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Pedagogic Task Based Activity to Develop Students' Intercultural Communicative Competence

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Abstract

TEFL in Indonesia is conducted on the framework of improving student's cognitive and psycho-motoric but less in affective activity. The shift from foreign language to multicultural language (Honma, 2000, 2003) is to build intercultural awareness (2008, p.72). In school pedagogic activity is designed to accessing its modes of implementation, its operation and its outcome (Leung, 1993). It emphasizes on the process thus reflection is beyond the focus. Textbook is made on the basis of CLT with the aim to teach communicative competence (Richards, 2006, p.2) by implementing Task Based Approach focusing on creating kinds of interactional processes in the classroom (2006, p.30). ICC is the goal of TEFL therefore an innovation is made to develop student's ability to be socially and culturally competent speakers (Byram, 2001). The findings show that pedagogic task based adopted authentic as well as created situation and cultural values can boost student's ICC.

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INTRODUCTION

Young learners learn a new language in many ways such as through a book. English textbook is made based on the need and purpose. Student's book is also important because it consists of lots of tasks as supplementary materials to help them learn it. The authors have created their ideas into the textbook so that through textbook the readers can identify the stakeholders, teacher's belief, practices of language learning theories, course content in the language classroom (Acklam, 1994; Rahimpour&Hashemi, 2011; Roberts, 1996). English book authors who are English native put their experience not only as the author but also as English society in it therefore English book writers did some analyses before publishing new books.

The analysis of language learning is to find out the culture, gender, genre, language, skills and course content (Lähdesmäki, 2009; Lee & Collins, 2008; Rifkin, 1998; Yuen, 2011). Learning a new language will be effective if the culture of the target language is also being learnt. Not just gaining knowledge about the language but also how the language is being used by the speakers. The speakers are the societies that use linguistic and non-linguistic elements of the language in their communication. In this study the English student's book is published by ILP and is aimed to develop student's communicative competence therefore the student's book will be analyzed pedagogically and culturally.

Students are given task because task is viewed as the pivotal element in English language pedagogy. The learning outcome is the result of doing the tasks from learner's action, student's performance and teacher's role (Bygate, Martin et,al, 2001:1). Those elements should be criticized by teachers who adopt pedagogic task based activity whether the task show the relationship between task and student's performance or what type of task design which can improve student's learning outcome. This study investigates the tasks which can improve student's intercultural communicative competence.

In early 1990s the need to have international communication appeared therefore CLT was introduced in many countries where English is not their native language. There is a transition from Grammar Translation Method to CLT which focuses on communicative competence while the previous method focuses on grammatical competence. Indonesia as one of Asian countries uses English as the first foreign language to be taught in classroom (Laio, 200; Ying, 2010 and Liao, 2004; Li, 1998). TEFL in Indonesia is conducted on the basis of CLT emphasizes on the communication.

Honna (2008, p.2) wrote that English as an international language was formerly referred to as English as a foreign language. English is important in language teaching in contemporary world since English has become a common language speaking in different accent because of each country has its own communal language and culture that makes English is used as a diverse language. This condition is also occurred in Indonesia because as a multicultural country Indonesia has lots of vernaculars though we have Indonesian as our mother tongue and national language.

Furthermore Honna also wrote that a common language has to be a multicultural language (2000, 2003). As multicultural country, Indonesia uses English as an international language by means of intercultural awareness (2008, p.74). Indonesian people learn English for many purposes and English is taught in schools formally as well as informally through student's activity. Learning English culture can help students learning English language without being afraid of losing Indonesian culture instead. The importance of learning English culture is to help students to be socio-cultural English speakers heading to be culturally competent speaker.

There are some ways to develop intercultural awareness according to Byram (2001) by a means of knowledge, awareness and understanding of the relation (to find out similarities and differences) between the world as origin and the world of the target community therefore the intercultural awareness is based on the regional awareness, social diversity and

cultures. In addition intercultural awareness includes awareness of how each community appears from the perspective of others (2001, p.34). The intercultural awareness will develop intercultural competence in a broad term by having the ability to bring origin culture and foreign culture to be united into a relationship with each other. The interaction occurs among different socio-cultural society and the speakers of native English in communication. Those who are competent intercultural speakers are those who know English culture and can use English appropriately in their communication.

TEFL in Indonesia is carried out formally in schools where students can learn by doing tasks provided in English books. Tasks are varied and one of them is called pedagogy task. People define the term pedagogy from their own experience. One of them is that pedagogy means intervention into thought and behavior which is concerned to promote learning processes for individual outcomes (Bygate, Martin et.al., 2001, p.1). This definition deals with learning process therefore learner's outcomes is the target. Researchers have done some pedagogy research in their teaching practices with different objectives. Leung (1993) wrote that a researched pedagogy scrutinizes pedagogic activity to assess its modes of implementation, its operation and outcomes (as cited by Bygate, Martin et al., 2001, p.1). Pedagogic task means task which aiming at achieving the objective of the learning process. In order to meet the objective the dominant is on cognitive activity rather than affective activity.

English learners need teacher's guidance and help in learning English especially since English is not their native language. Sometimes during the English lesson, the teachers used code switching and code mixing between English to Indonesian and vice versa in order to help the learners understand about the materials. This is one strategy for English teachers to improve their learner's English comprehension. This is in line with Richards (2006, p.31) theory which distinguished tasks into pedagogical tasks and real-world tasks. He said that pedagogical tasks are classroom tasks which are intended to require the use of specific strategies and specific types of language. The

important thing in this type of task is the interactional process during the lesson. The interactional process is important to do in order to get the input for learner's language development.

Teachers of English who are not English native should have better knowledge of English language and its culture. If they just teach the language without its culture they will make their non-native English learners have different perception about it. For example, when the learners read the passage mentioning the culture like celebrating something in English speaking countries, they may build their own knowledge about it unless the teacher tell them comprehensively. Gay (2000:31) wrote that culturally responsive pedagogy is validating, comprehensive, multidimensional, empowering, transformative, and emancipatory. It means that as teachers they should know what they will teach to their class, what language they will use during the lesson, how they will interact with their class based on the curriculum, etc.

Task is defined as an activity which requires learners to use language, with emphasis on meaning, to attain an objective (Bygate, M. et.al., 2001, p.11). This definition shows a process that is running by the students in English class to achieve the objective. Another definition about task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between (Long, 1985, p.89). It indicates that kinds of tasks may be given for the students for different purposes. This definition does not reflect pedagogical task thus time and place do not matter in this case.

Task based approach is a teaching strategy applied by English teachers in their teaching practices. TBLT or known as Task Based Language Teaching has got its prominent era when CLT is adopted in English class (Zan Mao, 2012). The focus of this is that teaching English needs language to do the task aimed at improving language proficiency. The use of task

based approach is to develop student's performance in using the target language. In order to improve student's performance teachers should create a real use of language or is known as using authentic ones. Task based approach is used in TEFL or TESL class and it is a means of learner centered in boosting the real target language use in English class.

The TBLT or known as task based approach is used in English classroom aimed at improving student's communicative competence and social interaction. This has been proven by many research conducted by many linguists such as Yalden, Willis, Skehan and Ellis. They found the relation between tasks and student's performance particularly in communication. A task may be designed by viewing learners as a source of input and language as a means of interaction therefore three elements namely negotiation of meaning, communicative strategies and communicative effectiveness become the important aspects of task and language (Ellis, 2003). This TBLT is designed to develop social interaction between language learners and their strategies to learn a language. The social interaction occurred during the learning process and it includes interaction between non-native English teacher and students also between native English teacher and students.

In traditional language teaching, the student must learn the grammar of the language than learn how to use the language. There is a shift in this teaching method, from Grammar Translation Method (GTM) to CLT (Communicative Language Teaching). Richards (2006, p.3) said that grammatical competence focuses on gaining knowledge about forming and producing sentences of a language while communicative competence focusing on how to use the language based on the context and function. In GTM the study of form is more important because they believe that the students can improve their English if they have mastered the English grammar and using it.

Canale and Swain (1980) define communicative competence into three components namely grammatical competence, sociolinguistics competence and strategic competence. Then Canale (1983) redefined the

previous definition by adding cohesion and coherence. The development of CLT brings many changes into teaching and learning English and it brings into a new goal of learning English that is communicative competence. The communicative competence is achieved if they know how to use English language strategically in their communication in socio-cultural context.

In 1972 when Dell Hyme proposed the term communicative competence then it is elaborated by Canale and Swain in 1980, it is inappropriate since it does not touch socio cultural background. Van Ek in 1986 added two more elements regarding this gap namely socio cultural competence and social competence. The first means that the speaker knows how to deal with different culture while the latter means that the speaker is familiar with the differences in the society. The latest definition of communicative competence includes those elements aimed at helping English learners to be able to communicate contextually and functionally clear.

Some linguists believe that ICC is the extension of communicative competence. According to Beneke (2000, pp.108-109) ICC involves people having different cultural background into a communication. This creates a new competence refers to someone's ability to cope with their own cultural background in their interaction with others. Other scholar adds more elements in defining ICC including Byram and Flemming (1989) and Fantini (2000) both have similarity about ICC that it involves one's ability to interact with people from different cultural background. The thing that should be made if someone wants to have ICC is the construction unit namely awareness, attitudes, skills, knowledge and language proficiency.

The common definition about ICC is the ability to communicate effectively in cross cultural situations and to relate appropriately in a variety of cultural contexts (Bennet & Bennet, 2004; Byram (1997, 2003); Byram, Gribkova & Starkey (2002); Corbet, 2003 and Moran (2001). This general term of ICC leads people to effectively involve into an interactive communication with others without trying to be other's culture but how to hold his own culture

to learn other's people culture or in other words it involves big C and small c in this condition. In order to develop student's ICC through English lesson, the teachers should provide students with authentic materials showing the real life situation where cultural values are still alive.

Table 1. Byram's factors of ICC (1997, p.34) can be illustrated below

| | | |
|---|--|--|
| | Skills Interpret and relate | |
| Knowledge Of self and other; Of interaction; Individual and societal | Education political education Critical cultural awareness | Attitudes Relativizing self valuing others |
| | Skills Discover and/or interact | |

The explanation of factors to build ICC according to Byram (1997) are as follow.

- a. Knowledge (savoir) includes two components such as knowledge of sociocultural and knowledge about other people
- b. Attitudes (savoir etre) belong to the intercultural speaker because it is the foundation of intercultural competence.
- c. Skills or interpreting and relating (savoir comprendre) mean that we see people having different identities and their own individuality.
- d. Skills of discovery and interaction (savoir apprendre/faire) include the ability to learn a new culture and cultural practices and operate the knowledge, attitude and skills.
- e. Critical cultural awareness (savoirs' engager) includes an ability to evaluate critically on the basis of criteria, perspective, practices and products in other cultures and countries.

The first factor of ICC that can build student's ICC is the knowledge (savoir). He said that what a pupil needs in learning another culture is socio cultural knowledge that is knowledge about social process and knowledge about how other people perceive us as well as knowledge about other people. Knowledge is important because the students learn the target language by building knowledge and it is about culture. The culture of the target language covers socio-cultural knowledge involving the society and the culture. After gaining the knowledge another important foundation of ICC is the attitudes of the intercultural speaker. The application of knowledge into the attitudes takes a process to do it. The attitude is the reflection of student's socio-cultural knowledge for their own and target cultures.

To be intercultural speaker someone needs to have skills of interpret and discover because he/she will learn how to avoid misunderstanding and to acquire a new knowledge of culture and cultural practices. When two people from different cultural background involved in a conversation there might be a misunderstanding between them due to lack of culture. To minimize it they need to have knowledge about the culture. The last factor is critical cultural awareness which is the ability to evaluate critically based on explicit practices of other culture. Critical cultural awareness is the attitude of the speakers which reflect student's awareness towards target culture in their communication. They will know what to say and how to say in different social context properly.

In order to help young learners build ICC in English class is by doing tasks and in this study the task is the pedagogy task because it is adopted in CLT. This task is known as TBI or TBLT. The tasks available in student's book published by ILP (2010) will be analyzed using TBI. Task Based Instruction (TBI) in this study is adopted Willis 6 types of tasks as the basis for TBI (Richards, 2006, p.31) as follows:

- a. Listing tasks, for instance students make a list of something
- b. Sorting and ordering, for example students have a work in pairs to select

- some of the things that they have made in their list
- c. Comparing, for instance students compare two objects based on the objective of the task
 - d. Problem solving, in this case the students find and give solution toward a case
 - e. Sharing personal experience, in this activity the students discuss their reactions upon an issue
 - f. Creative task, in this task the students plan something using their own idea to show their creativity

The researcher in conducting this study refers to the research conducted by Benedicte Moldestad Knudsen in 2016, she wrote her unpublished thesis entitled *Textbook Tasks and the Development of ICC in the EFL-classroom*. In her study she used mixed method to investigate the textbooks used in English subject which can promote the development of ICC. Another research is conducted by Anita Araja during her study to get her doctoral degree, she investigated the Byram's model of ICC in English class for primary school using theoretical approach and scientific literature analysis in 2009. The last is the research conducted by Nastaran Chegeni in 2016, she investigated the English book entitled *Four Corners* published by Richards & Bohlke (2012) using the Daoud & Celce Murcia's (1979) evaluation checklist. Those previous studies have their own focuses, the first is on the tasks; the second is on the ICC and the third is on the communicative competence. I conducted research focuses on pedagogy tasks which can develop student's ICC.

Those three previous studies encourage me to do research about task based approach focusing on pedagogic task in developing learner's ICC using Byram's model of ICC for primary school. This study attempts to investigate how task based approach implemented in English class aimed at developing student's ICC.

METHODS

This study belongs to qualitative paradigm because the researchers applied case study. I as the researcher observed a student's book entitled *Green Adventure Series* used for a primary school student in Semarang. The English student's book in this study is the book five. This book is intended for the third graders in their first semester of primary school. The *Green Adventures* book five is published by ILP (International Language Program) in 2010. A need analysis is the first step in case study. The result of need analysis is the need to use cultural value in learning English as the target language. The need analysis is conducted by distributing the questionnaires for English teacher but the contribution is to create a multicultural English curriculum because it involves cultural values into the learning process.

The study belongs to documentary study based on a case that is the tasks available in English student's book. The qualitative method is chosen with the purpose to qualify the activity provided in this student's book on the basis of ICC (Byram's model) and pedagogical tasks (Willis model). The activities provided in this student's book five are evaluated to find out whether pedagogical tasks can develop learner's ICC. There are 7 units in this student's book comprises with kinds of tasks and activity sheets.

Firstly the tasks are analyzed based on Willis task type (1996) then using Bennet to find out the intercultural sensitivity (1993) finally are analyzed into factors of ICC developed by Byram (1997). The data are qualitative data since the data are non-numerical data. According to Creswell (2014, p.4) that the distinction between qualitative research and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative). This study applied case study because it is investigating task based activity applied in English student's book on the basis of linguistic and non-linguistic elements. I want to find out whether pedagogy task can build student's ICC in English class for primary school students.

29 RESULTS AND DISCUSSION

The first step is by analyzing the tasks from the student's book. There are 7 units in this book five and those are: Unit 1: People and Jobs (pp 1-13); Unit 2: Around Town (pp 14-29); Unit 3: Transportation (pp 30-42), Unit 4: Our School (pp 43-54); Unit 5: What's happening (pp 55-65); Unit 6: Opposites (pp 66-76) and Unit 7:

Projects Work/Our Own Town (pp 77-90). This student's book is published by ILP in 2010. The tasks available in Green Adventure student's book five series are analyzed based on Willis task type. There are six (6) types of tasks which are used to analyze the tasks from this student's book to find out pedagogical implication and the result is as the followings:

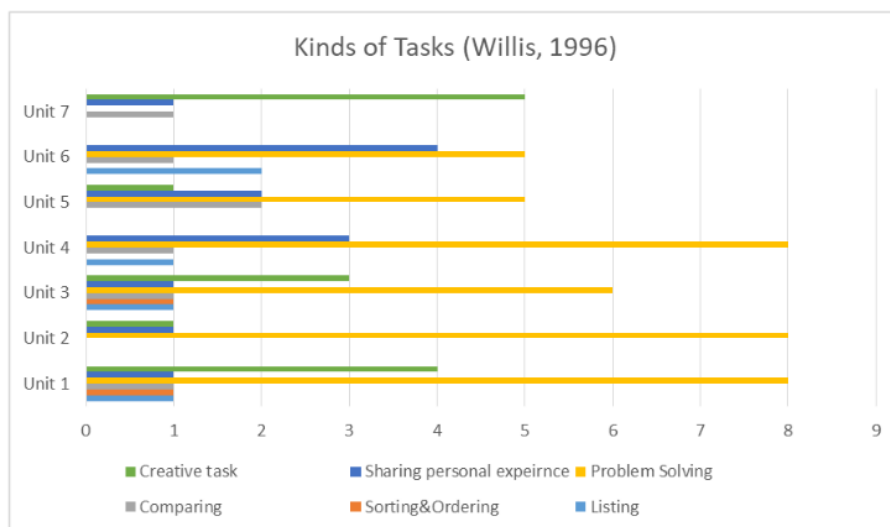


Figure 1. Kinds of Tasks

From the data most of tasks from Green Adventures student's book five series is problem solving. There are 40 tasks and it is 49.4% and the least is sorting and ordering which only 2 tasks and it is around 2.5%. There are 5 tasks for listing and it is about 6.2%, 7 tasks for comparing which is 8.6%, 13 tasks for sharing personal experience and it is around 16.1% and 14 creative task which is 17.3%. The tasks are composed by applying English skills namely reading, speaking, listening and writing. The students are encouraged to do the tasks in order to improve their English proficiency for third graders.

The students have practiced to analyze certain cases to find out the solution by doing problem solving task type. In this student's book this type of task is composed into comprehension and completion. The sharing personal experience type is designed into listening task while the creative tasks is

composed into writing activity. The next tasks are listing, sorting & ordering and comparing which are composed into writing also but the main purpose is different. Listing task is designed in filling up the blank space and for the word level while the sorting and ordering task is designed into writing for word level also but focuses on the selection and arrangement as word order activity to complete a paragraph. The last is comparing task which is designed as writing task on the word and phrase level for instance the task which students have to find out the synonym and antonym of some word classes.

The English skill that is developed in the beginning of each unit is reading. There is a reading text which students can read with the guidance of the teacher. The reading activity is carried out together with watching CD so that the students can imitate the pronunciation. Watching and listening to the story will motivate

young learners to learn English more. The interaction created in this activity is more intense because they can learn and practice English as well. The reading and vocabulary reflect student's mastery for vocabulary and help them to answer the comprehension questions.

Bennet (1993) developed a model called intercultural sensitivity which consists of ethnocentric and ethno-relative stages. The ethnocentric stages are denial, defense and minimization. The ethno-relative stages are acceptance, adaptation and integration. The

tasks available in Green Adventures student's book five are analyzed on the basis of the utterances produced by the characters. The utterances are then classified into ethnocentric and ethno-relative stages. Those stages are developed to find out the intercultural sensitivity which means that the students will gain another knowledge about culture to learn aimed at helping the students to avoid or at least minimize the misunderstanding that can lead to conflict. The result of these two stages are as follows:

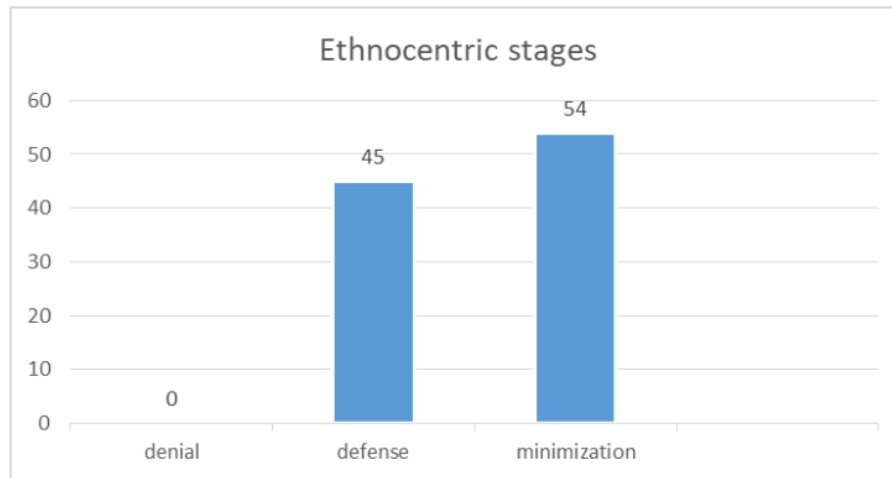


Figure 2. Ethnocentric stage (Bennet, 1993)

The ethnocentric stages applied in the tasks available in Green Adventures student's book consists of zero (0%) tasks of denial; 45% tasks of defense and 54% tasks of minimization. The dominant is the minimization stage because in this stage the students start to accept cultural differences. In this study the Indonesian third graders can accept the English culture represented in the utterances. Then the tasks showing defense is less than minimization because in this stage there are some students who are still believe that their own culture is better than English culture because of stereotyping factors. There is none denial task because the students need to learn English culture therefore there is no denial task in this student's book. The next stage is the ethno-relative stages.

The tasks are then classified into ethno-relative stages consists of 28% acceptance, 24% adaptation and 48% integration. Those stages are developed after the tasks processed in the ethnocentric stages. The least is the adaptation stage that is 24% because in this stage the students can see the cultural differences and it effects their point of view in adapting English culture though in the previous stage called acceptance stage there is 28% tasks which means that in this stage the students can accept cultural differences. Later in the process the students need time to adapt the English culture therefore there is less tasks in this stage.

The last is the integration task and it has great percentage because in this stage the students use their ability to enrich their cultural identity in social context. This is the highest stage and the students should be able to be

intercultural sensitive speakers to help them use without losing their Indonesian culture. their knowledge to use the English culture well

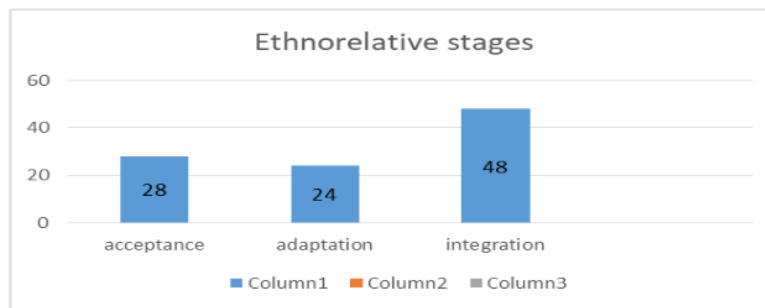


Figure 3. Ethno-relative Stage (Bennet, 1993)

After the tasks being identified on the basis of pedagogical task types then those tasks available in Green Adventures student's book five series will be analyzed in terms of intercultural sensitivity (Bennet, 1993) and the last is using ICC factors adopted from Byram's

¹³ model and those are knowledge, intercultural attitudes, skills of interpreting and relating, skills of discovery and relation and critical cultural awareness (1997). The result of tasks analysis based on ICC factors is as the following:

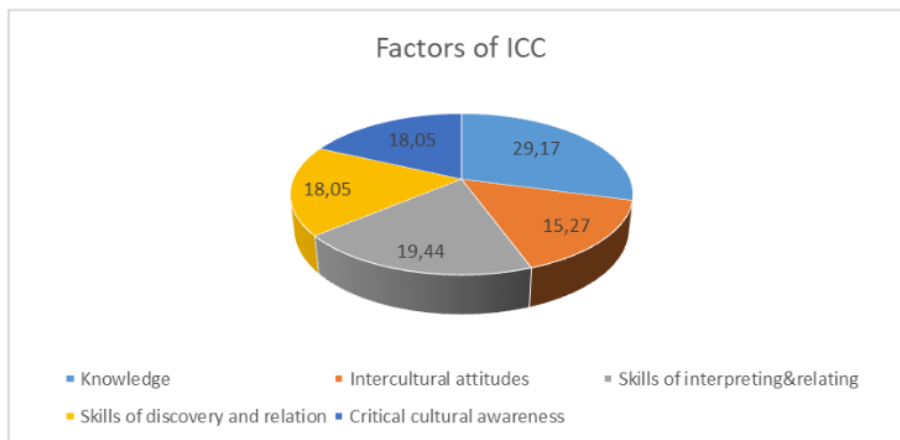


Figure 4. Tasks analyzed based on factors of ICC (Byram, 1997)

Based on the table above the knowledge is in the highest rank in this ICC classification ¹² and it is around 21% then followed with skills of interpreting and relating is about 14%. The next is the skills of discovery and relation around 13% and it is the same level with critical cultural awareness which is about 13% also. Finally is the intercultural attitude about 11%. Those classification shows that the students should be exposed to target language namely English language by doing tasks for gaining English

knowledge then using the knowledge to interpret and discover the culture of the target language by recognizing critical cultural awareness and those things will be reflected in the student's attitude. The unit of analysis in this factor classification is the utterances produced by the characters found in this student's book.

The result of this analysis is significant because the tasks are analyzed based on tasks proposed by Willis (1993) and then Bennet (1997) and the last is Byram (1997). It proves

that tasks available in Green Adventure book five series can develop student's ICC pedagogically by doing kinds of tasks like problem solving and creative tasks which can help students build their intercultural sensitivity led to their ICC.

CONCLUSION

Primary school students are classified into young learners because of their age range as students. They are still growing therefore they need time to learn with the help of adult persons around. In learning a foreign language children have better ability than older people because their brain is also growing. Therefore they can learn language faster than adult. This condition applies to TEFL in Indonesia. Teachers can give students the scaffolding by giving tasks. Task that I investigated in this study is pedagogic task. Based on the analysis the tasks available in Green Adventures student's book five series meet the requirement as having pedagogy task. The pedagogical implication is that the students can learn English by doing kinds of tasks with different strategies which can improve their linguistic as well as non-linguistic competence.

The tasks found from Green Adventure book five meet the stages to build intercultural sensitivity because the findings show that there is no denial in the ethnocentric stage and is more on integration from ethno-relative stage. The tasks meet the requirement in the ethnocentric then the ethnorelative stages. After being analyzed in terms of intercultural sensitivity the tasks are then analyzed to find out the possibility of building student's ICC. In this ICC analysis the tasks are analyzed to find out the process of building ICC and it is proven that the tasks are designed in order to meet the factors of building ICC with the knowledge as the main factor to be accomplished.

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