Penyerahan Sertifikat Secara Simbolis	Protokol Dr. Tagor Pangaribuan, M.Pd Peserta Dr. Ir. Iimi Abdullah, M.Sc Prof. Dr. Ir. H. Zainuddin, M.Pd

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<sup>1</sup> A-path: Acquisition-path

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## ENGLISH A-PATH<sup>2</sup> IN NNS SETTINGS

Tagor Pangaribuan

### Abstract

This paper is about English A-path (acquisitional-path) in NNS settings. Classroom experience inspires this study in a long qualitative naturalistic observation at teaching English to students in general and at English Departments in particular. Wheresoever, there are some naturalistic patterns of development of NNS learners in English Communicative Competence (ECC) observable in terms of various communicative constructs. Using naturalistic interview and diary journal, this paper quest for *a trend of English A-path in NNS settings*. It shows how NNS struggles and strives for English Communication, the constraints they strive to handle and the communicative affairs they gain.

Key words : aquisitional, NNS (non native Speaker), English Communication

Saussure says "language speaks man"<sup>3</sup>. Any one's language reflects herself, her person, her personae, and her personality. This is the very base construct of language functionality. Structuralists view human being as a structure, a reflection of her language, her world view, her mission and her vision of the world. How does this state of affairs in ELT? ELT professionals think that there are natural syllabi where every English learner including nonnative speaker (NNS) of English exerts to some order of language acquisition<sup>4</sup>. This paper is a quest for English acquisition order, or acquisition path.

Research studies in Indonesia states some orders of acquisitions. Huda (1988) stated that Indonesian learners follow similar significant order acquisitions to that of Second Language Learners. Pangaribuan (1992)<sup>5</sup> stated that there are some patterns of discourse competence development of discourse competence among NNS learners at English Departments, observable in functional categories such as cohesion, coherence, textuality and the like. Reaserch in pragmatics () said that

From these studies, it can be concluded that development of communicative competence can be observed in various functional aspects of the language.

### Methodology

Subjects in the research are of various observations, common NNS learners and English Department (ED) Learners. The NNS learners are those in early (grade-10) and late (NNS 7<sup>th</sup> semester) years of English learning, and English Departments.

<sup>2</sup> A-path: *Acquisition-path*

<sup>3</sup> Philosophy, 2008

<sup>4</sup> Krashen, *Natural Approach*, 1978.

<sup>5</sup> Pangaribuan, Tagor, *The development of Discourse Competence at English Department* (dissertation, Graduate School, Malang Institute of Educxation, July, 1992)

This study basically follows an interpretive qualitative approach to quest acquisition order. Meanwhile it starts with order acquisition studies as done by those predecessors (data-1). Then, deals with naturalistic data, using diary (data-2) and speech acts (data-3) of NNS learners. The data were collected 18 months, February 2007- Oct 2008. The EDNNS learners are still active ED learners, with additional exposures to English through English clubs. Through the clubs learners are exercising communicative competence at English zones (ED offices) where they strictly speak English, English lounges at ED subjects and classroom, and English corners where they practice English among club members around campus. Meanwhile students at the 5<sup>th</sup> and 7<sup>th</sup> semesters are assigned to IT resources as subject references, homework activities and discussions in the NNS' major content plane.

Quantitative data follows the model commonly practice datacollecting in BSM<sup>6</sup> measures. Using some parts of Ilyn's Oral interview, the data were collected upon 10 NNS at grade 9 high achievers, 10 NNS learners from non English Departments, 18 NNS English department learners of 3<sup>rd</sup> semester and another 18 from 7<sup>th</sup> semesters.

Diary data are speech acts in written forms. Students are regularly assign to write diary as a prerequisite exercises to elicit NNS data for TEFL techniques, psycholinguistics and Research in ELT subjects.

Other speech acts data are collected naturally observing NNS using English else where.

Quantitative data-A

Using oral interview, there are four steps are carried out to collect the data:

- 1. Warming up In this step the interviewer are settling rapport to the interviewee.

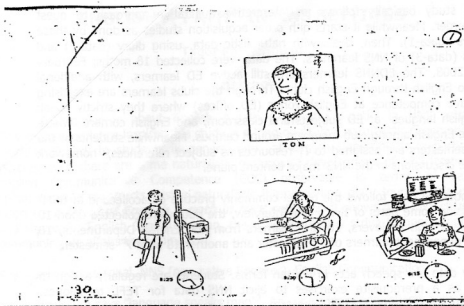
Interviewer: Good morning.. what's your name please?

- 2. Communication starter

This step introduces the interview mechanism to the the interview. Look at this

Figure-1.....

Bilingual syntax measure



Step-3: Core activity: asking question 1-35.

Look at Picture-2, the next page.

1. This is Tom . He goes to work at..... He is working at.... At 6.15 He is with his girl friend.

Now Answer my questions.

What time does Tom go to work?

What does he do at 6.15 pm? etc

Step-4: Winding up (question 35-40)

**Direction: Imagine Tom is 26 years old. Browse the whole pictures, and answer the following questions.**

1. Describe what does Tom do.
2. Tell me how does Tom live.
3. Describe Tom's life style
4. Justify if Tom has gained a successful profession.
5. If you are Tom how would be your life style?





### Finding from data-1

#### Scoring Points

- 0 Silence or no responses or wrong answers
- 1 correct short answers
- 2 correct, short and complete answers
- 3 correct, with pragmatic congruence.

#### Data-2

The following are NNS diary data in a periodical observation. The following are the data.

#### Diary

The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesda7y I shopping to horas market. Back from the market, I must go to field and work in there ... 1/3/2007

Hallo my diary? In this day, in morning, I pray to my Father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I look my friend has a child. She don't talk to me, but I go to her, and I ask her, "do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA. ' But I say to her, 'you don't believe for yourself, don't ashamed. You must tunjukan you are as a woman and as a wife. I like bto look her because she has child and I think she is very like and nice. Then I go to my house.

30/3/2007

S1-3

Today Is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to jemput me. But he wasn't, and I msut back to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house n I'm sick and I pray to God. In order, I healthy and can study. 24, 5, 2007

Sounds of my alarm make me wake up. But I'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow

go to bank. Arrive in bank, I'm very sleepy, and people of the sit in my beside is very funny to look at me because  
he looks me sleep and I'm very ashamed ..... etc.

3, 7, 2007

3-3: NNS Speech acts

The speech act data is naturally observed. The followings are some of the data.

*Sitc-1 Context: One day, one of ED 1<sup>st</sup> semester students were at Lake Toba Prapat.*

*Sti 1<sup>st</sup> smester ED students (NNS) James (NS) where rowing at Lake Toba.*

*Sir : Do you like the lake?*

*James : Yes, It is very beautiful. Indeed. This is my first day here.*

*Sir : Don't you have like this in Australia?*

*James : Yes, but truly it wa not that beautiful. This is marvellous.*

*(silence)*

*Sir : why do you have an engel on your chin?*

*James : Turnd red ... (silent)*

*Silence*

*(Then they row to the Lake edge.)*

*Speech act2*

Miss Nurmala<sup>7</sup> has known Ms Jane quite some time. She is visiting Susan. They at home and doing conversation. Then Jane, ask Nurmala for a favour.

Susan : "Nurmala, do you have some time tomorrow?"

Nurmala : "What for?"

..... Silence...

Susan : " Well, Nurmala, please tell if you are busy".

Nurmala : "..... (wonder, something wrong?)"<sup>8</sup>

*Speech act 3*

Some time ago, a friend of mine Mr Yasid<sup>9</sup> was studying abroad, situated as a neighbour with an African Michail<sup>10</sup>. They are classmates. This situates both locutors in English NNS functional settings. Courtsey is universal. Every time Michael passes the Isle dormitory, my friends greets " Hallo, where are you going".  
for some days, Michael asked for a conference to my friend, as follows.

Michael : Sir, I would like to talk to you.

Yasid : Yes, please, come in.

Michael : Sir, I wonder why every time I walk out, you always matter where I am going. I have to state that it is none of your business, where I am going. Is that clear, Sir?

Yasid : ( Turned white face) ....Yes, yes. I'm sorry, I'm sorry.

*Michael a nickname*

*Michael, my student, consults me what is wrong in the state of affair.*

*Michael name*

*Michael name*

gain. But I  
y. Then I  
me to follow

### Finding and Interpretations

#### 1. Quantitative

##### 1. Finding-1 Grade-9 NNS Learners of English

The interview was carried to high-achievers at grade-9, and the following are the scores.

No	NNS Learners	N	Scores			
			3	2	1	0
1	High achievers Grade 9	10	1	2	4	3

The data shows that some of the NNS learners, at grade-9, are still silent and only 1 at the level of pragmatic-sensitive speech act. This table roughly reflects that after learning English from grade-4 up to grade9, 2 hours per week at NNS settings, learners are not yet communicating in English.

##### Finding-2 NNS learners after grade-12

No	NNS Learners	N	Scores			
			3	2	1	0
2	Non ED, Univ, 7th sm	10	1	4	5	

This data shows that there is a tendency at university level, although more students are gaining more scores, still few communicate pragmatically congruent. Here it is not clear that if learners do not use English or at least do not practice, there is either no increase development or attrition.

##### 3. Finding-3 NNS learners at English Department semester-3

No	NNS Learners	N	Scores			
			3	2	1	0
3	3rd semester	18	5	10	3	

The data shows that at ED, more students are gaining more English.

Reading-4 NNS learners at English Department semester-7

No	NNS Learners	N	Scores			
			3	2	1	0
1	7th semester	18	12	5	3	

The data shows that at ED learners with more semesters, more students are gaining more English, no attrition and substantive progress.

Reading-5 Total accumulation

No	NNS Learners	N	Scores				
			3	2	1	0	
1	Grade 9	10	1	2	4	3	
2	Non ED, Univ 7th sm	10	1	4	5		
3	3rd semester	18	5	10	3		
4	7th semester	18	12	5	3		
	<b>Total</b>	<b>56</b>	<b>19</b>	<b>21</b>	<b>15</b>	<b>3</b>	

When we combine all the data, the students distribution are in a plateau from grade-9 to university level and a significant inclining at ED settings all of which support a gradual inclining of performances as English-path.

Qualitative NNS Diary

### What students learn

Data	What is learned	
	Goodness	Comments
<p>The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesday I shopping to horas market. Back from the market, I must go to field and work in there ...</p> <p>21/3/2007</p>	<p>Expressive</p> <p>The NNS learners are motivated to express</p> <p>.....</p> <p>And thy did in their own terms</p>	<p>In the beginning</p>
<p><b>Hallo my diary? In this day, in morning, I pray to my Father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to</b></p>	<p>Meanwhile after 30 days of free self-expressings</p>	<p>Amonth after</p>

	<p>Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I look my friend has a child. She don't talk to me, but I go to her, and I ask her, "do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA.' But I say to her, 'you don't believe for yourself, don't ashamed. You must tunjukan you are as a woman and as a wife. I like bto look her because she has child and I think she is very like and nice. Then I go to my house.</p> <p><b>30/3/2007</b></p>	<p>learners are getting to control interlanguage meanings but less on forms</p>	
<p>S1-3</p> <p>Today is Thursday. I must...</p> <p>Today is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to jemput me. But he wasn't, and I must back to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house n I'm sick and I pray to God. In order, I healthy and can study.</p> <p><b>24, 5, 2007</b></p>		<p>After a continous two months regular writing, they are beginning to use monitor in controlling forms</p>	<p>The stepping stones to A-Path</p>
	<p>Sounds of my alarm make me wake up. But I'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow her go to bank. Arrive in bank, I m very sleepy, and people of the sit in my beside is very funny to look at me because</p> <p>He looks me sleep and I'm very ashamed ..... etc.</p> <p><b>3, 7, 2007</b></p>	<p>Learners are beginning to gain her interlanguage style and more gain on form controls</p>	<p>More self-monitored articulation of English use.</p>

semester finally resorts to instant is or impromptu when she has difficulties to topicalize the speaking flows, the native fossil topicalization why do you have ...an acne.

### Speech act-3 NNS-NS

Miss Nurmala<sup>11</sup> has known Ms Jane quite some time. She is visiting Susan. They are at home and doing conversation. Then Jane, ask Nurmala for a favour.

Susan : " Nurmala, do you have some time tomorrow?"

Nurmala : "What for?"

..... Silence...

Susan : " Well, Nurmala, please tell if you are busy".

Nurmala : " ..... (wonder, something wrong?)"<sup>12</sup>

This data reveals that even when a NNS has some capacity to communicate, sometimes she fails to recognize pragmatic foregrounding of NS. This is an example of marked pragmatics that only when the NNS feels there is something is wrong, she is beginning to master more the language restricted code, elaborate code, and even the high code.

### Speech act 4 NNS-NNS Settings

Some time ago, a friend of mine Mr Yasid<sup>13</sup> was studying abroad, situated as a neighbour with an African Michael<sup>14</sup>. They are classmates. This situates both interlocutors in English NNS functional settings. Courtesy is universal. Every time Michael passes the Isle dormitory, my friends greets " Hallo, where are you going". After some days, Michael asked for a conference to my friend, as follows.

Michael : Sir, I would like to talk to you.

Yasid : Yes, please, come in.

Michael : Sir, I wonder why every time I walk out, you always matter where I am going. I have to state that it is none of your business, where I am going. Is that clear, Sir?

Yasid : ( Turned white face) ....Yes, yes. I'm sorry, I'm sorry.

<sup>11</sup> Nurmala a nickname

<sup>12</sup> Nurmala, my student, consults me what is wrong in the state of affair.

<sup>13</sup> A nick name

<sup>14</sup> A nick name

This data shows that despite one's mastery of English, some of the common ground becomes fossilization when characterizing the English in real situations.

### The English Department NNS Community

Some tentative observations reveal that by 1992, ED community under observation exercises only skills subjects are processed in English instructions and contents are in Indonesian. ED Faculty rarely speaks English to each other and students hesitate to communicate in English.

Then more instructors speak English under the demand of ED chairpersons and the ED begin to enhance English communication. By 2000, most staffs speak English and so are students. By 2005 ED exercises English clubs where there are English zones, longues and corners.

Under natural observation for years, there are some NNS interlanguage paths with respect to the ED learners tas to ELT community language learning they are characterizing, as follows:

#### 1. Silence

This path is common to 1<sup>st</sup> and 2nd semester students. Sometimes it extent to next semesters.

2. **Staccato** This path is common to 1<sup>st</sup> and 2nd semester students. Sometimes it extent to next semesters. This is an initial stage of lateralization warming-up

3. **Fluency** This is a stage of lateralization where NNS have resources to perform continuous conversations

4. **Accuracy in form** At this path NNS monitors sentences but more or less not pragmatics, style, or discourse.

5. **Natural Communicative Competence** NNS feels at ease to monitor pragmatics, style, or discourse kinesics during the communicative process and proxemics

### The Horizon

From the whole findings, it could be possibly concluded that language acquisition at NNS settings is a holophrastic complex system that each English learner passes some paths—the acquisition-paths (A-path) before the reach a natural English communicative competence level. The NNS natural syllabus exerts to some acquisitional - path, as follows.



English A-Path							
Path1-4: Interlanguage							
English Department	NNS learners enter ED 1 <sup>st</sup> sm				English Communicative Competence Ideals		
NNS					A-Path:	Path-5	Natural Speech acts, monitor discourse aspects, less or no global errors
State of the Arts						Path-4	Monitor Grammatical Accuracy, but sometimes with pragmatic global errors
					Path-3	Fluency with errors	
					Path-2	Staccato	
	Path-1	Silence					

### Discussions and Recommendations

NNS settings have been a rigorous and unique study from country to country. Analogies as to natural order of acquisition may be relativistic nature. Moments of lateralization of English and critical-period hypothesis and their relative periods are subject to how NNS settings are designed in a given institute whomsoever the NNS learners are.

Following the English A-path in NNS settings, it is an interesting challenge to plot the cannon of NNS English Learners' strives. Learners need exercises and practices to process some types of priority inputs relative to each A-path to be its intake. As it has been debated in past decades, English instruction was debated as to either accuracy or fluency models, both were needed.

From pedagogic approach, it can be concluded that the more the learners have made a breakthrough over the English A-path, more sensitivity exercises and practices are needed to more complex speech acts and language functional aspects such pragmatic, styles and the like.

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