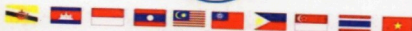


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English Language Teaching a Transformative View

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Abstract

There are two possible models of transformative learning in ELT. The first one is the principle of ELT natural transformation and the principle of designed transformation. This principle follows the natural path acquisition of ELT learners where the learner is doing the transformation in the ELT NNs settings in her/his own venture. The transformative processes yields right from the first word they use, the first sentences they express the first information they first give to others the first few minutes talks they initiate to the common functional use of english like doing sms, email and the like. The second model, principle of designed transformation, follows that the learner are purposely defined and designed for his/her transformation from ELT teacher's perspective. To certain extent it institutes total processes to enhance transformation, to make the learner viable and fit to engagement learning for acquisition in possible settings classroom and beyond.

Keywords : transformative learning, English language teaching

I. Background

This research aims at finding a synoptic view of transformative learning in ELT. Transformative learning is a process how to institute learning in the learners so that they acquire competencies fit and proper to their time, and tackle their future problems. Education is for the future. It is for the learner's future. Teaching is to empower learners' learning. For this, teacher is to institute learning for every individual that s/he will be striving by virtues, life values through struggle for enlightenment as learning outcomes. This is *no scholae sed vitae discimus* as Plato academic value (organon). This becomes a popular tradition since Plato's era, known as academic philosophy in university tradition, and in linguistics and teaching known as school of traditional linguistics and traditional language teaching, the well known "grammar school".

Teaching English is a part of Education. In English Language Teaching Profession this has been a rule of term, English for Internationalisation. The world at large is globally wait by information era and English functions as the discourse for the process. Consequently, every nation and people attach with culture are venturing to gain the most from the state of the art, and Teaching and Learning English becomes a premium needs for every nation people to enhance their resources to develop the public good as a challenging educational value. Indeed this ideal, the *sentencia* has been the underline principals of foreign language teaching since the era of Socrate, Aristoteles and until now that the notion of learnings and its sacrosanct academic value become a prime importance as intellectual enlightenment and enterprise. Professionality in English language teaching is

enqual upon its productivity as the learning outcomes to venture the common good. This is the basic principle underpinning English Language Teaching Education, for human better welfare and enhance cultural heritage. ELT as professional enterprise is put into its driving forces for humanity.

Teaching including ELT is a reality and a process at the world at large. It is a part of a larger domain (Nunan, 1999, P.3) to make it viable to their settings and time. The basic value of ELT is for humanity in generally, for a better world despite its all challenges hard time in constraints. ELT as a process in the classroom is the very setting of the matter/ affair. The state in that ELT Classroom shows that there are English Learners, teachers, Learning materials all of which ELT classroom Experiential Learning and its contextual learners learning experiences attached to it. Teachers in ELT is the decision maker and primary resource person to activate these classroom experiential learning and all its attached learning effect. The teacher with their formative experiences assume and take for granted all the teaching principle they are equipped with. Such principles of teaching techniques, methodology, chosen materials and the like are taken for granted as true. Streams of language teaching schools on the other hand are still examining to strive which one will bring up successful learning outcomes in the learners. The streams diverges and flows in various ELT contexts and settings such as the notion of ELT.

Learning is a very complex phenomenon because the future is volatile and unpredictable sometimes, and most can only venture the trend, and it is teacher who designs the learning experience for the learner's future. First the future designs the learning experiences/ the experiential learning this either by the traditional practice or by reading the global trend, and defining the local global context of the learner's future state of affairs. Teaching matter is to institute learning. There are four schools of language learning¹ Schools of Traditional grammar, Audiolingual, Functional ELT and Communicative Schools. Each of these schools strives to develop English Communicative Competence (ECC) in the learners, but learners more less are less successful. In general the learners are categorized as ideosyncratic learners or international successful one. The international successful in Socrates era becomes Poet, Writers, Philosopher and great genuine professionals and they produce the heritage of literatures, discourse, and various modern literacy. The outstanding but few. They are genuine learners. The successful the ideosyncratic learners are still many and still there in their approximative system of acquisition upon their ECC.² In many ELT Classroom in North Sumatera Indonesia underwent the same phenomena, only three of class grade 11.2 out of thirty four class students at SMA HKBP Tarutung spoke simple English. Only 2 out of 32 students of grade 11.4 SMA Dolok Melangir spoke a little English. There are 4 students out of 32 students of Grade 11.3 SMA Budi Mulia Sibolga spoke a little English. These are common phenomenon as realized and stated sincerely by ELT teachers during project training for certification of teachers in Indonesia the last ten years. Similar phenomenon took places in almost ELT Classroom in NNs Settings in general. In other words most of the learners are still striving at beginning ECC Acquisition in their approximative systems development.

¹ Tagor pangaribuan, TEFL 2 Transformative Teaching Skills, Hibah Bersaing 2015-2017 Ristek Dikti.

² Tagor Pangaribuan, 2012, Psycholinguistics: Some Aspects of NNs Acquisition in Classroom Settings

This is ELT professional challenges in the global stage today, a core problem of ELT today.

Transformative learning perhaps is just beginning sporadically in NNs settings in Indonesia and else where. Transformative Learning is learning from within, a holistic learners centeredness. It struggles to institute empowerment and enlightenment that the learner learn for their future.

Problem

Transformative Learning posits the problems on the learner cultivation to fit to live in their era; and in ELT they are capable of acquiring ECC during their schooling. The problems are stated as follows:

How do we account transformative learning in ELT

What principle work in ELT transformative learning?

2. Methodology

The research designed is holistic quantitative-quantitative qualitative in an ex post facto approach, analogy to Pangaribuan dissetion³ methodology, 1992, a qualitative-quantitative approach. The quantitative develops by using participative interview to 31 subjects from undergraduate and graduate English Department, the undergraduate in the 4th semester, and the graduate class at the first and third semesters. The focus is to find out when the subjects begin to acquire English in their NNs settings. The qualitative is to reveal the meaning of the learning-acquisition process.

Rational and Analysis

Reality in Indonesian NNs Settings

Research finding *Ex Post Facto*

Acquisition path (A-Path) has been a challenging field in North Sumatra particularly in ELT. It may take place at different time at different learners.

Questionnaires

No	Question	G1-3	G4-6	G7-9	G10-12	Under-graduate	Post-UG
1.	When do you speak the first English word?						
2.	When do you express the first sentence?						
3.	When do you first give information in English to others?						
4.	When do you begin talking in						

	English?						
5.	When do you start the first 2 minutes conversation?						
6.	When do you communicate in English for more or less 5 minutes?						
7.	When do you send your first email?						

No	Question	G1-3	G4-6	G7-9	G10-12	Under-graduate	Post-UG
1.	When do you speak the first English word?	G2					
2.	When do you express the first sentence?		G3				
3.	When do you first give information in English to others?			G7			
4.	When do you begin talking in English?			G7			
5.	When do you start the first 2 minutes conversation?				G8		
6.	When do you communicate in English for more or less 5 minutes?				G8		
7.	When do you send your first English email?					Post G-12	

1. Data

Case-1Ms.Gulo age 26 (Birth 1992)

No	Question	G1-3	G4-6	G7-9	G10-12	Under-graduate	Post-UG
1.	When do you speak the first English word?			G8			
2.	When do you express the first sentence?			G8			
3.	When do you first give information in English to others?				G11		
4.	When do you begin talking in English?					UG	
5.	When do you start the first 2 minutes conversation?					UG	
6.	When do you communicate in English for more or less 5 minutes?					UG	
7.	When do you send your first email?					UG	
						Sm.3	
						Sm.3	
						Sm.3	
						Sm.7	

Case 4 Lorina (Age 23, Birth 1995)

Recapitulation Ex Post Fact Study 2017-2018

Subjects 31 participants Age 18 - 26

No	Question	G1-3	G4-6	G7-9	G10-12	Under-graduate	Post-UG
1.	When do you speak the first English word?	1		9	22		
2.	When do you express the first sentence?	1	6	18	6		
3.	When do you first give information in English to others?	1	5	20	9		
4.	When do you begin talking in English?	1	4	5	14	7	
5.	When do you start the first 2 minutes conversation?		3	8	12	8	
6.	When do you communicate in English for more or less 5 minutes?			2	5	20	4
7.	When do you send your first email?			1	5	18	7

What meaning does this reality bear in language learning and acquisition processes? A person learning a foreign tongue is different basically with first language acquisition (L₁A) although they merit some similarities. The differences state that in L₁A first it develops with all innate capacity in totality, the logic, the brain, the feeling, and all of human endowment capacities. Language goes with thinking and competencies in the child and they need is basically internal with a total care of the mother and then she is exposed to the total environment. In learning English in ELT in non native setting, it is the teacher, the classroom, the peers, that is constituted the English experiential learning, and traditional limited to the classroom English teacher as the primary manager of its experiential learning institution in the learner inner world. So, learning is dominant and acquisition is rare; this is a natural reality in his English A-Path.

This expose facto study, with a participant observation interview explored the A-Path data from the first word production up to the first mail sent in English in NNs settings and the following is the rational.

1. When do you speak the first English word?

A person using the a word in the foreign language especially in NNs settings by the learner its self is a statement of a map concept that she has a meaning about reality. This is confirm by the second question when he begin to express the first sentence :

2. When do you express the first sentence?

Doing and sentencing in a statement is stating a preposition of a reality. For example when the learner said, " that is my teacher" he is expressing a reality.

3. When do you first give information in English to others?

With question 3 giving a simple information to others in NNs settings, the learner is communicating to others in NNs setting is beginning to communicate to others.

4. When do you begin talking in English?

Talking in English showing the first acquisition stage, the very beginning communicative at NNs settings. This is showing communicative skill however simple it is.

5. When do you start the first 2 minutes conversation?

When a person talking in two minutes, the NNs learner is doing communicative engagement in the beginning stage. Two minutes conversations showing communicative interaction.

6. When do you communicate in English for more or less 5 minutes?

When a person communicates more less 5 minutes, he has mastered the basic English communication whatever ideosyncratic it is. This is to show his a communicator in the NNs settings at least to his peer group for example.

7. When do you send your first email?

When a person is emailing his already use for International communication functionally.

This seven questions show the growth of acquisition for each individual learners. The data reveals that the seven questions shows different communicative states and different stages of development and acquisition. There are two basic trends among the learners in NNs settings.

1. Acquisition grows faster in grade 1 or 2 at age 7 to 9 when the learner is exposed to English learning but this is very few. In general, this notion text place when they have schooling and that is grade 7.
2. The second trend is that learners at English department begin to communicate in the early semester of undergraduate. Some learners begin to communicate at grade 11 (five years after formal schooling, and it is only $(12+14 \text{ subjects}/2 = 13 \text{ subjects}) = 13/31\% \dots 41,9\%$). This shows intensity of exposure determines acquisition and communicative starter in NNs learners.

Some other Findings

1. There is a long range of acquisition starter, age 7 ... age-13 for English learner and this is subject to their starting of experiential learning in English.
2. Communication begins after some total exposure in the NNs learners.

3. Then it follows communication as its next stage, and further move to functional communication. Functional and international use begins when the learners are at functional need of English.

Generalization

1. In natural setting of NNs there the data and the reality states that there are transformative growth, perspective and acquisitional development from word-concept acquisition, to proposition, to giving in simple forms as the beginning of meaning perspective in the learner in NNs English use.
2. There are possible transformative path in the learners, either starting at grade-1, grade-4, grade-7 or grade-10 and all depends on total english exposure.⁴
3. Communication needs to be more experiential learning to foster faster transformation.

Conclusion

From transformative perspective, there are two possible principles, the natural principle and the designed one.

1. Principle of Natural ELT learner Transformation.

This principle is executed in all NNs setting like the research above. Learners transformation in ELT varies with respect to their exposure to learning-acquisition ELT processes. Respectively ECC development follows their A-Path as aforementioned. This leads to possible this, it is the learner that transforms themselves from expressing the first word, to the first sentence and giving information to others, to talking to 2 to 5 minutes and doing e-mail and other various functional use of English.

2. Principle of Designed ELT Transformative Instruction

This transformation learning is instructionally defined and designed by the teacher upon her/his students. It takes a relatively generic growth of acquisition right from the first word they use, the first sentences they express the first information they first give to others the first few minutes talks they initiate to the common functional use of english like doing sms, email and the like.

⁴ CF Pangaribuan, (dissertation 1992, Graduate School, IKIP Malang), english exposure is external significant variable in FL classroom and discourse development.

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