

TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE IN A GLOBAL CONTEXT

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A thesis submitted for the Degree of
Doctor of Philosophy

Faculty of Education, Humanities, and Law
Flinders University, South Australia
November, 2013

Abstract

This policy-oriented research investigation is of national significance to Indonesia where the nation's wealth depends for its success on the production of a well-educated workforce who can engage with proficiency in a global dialogue that is conducted largely in English. The ability to communicate in English, as well as *Bahasa Indonesia*, is becoming increasingly significant in Indonesia in an ever expanding technological age. This study addresses four major issues associated with the teaching and learning of English as a foreign language in a technological university, (a) factors that influence English language proficiency within the university setting; (b) analysing the component skills required for successful language learning; (c) examining the relationships involved between successful language teaching and the kinds of courses offered; and (d) the shaping of policy for the learning and teaching of English, not merely as a foreign language, but also as a global language.

The theoretical foundations for this study include Carroll's model of the learning of a foreign language, from which his better known models of school learning and general learning were derived. The data for the quantitative aspects of this study are obtained from the university records and database for a sample of approximately 1000 students, where performance is measured on three occasions and who are drawn from a target population of about 4000. Information on the teaching and learning of these students is obtained on the qualitative aspects of teaching and learning from six teachers of these students, and from 30 students in the sample. The ten research questions for which answers are sought and that are directed towards the four specified issues provide evidence for the making of recommendations and for the development of policy by the university staff and other Indonesian policy makers.

It is also expected that the findings of this investigation are highly relevant for the teaching and learning of English as a foreign language in schools and universities across Asia at a time when English is emerging as the global language in the Asian Region for tourism, industry, commerce and technological development.

Key words: English, Foreign Language, Global Context

Declaration

I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed.....

Ratna Rintaningrum

Acknowledgements

I would like to thank the many people to whom I am indebted in preparing and writing this thesis.

Foremost, I would like to extend my deep gratitude to Dr. Carol Aldous, my principal supervisor, my critical friend and editor for providing me with fresh ideas, particularly when preparing my research proposal. She sharpened the research questions and the aims of this study. She showed me how to be strong under pressure and how to withstand the many difficulties encountered during the period of my PhD. She supported me not only with her time and love, but also with her energy and encouragement as well as with her critical thinking that enabled this thesis to become a reality. In addition, she challenged me to consider ‘what messages or final thoughts can I deliver to the readers of this thesis that will have the greatest impact on the Indonesian community and make a positive contribution to a global society’. That this thesis has transpired is in no small measure due to her, indicating that this challenge has been more than met. My special thanks go to her.

Secondly, I would like to thank Professor Robert Conway, my co-supervisor, for his brilliant ideas in the formation of focus group discussions (FGDs) in this thesis. His advice concerning FGDs gave me confidence in interpreting the results of the FGDs reported in this thesis. It was a challenging situation since this was the first time that I had used FGDs in research. Many thanks go to him.

Thirdly, I would also like to thank Professor John P. Keeves, my non-formal supervisor, my critical friend, and my editor for his invaluable and continuous guidance and assistance. He provided me not only with intellectual enlightenment and guidance but also with moral support and encouragement, without which this work would never have been accomplished. He spent much time carefully reading this thesis which comprises 16 Chapters. His advice and critical thought gave me a pathway to improve its quality, yet without forfeiting my independence and critical thinking as a PhD student. I have never forgotten how he encouraged me by saying “keep going, keep writing, and working hard as this is what you want to do”. These words encouraged me to work very

hard and to finish my thesis particularly when I needed it most. He motivated and inspired me at every step of my PhD journey. My special thanks go to him.

Fourthly, I would like to thank Mrs. Jane Hogan, the Head of the International Student Services Unit who supported me with important assistance in the completion of my study.

Fifthly, my special thanks go to Flinders University which provided me with the financial support to finish my thesis and to the the Government of Indonesia who awarded me with a scholarship that made it possible for me to undertake this study.

My huge thanks and appreciation go to my beloved husband, Prahara Maghribi, my two beloved children, M. Adistya Azhar and M. Farhan Dzulfikar, who always provided me with moral support, patience and sacrifice during my study. I am also indebted to my parents, my brothers, my parents-in-law, and my brothers-in-law in Trenggalek and in Surabaya for their prayers, encouragement, and advice.

Last but not least, I would like to thank the Government of South Australia who awarded me the ‘*2013 Governor’s International Student Award for Academic Excellence*’, the ‘*2012 Governor’s Multicultural Award*’, as well as the ‘*2012 Australian Day Parade Award*’. These awards have in no small way fostered a positive attitude for me to face a global future with optimism.

Dedication

This thesis is dedicated to my Father who passed away during my PhD journey, my Mother Siti Mardiyah who looked after my father during his sickness, my beloved husband, Prahara Maghribi, and my beloved children, Muhammad Adistya Azhar and Muhammad Farhan Dzulfikar for their endless love and support.

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