WANTED: AUTONOMOUS LEARNERS

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Teacher Centered vs. Student Centered Classroom

Teacher Centered Instruction	Student Centered Instruction
- Classic model of teaching - Teacher is in front of the class, students sit in their desk - Teacher does most of the talking - Student involvement is minimal	- Teacher leads activity but STUDENTS do most of the work. - Teacher talk time is minimal. - Teacher models the activity and gets the students involved

Why Create a Student Centered Classroom?

- This is the preferred model of teaching by leading education specialist worldwide. Most schools now require teachers to use this model.
- We already speak English, our students do not. If we give them a chance to practice, they will become more confident to use English.
- Learning a new language is like learning to ride a bike. You need lots of help at the beginning, you will fall down a few times but with enough practice it will become second nature to you! Students need the practice!

The success of students to become autonomous learners also depends on the teacher who is also autonomous. An autonomous teacher is a teacher is a teacher who lead the students to become autonomous learners themselves by giving them some training.

Learner training

To improve learning, learning training seems to be the order of the day in second language acquisition. Many of our students probably would be able to perform better if they underwent training in how to learn English as a foreign language, as learning a foreign language based on assumption some of which are different from the ones underpinning non-language disciplines.

Learner training would help students do develop a self-directed learning approach, and one of the main aims is to produce learners who would ultimately be able to set their own needs and objectives, select materials and resources according to their goal; and later

on can monitor and evaluate their own progress over time (Victori and Lockhart,1995: 223). In order word they are trained to become autonomous; autonomous being defined as the ability to take responsibility for one's learning (Holec,1981, Dickinson,1987, as quoted by Victori and Lockhart,1995:223)

Good learner training is not simple, as it is concerned with the training of the learner as a complete human being who does not only possess mind for leaning, but also emotion and is a social animal as well. Thus the need to train him/her in many different aspects, such as cognitive, meta cognitive , emotional, and social system (Oxford, 1993).

Learning strategies

In learner training, learners are to learn learning strategies and there are different learning strategies for different purposes. Some of the learning strategies for nonlanguage, specifically non-L2, would be different from learning strategies for L2. For example, according to non-L2 research, successful learners often combine the use of meta cognitive strategies and cognitive strategies. Meta cognitive strategies for example are organization, evaluation, and planning their learning, whereas cognitive strategies are analyzing, reasoning, transferring information, taking notes and summarizing (Ibid). In addition, they also employ affective and social strategies to control their emotions, to stay motivated, to cooperate, and to get help (Danserenu,1985; Mc Comb. 1988—as quoted by Oxford, ibid.). Based on the interviews administered to adult language learners, Naiman et al. (1975 – as quoted by Oxford, 1986:11) reported nine keys to success in second language learning : (1) immersion in the target language and culture; (2) contact with native speakers; (3) motivation; (4) good teachers; (5) a stimulating learning environment; (6) positive parental influence; (7) inherent interest in languages; (8) certain personality characteristics; (9) use os specific learning strategies.

How do we help our students ?

The teacher assigned to SAC is called _counselor' and her/his main task are to assist learners to develop their own learning competence or to know how to learn and to make the SAC a favorable place to learn. The functions of a counselor are as follows (Gremmo & Riley, 1995: 159) :

➢ to provide conceptual information which will help learners to develop their representations, meta linguistic and meta cognitive notions.

> ➤ to provide methodological information on topics such as materials and work techniques and planning programs of work.

> ➤ to provide psychological support, acting mostly as a —benevolent outsider‖ who can help learners come to term with their successes and failures.

In addition to counselors, SAC also needs good quality materials, variety, accessibility and self-sufficiency. It has been suggested that the materials be pedagogical as well as authentic (Gremmo & Riley, 1995: 160)

In order to train the students to become autonomous, we need to know about the students in terms of the following : (a). Psychological preparation

(b). Students' attitude toward language learning

(c). Knowledge about the nature of language and language learning

(d). Learning strategies

Conclusion.

To conclude, we have to warn ourselves that

- There is no single set of uniform learning strategy which would guarantee success for everybody, as each individual has his/her own preferred learning strategies. In addition, learning strategies to some extent are also culturally determined.

- Learner training takes a long time as does language learning, thus the need for patience and perseverance on the part of the learner.

- Even though learning strategies are teachable, we are not sure whether the learners would be able to apply them successfully as other factors also intervene, such as time constraints which might prevent the internalization of the new strategies.

- Many of the processes involved in successful foreign language acquisition will always remain mysterious, as they are inaccessible to introspection and conscious manipulation (Little, 1995 : 177).

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IMPROVING FUNCTIONAL ENGLISH FLUENCY OF ECONOMISTS BY USING PRIMARY LEARNING SOURCES:

Principle of Designing English for Special Purpose Program **Lalu**

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ABSTRACT

A language program for special purpose should be designed based on primary needs of learners and upon real use of English that relevant for present or future personal vision of learners. In the case of economists, it is obviously that they need enough competence to read, speak, listen and written about economic issues and its relevant issues. The program should give access to the learners on functional English, especially in their professional needs. Primary source material, in this case *The Jakarta Post*, can be used to support the program. The use of this material can be varied from various skills, learning approach, knowledge improvement, language features, and functional English language structure. The benefit of using the material is learners' prior knowledge can facilitate learners easier to get in into the discourse.

Key words: *Functional English, Economist, Primary Learning Sources, English for*

Special Purpose

INTRODUCTION

Many of English language learning program, especially those that are focusing on language competences, in Indonesia are framed in terms of grammatical school of understanding. This is why students are well developed on their structure comprehension, but not in performing English as tool of communication. It is reasonable when we observe learners' per formative fluency indicators are lower than what are really need for real communication, not the artificial one. Thus, the writer comes to an assumption that so far the English program has been focusing on things that are not contextual, particularly upon the theme contained. The program should be purposeful to assist learners with what they really need in real communication. Based on this assumption, to deal with English for Special Purpose (ESP), a program should be ultimately tangible and real-context oriented to bring up the real problem in the learning program. As one example, when an English learning program is aimed at improving lawyers' ability to interact in English, both as passive or active participants. They have to be improved in terms of vocabularies, terminologies, colloquial matters, registers, jargons, idioms, and symbols of law that considered necessary for them. Thus, when language instructor wants to select material and source of learning, it would be beneficial for them to select it from source that contain real-context orientation, such as English local newspaper, English program on national or local TV channel, domestic story books written in English, and other sources that convey domestic matters. Richard (2001: 28) formulates four matters considered as the basis of interest to conduct English for special purpose (ESP), the specific term for this enterprise. Two of the rational are considered relevant with this writing, i.e. (1) the need to prepare materials for learners with general English but need specific English skill for their

professional need, for instances non-English doctors, nurses, etc.; (2) the need for business purposes.

Basic idea of this study is derived from the needs of many professionals or future professionals with specific attainment of English. One needs enough particular colloquial stems to enable him or her to read news about his or her interest, especially related to particular professional interest. For instance, a lawyer needs to expand his competence on law matters or other related issues to support his professionalism, then, he needs vocabularies or specific terminologies about law. Instructor can assist lawyer-learner with rich material from newspaper or TV show. It seems not to be a new thing, but indeed, it has not reached the optimality of using these kinds of resources.

However, the question might appear of using primary source is how learners, with weak (no) English, can know or understand what is written on the source. Here, instructor should be very selective to choose the proper material from primary source, considering where the source was issued or what the topic are, and whether the material sources accessible for the learners. These considerations are really important since learners are detected only having limited English competence, even some of them have no English at all.

For that, instructor should make use of domestic sources (newspaper, TV show, etc.) that discuss issues or topics that largely discussed in all media. It will help students with prior knowledge of the discussed topics. Instructor does not need to be busy with making his or her learners to be familiar with the topic, which is time consuming, but can directly lead learners to the language learning.

METHOD

By using the framework of material development approach, this study is developed into qualitative study, where the purpose is to construct a set of norm to select effective primary sources to be used as the English course material. Since it is not an experimental study, there will be no practical proving and for the reason that this study has not yet conducted, then, the writer will show his design with an assumption that the design is executable. The result of the study, then, is allowing further study, especially the experimental approach. The source of data can be any kinds of primary materials – the writer decides to name it as ―domestic real-contextual material‖ (henceforth DRCM) – in the form of articles in newspapers, audio-video record of English talk show on TV and radio, etc – each of denomination is stated as unit. Articles in *The Jakarta Post* are decided

to be the primary source for proving, and later other kinds of unit will be crosssectional related in my discussion.

However, before going into the main purpose, content analysis is necessary to detect proper unit within larger space in any English written media as the source. In spite of the content analysis process is not to be performed explicitly, the process behind this writing has been done and resulting some selected units. Furthermore, for the next step I am delightful to show you how a unit can be useful for specific purposes of English learners.

To make the study clearer, it is necessarily for me to choose a particular profession to enable me exploring the use of selected unit. This is reasonable, as the writer believes that too general group of learners will reduce the profundity of his discussion. For that, he decides prefers economist. However, like any qualitative study, it is later possible to be extrapolated rather than generalized. It means that this study requires other similar efforts onto other sources and other learner categories.

Stating Learners' Needs

Before deciding particular unit, the writer has to investigate the needs of learners. Since his imagined learners are economists, he can develop relevant norms to manifest their needs. There are some possible scenarios upon this profession, including:

1. Learners need to have extensive vocabulary, phrase, terminology or technical term, register, idiom, and metaphorical expression in relation to their professional life.

   Those are important to support learners' progress in practicing their language skills. For economists, they have large needs of English features to enable them to be able to absorb news and drive their opinion toward economic issues happen in Indonesia or in international affair. For example, news entitled ―*RI fuel consumption may rise by 10%*‖ published on Wednesday, June 4, 2004. This fossil news will attract every level in society, first and foremost, government. Learners will easily recognize the name of government's body as leading sector of this matter _the Ministry of Energy and Mineral Resources. By then, learners will easily recognize some words but not all. Instructor, then, can lead the class based on what they have in selected unit.

2. Economists are required to be able in reading, writing, listening, and speaking about economic issues in domestic and international enterprise. These are what we call as language skills. In this case, learners are benefited by their existing knowledge upon the field. Their problems are shortage in vocabulary, lack of structure competence, mental readiness, and not accustomed acoustic instrument to speak in English.

The Use of Domestic of Real-contextual Material

This is what the writer calls as strength to learn English on learners' specialization – he calls it as *specialty strength* of learner. Specialist learner must have better knowledge upon economics than the instructor in terms of the issues being discussed. The large knowledge of his field can support his or her learning, by which he or she does not need to take too long time to understand the topic. Being familiar to the topic gives learner sufficient time to practice functional English by cut out the knowledge gap, more effectively for beginner learner of English, with limited English competence. The possible benefits are:

1. Many of language features of *Bahasa Indonesia* talking about related topic within a unit are adopted and/or adapted from English. The adaptations of those features are easily recognized, for example *akuisisi* for acquisition, *manajemen* for management, etc.

2. Familiar topic in DRCS will bring learner right to the usefulness of English rather than introducing one new thing.

3. Learners are directly involved into what he needs to practice or have. This make efficiency of learning, since learners know and realize what they need, they also have motivation to learn since it is not strange matter for them.

Selecting through Norms

In deciding which unit of DRCM considered as effective material, instructor should be able to absorb the significant purpose(s) of a course, then, with it he can decide a set of norm. At mostly, instructor of purposeful learners can do pre-design observation to find out the needs of his or her learners to frame a course design. An economist should be able to read present economic circumstance and to predict the future based on his knowledge, especially those are focusing on national economic headlines. The knowledge is including economic development since the past up to present while he is also being familiar to any theories. The knowledge of the past and theories have been formally taught in his or her academic life, while to know present is something highly related with present economic issues emerge on newspaper or other sources. I assume that any economist reads or watches the current issues on national media that are delivered in Bahasa Indonesia, his or her lingua franca. He or she must have known those issues very well and no doubtfully must have able to explain properly in Bahasa Indonesia. However, since he or she has limited English proficiency, it must be difficult for her to explain or explore his understanding to the same issues by using English.

For an economist, the norms of selecting unit can be formulated as follows:

1. The topics of selected unit should talk about one or more following topics, including economic, politic, social, climate, demography, technology, labors, law enforcement, and mass media issues.

2. The topics of selected unit should get extensive public attention. It is proven by the large frequency of news release of it on more than one type of mass media, such as TV or newspaper, or emerging on more than one newspaper. Through observation in the field, anyone can recognize the extensive topic. The topic has to be clamorously discussed. This important to make sure learners have been aware on the topic. One example might be proper is the latest demonstration of labors union (*Serikat Buruh*), which demands for the raising of national minimum wage. The issue has been widely known and an economist must have the best knowledge on it.

3. To make sure on the broadness, the unit should be a front-page headline in *The Jakarta Post* or at least a page headline. To recognize it by using this norm is not difficult since anyone can understand only by seeing volume or space given to it. Considering the phenomenon that article in newspaper as hit maker that appears to have strong potential to generate people's attention, selecting headline of newspaper can bring benefit for learners with wide prior-knowledge.

4. To choose a unit, teachers may ask learners to list some current popular issues they heard or watch from TV or Indonesian newspapers. From the list, class can make schedule of different topics in each meeting, or the topic can be lot to make them always aware about the current issues.

Picking up Particular Unit Elements for Particular Need

A unit contains various elements of linguistic components, *topicalization*, persons, institutions, constitutions, etc. This is why a unit can be used to any language skill reinforcement or language competence. Those are including:

1. Expanding vocabulary by many mostly words and phrases or terminologies contained within the selected unit. For example, to say *Kantor Dagang dan Industri* (Kadin) in English, learners can see it on TJP published June 4, 2008 (p. 3), in an article entitled ‗Businesses praise raid on customs office‘. A new word recognition by the learner, can be used as to practice his/her pronunciation or even grammatical competence. How to use them will be further explored in later section.

2. From the title, learners can be driven to seek bodies that involve in the news, or they may also make their own version of the news, based on the topic being discussed.

The Use of DRCM in ESP for Economists

Based on the needs of learners, as stated earlier, I can mention and explore how to use *The Jakarta Post* in ESP program for economists. To make it clear, I will break down the needs into more detail items.

Teaching Language Features

1. Teaching vocabulary, phrase, idiom, and registers

   To teach vocabulary, I have to make sure learners first have comprehended generic words, such as pronoun, preposition, conjunction, modal, auxiliary, and other common words in everyday communication. After that, instructor can emphasize his or her attention to specific vocabulary in the field. In the class, instructor may use of common approaches and techniques of teaching vocabulary, such as jumble word, matching of words, riddles, games, etc. The words are taken from the selected unit. As usual, the use of dictionary can help students to extend their knowledge of phrase. They may find synonym, antonym, hyponymy, etc. of any important language features appears on the page. This quotation can be used as an example:

   ‗In a bid to keep the state budget in check, the government has been trying to control fuel consumption to stabilize the budget even as oil prices hover above $120 a barrel' (TJP, 4/6/2008: 3).

   Register is language features that can convey different meaning in different field of interests. Learners can get input from the level of language used by someone speaks to the newspaper, how s/he wants to lead public opinion on hot issues. Through the news, learners can also learn idioms or vernacular language, for example in TJP

   (4/6/2008: 13), a unit entitle ‗Between a rock and a hard place'

2. Teaching English Grammar

   From the quoted lines above, learners can learn about the use of *present perfect continues tense* ‗has been trying'. Learners also get familiar with complex sentence, clause, and conjunctions.

3. Teaching terminology or technical term

   Technical term is something really hard to understand if not contextual, or use in real circumstances, even for someone with good English if s/he has no prior knowledge on related matters. For example, taken from the same unit used in previous section,

‗Ahmad Faisal, Pertamina director for marketing and trading…' contains one's name and his position. Economists will recognize the name and suddenly appear to understand the name of his position in Pertamina, which they have known in *Bahasa Indonesia* before. In page 13 written ‗…for fear that increased borrowing *rates* would further *squeeze* their *margins* which have already been impacted costs stemming from increased fuel prices'. *Rates* and *margins* are technical terms in economic, it will have different meaning in different field.

4. Teaching metaphorical expression

Word *squeeze* is representing metaphor used in the news. The real comparable meaning is reduce or push down, but to make a strong sense, the journalist prefers that word to give special impression on this matter.

Teaching Language Skills

1. Reading

Starting with the unit form, we suddenly realize reading is the first skill that becomes obvious. The unit taken from *The Jakarta Post* is must be a text, in which reading skill is designated. Thus, learners are directly facing the real economic issues that meet their expertise. Learners are easier to take inference from the text within the prior knowledge they have in their mind. The best approach to improve their reading skill is by asking them to recognize the issue first, then, they can go to the lines in the selected unit.

2. Writing

In the same publication (4/6/2008: 13), there is a diagram about ‗RI's textile exports to U.S., Japan'. Based on diagram, instructor can ask the learners to write their reading on it. Instructor may request the learner's opinion, analysis, and critic upon the textile exports.

3. Listening

Listening, must be better from TV or radio channels, can be taught from the newspaper. Instructor can read a selected unit in the newspaper and learners have to write as many words as they can hear during reading. This practice will encourage their listening skill.

4. Speaking

Speaking is the likeable activity in a course. Many techniques can be applied for learning, such as public speaking, debate, classroom discussion, presentation, etc. For instance, still on the same page (4/6/2008: 13), there is news about national flag carrier Garuda Indonesia. Learners can be arranged to involve in a debate about the achievement of this company compared to its real service based on experience.

Learning Strategies Using Primary Learning Sources

Using *The Jakarta Post* as the source, learners should be encouraged to be firm of their learning. Those strategies were categorized into three categories, 1) metacognitive strategies: *planning* includes advance organizers, directed attention, functional planning, selective attention, self-management, *monitoring* includes self-monitoring, and *evaluation* includes self-evaluation; 2) cognitive strategies: resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, inferencing, note taking, summarizing, recombination, and translation; and 3) social mediation: question for clarification and cooperation. Based on the result, there were four implications emerged. First, students rarely used strategies on integrative tasks and often relied upon strategies that did not demand elaborative or active mental processing. Second, teachers expressed interest in strategy uses and inquired to find out more. Third, strategies not different from those reported in cognitive literature. And fourth, strategy use and conscious analysis of learning occur with both classroom and nonclassroom learning. Based on this conception by O'Malley and Chamot (1990), we may identify ESP learners are mostly open to any learning strategies. This assumption is taken considering learners' self-motivation and self-awareness of their own learning. Instructor has just consistent with the program purposes, and treat learners as adult learners that not need too much personal attention from instructor. Instructor needs to give them knowledge about learning strategies may be used by them, so later they can practice it.

CONCLUSION

The use domestic real context material (DRCM) in English for Special Purpose (ESP) course can bring potential benefit for the success of the program. Teacher or instructor can easily find the material from various sources that known well by the learners. However, there should be some important norms to make it effectively applicable in the program.

The goal for sure is to encourage learners to learn and practice effectively in the real context use of English. To make it visible, program designer, which can be the instructor himself, should be able to observe the particular needs of learners in learning English. Based on comprehensive observation, instructor then may direct various language skills that learners can develop. The other important thing to be inserted is laid upon how instructor or teacher can encourage learners to practice certain learning strategy that might match with the learners' characteristics, goals, and materials. Since this article is unimplemented yet, the

writer encourages anyone, including himself, to execute the design and to assess the learners' achievements and put this article as the framework that might be adjusted in the future.

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